All-Schools Report
Academic Year 2014-2015

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 999 male and female socioculturally- and subculturally-diverse students indicates that they are on their way. As a group (1) They valued this program; (2) They demonstrated a decrease in school disruptive behaviors and other antisocial actions; (3) They demonstrated an increase in prosocial expectations and behaviors.

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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 students' self-reports before and after completing their programs.

Procedures

Each participating school has the option of purchasing the research package. Their students complete a self-report survey before and after they have completed the CD&L Program. These schools subsequently receive a research report on the progress of their students using 83 target variables (see Hoedel & Lee, 2015, *Empirically-informed character and leadership education in focussed high school classrooms: Consensus, development, evaluation,* in review). It is difficult to determine what school will purchase the research package and for what reasons. However, where we have pre- and post-CD&L Program self-reports by the same students, we can assess how effective the program was for them. And, if their demographic characteristics are the same as those of all the students who participated this academic year, we can extend our pre- and post- findings to all of these students.

Twenty-seven high schools and five intermediate schools participated in the 2014-2015 research package. Fifty-three percent of the pre-test students were female; 47% male. Intermediate school students (grades 6-8) comprised 14% of the participants; high school students; 86%. Of the latter, the largest groups were 9th- and 12th-graders.*Thirty-seven percent of them (330 participants) returned both pre- and post-program self-reports.* They were 9th through12th graders and their ethnic profiles were the same as the overall group of participants. Further details may be found in Appendices 2 and 3. Because the research group is quite representative of the overall group of CD&L Program participants, our findings from the smaller group can be assumed true of the entire CD&L Program.

The *Student Self Report Survey* (SSRS) is our primary research instrument. In 2015) it was explored statistically and revised. This report is Appendix 4. The SSRS asks 83 questions divided into seven distinct categories. These are given in the follow-

ing table. The first two explore undesirable behaviors expressed in the school setting and in the community at large. The five others are a compilation of prosocial attributes. You should expect that, to the extent that the program was beneficial, your students will report a decrease in undesirable attributes and an increase in desirable ones.

Undesirable Traits	
Behavior problems in school	• **Not following school rules** • **Put on in-school suspension** • **Suspended from school** • **Physical fighting in school**
Lack of character strength in school and community	• **Cheating on exams** • **Plagiarism and illicit sharing** • **Theft** • **Lying** • **Bullying** • **Succumbing to peer pressure**
Prosocial Traits	• **Optimism about mainstream life goals** • **Mainstream pro-social values** • **Social-emotional intelligence** • **Honesty in pursuit of short- and long-term goals** • **Concern with GPA**

Schools that have bought the research package also will receive school-specific information, including:
• **Illicit substance use and other dangerous behaviors**
• **Student legal difficulties**
• **Truancy and class cutting**
• **Campus safety (bullying, drug sales,theft)**
• **The unabridged and unedited library of their students' written observations about central parts of the CD&L Program.**

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 ("Trustworthiness of findings") has been statistically determined employing t-tests between means for paired samples.

	Number of incidents reported	Before program	After program	Trustworthiness of findings
Behavior Problems in School	• **Not following school rules** • **Put on in-school suspension** • **Suspended from school** • **Physical fighting in school** • **Parents given warning**	1.14 0.34 0.16 0.26 0.48	0.59 0.16 0.12 0.09 0.35	High High Modest High Modest
Behavior Problems in Community	• **Cheating on exams** • **Plagiarism and illicit sharing** • **Theft** • **Lying** • **Bullying** • **Succumbing to peer pressure**	0.71 1.63 0.40 1.80 0.73 0.63	0.54 1.23 0.26 1.33 0.44 0.50	Medium High Medium High High Modest

The expected decline in negative behavior occurrences is clearly evident in every assessment. This decline in negative behavioral incidence is directly related to CD&L Program course lessons and classroom and campus experiences (experiential learning) stemming from them. The reason that the changes seem small is because of the diversity of the student groups participating. Some are students who are offered this course for remedial reasons, and many of them may be required to take it. In contrast, other students are members of elite leadership groups and/or are eager to be in the program. When we put all of these diverse individuals in one group and compute the averages, differences between them are obscured. For this reason, future evaluations (academic years 2015-2016 onward) will not look at all of the participants as a whole, but will explore changes as they take place in disparate groups, e.g., elite leadership classes, mandated remedial classes, and so on. Administrators and their students have different reasons for enrollments and outcome expectations should be tailored to the makeup and motivation of each kind of class.

The expected increases in positive - prosocial - values and behavior are shown in the following table.

	Number of incidents reported————>	Before program	After program	Trustworthiness of change
Optimism about mainstream life goals	• Graduate from high school • Go to college • Job that pays well • Job one enjoys doing • Happy family life • Respected in community • Good, reliable friends • A better life than parents	3.72 3.28 3.24 3.22 3.32 3.29 3.25 3.12	3.78 3.30 3.24 3.28 3.29 3.15 3.27 3.16	Modest Modest Modest Modest Modest Modest Modest Modest
Demonstrate mainstream social values	• Positive attitude • Preparation • Perseverance • Respect • Honesty • Integrity • Courage • Appreciation • Self control; composure • Empathy • Gratitude • Tolerance • Sacrifice • Loyalty • Responsibility • Compassion • Leadership	21.4	22.2	**Moderate**
Demonstrate Socio-emotional intelligence ("Emotional IQ")	• Does extra work • Helps other students • Tries to resolve problems with teachers and classmates • Intervenes to stop bullying • Makes good decisions under stress • Challenges inappropriate behavior by others • Expresses appreciation to parents and mentors • Chooses the "right way" over the "easy way" • Demonstrates positive leadership skills	20.3	22.9	**High**

	Number of incidents reported————>	Before program	After program	Trustworthiness of change
Honesty in pursuit of goals	• Would not lie to get a job • Does not believe in lying or cheating in order to succeed • Affirms self as more inclined to do right than others • Wants to be trusted • Believes deceit hurts ones character	6.55	7.35	**High**

The survey indicates that attitudes have changed in a very desirable direction. The students tend to be *slightly less optimistic about their futures* (perhaps they are considering their prospects more objectively?) Nevertheless, 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, **students report more occurrences** *of going out of their 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.* The following chart ("change model") lays out the future growth of today's outcomes.

Students' positive increases with regard to…	Are currently shown in…(Attitude)	Which lead to an immediate outcome (Behavior):	And promote long-term (life-course) outcomes
Personal Responsibility	Understanding options, making choices and accepting consequences	Completing school work, doing extra work, prioritizing one's day, building stronger relationship	Better grades, more educational options, better care, stronger relationships.
Tolerance	Seeing others as equals and treating them in such a manner	Demonstrate respect for others, less tolerant of bullying and discrimination.	Healthier outlook on life, stronger relationships
Perseverance	Attempting to resolve problems with teachers and peers	Completing homework, trying harder in school, applying for colleges	Satisfaction and self-respect over successes and accomplishments.
Respect	"To gain respect, one must also give respect"	Respecting teachers, classmates and property. Acting in trust-worthy ways.	Stronger relationships and receiving community respect, dignity
Integrity	Doing what is right instead of that which is easy	Making better choices, excepting the consequences of my choices.	Feeling more confident and proud of life choices
Appreciation	"We all benefit from the help of others"	Expressing appreciation to authority figures and mentors	Less destructive entitlement issues and more gratitude

| Students' positive increases with regard to…	Are currently shown in…(Attitude)	Which lead to an immediate outcome (Behavior):	And promote long-term (life-course) outcomes
Self-control	"I am in charge of my own emotions and actions"	Control temper, making better decision in stressful situations	Leads a life of less regret and lives a calm and rational life
Courage	"I stand up for my beliefs and stand up to others (e.g,. Bullies)"	Confronts bullies, can stand up for own ethical beliefs	A more authentic life, less pretentious, followed own path
Leadership	"I can positively influence others"	Aligns values with behavior, influences others to act with integrity	A life spent creating systemic family and community change.
Empathy	Look out for others, not put-down others	Understands the background and circumstance of other students	A more fulfilling life with less regret, stronger relationships
Positive attitude	Be more positive, attitude is a choice	Nicer, kinder & more positive	Less stressed and more confident in the future

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?"* *One hundred percent of the students said "Yes". Their verbatim rationales have been compiled as Appendix 1.*

- *"Compared to other classes you have; rate this course on a scale from 0 ('Low personal value') to 10 ('High')."* *Ninety-six* percent of the students rated this course positively, that is, gave it a rating of "5" or higher. Forty-eight percent gave the course the highest possible ratings ("8" to "10"). Eleven students (4%) gave the course low ratings ("1" to "4").
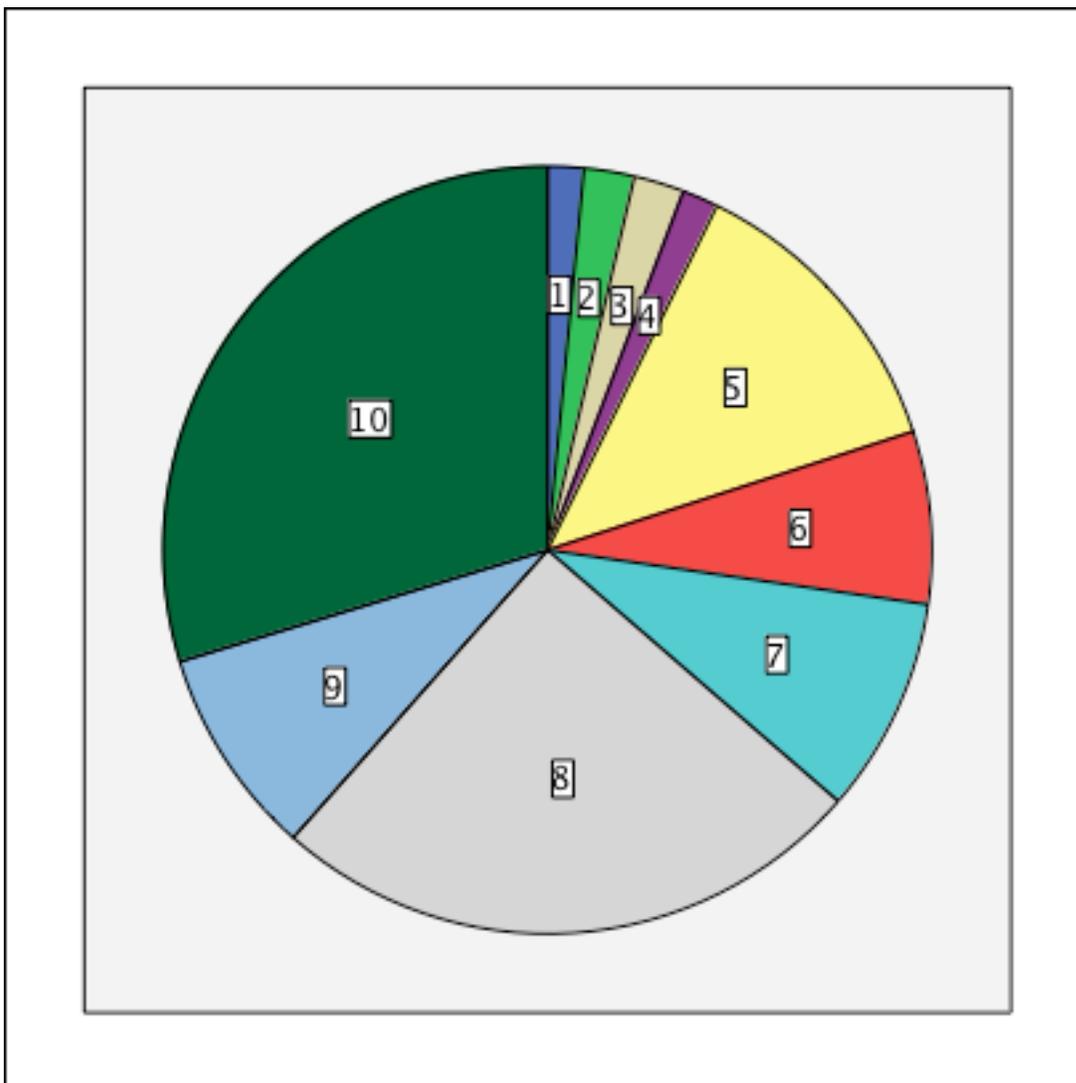
- *"On a scale from 1 ('Low') to 10 ('Very positive'), how much impact did this course have on you?"* **Almost all of the participating students reported a positive impact** (a rating of "5" or higher). Indeed, 75% *gave the CD&L Program the highest possible rating of "8" to "10".*
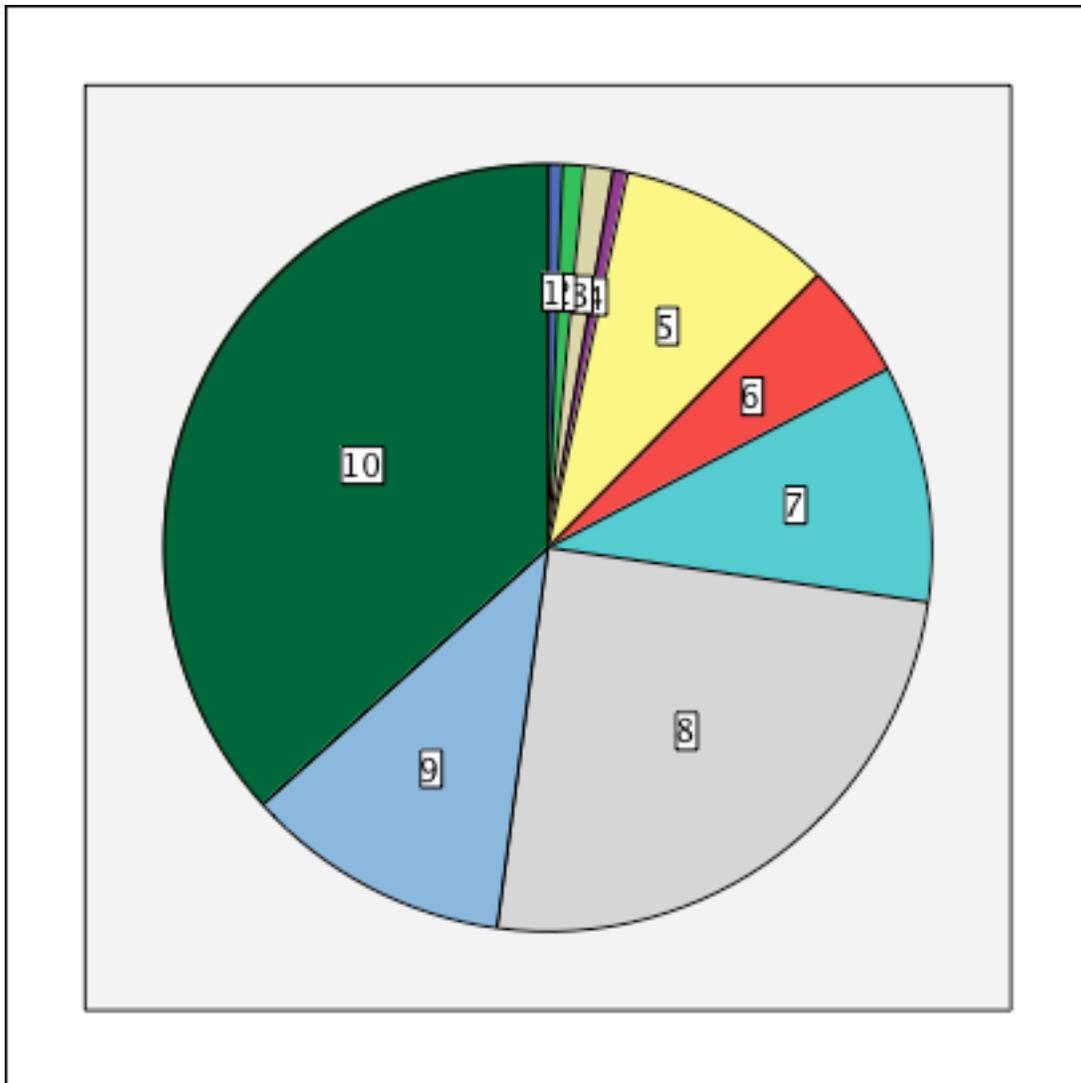
• *"Rate the textbook on a scale 1 ('Low') to 10 ('Very positive)."*
Note: The rating of "0" indicates the percentage of students who did not get the text-book in support of the curriculum. **Over 90% of the students who used it rated the textbook positively**, that is, gave it a rating of "5" or higher. Over half gave the textbook their highest ratings of "9" and "10".
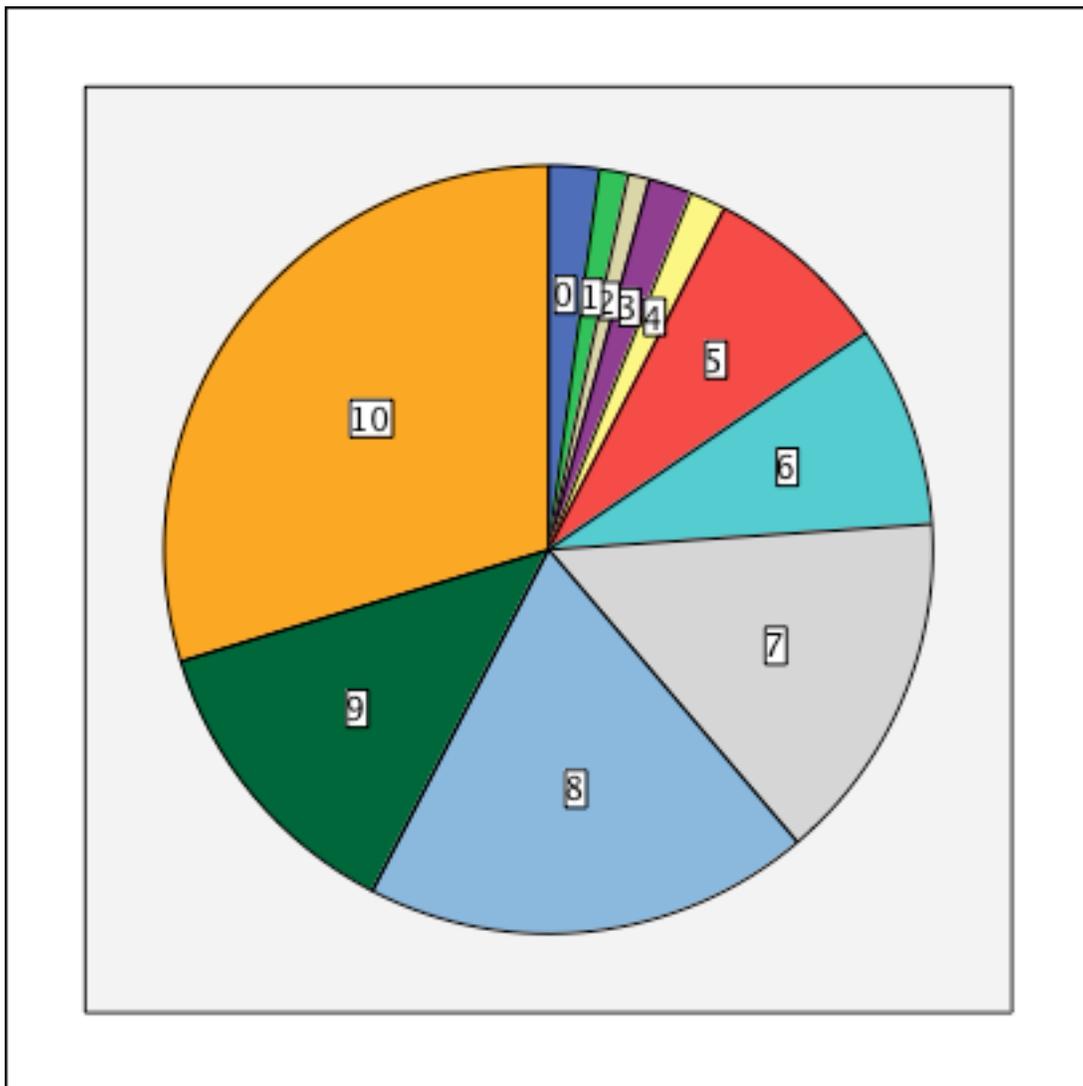
Appendix 1

The students were asked to state their reasons for their opinions about the CD&L Program. The following compilation is the complete record. No replies have been deleted or edited.

- It has helped me understand what it is like to have good character, and has made me strive towards good character.
- You learn a lot.
- I loved it
- It has taught me a lot about characteristics and being a good leader.
- I want to come to this class. I have learned a lot from this class.
- It provided good things to think about in order to improve myself.
- I really liked this class, I was uncomfortable talking so much but I got used to it.
- This class taught me a lot that I wouldn't be able to learn in other classes. Even though it is not teach ing me anything like math or science, I can take these skills farther than any other academic class.
- It has helped me realize what values I need to have to be a leader and that I should always make the right choice no matter how hard it is.
- It was fun
- I have loved the atmosphere of the class and think it is beneficial to everyday life.
- I think everyone should take this class because it teaches people valuable character traits and challenges you to use your brain and for your own opinions.
- Lot of assignments but fun to hear other peoples answer and what they have to say about others. Get a chance to talk to people you normally wouldnt talk to
- This was my relaxation for the day, it was fun to share answers and be able to have conversations with others on what they view about certain things and people. It was different from other courses, and uses a different part of your brain.

- *This class is very beneficial because people actually care to become better people. It's not just about being a leader but it's about how to become a better person.*
- *In this class it's easy to let out your own opinion. In the past semester I found it easier to relate to situations from lessons i learned from it.*
- *This class has two great teachers that are also two of the best leaders in the school. They have taught me a lot about myself and learning about other characteristics is very neat.*
- *I've only been here for a little while I kind of like it so my answer is a 5*
- *I want to be a better person and learn about being a good character*
- *Just ok it's normal*
- *It's kool*
- *I think this is very high valuable because it is important to know how to write correctly.*
- *This class is not that important but at the same time it is. It helps you evolve in your writing.*
- *Yes I would recommend that they take this class because it has helped me improve my weighting and character*
- *I rate this a 10 because this class thought me a lot for life than learning things that I won't in life.*
- *Good class not tobad*
- *It's helps u out in life*
- *It shows you the other chracterictics that you need to be a good person with good morals*
- *It is a good class*
- *I think it's important that we learn all these character traits and know how to maintain everything*
- *It helped me change my mind about character*
- *You learn character and leadership skills.*
- *Cause it teaches character*
- *It helps teach people to have better character*
- *I pick and 8 because i don't know*
- *Sometimes I am right*

- *I want to get good grades in ccla because I want help kids to stop talking means words   *
- *We need to learn these qualities*
- *Idk*
- *It's okay*
- *It helps you a lot , there push you to do your work. *
- *This class is really good because she lets you make up work and helps with all your work*
- *It's fun*
- *These classes have a lot of value and teach you vauluable information for life. It also helps with criterial things in your life and I value them very much*
- *Because u learn to obtain your goals*
- *I think this class is very important because it helps us think a different way hopefully , being more attentive , help us realize a lot of things , and change our point of view of life*
- *This course is pretty good *
- *Esi*
- *This class is good because you can learn so much from ms.jennings like how to read and right better*
- *I like this class because it's very informative and it's not to hard*
- *Bruhh cuz it helps with ingarish*
- *This class helps you come out of your comfort zone and learn new character traits*
- *This class is fun because we do fun activities.*
- *This class is important to me because it is one of the easiest classes that can earn me easy credits, and I can improve my writing and speaking communications.*
- *This class opens doors and understanding right wrong*
- *It's not so important but it gets me away from work :-p and it makes you remember what you did this semester ,but it makes you compare yourself to other people.*
- *Good class. But felt as if we were doing the same thing every week.*
- *It teaches to be a good person.*
- *This is because it is important to have good character.*
- *This has helped me realize what character traits I have and who I am as a person*

- *Bec this class helps me develop character and leadership*
- *This semester I failed most of my classes*
- *It's good*
- *I'm honest with it it's good it takes your mind and controls it's focus. I like it very much.*
- *We learned a lot of having good traits so you can have a good character which will help you a lot in the future to succeed.*
- *Idk*
- *I rated it a 7 because this class is easy*
- *It was difficult to memorize during the finals*
- *It's good*
- *It's a waste of time*
- *Because there are a lot of people who try hard*
- *It teaches good character skills.*
- *It's good, important but I really don't understand why we are taking this class, all we learnt was role models.*
- *It's so so*
- *Most of the things I learned are worthless to me*
- *It is a hard subject*
- *this class shows how to build ones character and make them better people.*
- *It is a nice class to have because it teaches a lot of life skills and things needed to know for life.*
- *Yes because it has taught me a lot about myself. The class is inspirational and will help you look at things in more way then one.*
- *This class was boring and didn't involve much activity.*
- *It didn't really teach me much different by reading stories about other people's accomplishments.*
- *it could help in the future*
- *This course was kind of hard but not that much. This course was okay.*
- *this class is very valuable and great to take if you care for your future.*
- *this class was a nine because it was easy, and the students were very nice.*

- *It has helped me in developing skills that have helped become a better leader and come more out of my shell.*
- *This class is very fun and helped me to become a better, greater person.*
- *I learned a lot about life and how to have good character and ways in being success-ful in life.*
- *I rate this class a 10 because it helped me become a better person.*
- *This class teaches you life responsibility and how to be successful in anything you do. To show leadership and to do your best and be successful in all that you do. To never give up on what you believe in no matter the difficulty. Keep positive attitude and be caring to others.*
- *it helped*
- *Its a very fun educational class it helps students understand the important of being a better student.*
- *2+66565+*
- *This class doesn't really offer any significant information to me.*
- *This course is truly a really big help, to anyone looking to find their way back onto the leader path.*
- *this has taught me more about character and leadership and how to act in public*
- *its a Great way to learn leadership skills and to have good character.*
- *this class showed how to be a great character and learn ways in life.*
- *not to sure*
- *I like this class a lot. I've learned to be a somewhat better person and developed many leadership skills.*
- *I wish this class is a requirement for all students coming in as 9th graders. All of our students would learn compassion for others. I think this class made a difference in my life because Coach Rodriguez taught this class with passion and he cares about all the students in our class. When one person shows they care that's all it took for me.*
- *there is no explanation because it was too good.*
- *This class was very enjoyable. Always a good environment to walk into and I learned many things about not just myself but others as well.*

- *The class taught us life lessons. It taught us how to deal with life problems and helped us evaluate our lives a little more.*
- *I learned so much from this class, and everything I learned in this class I will be able to use in the outside world.*
- *I have learned that you shouldn't judge anyone until you have walked in their shoes.*
- *It's one of the best, if not the best, classes I've ever taken. It taught me a lot about myself that I had no idea about.*
- *This course teaches you things that will help you in real life situations. I will actually be able to use what I have learned to be a better person.*
- *This class taught me more than just numbers and equations. It taught me how to become a better person in life.*
- *It seemed like I would have gotten more out of the time had I used it for a study or another course.*
- *I have learned a lot about being a good leader and a character and I would recommend it to the underclassmen. I enjoyed this class!*
- *It showed me things I can change and add like team work stuff and helping others in the community becoming way more social.*
- *It was fun and to learn a lot about leadership and good character.*
- *It is very fun and informative. I feel like I'm being treated as an adult. I like to discuss things, rather than be told.*
- *learned good life skills*
- *You don't just need to know how to add, read and write. You need to know how to be a good person.*
- *This class is very effective and valuable to all.*
- *Very good quality teaching/classes*
- *I thought it thaught good character and good traits.*
- *I think that everyone should take this class and I think it is a lot more important than other classes this school offers*
- *This class helped me realize how I can improve my overall character and helped give me the drive to change some of my poor habits.*
- *This class gave many real life examples of how having good character can help improve your life and make you successful.*

- *This class reminded me how important good traits are. I have thought more about decisions in my life.*
- *This class really showed me that I can become anything I want as long as I trust my decisions and follow my heart.*
- *High value class. Learn a lot.*
- *I liked the class. I liked the activities we did and lessons we learned, but I don't really feel like it helped me better myself as a person.*
- *This class taught me a lot of values and ways to demonstrate them.*
- *This class helped develop good character, but it didn't help me for my future in biology.*
- *I really like this class.*
- *I've already recommended this class to several of my peers because it promotes thinking about your character and not just reading, writing or arithmetic*
- *We talked about many things that I will think about in the real world and I will always look back at this course.*
- *It has taught me many lessons that I would not just use during school hours, but lessons that I could use for the rest of my life.*
- *I really enjoyed delving into deeper topics and discussing morals and character. I think it really benefits students in real life and it is always good to discuss issues and moral values*
- *It is a good class that is beneficial to students.*
- *This Class Was Very Interesting, And Fun. I Would Take It Again. :)*
- *Over the past four years I have learnt more in this class than any other class.*
- *I've learned to stand up for what I believe in and to control myself in bad situations.*
- *a good class*
- *You learn a lot about yourself and how to improve yourself.*
- *It is a great class with my favorite teacher.*
- *It's fun and you learn a lot.*
- *The class was not boring and taught me a lot of information I never really thought about. It opened my eyes to the important things about me.*
- *You learn a lot of important life lessons that will help you later in life*

- *This class was not only fun, but I learned a lot from it. I was rarely bored and it was mostly interesting.*
- *this class has a lot of personal benefits, it forces you to take a look at your life and your values.*
- *it was boring*
- *i honestly don't know because I was confused half the time*
- *It was okay...*
- *UM, because this isn't really my favorite class.*
- *This class has helped prepared me for the future and has made me think about the careful choices I make and how far I should go as far as what I want to do. I strongly embrace and appreciate this course.*
- *it didn't teach me anything I didn't know already*
- *This isn't my favorite class but it is a good class to have.*
- *This course was interesting but slightly boring I felt we were going over things I already knew. So I goofed off a bit.*
- *i don't t)(ink t)(is class is as important as mat)(or civics, but is more important t)(an an art or music class*
- *I enjoyed this class to an extent, but compared to some of my other classes this falls behind on the scale. I think that if kids actually took the time to understand this class, and act upon what they learn they would find it helpful. The last reason mentioned was severely lacking in my class, and at times the teacher didn't understand how to handle the problem. But I do however find it influential, and think if other students took this course and were able to get into it our school would change in a positive way.*
- *Its a really good course sometimes crappy.*
- *I think it is very high value because it tells you how to basically be a better person in life, which is important.*
- *the thing I was thought in this class weren't as important as other classes*
- *its boring*
- *Because its to easy to get a good grade*
- *This class wasn't that bad and it helped with good character.*
- *because this is a great class to be in*

- *what did you mostly of the course?why?*
- *This class to me seems to be more of a waste of time than valuable but I can personally say that I did benefit a small amount from this class*
- *Its a good class to take.*
- *it is very easy and fun course *
- *This class is da best!*
- *We had fun and stuff but kids really didn't pay attention that much*
- *all he does is talk. its boring.*
- *I say its medium because its good but not that useful*
- *this class is a high value it helps you grow up to become someone important*
- *It's a much easier way of doing math, rather at my own pace instead of me not being able to keep up.*
- *It is a weird class*
- *Because I think it's a class that you can learn a great deal of things from and have at the same time.*
- *because*
- *because i learned stuff*
- *i have no idea why i pit 7*
- *it teaches good people skills and good people skills are importent in the world*
- *because there are some other classes that are more important.*
- *i love this clas*
- *it can help someone look at their life it can but you need to add better questions*
- *good i guess*
- *easy. i can vent if i need to gets me away from everyone .*
- *This class is very important to me because it shows you how to be responsible. This class also helps you become a better leader.*
- *We do a lot of work but at the same time we don't.*
- *This class helped me shape myself. I learned a lot about myself throughout this course.*
- *This course can teach you many traits. It can also help you throughout the school year. This class also helps you to spread positive attitude and different traits to others.*

- It teaches me many things that are actually used in life.
- i would rate this a 8 because it i have tooken classes like this before and it helped me a better leader.
- This class was very fun and I learned a lot more than I could have taught myself
- this class does show you skills other classes don't show and other people don't value it anymore.
- This isnt such a hard class,you just have to have be focus and have dedication towards this class.
- I think that this class has taught me a lot about positive skills and how to be a better person. I would highly recomend this class to others.
- It taught me how to become a better individual, not just student.
- This is an important class for people to take because it teaches people things they need to know for later in life.
- This course helps build good character and leadership skills. I would recommend this class to everyone who wants to be a leader.
- I enjoyed learning more about the traits i already new and also enjoyed learning about traits i didn't know. I enjoyed watching all the movies along with the lessons. The movies were all so good and helped me understand more about the traits with real life examples.
- This class is very inspirational because it teaches you life lessons.
- I Rate nine because this class will make you see the world as something different and it will make you see school as something very important which all students deserve to know that.
- This is pretty easy
- I learned a lot about leadership and strong character development. The things I learned will help me in the long run.
- This is a great class to take if you are committed then you will see a change in you at the end go the course.
- I think that this course offers a lot of valuable concepts for students, but I don't think that you'll suffer if you don't take it.
- Its a very high value because its a good way to teach students how to be a better person.

- *It gives you a understanding of what a leader should be and how a leader should act.*
- *I scale as a 10 because I learn to many things the helps me be a better person than before. The importances value of individuals are. Have some reflections of my own life and know that there times the I have to think before I act.*
- *The reason is because it helps kids understand life better. No because it's not always fun to be in.*
- *it was very interesting to read the full story on these poeple*
- *I really like it*
- *You learn many life lessons and I know some people in my life who could benefit positively from this class.*
- *I liked it, but it was very hard to keep up with all of the things we did everyday.*
- *This course has taught most everyone in this class the meanings of different character traits that people should possess, and show everyday.*
- *it shows you what the meanings of things is. plus you have to read about all these people in the book. then you relies that not everybody had a great life growing up but that didn't stop them because they kept pushing and striving to do better and soon they became famous for what they did.*
- *This course isn't like your general education courses. You learn about how to become a better person in the world and how to succeed throughout life by being someone who other people enjoy being around. This class can teach you way more than some math or English class.*
- *I think this class focuses more on what you need to know in the real world, not just out of school. Often in academic classes, the students ask when we will ever need what we are learning, in real life. This class actually does teach us the basis for a good and happy life, all beginning with improving yourself and character.*
- *This course has allowed me to form deeper friendships with people I would have never even thought to be my friend. It has showed me you don't have to be wealthy to obtain success and become a hero in someone's lives. This course taught me that all of us have character traits that can change the world and make a difference.*
- *it teaches you good life lessons and how to handle things. its not a boring class and it actually has something to do with everyday life and everyday people unlike other classes.*

- *This class has helped me meet new people and allowed me to express how I feel about things. Outside of this class, I can't always say exactly how I feel without feeling judged. In this class, its the complete opposite.*
- *It helps teach students the foundation and ways on becoming a leader.*
- *because of this class we have became a family . this class has given me better communication skills and has prepared me for life after high school. everyone has made a positive change in this class because of this curriculum. im very grateful for the people who put their time into this. I know now what kind of person im striving to be*
- *I thoroughly enjoyed this class and I learned a lot of valuable lessons about character traits.*
- *It has high value because it taught me valuable life lessons*
- *I have learned things in this class that I will be able to implicate to my life at a immediate time unlike other classes that I really don't fully retain what I lesrned in the class*
- *I rate this a 10 because the course taught me how to become a better person and know when to express my feelings or put them aside. Letting people know the truth without hurting, being considerate of others because some people don't like the truth.*
- *It changes your perspective on things and it changes you. This class really brings out the best in you. This class teaches you things you probably wouldn't learn anywhere else. It shows you your strength when you need to be strong. The class shows you it's not all about you but it's about helping that next person and as you help that person, it builds you.*
- *A class about life is more important than any other class. It may have changed my life.*
- *The things we learned were very beneficial but the teacher didn't show good character or leadership skills. She picks on other students in the school.*
- *This course allowed me to mature in short amount of time. The traits and characteristics studied helped me see the importance of solidifying my morals and beliefs while keeping my mind open to others.*
- *I learned more about what it means to have good character which is important to me.*

- *This class teaches you traits of a leader that you will never think of. Gives you a chance to look at things differently and to become a better person, also to make a change in someone even you.*
- *This course teaches many aspiring students to become greater and have good character, especially before college.*
- *Unlike other classes this class has taught me how to be a better person and leader.*
- *This is one of the few classes I have actually gotten something out of. It taught meant life lessons that I will never forget. It changed the way I communicate and make decisions.*
- *I liked the class and it taught me certain things it was mainly on bettering ourselves when most of the students in here were already good students. it should be more on us helping others who are not as good students or a class for not as good students bettering themselves. the teacher of this class did not always show good leadership skills or act like a leader towards students in the class.*
- *This class was the only class that made me into a better person. It was the only class where I said this will impact my life and it helps me be a better person to everyone and everything around me.*
- *I rate this course a 10 because other courses focus just on the grade it self but this course focused more on the student and everyday life situations.*
- *Dont know why im taking this test.*
- *I like this class but i want to change my schedule to something different.*
- *because it teaches you about life and how you should be acting basically.*
- *this course is the only reason i am going to graduate high school*
- *you get to work on your own*
- *I love this place all schools should be like this*
- *Character describes who you are as a person and it's very important to me that i display great character traits now that i truly know what character all involves.*
- *It was nice to watch movies with worksheets and being able to talk as a group.*
- *It would be an 8 because you didn't get too much out of it, but you did learn many things.*
- *its easy.*
- *It shows the different characters people have and why they have them.*

- *people need to understand what is right to build a good character.*
- *It allows people to develop real world skills that the actual high school doesn't offer*
- *I think that the class itself had a lot of educational value, but that also depends on who is teaching the class.*
- *There the best teachers you could ever get! Spartan/Sun-Student*
- *I believe having a good character is one of the most important things in life.*
- *I feel that this class has tough me allot of leadership roles and has prepared me for when i grow up and the teacher is super ni ce*
- *It has showed us what respect,& much more is*
- *Because it was fun*
- *Its helped in certain situations*
- *It helps us understand what you need to do in life as far as having good character.*
- *It's a worthwhile skill to know how to interact with people and to make sure that you know what is right and how to do what is right.*
- *This class is not as hard for me to grasp things on.*
- *Less Homework But more purpose*
- *I feel that I can judge what is right from wrong and shouldn't have to learn from a teacher, parents should do that, and mine have succeeded.*
- *it is like most classes but instead it teaches you values*
- *It teaches you about responsibility and it may just help you in the future*
- *I say 10 because in this course i was taught how to improve character and that was the point of the class.*
- *This class helps me understand that having a good character is important.*
- *I believe that character is a very important aspect for growing up and trying to achieve your career goals.*
- *This class is very high valued to me because it will help my character tremendously.*
- *Because there are fun people.*
- *It taught me how different people were respected and how they handle certain situations.*
- *This class showed me my strengths and weaknesses in my character.*
- *This is one of the only classes in high school where I've actually learned stuff that will help me in the real world.*

- *Because I thought this class was actually worth learning because it will effect anyone no matter where you go*
- *I enjoyed this class it taught me many valuable life lessons.*
- *Useful information*
- *Just because it shows people how to be nice and caring and all that fun stuff.*
- *Although it was an easy class and I didn't learn the typical "textbook" material, I learned a lot about myself and my classmates and I also had a lot of fun in doing so.*
- *Through this course, I have learned what it takes to be a person of good character. Though I already valued these traits, this course re-emphasized the importance and meaning of them. This class is different in others in that it helps shape you and put you on a track to learn the traits that are required to successful, rather than just learning and testing over specific material*
- *This class has taught me how to be a good person despite what society is showing teens across the country. This class has also taught me how to be better as a person going off to college, and how to be better to the people around me.*
- *I think this course should be required for Freshmen because it puts "being good" into a positive perspective. This class was valuable, but I already have a strong moral compass from outside sources, such as my church. Certain students are not exposed to positive morals outside of school, so that is why this course should be required.*
- *It reopened my mind to the possibility of being an "above-average" when I'm older. It reawakened the realization that there are, have been, and will be amazing people around to look up to.*
- *This class teaches traits that will help people in life no matter what job they go into or wherever they end up. Every one who takes this class will learn to be a better person in all areas of their life.*
- *While this class may not be the most difficult and you're not getting college credit for it, it's an important class to me and has given me a lot to think about outside of class. It has helped me see other people's perspectives and respect others opinions.*
- *This class has so much value to me as an individual because the things that you learn in this class you will use for the rest of your life, guaranteed. This class is very unique because of that trait, and I loved the class.*

- *I thought this was a very laid back class. I loved that we got to express our own opinions throughout the semester. Yes, there are a lot of opinionated people, but when we each talk about our opinions, everyone knows that this is a "no judgement" room. To me, this is very welcoming and invited for others to share what they thing, which, in turn makes me happy.*

- *It's a fun class and you definitely learn a lot, but it is not the most fundamental course especially for seniors. I would rate it higher only if I had taken it at a younger year, but then again the school does not make this a required course so many do not know about it nor do they take it.*

- *The class exposed me to remarkable people whom I can look to for inspiration. Sometimes it seems like living with these traits might put someone at a disadvantage. Now I know that successful people can have good character.*

- *This class has helped me create a better version of myself and I think that this will serve its purpose when I join the United States Army.*

Appendix 2

Schools Participating in the Study

Schools Reporting Before the Program	# Students		Schools Reporting After the Program	# Students
Belle Plaine High School	8		Belle Plaine High School	2
Berean Christian High School	25		Bondurant-Farrar High School	17
Bondurant-Farrar High School	11		Cesar Chavez Learning Academy	72
Booker T. Washington Middle School	3		Central High School	26
Brown County High School	183		Clear Lake High School	36
Brown County Middle School	3		Cowanesque Valley High School	12
Cambridge High School	16		Heritage High School	35
Cedar Bluffs High School	3		Lincoln High School	13
Central High School	23		Rancho Mirage High School	27
Central Middle School	1		Rockbridge County High School	16
Cesar Chavez Learning Academy (HS)	81		South Central High School	17
Clear Lake High School	32		South Plaquemines High School	2
Cowanesque Valley High School	19		Spartan Sun Community Program	15
Emory H. Markle Intermediate School	5		Virginia High School	22
Elko High School	36		Yorktown High School	18
Gateway-Longview HS	4			
Gull Lake High School	1		TOTAL	330
Heritage High school	160			
Lincoln High School	30		Middle Schools: 0	
Midwest High school	30		High Schools: 15	
Monroe High School	24			
New Dawn Charter High School	21			
New Haven High school	27			
Noel Community Arts School	14			
North High School	1			
Rancho Mirage High School	21			
Rockbridge County High School	16			
South Central High School	20			
South Plaquemines High School	29			
Spartan Sun Community Program	23			
Virginia High School	15			
Waterford Junior High School	19			
Yorktown High School	17			
TOTAL	999			
Middle Schools: 5				
High Schools: 27				

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Appendix 3

Grade by Ethnic Identification
by Gender and Grade

Ethnic Identification	Percent of Students
Native American	1%
Asian	2%
Black	9%
Hispanic or Latino	16%
White	62%
Multi-ethnic	10%

Grade	Ethnicity	Female	Male	Total
6th	Native American	1	0	1
	Asian	0	0	0
	Black	0	1	1
	Hispanic	0	0	0
	White	3	4	7

Grade	Ethnicity	Female	Male	Total
7th	Native American	0	0	0
	Asian	0	0	0
	Black	0	1	1
	Hispanic	1	0	1
	White	28	19	47
Grade	**Ethnicity**	**Female**	**Male**	**Total**
8th	Native American	1	1	2
	Asian	0	0	0
	Black	0	1	1
	Hispanic	11	3	14
	White	24	26	50
9th	Native American	7	11	18
	Asian	6	9	15
	Black	27	15	42
	Hispanic	55	60	115
	White	89	75	164
10th	Native American	0	1	1
	Asian	1	1	2
	Black	2	1	3

Grade	Ethnicity	Female	Male	Total
	Hispanic	17	8	25
	White	38	29	67
11th	Native American	1	0	1
	Asian	0	0	0
	Black	4	6	9
	Hispanic	10	5	15
	White	50	40	90
Grade	**Ethnicity**	**Female**	**Male**	**Total**
12th	Native American	0	2	2
	Asian	1	4	5
	Black	9	18	27
	Hispanic	9	9	18
	White	99	94	193

Appendix 4

The CD&L Program Student Self-Report (SSRS)
2015
Psychometric Evaluation

Contents

1. External Validity ("Known Groups" must get appropriate scores)

2. Internal Validity
    (2a) Internal Consistency (Cronbach's Alpha)
    (2b) The factor structure of the SSRS.
    (2c) Test-Retest Reliability

3. References

Overview

The Character Development and Leadership Program is one of several offered middle-adolescents taught by classroom teachers. Regardless of how it is implemented (for-credit class, integration model, homeroom approach, etc.), its stated goal is to improve the character and leadership of these students. Unlike most character education programs its evolution has been based on continual assessment of its capacity to achieve its intended outcomes: a lessening of undesirable attitudes and behaviors and an increase in desirable ones. Its ability to do this has been demonstrated by education researchers over the last decade (see summary in Hoedel and Lee, 2015, *Empirically-informed character and leadership education in focused high school classrooms - Consensus, development, evaluation*). Many of these research studies used school data about the participants relative to students who did not complete the CD&L Program, for example, increases in grade-point-averages, and decreases in tardies, absences, in-school suspensions, and peer aggression. Besides these program evaluations, in 2006 the CD&L developers instituted a research protocol for schools who accepted that invitation. Participating students completed the standardized *Student Self Report Survey* (SSRS) at the beginning and end of their participation in the CD&L Program.

The SSRS is a structured interview that has been quantified. It is intended to assess four clusters of undesirable attitudes and behavior, and 5 pro-social ones (Table 1):

Table 1. Clusters of desirable and undesirable traits the SSRS is intended to assess.

Undesirable behavioral and attitudinal clusters	Desirable behavioral and attitudinal clusters
Behavior problems in the school setting	Connection of traits to future success
Behavior problems in the community	Prosocial future expectations
Illicit substance use	Demonstration of prosocial character traits
School safety (student victimization)	Demonstration of prosocial behaviors
	Ethical practices by self and others

To be taken seriously by scientists the SSRS needs to demonstrate that it does what it is supposed to do. A trustworthy assessment tool must have what social scien-

tists term *external* and *internal validity.* The SPSS has both. These imperatives are documented in the following sections.

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External Validity
("Known Groups" must get appropriate scores)

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It is not only logical but necessary that *the SSRS is answered differently depending on who the participants are.* This in fact is the case:

- Data summarized in Hoedel and Lee (2015) indicates that participating students reported changes in school and community behavior and attitudes in the anticipated directions on the SRRS.
- In 2015, the SSRS responses of 243 students participating in the CD&L Programs at four different high schools were compared. Half of them were males and females enrolled in a leadership class for elite students. The other half had been placed in a CD&L Program because they were having disciplinary issues. Before beginning their respective CD&L Programs the SSRS responses of these two disparate groups of were statistically different at the highest probability level (<001, two-tailed t test of the differences between means).Those students with disciplinary issues began the CD&L Program reporting more antisocial and generally undesirable behaviors in school and in the community than did the students in the leadership classes. In contrast to the students with disciplinary issues, those students in the leadership classes reported less antisocial school and community behaviors and more prosocial ideation, goals, and behaviors.

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Internal Validity

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The "Structure" of the SSRS

The structure of a survey refers to the extent to which its questions demonstrate that they are measuring the same thing. Ideally, all of the items should statistically demonstrate that they "fit together"; they all, to a large extent, ask about the "Big Picture" (in the present case, *attitudes and behavior related to character and leadership*). In addition, if a survey is thought to measure several things (e.g., different kinds of character traits), then those survey questions also should cluster statistically together. Social scientists refer to this overall and selective grouping of survey questions as an instrument's *internal consistency*.

Internal consistency.

Cronbach's alpha is the statistical tool to assess an instrument's internal consistency. Its value may range between 0.0 (nothing in common) and 1.0 (all items/variables highly related to each other). The most recent assessment of the internal consistency of the SSRS used the 4,331 SSRS pre-program responses obtained from participating students in the academic years of 2012 through 2014. These students were from 73 schools, socioculturally diverse, and both female (51%) and male (49%). 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. The programs in which they were enrolled were diverse in procedures and outcomes (see Hoedel and Lee, 2015, in review).

Cronbach's alpha for the entire instrument (all 87 questions) was .876. This is very high and is a desirable sign: Every question has a great deal to do with mid-adolescent character development in school and community settings across the country. Table 2 shows how well the items in each of the respective clusters hang together.

Table 2. Cronbach's alpha for each CD&L Student Survey subscale administered nationally from 2012 through 2014. (N = 4331)

Incidence of Undesirable Behaviors	Cronbach's *Alpha*	
Antisocial behaviors in school	0.812	High
Antisocial behaviors in the community	0.605	Acceptable
Illicit substance use	0.778	High
Victimization ("Safety")	0.683	Acceptable
Incidence of desirable behaviors		
Prosocial expectations	0.884	High
Demonstrates the taught character traits	0.912	High
Connects these traits to desirable future outcomes	0.921	High
Demonstrates prosocial behaviors	0.889	High

Endorses ethical practices	0.517	

Inquiries about the incidence of negative behavior in the community and students' experiences of being victimized don't have as much cohesion as do the other subclasses. That is because there is extreme variability in how much antisocial community behavior is reported: For example, arrests are extremely rare, lying to friends is not. To a lesser extent, that same diversity is seen in the incidence of unsafe conditions. For example, having one's property stolen is common, but being threatened with a weapon is rare. However, there is enough commonality between occurrences of the various kinds of incidents — be they antisocial behaviors in the community or being victimized on campus — that their respective *alpha* scores are acceptable.

It is clear that there is substantial cohesion in the topics covered within the incidence of prosocial behaviors. It is not clear why the one particular category — endorsing ethical behaviors — is not a part of this. At the moment we have no explanation.

The factor structure of the SSRS.

Another way to see how well the survey cluster together in desirable ways is to complete an exploratory factor analysis (Costello & Osborne, 2005; Fabrigar & Wegener, 2011). An exploratory factor analysis is a more sophisticated way than Cronbach's alpha to ascertain "what questions ask about *wha*t, and *how much*?" A so-called Pattern Matrix (*Table 3*, below) makes the results strikingly clear.

The data analyzed are the same responses from the 4,334 students used to ascertain Conbach's alpha. Factor analysis of their responses indicated that the SSRS had 11 different clusters, some more impressive than others. These are the headings of Table 3, listed according to the relative "strength" of each cluster. There are two noteworthy features;
- The questions that significantly contributed to each cluster are listed underneath each heading. No questions clustered in a significant way under heading 6, *Ethical orientation*.
- The five questions highlighted in yellow did not cluster with any of those under the headings. This is because almost all of the students indicated that they had often been late to classes or had cut them. Also, *almost all of the students* denied riding in a car driven by intoxicated peers, being solicited to buy drugs, and doubts about graduating from high school.

The components are easily identified: The category of questions on the survey exactly matches the clusters. The names of these components are easily obtained from the items that make up each (Table 4). Most important, pattern matrix demonstrates that the SSRS *was almost exactly as it was intended to be by its developers*. One presumed

variable was not present: a separate cluster of questions about antisocial behavior in the community. This information will inform future scoring of the SSRS. In addition, the names of the clusters in future reports will be changed to the slightly-more-nuanced nomenclature given in Table 4.

14 components extracted	1	2	3	4	5	6	7	8	9	10
Amount of variance accounted for:	20%	9%	5%	5%	4%	3%	3%	2%*	2%	2%
Survey Question	Weight									
Cut or skip classes this semester.										
Late for school.										
Got in trouble for not following school rules.									0.537	
Put on an in-school suspension									0.764	
Suspended or put on probation from school									0.803	
Been arrested?									0.550	
My parents received a warning from school.									0.631	
I got into a physical fight at school.									0.713	
Ride in a car or other vehicle driven by someone who had been drinking alcohol?										
Bullied by someone on school property?							0.735			
Had something stolen from you at school?							0.648			
Someone from school offered to sell you drugs?										
Someone threatened to hurt you at school?							0.816			
Someone threatened or injured you with a weapon on school property?							0.637			
Drive vehicle when had been drinking					0.560					
Have at least one drink of alcohol?					0.755					
Smoke cigarettes?					0.754					
Use chewing tobacco or dip?					0.615					
Use marijuana?					0.659					
Use more hardcore drugs?					0.667					
How far in school will you get?										

14 components extracted	1	2	3	4	5	6	7	8	9	10
Amount of variance accounted for:	20%	9%	5%	5%	4%	3%	3%	2%*	2%	2%
You will graduate from high school.										
You will go to college.										
You will have a job that pays well.				0.711						
You will be able to own your own home.				0.733						
You will have a job that you enjoy doing.				0.716						
You will have a happy family life.				0.717						
You will be able to live wherever you want				0.787						
You will be respected in your community.				0.699						
You will have good friends you can count on				0.604						
Life will turn out better for you than it has for your parents.				0.647						
Responsibility (demonstrate trait)	0.666									
Honesty (demonstrate trait)	0.653									
Tolerance (demonstrate trait)	0.674									
Perseverance (demonstrate trait)	0.726									
Respect (demonstrate trait)	0.697									
Integrity (demonstrate trait)	0.762									
Appreciation (demonstrate trait)	0.728									
Self-control (demonstrate trait)	663									
Courage (demonstrate trait)	0.671									
Leadership (demonstrate trait)	0.626									
Empathy (demonstrate trait)	0.716									
Positive Attitude (demonstrate trait)	0.640									
Responsibility (connected to future success)			0.775							
Honesty (connected to future success)			0.701							
Tolerance (connected to future success)			0.546							

14 components extracted	1	2	3	4	5	6	7	8	9	10
Amount of variance accounted for:	20%	9%	5%	5%	4%	3%	3%	2%*	2%	2%
Perseverance (connected to future success)			0.553							
Respect (connected to future success)			0.814							
Integrity (connected to future success)			0.610							
Appreciation (connected to future success)			0.685							
Self-control (connected to future success)			0.747							
Courage (connected to future success)			0.694							
Leadership (connected to future success)			0.708							
Empathy (connected to future success)			0.545							
Positive Attitude (connected to future success)			0.752							
Cheated on an exam?								0.607		
Plagiarized or shared answers on a homework assignment?								0.621		
Stole something from a store, friend or relative?								0.517		
Lied to a friend or relative?								0.779		
Picked on another student?								0.577		
Gave into peer pressure when you knew you shouldn't have?								0.714		
Felt like school had no purpose?										
Hours spent in community service.										
Hours as a mentor (e.g., Big Brothers, Big Sisters)										
Gone out of your way to help another student?		0.625								
Completed extra credit.		0.580								
Worked hard to resolve a problem with a teacher?		0.723								
Worked hard to resolve a problem with a classmate?		0.736								
Put in extra time and effort to get a better grade?		0.631								
Intervened to help someone who gets picked on?		0.732								

14 components extracted	1	2	3	4	5	6	7	8	9	10
Amount of variance accounted for:	20%	9%	5%	5%	4%	3%	3%	2%*	2%	2%
Resisted the urge to hit provocative person		0.607								
Let a classmate know his/her behavior was inappropriate?		0.715								
Told a parent or role model how much you appreciated them?		0.619								
Chose the right option over the easy option?		0.671								
Demonstrated positive leadership skills?		0.587								
I would be willing to lie if it would help me get a job. (Reverse Score)										0.834
A person has to lie or cheat sometimes in order to succeed. (Reverse score.)										0.863
Generally speaking I am more ethical than the people I go to school with.										0.638
Being trusted by other people is important										0.755
Having strong character is important to me.										0.705

Table 3. Pattern matrix derived from oblique principle components factor analysis of the Character Development & Leadership Survey in academic years 2012 through 2014. It shows the principle components (Eigenvalues > 1.00) extracted, the amount of variance those components contributed to the overall data set, and the respective survey questions that clustered to form each of them. (N = 4334). Yellow indicates no affinity with the other items and their clusters.

Table 4. The names given to the components based on the items clustered within them

1. Mainstream prosocial values
2. Demonstrates high "Emotional IQ"
3. Endorses heuristic value of CD&L character traits
4. Mainstream goals defining quality of life
5. Illicit substance use
6. Ethical orientation
7. Victimization at school
8. Dishonesty in school and in social network
9. Antisocial behavior in school
10. Honesty in pursuit of goals

Test-Retest Reliability

The SSRS does not have good test-reliability. *That is a good thing.* Character and leadership education is intended to change students. Undesirable factors should go from high to low, and desirable traits should increase. Therefore, the scores obtained at the beginning of a program should be different from those at the end.

The assessment of test-retest reliability is to correlate scores obtained at time 1 with scores obtained at time 2. If there is no change at all, a correlation coefficient of 1.0 is obtained. In contrast, if there is a great deal of change the correlation coefficient will be 0.0.

The SSRS scores of 256 CD&L participants from four high schools — before and after completing their CD&L Programs — were compared. Half of these students were in leadership classes and half from remedial classes in academic years 2012 to 2014. The results for the four undesirable and five desirable clusters of traits and behaviors are given in Table 1. These correlations support the notion that the SSRS is assessing a changing entity as predicted. Implied in these coefficients is a positive move from beginning conditions. A future study using the SSRS with comparable students who have *not* participated in the CD&L Program are expected to demonstrate a relatively high test-retest correlation. A high correlation would suggest that any changes in SSRS responses of these non-participating students between Time 1 and Time 2 would be attributed to the passage of time (so-called "maturation error").

Table 1. Test-Retest Pearson Correlations (2012-2014, N = 256)

Assessment Categories	High School Leadership Classes		High School Remedial Classes
Negative School Behavior	0.220		0.228
Negative Community Behavior	0.004		0.042
Substances Alcohol	0.148		0.006
Tobacco Products	0.649		-0.044
Street Drugs	0.831		0.207
Safety	0.252		0.346
Trait Connection to Future	-0.072		0.028
Future Expectations	0.130		-0.122

Assessment Categories	High School Leadership Classes	High School Remedial Classes
Demonstrate Prosocial Traits	0.133	0.194
Demonstrate Prosocial Behaviors	-0.103	-0.044
Ethical Orientation	-0.121	0.342

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