THE VALUES OF IMMIGRANT STUDENTS ON CITIZENSHIP AS A TRAIT OF

CHARACTER EDUCATION

A Record of Study

by

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ABSTRACT

The purpose of this study was to examine the values of immigrant students on citizenship as a trait of character education in accordance to Texas Education Code 29.906 in a high school setting. The study examined the perception of immigrant students who are in their first three years in U.S. schools on what shaped their understanding on citizenship as responsible members of society. Citizenship is one of the nine traits of character education in accordance to Texas Education Code 29.906. Data for the study was gathered from immigrant students at Hurst-Euless-Bedford (HEB) Independent School District, Euless, Texas. Furthermore, the study examined how immigrant students defined character in relation with citizenship. The gathered data provided a cultural sensitivity lens for curricula design and implementation in character education. The analysis of data collected from 45 immigrant students at HEB ISD was restricted to the national framework, *What Works Clearinghouse* (WWC). The analysis was used to make connections between two or more variables to determine important relationships that were not predicted.

The national framework WWC provided a critical lens to analyze the data collected by categorizing outcome measures assessed in the study. Student responses ranged from cognitive, affective and behavioral categories. The cognitive category provided the understanding and ability to be able to reason about character concepts as well as academic content. The affective category provided the relation to attitudes, emotions, motives, and beliefs about what is important and the behavioral category provided the foundation of acting on understandings and beliefs.

The research findings for this study included:

1. Most students (91%) — defined character and related it with citizenship based on their understandings.

2. A small minority (9%) of students defined character in relation to a character in a storybook.

3. Students' understanding of character as a trait of citizenship is influenced by the values and culture of their country of origin.

4. The values of honor, hierarchy, gender roles, patriarchal and form of greetings shape immigrant students' understanding of citizenship as responsible members of society.

5. The integrated approach adopted by Hurst-Euless-Bedford Independent School District to character education is preparing immigrant students for citizenship.

6. Immigrant students have a broader understanding of being a responsible member of society than their non-immigrant peers.

DEDICATION

I dedicate this work in honor of my Lord and Savior; family, nuclear and extended. With heartfelt appreciation and profound love to my:

- Lord and Savior—for giving me purpose and destiny, without which I would not have embarked on this journey.

- Husband, Johnson—your encouragement, leadership and mentoring to fulfill all God has placed in my heart. Always and forever my love.

- Daughter, Lola—your sweetness and kindness in taking care of the your sisters while I sorted through this study. Blessed to be your mother.

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- Parents, Taiwo and Moroti, for being God's conduit to this adventurous life I am blessed with. Grateful for your love and endurance.

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- In-laws, many nieces, nephews, uncles and aunts—the dimension you each add to my life makes me richer in love and family.

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that we had. All the best to us all in our endeavors to make a difference in ensuring quality education for all Texas children.

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NOMENCLATURE

ACSI	Association of Christian Schools International
BCS	Bethesda Christian School
ELL	English Language Learner
HEB	Hurst-Euless-Bedford Independent School District
IES	Institute of Education Sciences
NAESP	National Association of Elementary School Principals
NCEERA	National Center for Education Evaluation and Regional Assistance
SACS	Southern Association of Colleges and Schools
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
U.S.	United States
WWC	*What Works Clearinghouse*

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CHAPTER I

INTRODUCTION AND LITERATURE REVIEW

Pressures for reform have mounted in the last ten years from a variety of social trends that have interacted with a growing perception that our public schools are failing to produce global citizens able to contribute effectively to our world. Of great concern are the views about the citizenship of poor and disadvantaged children who make up a large percentage of our public schools, as evidenced by studies of character education conducted in inner city schools. In a 2009 study conducted by Wilkenfeld, which extended previous research by simultaneously examining the family, peer, school, and neighborhood contexts, including how contexts are interrelated in their influence and by employing multilevel regression techniques a discovery was made. An understanding of how contexts interact to produce positive outcomes for adolescents, especially those deemed at risk for poor civic outcomes was discovered.

As a result of the Wilkenfeld study and others, support is growing for more radical reforms that can be measured effectively and sustained. Throughout the 1980s and 1990s, many reforms were attempted in the area of character education. However, owning to the many ethnicities represented in our public schools, it has been difficult to implement a successful character education program. The difficulty arises mainly from the challenge of implementing an effective character education program that duly respects all ethnicities, without giving offense to one culture or upbringing. Furthermore, despite all the research conducted in this area, there is a lack of research addressing citizenship as a trait of character education for English Language Learners. A character

education program that incorporates the values of the fastest growing population in our public school system could undoubtedly provide a blueprint that ensures their academic achievement. The Wilkenfeld study contexts combined character education and citizenship as well as the interactions between the school and neighborhood contexts. The interactions indicate particularly that higher levels of civic learning opportunities make a difference for students attending schools in impoverished neighborhoods, sometimes substantially improving their civic outcomes. Schools, although implicated in the existence of a civic engagement gap (citizenship awareness), have the potential to narrow such a gap. Civic experiences in schools contribute to the preparation of youth for active citizenship, and full access to these experiences reduces civic engagement gaps between students of different demographic groups.

Wynne and Hess (1987) explained that the attention to reform in the area of character education was due to reports that irresponsible and destructive behavior among youth is increasing. Further exploration revealed other difficulties that public schools faced. These problems were due to the compounding effect of the growing perception that schools must provide not only high skills for the information age but also prepare students for what can be called high citizenship in societies battling poverty and inequality, escalating social problems, and the breakdown of civility. Within multicultural societies, meeting the goals of high skills and high citizenship is a big challenge.

Many private schools pride themselves in exemplary character education programs that allow their students to develop good citizenship over their lifetime.

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Bethesda Christian School, a K-12 college preparatory school located in Fort Worth, Texas is one such school. This private school has piloted its Honorable Character program at six Title I schools in a neighboring public school district, with plans to expand the program throughout the district in the 2013-14 school year. An evaluation of the character education program of Bethesda Christian School indicated that there were gaps in some areas of the program and improvements were necessary to ensure the successful expansion district wide at the neighboring public school. One of the improvements was designed to make the character education program more "user friendly" to public schools and the students served at Title I schools. Title I schools cater to low-income students, strive to bridge the gap between advantaged and disadvantaged students, and assist eligible students in meeting high academic standards (Riddle, 1996). Typically, immigrant students live in low-income communities (Hart & Atkins, 2002) and attend Title I schools. Conducting this study enabled the collection of data from the fastest growing population in our public schools.

Statement of the Problem

Despite advancement in character education, many public schools across the nation have not been successful in implementing a character education program. An exception to this is the Maryland public school system. In 2007, the Maryland Department of Education published *Character Education by Design: A Blueprint for Successful District and School Initiatives,* a guide for developing an effective character education initiative. The guide explains how to enhance school climate and social behavior of students in addition to improving student learning and achievement.

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Developed by Maryland educators who had witnessed firsthand an improved school climate through character education, the guide states boldly that a successful school is one that believes that the social (citizenship) and ethical (character) development of students is as important as their academic development. Prior to the publication of this guide, the Maryland Department of Education conducted a five-year independent evaluation of character education programs in five of its school systems. The department collected data on attendance, dropout rates, graduation rates, suspensions, office referrals and school climate to help determine the efficacy of each program. The evaluation showed that school climates improved considerably in the first year after character education was introduced, and the improvement continued throughout subsequent years.

The achievement of immigrant students has been a major concern in the last 10 years. The changing demographics of the United States has a direct impact on our schools, one that consistently shows an increase in immigrant students. In a 2012 report compiled for the Center for Public Education, Crouch and Zakariya indicated that while the high school graduation rate has risen overall, gaps persist. Furthermore, they examined graduation rates for minorities between 1940 and 2011 and found that in 2011 the graduation rates for Hispanics and blacks were still lower than the rate for non-Hispanic whites:

- Non-Hispanic whites—87.9 %, up from 26.1 % in 1940
- Asians—88.6 %, up from 22.6 % in 1940
- Blacks—84.4 %, up from 7.7 % in 1940
- Hispanics—64.2 %, up from 44.0 % in 1960 (data for 1940 were not available)

The immigrant population is growing faster than the U.S. population as a whole. According to 2010 census data, the number of immigrants in the United States hit a new record of 40 million in 2010, a 28 % increase over the total in 2000. There are now 10.4 million students from immigrant households in public schools, accounting for one in five public school students. Of these students, 78 % speak a language other than English at home. Understanding the experiences of immigrant students would enhance effective educational initiatives and polices. Until now, educational initiatives and policies have not incorporated understanding of the experiences of immigrant students to enhance effectiveness. Analysis of Wilkenfeld's study provided the design for examining demographic characteristics and their possible interactions with civic outcomes in this study. In this particular case, researcher investigated the values that shape the understanding of immigrant students about citizenship as responsible members of society.

House Bill 946, passed by the 77th Texas Legislature in 2001 and signed into law by Governor Rick Perry, permits school districts to implement character education programs. Programs offered under Texas Education Code (TEC) 29.906 must stress positive character traits, use integrated teaching strategies and be age appropriate. The Texas Education Agency (TEA) maintains a list of character education programs that meet these three criteria. The agency designates each school that provides a program meeting the criteria defined in the bill and that is approved by a committee as a Character Plus School. Out of the 9232 public schools in Texas, there are currently 1289

Character Plus Schools (Appendix C). According to TEC 29.906, a character education

program must have the following positive character traits:

(A) courage;

(B) trustworthiness, including honesty, reliability, punctuality, and loyalty;

(C) integrity;

(D) respect and courtesy;

(E) responsibility, including accountability, diligence, perseverance, and self-
control;

(F) fairness, including justice and freedom from prejudice;

(G) caring, including kindness, empathy, compassion, consideration, patience,
generosity, and charity;

(H) good citizenship, including patriotism, concern for the common good and
the community, and respect for authority and the law; and

(I) school pride.

A review of existing literature on character education revealed a paucity of

information about implementing character education and its components among

immigrant students. Despite the fact that the immigrant population is the fastest growing

population in our public schools, the scarcity of studies addressing citizenship as a trait

of character education for English Language Learners was evident. Wilkenfeld's

recommendation for future studies in character education paved the way for this study to

find ways of incorporating citizenship in the curriculum based on immigrant students'

values. This record of study was aimed at examining one of the possibilities of effective implementation of character education in our public schools.

Purpose of the Study

Since the early 1990s, the federal government has embraced the idea of offering character education in public schools and has made grants available to states interested in piloting new character education programs. In response, for-profit and nonprofit organizations have developed character education programs for schools, districts, and states. Some states have developed both character education and citizenship programs to assist in their students' development. Here in Texas, citizenship is considered one of the nine traits of character education and many school districts integrate character education into their Social Studies and English Language Arts curricula in middle school and high school, respectively. An evaluation of the character education program of Bethesda Christian School for effectiveness and improvement indicated a need for investigating the values of immigrant students regarding citizenship as a trait of character education. This study examined the immigrant students' values regarding citizenship as a trait of character education in accordance with TEC 29.906 in a high school setting. The study assessed the values that shape the understanding of immigrant students on citizenship as responsible members of society at an inner-city high school in Hurst-Euless-Bedford (HEB) Independent School District, in Euless, Texas. Citizenship is one of the nine traits of character education according to TEC 29.906. In addition, the study analyzed and qualitatively categorized students' values using the national framework, *What Works*

Clearinghouse to make connections between or among two or more variables to point to important relationships that were not predicted.

Research Questions

This study was guided by the following research questions:

1. How do immigrant students define character and relate it to citizenship?
2. What values shape the understanding of immigrant students of citizenship as responsible members of society?

Operational Definitions

The findings of this study were reviewed within the context of the following definitions of operational terminology that may include interpretation by the author:

Affective Category: Category relating to attitudes, emotions, motives, and beliefs about what is important.

Behavior Category: Category that involves acting on understandings and beliefs.

Character: The composite qualities of a person's habit, usual pattern or way of thinking, speaking or acting.

Character Education: A broad range of educational approaches that aim to develop students to eventually become responsible, caring and contributing citizens.

Citizenship: Civic virtues that guide how a person behaves as part of a community and/or being a loyal member of a group.

Cognitive Category: Category that involves understanding and being able to reason about character concepts as well as academic content.

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Demographic Variables: Economically disadvantaged status.

Economically Disadvantaged: A student who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program, meets requirements for Title II of the Job Training Partnership Act (JPTA), receives food stamp benefits, or qualifies for other public assistance. In addition, students who are under the parental or custodial care of a family with an annual income at or below the official federal poverty line regardless of public assistance, are also identified as economically disadvantaged.

Immigrant student: According to Texas Education Agency, this is a student aged 3-21 who was not born in the United States, and has not attended U.S. schools for more than three full academic years.

Perception: One's ability to see, hear, feel, or become aware of something through the use of the senses.

Socioeconomic Status: The TEA categorizes student socioeconomic status as economically disadvantaged or not economically disadvantaged. Students who qualify for the free or reduced-price meal program under the National School Lunch and Child Nutrition Program are classified as economically disadvantaged.

Texas Assessment of Knowledge and Skills (TAKS): A test that measures student mastery of the Texas Essential Knowledge and Skills (TEKS), the statewide curriculum, in reading at Grades 3-9 and in mathematics at Grades 3-11.

Texas Education Agency (TEA): Comprised of the commissioner of education and

agency staff. The TEA and the State Board of Education (SBOE) guide and monitor

activities and programs related to public education in Texas. Under the leadership of the

commissioner of education, the TEA administers the statewide assessment program,

maintains the Public Education Information Management System (PEIMS), a database

of information on public schools used for a variety of purposes, and operates research

and information programs, among numerous other duties. TEA operations are supported

by both state and federal funds.

Trait: An identifying component of a person's character.

Values: A person's principles, standards, or judgment of what is important in life.

Assumptions

1. The respondents surveyed understood the scope of the study and the language of

   the instrument. They were competent in analyzing the questions for themselves,

   and responded independently and candidly to report an accurate reflection of

   their values on citizenship as a trait of character education.

2. The respondents were able to ascertain accurately the intended meanings of the

   survey in their translated languages.

3. The respondents understood that the character referenced in the survey is

   different from the character in a story or book.

4. The methodology proposed and described here offered a logical and suitable

   design for this particular research project.

Limitations

1. The study was limited to immigrant students in their first three years of schooling here in the United States at the HEB Independent School District, in Euless, Texas.

2. The study was limited to immigrant students for most of whom English is not a first language, and the students were from different countries.

3. The study was limited to the information acquired from the literature reviews and the Texas Education Code 29.906 on Character Education.

Significance of the Study

The intent of this study was to examine the values of immigrant students on citizenship as a trait of character education at a public high school in the HEB Independent School District, in Euless, Texas. Bethesda Christian School provided its character education program to six Title I schools in the Fort Worth Independent School District, Fort Worth, Texas, a public school similar in demographics to HEB Independent School District. The majority of students at Title I schools are economically disadvantaged; these are students who are eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program, and they meet the requirement for Title II of the Job Training Partnership Act (JPTA). They receive food stamp benefits, or qualify for other public assistance. In addition, if students are under the parental or custodial care of a family with an annual income at or below the official federal poverty line regardless of public assistance, they are also identified as economically disadvantaged. With the intention of expanding the character education

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program to secondary grades and the large population of immigrant students in Title I schools, it became necessary to examine the values of immigrant students in secondary schools regarding citizenship as a trait of character education. The examination of the values of immigrant students will be vital in implementing future character education programs in Texas public high schools and incorporating their values in curricula in accordance with TEC 29.906 that permits the use of integrated teaching strategies to develop character traits in students. This integrated teaching approach will ensure that character education programs meet the needs of immigrant students and provide an added avenue to close the achievement gap for immigrant students. Additionally, teachers at many Title I schools grapple with low performance. Teachers at these schools are constantly under pressure to bridge the achievement gap of their students. With the reform to tie student achievement to performance, teachers at Title I schools are overwhelmed as to how to close the achievement gap. Campus administrators, on the other hand, are under added pressure to meet Adequate Yearly Progress and state performance standards. Campus administrators at these Title I campuses and at HEB Independent School District, will have the opportunity to engage their students with the findings of this study.

Furthermore, the significance of this study for the respondents is the awareness of their knowledge, skills and dispositions about citizenship as a responsible member of society (Howard, Berkowitz, & Schaeffer, 2004). For the respondents and their teachers, this study may also be useful in creating a culturally responsive classroom and ensuring that some of their values are integrated into the curricula. Studies indicate that when

parents do not provide the necessary support and resources, their children are placed at increased risk for school failure (Maccoby, 1992). The solution resulting from this study would benefit parents of immigrant students and enable them to become more involved in their children's education. Overall, this research fulfills the need for research in the area of character education in relation to demographic characteristics and their possible interactions with civic (citizenship) outcomes, as outlined by Wilkenfeld (2009) in his multilevel analysis of context effects on adolescent civic engagement and the role of family, peers, schools and neighborhood. Secondly, it provides a possible explanation for the gap between immigrant students and students who were born here, as highlighted in the U.S. results of the International Association for the Evaluation of Educational Achievement (IEA) civic education study conducted by the National Center for Education Statistics in 2001. A possible explanation for the gap suggested that there is a decrease in positive development outcomes such as character and moral commitment, positive self identity and contribution to society.

Organization of the Record of Study

The record of study is divided into five major areas of focus. Chapter I comprises the introduction, a statement of the problem, the purpose for the study, research questions, operational definitions, assumptions, limitations, and significance of the study. Chapter II presents a review of the literature relevant to citizenship as a trait of character education and its benefit in closing the achievement gap for immigrant students. Chapter III outlines the methodology and procedures of the research and reports for the record of study to include a description of the population and

instrumentation as elements of the study. Chapter IV is guided by the research questions and provides details of the analysis and qualitative categorization using the national framework *What Works Clearinghouse* (WWC). Chapter V highlights the researcher's findings, comprising implications, conclusions, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Character education is not something new. It can be traced back to the time of Socrates. The Bible is actually filled with many stories of heroism that depict character education in action. Here is the United States, character education can be traced back to the times of the founding of the colonies and most likely to the Native American culture (McClellan, 1999), but character education has historically been a practice and not a science (Berkowitz & Bier, 2005). Past research on character education is widely available and informative, however, when it comes to character trait of citizenship and immigrant students, literature and studies are limited. Most of the sources came from research journals, dissertations, journals of practices and a few notable websites on character education. The main goal of character education is the development and exhibition of character in students. Character can be defined as the composite qualities of a person's habit, usual pattern or way of thinking, speaking or acting. Comparatively, character education comprises a broad range of educational approaches that aim to help students to become responsible, caring and contributing citizens. Typically, we distinguish character as "good" or "bad." On the other hand, when someone acts or behaves in unusual ways, we conclude that person is a "character." When schools promote character education, they are seeking to develop good traits in their students to bring about positive and favorable outcomes. Hence, when character is invoked we mean sociomoral competency (Watz, 2011), the ability of students to have values that arise from a sense of right and wrong, or a strong conviction, instead of actual evidence.

Berkowitz (1997) describes character as moral action, moral values, moral personality, moral emotions, moral reasoning, moral identity and foundational characteristics.

An Historical Analysis of Character Education

Character education has been both a formal and informal part of schools. Here in the United States, character education is closely tied in origin to the character education in Europe, which laid the foundation for the formal American system of education. Watz (2011) explains thoroughly the pathway that brought character education to the shores of America. He begins with the contributions of significant figures and organizations, from the 18th century through today to build an understanding of the complexity of the roots of character education in this country. In retrospect executive action pertaining to character education increased as documented by an increase in funding. President Reagan began the fiscal race to support character education when he noted the immediate need for character education in schools (Leming, 1997, p. 11). President Clinton followed up with urgency when he tripled funding for character education (Hymowitz, 2003, p. 105). During his tenure, President George W. Bush asked Congress to triple the amount of money allocated for character education (Davis, 2006, p. 11). It is difficult to estimate the amount of money spent each year on character education programs because of the complex mix of funding that comes from federal, state, and local governments, and also from individual schools, businesses, and fundraising campaigns. It is certain, however, that the total is somewhere in the billions of dollars (Davis, 2006, p. 11).

The challenge to define clearly and institute character education began in France. Philosophers Kant, Comte and Renouvier held differing views on character education. Kant and Renouvier envisioned religious morality in education (Stock-Morton, 1988, p. 107). Comte, on the other hand, envisioned the moral growth and development of students as a scientific principle, separate from religious instruction (Stock-Morton, 1988, p. 122). During the 19th century, French philosopher Charles Renouvier felt it was the duty of society to incorporate moral standards within education to combat what he called a "weakening sense of duty," which was basically a lack of citizenship among the youth. Renouvier saw a connection between moral values in French education and its effect on citizenship in the French society.

After Renouveir, the Enlightenment period brought with it a transition marking a significant shift in moral standard views. This period experienced the action and responsibility that were once allocated to God being transformed to focus solely on humankind. This secular focus continued and set the stage for character education in U.S. classrooms. The version of enlightenment morality was what was noted by American education reformer Horace Mann (1796-1859) as being absent in American education, and he sought to incorporate it into the educational system. Mann believed that in the absence of morality, the character of students would not develop fully, and predicted that, negative effects such as undesirable behavior and decreasing academic achievement would occur. Many of the undesirable behaviors Mann expected, including talking back to the teacher, verbal bullying of other students, and acts of physical aggression, occur in classrooms today and warrant the need for character education in

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contemporary American classrooms. In addition to Horace Mann, other notable

individuals who influenced character education include Benjamin Franklin (1706-1790)

and William McGuffey (1800- 1873). As one of the Founding Fathers of the United

States, Benjamin Franklin had a tremendous influence on numerous aspects of American

life. Furthermore, Franklin took a strong position regarding the need to teach morality in

public schools and proposed that morality and education be tightly connected (Watz,

2011). Franklin and Mann both believed that character is developed through moral

instruction and that the effects are not only the development of good character but also

better behavior in the classroom and higher academic performance. Mann believed that

teachers could be instrumental in affecting students by modeling ethics in action. For

this to occur in the classroom, Mann felt that teachers should have a strong knowledge of

ethics as well as a predisposition to act upon those ethics inside the classroom on a daily

basis (Cremin, 1969, p.88). Furthermore, Mann warned that students had to be motivated

intrinsically, so that they would not be lost to a false sense of understanding and selfish

actions.

William McGuffey's views were similar to those of Franklin and Mann.

McGuffey textbooks became the most popular in history and were specially designed to

help students learn to read while developing character in areas such as patriotism, good

citizenship and morality (Berger, 2000, p. 9). Just like Franklin and Mann, McGuffey

believed character was important to education. He also believed that values and

education were indivisible and that the growth and development of character in students

would be reflected in the health and happiness of American society in general (National

Park Service, 1993). All these critical influences through the years laid a solid groundwork for the growth of a variety of character education programs in the early 20th century. Two of such programs were the Young Men's Christian Association (YMCA) and Boy Scouts of America (BSA). Both of these programs influenced American society as it grappled with defining and effectively implementing character education in the 20th century and formed the foundation for popular character education programs of today. The YMCA sought to develop the mental, physical, social, and religious aspects of American youth. The BSA which was founded in London and came to the United States in the early 20th century, had similar goals to those of the YMCA. However, both programs catered to the elite and middle class and ignored the needs of the lower class (Macleod, 1983). The YMCA strove for the spirit, mind and body, while the BSA strove for the 12 Scout laws. The laws centered on being trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent; vowed duty to God and country while obeying the Scout law; required scouts to help other people at all times, and to keep themselves physically strong, mentally awake, and morally straight (Macleod, 1983, p. 29). Both the YMCA and BSA began and grew outside of the realm of public education, yet became intricately woven into the fabric of the public education system.

Further 20th century influences on character education in the United States brought about programs that flourished in public schools; such as Character Counts! and the Heartwood program. Modern traumatic school tragedies have brought character education to the fore-front of discussions incorporating character development into the

curriculum of public schools. To a greater extent, various 20th century influences have led to the wave of character education programs that emerged in the 1980s and 1990s mostly thriving private character education programs. Given the limited research in the area of character education, there is much work to be done.

The Need for High Citizenship in Societies Battling Poverty and Inequality

William Boyd (2000) thoroughly examines the need for high citizenship in societies battling poverty and inequality in his article, "The 'R's of school reform and the politics of reforming or replacing public schools." He paints a vivid picture of the pressures for reform of public schools that flow from a variety of social trends interacting with a growing perception that the schools are performing poorly or are inadequate for the demands of the new global economy they now face. Since the 1980s, there have been many efforts towards reform, but little or no evidence of any visible improvement, especially in the education of poor and disadvantaged children. This has been due to the compounding effect of the growing perception that schools must provide high skills for the information age and prepare students for high citizenship in societies battling poverty and inequality, escalating social problems, and the breakdown of civility. Multicultural societies are faced with a double challenge of meeting the needs for both high skills and high citizenship because of the inclusive nature of the public school systems. This inclusive nature of the public school systems, invariably makes the mission and character of public school systems in developed countries very difficult. Evidence of the historical growth of character education in the United States indicates that part of the responsibility of public schools is to assist families and communities to

find ways of dealing with the issues of diversity, unity, citizenship and social values in a multicultural society. Schools are responsible, as sociologists put it, for the moral and technical socialization of young people. However, both tasks are extremely tough; the moral task is difficult because children are gradually growing up in a socially toxic environment (Garbarino, 1995); and the technical task is hard due to the high cognitive demands on the post-industrial workforce. This high cognitive demands on the post – industrial workforce is linked to the crisis of economic competitiveness that is mirrored by a crisis of citizenship during the first two decades of the 21st century.

Boyd conveys the idea that to meet the demand for qualified workforce, there is a need for high citizenship in societies battling social toxicity and the disappearance of jobs (Garbarino, 1995; Rifkin, 1995; Wilson, 1996). The need for high skills will remain but the need for better citizenship is likely to become virtually as important. Boyd further indicates that if public schools now are having difficulty in cultivating high skills in the majority of their students, they face an even more daunting task in developing high citizenship in most students. This task is difficult because in most of our public schools, we know less about how to teach attitudes and values than we do about how to teach skills. Currently, the United States is experiencing major population growth among minority populations, which means that increasingly, many children in public schools are from poor and disadvantaged families. This increase in poor and disadvantaged students presents a big challenge to the public schools.

A research study at Harvard University, led by political scientist Paul Peterson, reported that students in private, and especially Catholic, schools get higher marks than

public-school students on measures of civic attitudes and tolerance (Greene, 1998). This finding seems to validate the fact that private schools are superior in promoting good citizenship and social cohesion than public schools. Consequently, in public schools with a high percentage of immigrant students, one of the major reforms should be developing high citizenship to balance the demand for highly skilled workers in the 21st century.

Citizenship as a Trait of Character Education

How did children in Chicago public schools understand and perceive citizenship as a trait of character education? Revell (2002) identified the responses from approximately 700 children from a wide variety of schools and ages in a qualitative study conducted in 12 different public schools in Chicago. Seven of the schools were elementary schools and 11 were high schools. They were selected for having been involved in Character Education for some time, and for the teachers being familiar with the program used. They were also selected because they represented a variety of different types of schools; some were magnet schools, where children were selected on the basis of examination results. Others were less academic; one school was specially designed to help older children who had not progressed beyond Grade 9, and others were located in areas associated with particularly demanding social environments. The analysis of the data collected examined themes and patterns from the interview responses. It was discovered that despite similar programs of character education, teaching attitudes and teaching materials, the most marked difference between the children's responses correlated strongly with the type of school, magnet or non-magnet, that they were attending. This further indicated that the social and political background

that determines their school has an impact on the way an educational program is received and understood, at least in terms of how children articulate their ideas, if not in terms of how the programs affect their behavior.

The Revell (2002) study validated the fact that children have complex beliefs (Huffman, 1994; Nucci, 1991, p. 27), and suggested that there is a noticeable degree of interaction between children's responses to character education and their personal experiences. The study raises the question "To what extent do the personal and individual experiences of children reinforce, undermine or shape their lessons on character?" Furthermore, the study validated the fact that character education and citizenship education are ambitious educational projects that seek to transform the beliefs and behaviors of a generation, not merely because educators they think it is desirable, but because they hold that the health of democracy depends upon their success (Lickona, 1991). Lastly, the study raised the question of what effect interrelationship between the aims of character or citizenship education programs and the pre-existing beliefs and conceptions of children are.

The results of the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study added to this body of knowledge. The study, conducted in 1999, with the United States participating along with 27 other countries, consisted of assessments designed to tap the civic knowledge and skills of 14 year-olds and their attitudes towards citizenship. The National Center for Education Statistics (NCES), the sponsor for the study in the United States, reported that the study was administered to 2811 students across 124 public and private schools nationwide at the

beginning of 9th grade. The assessment was designed to measure students' knowledge and understanding of key civic principles that are universal across democracies in addition to their concepts of citizenship and attitudes towards civic issues. The 9th graders in the United States scored significantly above the international average on the total civic knowledge scale. Furthermore, in no other country did students significantly outperform U.S. students. As a matter of fact, 89% of 9th - grade U.S. students thought that it was important for a good citizen to participate in activities to help people in the community. U.S. students scored higher than the international mean on the importance of conventional citizenship scale. These conclusions were vital to this study.

Administrators are Key in Successful Outcome of Implementing Character Education

Sierman Smith (2007), in her research study on character education and principal efficacy beliefs, asked four questions to find out how important the role of principals' or administrators is in the successful outcome of character education implementation. The study was based on the following research questions:

1. What is the perceived rating of principals' personal leadership efficacy as character education leaders?

2. What is the perceived rating of principals' general leadership efficacy of principals as character education leaders?

3. Are the following factors related to principals' perceptions of personal and general leadership efficacy in relation to character education?

- Type of college/university institution attended

- Coursework completed

- Grade levels attending present school

- Community Socio economic status

- Years of principal experience

- Gender

- Ethnic group

- Type of community

- Size of school

4. How do educational leaders personal values relate to their beliefs about their own efficacy as character education leaders?

A mixed method was used, in which the quantitative aspect was based on an instrument previously developed by Andrew Milson (2003), and the qualitative aspect was based on open-ended questions that the researcher used for identification of metaphors and themes such as values, incorporation of character education in daily interactions, and beliefs about the principal's role as a character-education leader. The data analysis included multiple linear regressions and a check for assumptions of independence, homoscedasticity and normality. Based on a sample of 800 Colorado principals, composite scores for the Personal Leadership Efficacy (PLE) and General Leadership Efficacy (GLE) subscales were determined. The mean, standard deviation and range of the composite scores were also computed. A higher score indicated a higher the sense of efficacy. The regression analysis was used to describe the function of more than one independent variable, "in a particular dependent variable" (Girden, 2001,

p.129). The data analysis indicates that many factors are related to principals' perception

of personal and general leadership efficacy in relation to character education. Principals

perceived themselves to be more efficacious when working in schools with students

from predominantly middle-income families; whereas they rated other principals as

being more effective when working with students from higher-income families. This

study seems to suggest the need to cultivate effective character education leadership in

principals that will consistently shape the moral culture and increase the safety and

civility in public schools. A well prepared principal who understands the positive impact

of character education on students will be effective in implementing the program. For

example, Bethesda Christian School, a private school led by principal Vicki Vaughn has

met with consistent successful outcomes in the implementation of its Honorable

Character program.

One of the factors that practitioners repeatedly affirm is that the school leader is

the most critical individual in the success or failure of a character education initiative.

Undoubtedly, it is possible to create an island of sanity in a single classroom within a

school that does not embrace character education meaningfully (Urban, 2003), but such

a situation serves only the students who pass through that particular classroom. To

impact an entire school positively, the principal's role is essential (DeRouche &

Williams, 2001; Lickona, 1991). An effective principal needs to (1) "get it," (2) "buy

into it," and (3) "live it." In other words, leading a school of character requires that the

principal first fully understand what quality character education is all about. Then the

principal must really commit to this vision and truly want to make it happen under his or

her watch. Finally, the principal must have the essential skills to enact quality character education and then to live it out both personally and professionally.

Even though leadership is one aspect of a successful outcome, another critical factor is the faithfulness with which it is implemented. Typically, implementation of character education falls to classroom teachers and many times, they are not adequately trained to implement it accurately or completely (Berkowitz & Bier, 2005) Whereas this point may seem so obvious, it is worth mentioning, because many programs and program evaluations fail to monitor the level and quality of implementation and likewise fail to build in adequate safeguards to maximize the likelihood of full implementation. Effective principal leadership ensures all necessary safeguards in order to have full implementation and successful outcome.

Immigrants Students in U.S. Schools

According to the TEA, an immigrant student is a student aged 3-21 who was not born in the United States and has not attended U.S. schools for more than three full academic years. Joan First, a national advocate for immigrant students indicated in her article on immigrant students in U.S. schools that immigrant students and their families are a vital resource for this country's future (First, 1988). On the other hand, many immigrant families arrive in the United States with few material resources, hence they must settle wherever they can afford housing and find work. Most times, they settle in poor, urban areas that are home to many of Title I schools. With little or no resources, immigrant students end up attending school in these poor areas.

Furthermore, First provided an overview of the experiences of immigrant students who enter U.S. schools in her article. She alluded to the clash between their primary cultures and the norms of their new home in the United States. For many of these immigrant students, language is the primary barrier faced. Also, cultural distinctions account for different ways of learning for immigrant students and the cultural misunderstandings on the part of teachers and fellow students is another major source of conflict for immigrant students (First, 1988).

Public schools across the nation have struggled through the years to meet the unique and often urgent needs of recently arrived immigrant students. Aside from the language and cultural barriers, another issue is securing equal educational opportunity. Estimates of the number of immigrant students with limited proficiency in English enrolled in U.S. public schools range from 3.5 million to 5.5 million (First, 1988). Also, as many as two-thirds of immigrant students are not receiving the support they need to succeed in their studies.

In light of these challenges, public schools need to restructure the curriculum to meet the needs of immigrant students . Providing a multicultural approach to the curriculum needs to be part of the curriculum restructure. Immigrant students should have the opportunity to utilize their culture and values in the classroom.

Gibson & Carrasco (2009), explained in their comparative ethnographic research in high schools in California (U.S.) and Catalonia (Spain) that immigrant students are relegated to the margins of school life. The study highlighted some contradictions between the strengths and short-comings identified in each educational system; in

addition to providing suggestions for improving the educational practice for immigrant students. One major highlight was the disturbing gap that remains between immigrant students and their counterparts in academic performance.

Of critical importance to teaching and learning, the Gibson and Carrasco study indicated that immigrant students often end up feeling silenced and alienated in school because actual school practices can be elitist or tokenistic. Furthermore, the study explained that immigrant students often feel marginalized when using both their native language and the host language because language differences often become constructed as language hierarchies. Overall, immigrant students are faced with mounting challenges in U.S. schools. The limited research in the area of character education among immigrant students adds another layer to these mounting challenges.

An Approach to Implementation in a Public High School

Williams, Yanchar, Jensen, and Lewis (2003) provide insights to implementing character education in a public high school through a multi-year inquiry. They investigated how learning and teaching character that is integrated into a content curricula or programme for high school students contribute to their character education. This study describes one long-term example (since 1975) of how learning and teaching character can be integrated into a content or program known as 'Unified Studies' for high school students. The high school in the study was not formally designed to teach moral principles or character lessons, but contributed substantially to the character education of its students. Graduates over 20 years old were interviewed (n= 106) and completed a questionnaire (n= 204). It was concluded that the success of this programme

was largely due to teachers' willingness to encourage students to take responsibility for their lives, learning through modeling of high character values, use of an integrated and experiential curriculum, and employment of a dialogical perspective on active education. Random selection was used in addition to interviews and questionnaire responses. Results from the interviews were used to develop a questionnaire to ascertain views of a larger sample of graduates. After refining the questionnaire, it was then administered to 73 graduates who attended a Unified Studies reunion. A comparison analysis was then made with two previous studies conducted over the last 23 years. The results of the interview and questionnaire studies coalesced around four themes. (1) Unified Studies teachers provided a desirable character education environment because they genuinely cared for the students as individuals, tailored the class to meet the students' needs, and used real-world and practical experiences as the basis for teaching and learning. (2) Unified Studies impacted character because it changed students' lives and prepared them for life by helping them discover a purpose for schooling, a desire for life-long learning, teaching them to set goals for their future, take responsibility for themselves, and learn ideas and skills they can apply to everyday life. (3) Unified Studies students experience character growth as they develop an appreciation, respect and reverence for others, and for the environment. (4) Unified Studies provided many components of a traditional academic education, but encouraged some otherwise reluctant students to pursue a higher education, while preparing them to do so in a unique way that also built their characters. Furthermore, the findings suggest that the programme teachers helped students develop character attributes by providing a desirable character education

environment. A majority of students reported that the programme was personalized, practical and in many cases, life-changing. The study provided a practical approach to character education in a public high school setting. The study gave insights into a theoretical model that is based on a process rather than a content paradigm that is, Unified Studies provides a unique, experiential process of teaching subject content in settings and ways that promote character development. The idea of Unified Studies is similar to the mandate of TEC 29.906 that requires using integrated teaching strategies.

National, State and Local Standards on Character Education

The 1998 Amendments to the Higher Education Act of 1965 provides the framework for national standards on character education. Section 863. Sense of Congress regarding good character states the following findings from Congress:

(a) Congress finds that:

   (1) the future of our Nation and world will be determined by the young people of today;

   (2) record levels of youth crime, violence, teenage pregnancy, and substance abuse indicate a growing moral crisis in our society;

   (3) character development is the long-term process of helping young people to know, care about, and act upon such basic values as trustworthiness, respect for self and others, responsibility, fairness, compassion, and citizenship;

   (4) these values are universal, reaching across cultural and religious differences;

   (5) a recent poll found that 90 percent of Americans support the teaching of core moral and civic values;

(6) parents will always be children's primary character educators;

(7) good moral character is developed best in the context of the family;

(8) parents, community leaders, and school officials are establishing successful partnerships across the Nation to implement character education programs;

(9) character education programs also ask parents, faculty, and staff to serve as role models of core values, to provide opportunities for young people to apply these values, and to establish high academic standards that challenge students to set high goals, work to achieve the goals, and persevere in spite of difficulty;

(10) the development of virtue and moral character, those habits of mind, heart, and spirit that help young people to know, desire, and do what is right, has historically been a primary mission of colleges and universities; and

(11) the Congress encourages parents, faculty, and staff across the Nation to emphasize character development in the home, in the community, in our schools, and in our colleges and universities.

SENSE OF CONGRESS: It is the sense of Congress that Congress should support and encourage character building initiatives in schools across America and urge colleges and universities to affirm that the development of character is one of the primary goals of higher education.

Furthermore, the U.S. Department of Education has a brochure entitled *Character Education-Our Shared Responsibility* printed in English and Spanish. The brochure highlights the importance of character education and informs parents, educators

and the community about the U.S. Department of Education's support, resources and involvement in character education. The Department believes that to implement character education successfully in schools, they should:

- Take a leadership role to bring the staff, parents and students together to identify and define the elements of character they want to emphasize;
- Provide training for staff on how to integrate character education into the life and culture of the school;
- Form a vital partnership with parents and the community so that students hear a consistent message about character traits essential for success in school and life; and
- Provide opportunities for school leaders, teachers, parents and community partners to model exemplary character traits and social behaviors.

Another component of national standards on character education comes from the What Works Clearinghouse (WWC) which was established in 2002 as a program of the Institute for Education Sciences (IES) at the U.S. Department of Education. The WWC is administered by the National Center for Education Evaluation (NCEE) within IES. The goal of the WWC is to be a resource for informed decision-making in education. In order to achieve this goal, the WWC identifies research studies that provide credible and reliable evidence for the effectiveness of a given practice, program or policy (referred to as interventions) and distributes summary information and reports on its website. The WWC currently has a review protocol for studies on character education to inform

researchers, educators and policy makers as they work to improve education and student outcomes. The WWC defines character as the moral and ethical qualities of persons as well as the demonstration of those qualities in their emotional responses, reasoning, and behavior. Furthermore, the WWC believes that character is associated with such virtues as respect, responsibility, trustworthiness, fairness, caring, and citizenship.

At the state level, the TEA offers character education programs under TEC 29.906. In 2001, the 77th Texas Legislature passed House Bill 946 which was signed into law by Governor Rick Perry. The character education law permits school districts to implement character education programs for students. The program offered must meet three criteria; these are:

  i.   stress positive character traits;

  ii.   use integrated teaching strategies and

  iii.   be age appropriate.

Additionally, the TEA maintains a list of character education programs that meet these three criteria. The agency designates each school providing a program that meets the criteria and that is approved by a committee as defined in the bill as a Character Plus School. There are currently 9,232 public schools in Texas, of which 1,289 are designated Character Plus schools (2009-2010 data ; Appendix C). According to TEC 29.906, a character education program must include the following positive character traits:

  (A) courage;

  (B) trustworthiness, including honesty, reliability, punctuality, and loyalty;

(C)   integrity;

(D)   respect and courtesy;

(E)   responsibility, including accountability, diligence, perseverance, and self-control;

(F)   fairness, including justice and freedom from prejudice;

(G)   caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;

(H)   good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and

(I)   school pride.

Currently, the agency allows each Character Plus School the freedom to select the appropriate program for its students. There is a wide variety in the specific program or curriculum used by these Character Plus Schools. Some examples include, Keystone Curriculum, Character Counts!, Project Wisdom, Building Assets, Learning for Life, Quest, Character First and others. According to the latest data from the TEA (2009-2010), there are twenty Education Service Centers (ESCs) in Texas, and three regions are without Character Plus Schools. This means not all 9,232 public schools in Texas have opportunities for students to develop citizenship as a trait of character education. As Table 2 shows, students in Regions 9, 16 and 19 do not have the opportunity to develop high citizenship skills. Region 19 serving El Paso and Hudspeth counties is home to many immigrants. Region 16 serves the Texas Panhandle and consists of 62 school districts and two charter schools with 226 campuses and is home to over 1100

refugee students mostly attending Amarillo schools. With such concentration of diverse

nationalities in the Texas Panhandle, immigrant students do not have the opportunity to

develop high citizenship skills that will enable them to be successful as members of our

society.

Table 1. Texas Education Service Centers Showing Number of Character Plus Schools (2009-2010)

Education Service Center	Name of Area	Number of Character Plus Schools
Region 1	Edinburg	54
Region 2	Corpus Christi	16
Region 3	Victoria	19
Region 4	Houston	82
Region 5	Beaumont	11
Region 6	Huntsville	87
Region 7	Kilgore	68
Region 8	Mount Pleasant	22
Region 9	Wichita Falls	None
Region 10	Richardson	248
Region 11	Fort Worth	168
Region 12	Waco	36
Region 13	Austin	63
Region 14	Abilene	52
Region 15	San Angelo	29
Region 16	Amarillo	None
Region 17	Lubbock	12
Region 18	Midland	41
Region 19	El Paso	None
Region 20	San Antonio	281

Conclusion

The literature review provided a variety of lenses to examine the broad umbrella

of character education and the specific trait of citizenship in relation to immigrant

students. Each of the six elements in the review was intended to create a contextual

foundation for this record of study. The six elements in the review became a useful

framework for public schools seeking to implement character education by taking into consideration the values of their immigrant students in developing high citizenship skills that will not only enable immigrant students to be responsible citizens here in America; but also useful in closing the achievement gap for immigrant students.

Section one of the review described the historical analysis of character education showing the need for it in schools. Section two explained the need for high citizenship in societies battling poverty and inequality where many immigrants live and attend school. Section three documented citizenship as a trait of character education. Section four explained why administrators are critical to the successful outcome of implementing character education in schools. Section five referenced an approach of implementation of character education in a public high school. This section also validated one of the three criteria mandated by Texas Education Agency in implementing character education in Texas public schools. Section six was an examination of the standards of character education at the national and state levels. The examination validated the importance of character education by our national and state governing entities. Despite this importance, it was evident that not all Texas schools have a character education program; meaning that not all students have the opportunity to develop high citizenship skills. This record of study examines how immigrant students define character and what values shape their understanding of citizenship as responsible members of society.

CHAPTER III

METHODOLOGY

The goal of Chapter III is to clarify the sampling, collection and analytical procedures used in this record of study. For continuity, the researcher's original two questions that frame the study are stated below:

1) How do immigrant students define character and relate it to citizenship?

2) What values shape the understanding of immigrant students on citizenship as responsible members of society?

For this record of study, a mixed method approach was used. The research questions for the study were best answered using a mixed method with at least one quantitative and qualitative approach utilized to collect data and words (Creswell & Plano Clark, 2010). A mixed method study is defined as one that incorporates many diverse viewpoints, combining methods, philosophy, and a research design orientation (Creswell & Plano Clark, 2010). The use of a mixed method integrates elements of qualitative and quantitative techniques for the sole purpose of gaining a depth of understanding. The methodology allowed for the exploration and investigation of the values that shape immigrant students' comprehension of citizenship as a trait of character education in accordance to TEC 29.906. Furthermore, the gathered data through survey instrument, focus groups and observations paved the way to explore the meaning of the values that shape students understanding with more emphasis on qualitative approach. This emphasis permits a researcher to study selected issues, cases, or events in depth and detail (Patton, 2002). Furthermore, due to the small number of participants compared to

large scale measurement of ideas, a qualitative approach ensures that a wealth of detailed data about a defined number of people and cases is produced (Patton, 2002). Finally, this qualitative emphasis is appropriate for investigation of perceptions, beliefs, and value systems (Bogdan & Biklen, 1982). The main instrument used for gathering data was a survey. Participant observations were conducted during a focus group discussion on students' definitions of character and how it relates to citizenship. The participants' observations provided a means to describe existing situations adequately using all five senses and provided a type of written photograph of the study. The observations mainly centered on citizenship characteristics that students' exhibit as a trait of character education. Triangulation was achieved using three different strategies to approach the same topic of investigation.

Population

The Hurst-Euless-Bedford Independent School District (HEB ISD) is a K-12 public school district based in Euless, Texas. The district comprised of 44. 3 square miles is located between Dallas and Fort Worth. A portion of the Dallas-Fort Worth International Airport is located within the district. The district serves several cities; all of the city of Bedford, most of the cities of Euless and Hurst, and small parts of North Richland Hills, Colleyville, Fort Worth, and Arlington. The district consists of 19 elementary schools, five junior high schools, and two high schools. Founded in 1958, the district has been named #1 school district in Texas for the last six years by the Education Resource Group for its ability to "get more out of its tax dollars" method of optimizing student performance and financial efficiency. The district is rich with diversity and a

strong international essence. The Asian languages program, Spanish Immersion, International Baccalaureate, Core Knowledge Pre-K, and sister schools in China and India are programs that are available to students. There are over 60 different languages spoken by students in the district. Students from Sudan, Mexico, India, Vietnam, Pakistan, South Korea and many other countries live in the district. The district community is home to the largest population of Tongans outside of the South Pacific.

The district spends approximately $7,005 per pupil allocating 63.8% to instruction and 5.7% to support services (Hurst-Euless-Bedford Independent School District [HEB ISD], 2011-2012). The district has a current enrollment of 21, 540 students, a 96.7% graduation rate and 53.1% students categorized as economically disadvantaged.

For the purposes of this study, only data from Trinity High School in HEB ISD was analyzed. The student data was collected from English as a Second Language (ESL), International Baccalaureate (IB) and regular classes. The HEB ISD English as a Second Language classes are specifically designed for immigrants who are new to U.S. schools or in their first three years of schooling in the United States. Students are from different countries and for most; English is not their first language. HEB ISD International Baccalaureate classes are for students pursing the IB diploma program. A regular class denotes data collected for construct validity from non-immigrant students. There are five class periods at the school with approximately 8-10 students per class period for an approximate total of 40-50 students.

Instrumentation

The research on elementary school teachers' sense of efficacy for character education (Milson & Mehlig, 2002), was critical in informing this researcher about appropriate instruments and interview protocols. The instrument used, the Character Education Efficacy Belief Instrument (CEEBI) provided a template for designing the citizenship instrument for this record of study. Additionally, input from Bethesda Christian School, a stakeholder in this study, that currently provides a character education program to public schools with plans for expansion, was beneficial in the design of the study instrument. The instrument examined the values that shape the understanding of immigrant students about citizenship as members of society. The instrument was designed with a special focus on immigrant values regarding citizenship as a trait of character education. This focus allowed gathering of data directly from students for this area of the research study. Levin (2000) believes that putting students at the center of education reform brings their unique knowledge and perspectives that can make reform efforts more successful and improve implementations. According to the most recent report by the National Center for Education Evaluation and Regional Assistance (NCEERA), minority students account for two-thirds of Title I participants. The demographics of the ESL and IB classes at Hurst-Euless-Bedford Independent School District directly correlates to the NCEERA report. Of the students, 52% are economically disadvantaged with 36.3% identified as at-risk.

Procedures

Procedures for collecting data were coordinated with the Hurst-Euless-Bedford ISD Central Office and campus leadership. With Texas A & M University's Institutional Review Board (IRB) research approval, written permission was granted by HEB ISD and the campus principal to collect data. Using a Texas A & M University-approved instrument, students in the ESL and IB classes completed the survey in their native language using translation resources. The ESL curriculum covers areas directly related to values and social customs. According to the standards, students are expected to make inferences or logical guesses about the values or social customs taught through the characters and situations presented in the text. This section of the ESL curriculum is related to the survey instrument which is focused on gathering data about the values that shape immigrant students' understanding of citizenship as responsible members of society. Investigating these values of citizenship, one of the nine traits of character education according to TEC 29.906 on character education programs, is aimed at designing appropriate character education programs that can be implemented in Title I schools. Additionally, the gathered data provides a cultural-sensitivity lens for curriculum design and implementation in relation to immigrant students.

Specifically, students responded to 15 questions on what values shaped their understanding of citizenship as responsible members of the American society. Each student survey was coded numerically and students indicated their countries of origin on the survey. On some questions, students responded by circling one of four choices, with no right or wrong answers. Each response provided insight into the cultural background

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and values that shaped immigrant students' understanding of citizenship. On the remainder of the questions, students ranked some character education citizenship traits according to their preferences. Additionally, students discussed the meaning of character in assigned groups; they were observed as they interacted with each other in these groups. The observation focused on character traits of citizenship. For example, "Did students respect each other? Did students follow teacher directions correctly? How many students followed the directions? How many listened attentively to their peers while each one defined character?" Student responses were then entered into a Microsoft Excel spreadsheet. Student responses were entered by coding each student numerically. Next, the country of origin of each student was entered followed by each of the 15 responses. Lastly, students' definition of character and opinions about good citizenship were entered into the spreadsheet. On a new spreadsheet, the four IB student responses were entered following the same format as the ESL student responses, for construct validity. These IB students were non-immigrant students who were born and raised in the United States. Furthermore, to show some content validity, the survey instrument was given to colleagues who teach character education to complete. Responses from these character-education teachers were entered in a new spreadsheet.

Data Analysis

Examining relationships is the center piece of the qualitative analytic process (Schutt, 2011). Collected data was categorized qualitatively using the national framework *What Works Clearinghouse* (WWC). Survey Connect, a special software dedicated to organizing and analyzing survey data was used to organize the collected

data entered on the Excel spreadsheets. The national framework, *What Works Clearinghouse* (WWC), was then used to analyze the data by making connections between or among two or more variables. This permitted the discovery of important relationships that were not predicted. The national framework WWC ensured a reasonable outcome of the analysis. It was designed for categorizing outcome measures assessed in studies of character education programs. The framework published in the 2009 report of the Institute of Education Sciences (IES) at the U.S. Department of Education; provided a step toward a credible resource that can inform measure selection for conducting rigorous studies of character education programs. WWC classifies student outcomes into three broad categories: (1) cognitive, which is understanding and being able to reason about character concepts as well as academic content; (2) affective one's attitudes, emotions, motives, and beliefs about what is important: and (3) behavioral, or acting on understandings and beliefs. Each of the 15 questions on the survey fell into one of these three categories. The following character education outcomes as shown in Table 2 in relation to citizenship as a trait of character education (according to TEC 29.906) was used as a guide for the analysis of student responses.

Table 2. Character Education Outcomes

Instrument	Citations	WWC Outcome Categories		
		Affective	**Behavior**	**Cognitive**
Perceived Value of Character Ed.	Katsuyama & Kimble 2002	X		
Behaviors Towards Rules & Others	Fruechte & Michell 2003		X	
Defining Issues Test	Rest 1986, 1994			X

To answer the first research question on how immigrant students defined character and related it to citizenship, the 15 survey questions were examined to see which of them addressed research question one. The following survey questions were noted as addressing question one: 2, 4, 6, 7, and 8-15. The following survey questions were noted as answering the second research question on what values shaped the understanding of immigrant students on citizenship as responsible members of society: 1, 3, 5, 6, 7 and 8-15. The next step was to categorize student responses from both research questions into the one of the three categories of the national framework, WWC to clarify whether students' values were affective, cognitive or behavioral. Each category provided a window to examine clearly what values shaped immigrant students' understanding of citizenship as responsible members of society. To understand their values better, the researcher examined their different countries of origin, looking for any similarities in values and cultures among them. A tally table of countries represented in student responses was created as shown in Table 3. Next, the construct and content validity responses were categorized to find out if patterns existed in relation to student responses. Finally, student responses from the focus discussions for Day 2 of the study were reviewed and sorted. Ninety-one percent of the students could define character in relation to citizenship. The remainder of students could not define character in relation to citizenship; these students defined character in relation to a story in a book. Additionally, observations from the focus discussion indicated that the students exhibited the character traits of citizenship. Students were observed in their assigned groups using the frequency

observation and recording sheet shown in Table 4. The frequency of student behaviors of

showing respect to each other during the discussion, following the teacher's directions

and listening attentively to peers were recorded. There is a possibility that the

researcher's presence in the room could have influenced student behaviors during the

focus group discussions.

Table 3. Tally of Countries Represented on Student Responses

Name of Country	Number of students
Bangladesh	1
Burundi	1
Columbia	1
D.R. Congo	1
El Salvador	4
Egypt	2
France	1
Guinea *Conakry*	1
Honduras	1
India	4
Jordan	2
Kenya	2
Laos	1
Liberia	1
Mexico	5
Nepal	1
Nigeria	2
Pakistan	2
Puerto Rico	4
Republic of Congo	1
Sierra Leone	1
Sudan	2
Thailand	1
Vietnam	2
Zambia	1

Table 4. Example of Frequency Recording Target Behaviors Including, Showing Respect, Following Teacher Directions and Listening Attentively to Peers

Class Period	Showing Respect	Following Teacher Directions	Listening Attentively to Peers
1	XXX	XXXX	XX
2	XXXX	XXXX	XXX
3	XXX	XXXXXX	XXX
4	XX	XXXXX	XXX
5	XX	XXXX	XXX

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this record of study was to investigate the values of immigrant students on citizenship as a trait of character education in accordance with TEC 29.906. Immigrant students in their first three years in U.S. schools from HEB ISD participated in the study. Data was collected from 45 students who defined character in relation to citizenship. This record of study was guided by the following questions:

1) How do immigrant students define character and relate it to citizenship?

2) What values shape the understanding of immigrant students on citizenship as responsible members of society?

Findings for Research Question 1

How do immigrant students in Hurst-Euless-Bedford Independent School District, in Euless, Texas define character and relate it to citizenship? Forty-one immigrant students (91%) defined character in relation to citizenship. The students' responses were centered on key traits of character in accordance to TEC 29.906. Students' definitions of character in relation to citizenship were categorized into one of the 15 responses below:

- having consideration for others

- a person's daily actions

- having good manners

- being oneself

- a person's behavior

- having good values

- having a good attitude

- how a person talks

- living truthfully

- doing something good when no one is watching

- a person's personality

- accepting oneself

- what makes a person different

- being honest and respectful

- being friendly

Furthermore, survey questions 2, 4 6, 7, and 8-15 were designed to target research question 1. The responses indicated that students could define character in relation to citizenship. As Table 5 shows, 42.2% of students indicated that honesty was the most important trait to them, followed by kindness at 26.6%, patience at 17.7% and diligence at 13.3% on survey question 2. These are all traits of character according to TEC 29.906. In response to survey question 4, 55.6% of students suggested that applauding indicated politeness or appreciation for people, environment and country, compared to 22.2% of students who suggested that reciting the national anthem indicated politeness or appreciation for people, environment and country. Only 17.8% of students suggested that saluting the flag indicated politeness or appreciation for people, environment and country, which was unexpected. It would be expected that students would commonly associate saluting the flag with politeness or appreciation for people, environment and

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country, since one of the ways citizenship is demonstrated in American society is saluting the flag. However, students' responses seem to suggest an influence from outside American society in determining politeness or appreciation for people, environment and country. Only 4.4% of students felt that observing moment of silence indicated politeness or appreciation for people, environment and country.

Students' responses to survey question 6 seemed to imply that all students understand that always telling the truth is one way of showing honesty. Students' responses to survey question 7 indicated an approximately equal distribution across the first three responses regarding what they understood to be a sign of politeness. Slightly more than a third (35.6%), considered a handshake a sign of politeness; 33.3% considered listening a sign of politeness, and 31.1% considered use of title when saying someone's name a sign of politeness. None considered thumbs up to be a sign of politeness.

Aggregating students' preferences on survey questions 8-15 regarding different characteristics of citizenship indicated that obeying the law, contributing to society, standing up for the rights of others, serving others before self, having respect for authority, love for country, respect for all people, and belief in doing what is right, were important to students. Students ranked these citizenship characteristics with either a 1 or 2 signifying that they were "most important" as opposed to 7 or 8 for "least important". Specifically, students ranking of importance on survey questions 8 and 13 stipulate a good understanding of what comprises a responsible member of society. These rankings point to the fact that the character education program of HEB ISD is preparing

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immigrant students for citizenship as defined by Wilkenfeld (2009). He states that in

order to facilitate understanding of how adolescents are being prepared for citizenship,

there must be a good analysis of the relations between multiple contexts of influence and

adolescents' civic engagement.

Table 5. Survey Results

Question	Answers	Actual # of Students	% of Students	Trait Focus
1	A	9	20	Respect
	B	27	60	
	C	6	13.3	
	D	3	6.6	
2	A	19	42.2	Character Trait
	B	8	17.7	
	C	6	13.3	
	D	12	26.6	
3	A	28	62.2	Reason for #2
	B	5	11.1	
	C	5	11.1	
	D	7	15.5	
4	A	25	55.6	Politeness
	B	8	17.8	Appreciation
	C	10	22.2	
	D	2	4.4%	
5	A	13	28.9	Scenario
	B	5	11.1	
	C	6	13.3	
	D	21	46.7	
6	A	45	100	Honesty
	B	0	0	
	C	0	0	
	D	0	0	

Table 5 Continued

Question	Answers	Actual # of Students	% of Students	Trait Focus
7	A	14	31.1	Politeness
	B	16	35.6	
	C	15	33.3	
	D	0	0	
8	1	36	80.0	Obey Law
	2	6	13.3	
	7	0	0	
	8	3	6.7	
9	1	35	77.8	Respect/Authority
	2	5	11.1	
	7	4	8.9	
	8	1	2.2	
10	1	27	60.0	Contribution
	2	10	22.2	
	7	5	11.1	
	8	3	6.7	
11	1	32	71.1	Love for Country
	2	6	13.3	
	7	5	11.1	
	8	2	4.4	
12	1	31	68.9	Respect all People
	2	8	17.8	
	7	5	11.1	
	8	1	2.2	
13	1	36	80.0	Belief
	2	7	15.6	
	7	1	2.2	
	8	1	2.2	
14	1	23	51.1	Rights of Others
	2	12	26.7	
	7	8	17.8	
	8	2	4.4	

Table 5 Continued

Question	Answers	Actual # of Students	% of Students	Trait Focus
15	1	15	33.3	Serves Others before Self
	2	16	35.6	
	7	12	26.7	
	8	2	4.4	

Findings for Research Question 2

In order to determine what values shape immigrant students' understanding of citizenship as responsible members of society, the values of each student's country of origin were collected and reviewed. Each country represented was analyzed using *The World Factbook*, a trusted source of information published by the Central Intelligence Agency of the United States of America. The main reason, *The World Factbook* is noted as a trusted source of information, is based on the fact that the information collected by the Central Intelligence Agency (an independent agency responsible for providing national security to senior U.S. policy makers) has been integrated, evaluated, analyzed and interpreted for use. By looking at each country represented, its flag, official language, values and customs, the foundations of students' understanding were determined. The methodology for addressing research question 2 was established by research question 1. Students defined character and related it to citizenship based on their understanding. In analyzing and categorizing the values from all 25 countries represented on students' responses; five value factors stood out as those that most

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directly or indirectly influenced students' understanding of citizenship. These were

honor, hierarchy, gender roles, patriarchal and form of greetings. Figures 1-25 below,

illustrate the location of each country, its flag and the meaning of each element of the

flag, the official language and core values and customs of each country. One major

descriptor for all countries and cultures is the form of greetings. The handshake is

commonly used and conveys the extent of honor, hierarchy, gender roles and patriarchal

function of the society.

A Look at Bangladesh and its Values

Figure 1. The national flag of Bangladesh

Bangladesh is located in southern Asia, adjoining the Bay of Bengal, between

Burma and India. The official languages are Bangla and English. The flag is a green

field with a large red disk shifted slightly to the left of center. The red disk represents the

rising sun and the sacrifices made to achieve independence; the green field symbolizes

the lush vegetation of Bangladesh. Bangladesh is a hierarchical society, which means

that people are respected because of their age and positions, with older people viewed as

wise and granted respect. It is expected that the most senior Bangladeshi male by age or

position, makes decisions that are in the best interest of the group. Greetings usually take

place between members of the same sex. Handshakes are common but may not feel

strong. The hierarchy is based on age and dictates how people are addressed. People of

the same age use first names. If the person being addressed is older than the speaker, the

person is called by the first name and a suffix that denotes the family relationship.

A Look at Burundi and its Values

Figure 2. The national flag of Burundi
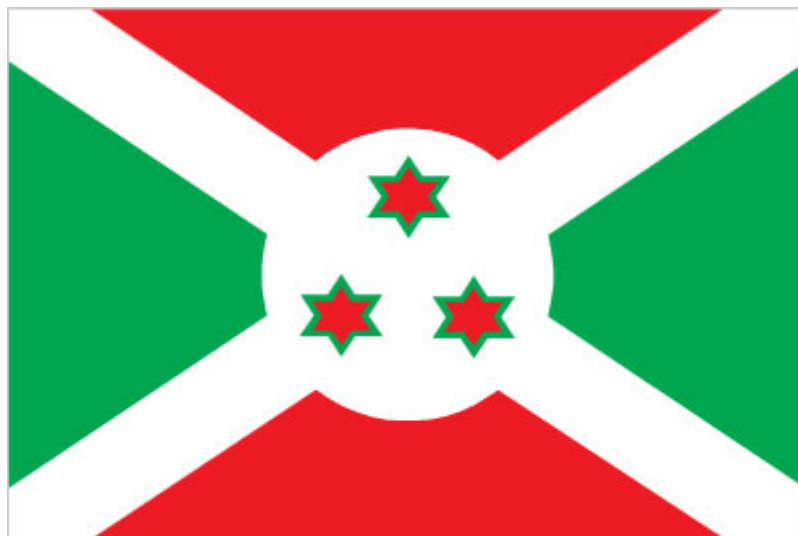
Burundi is located in central Africa, east of the Democratic Republic of Congo.

Its flag is divided by a white diagonal cross into red panels (top and bottom) and green

panels; a white disk is superimposed on the center, bearing three, red six-pointed stars

outlined in green and arranged in a triangular design. The color green symbolizes hope

and optimism; white symbolizes purity and peace, and red, the bloodshed in the struggle for freedom. The three stars in the disk represent the three major ethnic groups: Hutu, Twa and Tutsi, as well as the three elements in the national motto: unity, work, and progress. The official languages are Kirundi, French, and Swahili. Cultural identity comes from tribal affiliation rather than from any unifying national characteristic and is based on symbolic stratification. Ownership of a large number of cattle (a sign of wealth) plays a major role in how Burundians view responsibility as a citizen. Women are respected as life bearers; men have the main authority and are the major decision makers. Handshakes are important and vary by location. People normally continue holding hands even after shaking hands.

A Look at Columbia and its Values

Figure 3. The national flag of Columbia

Columbia is located in northern South America, adjoining the Caribbean Sea, between Panama and Venezuela and adjoining the North Pacific Ocean, between Ecuador and Panama. The flag has horizontal bands of yellow, blue, and red which are the three colors of the banner of Gran Colombia, the short-lived South American republic that broke up in 1830. The color yellow stands for the gold in Colombia's land, blue for the seas on its shores, and red for the blood spilled in attaining freedom. Spanish is the official language. Columbia is a hierarchical society where people earn respect based on age and position. Responsibility and decision- making in family and society is left to the most senior person. The family is the focal point in the social structure; acting as a source of support. Men shake hands with direct eye contact. Women on the other hand grasp forearms rather than shaking hands.

A Look at Democratic Republic of Congo and its Values

Figure 4. The national flag of the Democratic Republic of Congo

The Democratic Republic of Congo is located in central Africa, northeast of Angola. It was established as a Belgian colony in 1908. The Republic of the Congo gained its independence in 1960. The flag is a sky-blue field divided diagonally from the lower elevated corner to the upper fly corner by a red stripe bordered by two narrow yellow stripes. A yellow, five-pointed star appears in the upper hoist corner. The color blue represents peace and hope; red, the blood of the country's martyrs; and yellow, the country's wealth and prosperity. The star symbolizes unity and a brilliant future for the country. The official language is French, with Lingala as the lingua franca trade language. The Democratic Republic of Congo is a patriarchal society and social status is important for respect. A proper greeting is to shake hands with the right hand. To signify respect for social status, people will typically hold their right forearm with their left hand while shaking hands. Punctuality is not taken too seriously because appointment times are considered flexible.

Figure 5. The national flag of El Salvador

El Salvador is located in Central America, adjoining the North Pacific Ocean,

between Guatemala and Honduras. The flag has three equal horizontal bands with blue

at the top and bottom, and white in the middle. The national coat of arms is centered in

the white band; the coat of arms features a round emblem encircled with the words; "*The

Republic of El Salvador in Central America*". The color blue bands symbolize the

Pacific Ocean and the Caribbean Sea, while the white band signifies the land between

the two bodies of water, as well as peace and prosperity. The official language is

Spanish. Nahua is a commonly spoken language among the indigenous people, called

the Amerindians. El Salvador has a formal culture with traditional gender roles. The man

is the main source of income and the wife looks after the home. Salvadoran women often

pat each other on the right forearm or shoulder, than shake hands. Men shake hands with other men and with women, but wait for the woman to extend her hand first.

A Look at Egypt and its Values

Figure 6. The national flag of Egypt

Egypt is located in northern Africa adjoining the Mediterranean Sea. The flag consists of three equal horizontal bands, with red at the top, white in the middle, and black at the bottom. The national emblem is a gold Eagle of Saladin facing the hoist side with a shield superimposed on its chest above a scroll bearing the name of the country in Arabic; it is centered in the white band. The colors black represents oppression, red signifies overcoming oppression through bloody struggle, and white means oppression and struggle replaced by a bright future. The official language is Arabic with English and French widely used among the educated classes. Kinship plays an important role in Egyptian social relations. The family, tribe or group has more power than the individual.

Honor is the highlight of relationships; while respect and esteem for all people is considered the right thing to do and a national duty. Honor dictates reputation, hospitality and dressing according to one's financial status. Social classes determine access to power and position. Handshakes are soft and prolonged with a good smile and unswerving eye contact.

A Look at France and its Values

Figure 7. The national flag of France
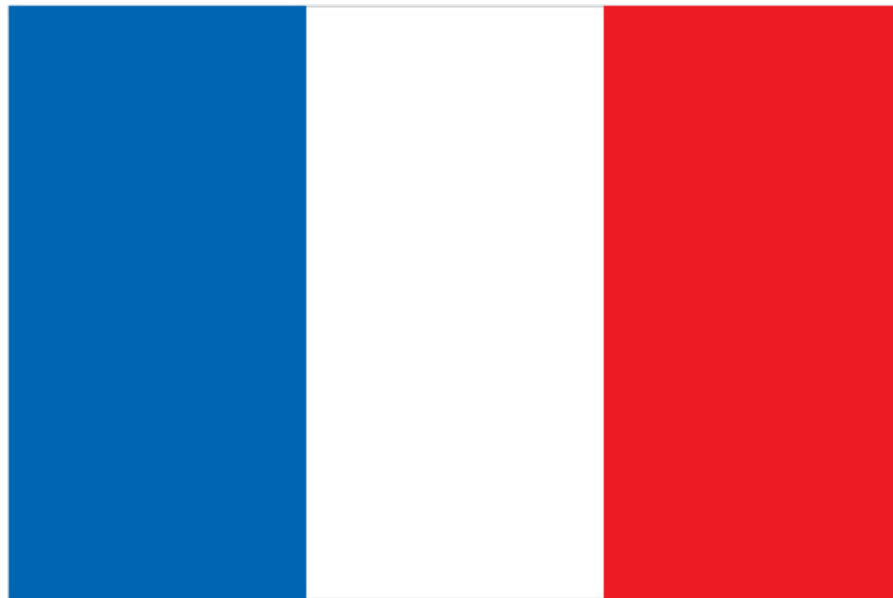
France is located in Western Europe, bordering the Bay of Biscay and English Channel, between Belgium and Spain, southeast of the UK; bordering the Mediterranean Sea, between Italy and Spain. France is one of the most modern countries in the world and a leader among European nations. The flag consists of three equal vertical bands of blue, white, and red. The color white combined with blue and red colors of the Parisian

militia; it is the official flag for all French-dependent areas. The official language is French. The family is the main unit of society, and parents take their responsibilities seriously. The French have a private approach to life and have various rules of behavior for people within their social circle and outside of it. In French culture, the handshake is a common form of greeting. Familiarity is restricted to family and close friends. To use someone's first name requires an invitation from the person.

A Look at Guinea Conakry and its Values

Figure 8. The national flag of Guinea Conakry

Guinea or Guinea Conakry as it is fondly called by its citizens is located in western Africa, adjoining the North Atlantic Ocean. The flag consists of three equal vertical bands of red, yellow, and green. The color red represents the people's sacrifice for liberation and work; yellow signifies the sun, the riches of the earth, and justice; green stands for the country's vegetation and unity. The official languages are French

and the ethnic languages. There is a sense of identity to the legacy of the former nation's leader that most citizens feel obligated to. The effect of caste groupings is still prevalent in shaping social relations and hierarchies despite the influence of western education. Men have more opportunities for advancement than women. Handshakes are a part of societal norms and typically firm. It is considered rude to use the left hand in any social interaction, whether to shake hands, point, pay, or hand an item to someone. Guinean culture also has an intergenerational communication. It is inappropriate for a young person to look directly at a respected elder; instead the young person has to look down.

A Look at Honduras and its Values

Figure 9. The national flag of Honduras

Honduras is located in Central America, adjoining the Caribbean Sea and Pacific Ocean. Honduras was once a part of Spain's gigantic empire in the New World and became a free nation in 1821. The flag consists of three equal horizontal bands of blue,

white, and blue, with five blue, five-pointed stars arranged in an X pattern centered in the white band. The five stars represent the members of the former Federal Republic of Central America - Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua; the blue bands stand for the Pacific Ocean and the Caribbean Sea; the white band signifies the land between the two bodies of water and the peace and prosperity of its people. The official language is Spanish and many indigenous dialects. Honduras has a class system that widens the gap between the wealthy and poor, in addition to the fact that there is a slight difference in accent between the different classes. The wealthy pronounce words more or less as in standard Spanish while the working-class people pronounce words using a few methodical and clear modifications. Handshakes are a common way of greeting and may be firm or soft, sometimes depending on class.

A Look at India and its Values

Figure 10. The national flag of India

India is located in southern Asia, adjoining the Arabian Sea. The flag consists of three equal horizontal bands, with saffron on top, white in the middle, and green at the bottom; a blue chakra of a 24-spoked wheel is centered in the white band. The color saffron represents courage, sacrifice, and the spirit of renunciation; white symbolizes purity and truth; green signifies faith and fertility; the blue chakra stands for the wheel of life in movement and death in stagnation. The official ancillary language is English and is used for national, political and business communication. Hindi is the most widely spoken native language with many other official primary languages. Indian society is based on hierarchical relationships with a high priority on social order and status. Teachers are viewed as the source of knowledge and are highly respected. The family unit is patriarchal; men are the decision-makers. Societal identity is based on groups to which people belong, rather than individual status. Non-verbal cues are used in assessing communication in Indian society. Handshakes are commonly used but within genders.

Figure 11. The national flag of Jordan

Jordan is located in the Middle East, northwest of Saudi Arabia, between Israel and Iraq. The flag consists three equal horizontal bands of black at the top, white, green with a red isosceles triangle on the hoist side with a white, seven-point star. The color black stands for the Abbassid Caliphate; white, for the Ummayyad Caliphate, green, for the Fatimid Caliphate; and the red triangle signifies the Great Arab Revolt of 1916. The official language is Arabic, and English is commonly used among middle and upper classes. Jordanian society has political and social systems that blend old and new, non-traditional and traditional. All political and social systems are focused on the extended patriarchal family units and based on ancestry and wealth. A Muslim nation, most of its values are based on Islamic teachings. The handshakes is part of the society's values but

with differences based on gender. For example, a man will not shake hands with a

woman unless the woman offers her hands first.

A Look at Kenya and its Values

Figure 12. The national flag of Kenya

Kenya is located in eastern Africa, bordering the Indian Ocean, between Somalia

and Tanzania. Kenya was a de facto one-party state for thirteen years. The flag consists

of three equal horizontal bands of black at the top, red, and green. The red band is edged

in white; a large Maasai warrior's shield covering crossed spears is superimposed at the

center. The color black stands for the majority population, red signifies the blood shed in

the struggle for freedom, green symbolizes natural wealth, and white, peace; the shield

and crossed spears represents the defense of freedom. English and Kiswahili are the

official languages with several ethnic languages. Kenyan society is a group-oriented one

rather than individualistic. The approach to life is defined by the concept of Harambee;

which means "to pull together". This means there is a strong belief of mutuality in Kenya society. The most common greeting is the handshake and differs based on type of relationship. Prolonged handshakes are emblematic of a personal relationship rather than a casual relationship.

A Look at Laos and its Values

Figure 13. The national flag of Laos

Laos is located in southeastern Asia, northeast of Thailand, west of Vietnam. The flag consists of three horizontal bands, with red at the top, double-width blue in the middle and red at the bottom with a large white disk centered in the blue band. The red bands stand for the bloodshed of liberation; the blue band symbolizes the Mekong River and prosperity; the white disk represents the full moon against the Mekong River, but also represents the unity of the people under the Lao People's Revolutionary Party. The

official language is Lao; French and English are also spoken in addition to several ethnic

languages. Laotian society has an ethnic hierarchy that places ethnic Laotians at the

apex. Gender is the main way of classifying social roles and practices. There are specific

roles for men and women. Laotian society places a high value on avoiding conflict or

anything that will promote emotional discomfort. Hierarchical interactions are

commonly seen among the people. This involves polite speeches and body movements.

A Look at Liberia and its Values

Figure 14. The national flag of Liberia
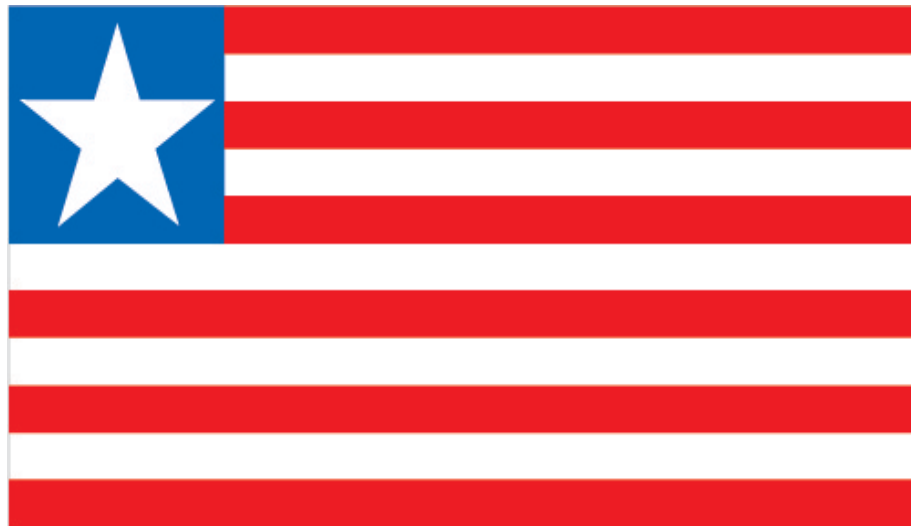
Liberia is located in western Africa, adjoining the North Atlantic Ocean. The flag

is modeled after the American flag, except that a single large white star occupies the

blue field that signifies Liberia's long history as the Lone Star- the only independent

republic in Africa during the colonial period. The flag consists of 11 equal horizontal

stripes, with red at the top and bottom alternating with white; a white five-pointed star

appears on a blue square in the upper hoist side corner. The stripes stand for the signatories of the Liberian Declaration of Independence; the blue square symbolizes the African mainland, and the star represents the freedom granted to the free slaves. According to the Liberian constitution, blue represents liberty, justice, and fidelity; the white represents purity, cleanliness, and guilelessness; and the red represents steadfastness, valor, and fervor. The official language is English with more than 20 ethnic languages. There is a class division between the minority who claim descent from the American settlers and the indigenous majority. The indigenous groups are patrilineal with a culture of male dominance. Liberian society mimics many American values in lifestyle.

A Look at Mexico and its Values

Figure 15. The national flag of Mexico

Mexico is located in North America, adjoining the Caribbean Sea and the Gulf of Mexico. The flag consists of three equal vertical bands of green, white, and red with Mexico's coat of arms at the center of the white band. The coat of arms is an eagle with a snake in its beak perched on a cactus. The color green symbolizes hope, joy, and love; the white stands for peace and honesty; the red represents hardiness, bravery, strength, and valor; the coat of arms is derived from a legend about the wandering of the Aztec people who latter settled in a location where they saw an eagle on a cactus eating a snake. Spanish is the official language with many ethnic languages. Family is at the core of the Mexican social structure and dictates many of its values. Families are traditional, with the father as the authority and decision-maker. Mothers are respected and have a secondary role to their husbands. Mexican society is stratified and vertically structured. There is a great deal of respect for authority. Handshakes are reserved only for men while women more commonly pat each other on the right forearm or shoulder.

Figure 16. The national flag of Nepal
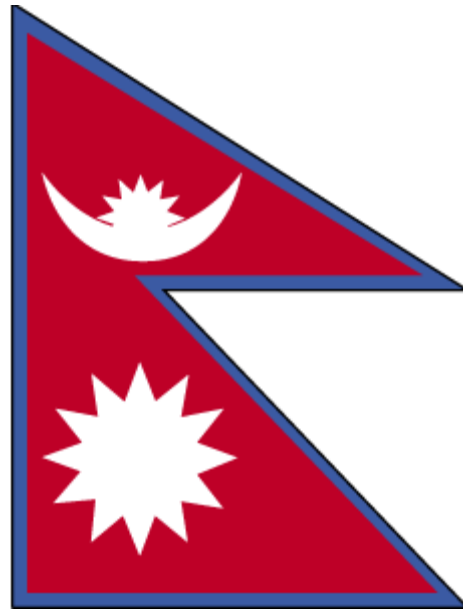
Nepal is located in southern Asia, between China and India. The flag is red with

a blue border around the unique shape of two overlapping right triangles; the smaller,

upper triangle bears a white stylized moon and the larger, lower triangle displays a white

12-pointed sun. The color red symbolizes the rhododendron which is Nepal's national

flower and is a sign of victory and bravery. The blue border signifies peace and

harmony; the two right triangles are a combination of two single pennants. The moon

stands for serenity of the people, while the sun depicts the heat of the lower parts of

Nepal. The official language is Nepali. The society is clearly marked by caste and class

systems; even though it is not supported by law; social interactions are still affected by

caste stratification. Labor is marked by gender roles, with men performing the heavier

tasks. The handshake has been adopted as a greeting by men in urban areas. The normal greeting is pressing one's palms together in front of the chest.

A Look at Nigeria and its Values

Figure 17. The national flag of Nigeria

Nigeria is located in western Africa, adjoining the Gulf of Guinea, between Benin and Cameroon. Nigeria is Africa's most populous country. The flag consists of three equal vertical bands of green, white, and green. The color green stands for agriculture and the abundant natural wealth of the country; white signifies peace and unity. The official language is English, with three major ethnic languages (Hausa, Yoruba and Ibo) in addition to over 500 ethnic dialects. Nigeria is a hierarchical society. Age and position earns respect and social status. Older people are believed to have more wisdom and are honored. Extended families are the core of the social system, with family relationships guided by hierarchy and seniority. Grandparents, cousins, aunts,

uncles, sisters, brothers and in-laws all work as a unit throughout life. The handshake is the most common form of greeting, and is accompanied by a welcoming smile. Men tend to place their left hand on the other's person's shoulder while shaking hands. Nigerians believe in smiling while shaking hands to convey sincerity at meeting a person. Women must extend their hands first for a handshake.

A Look at Pakistan and its Values

Figure 18. The national flag of Pakistan
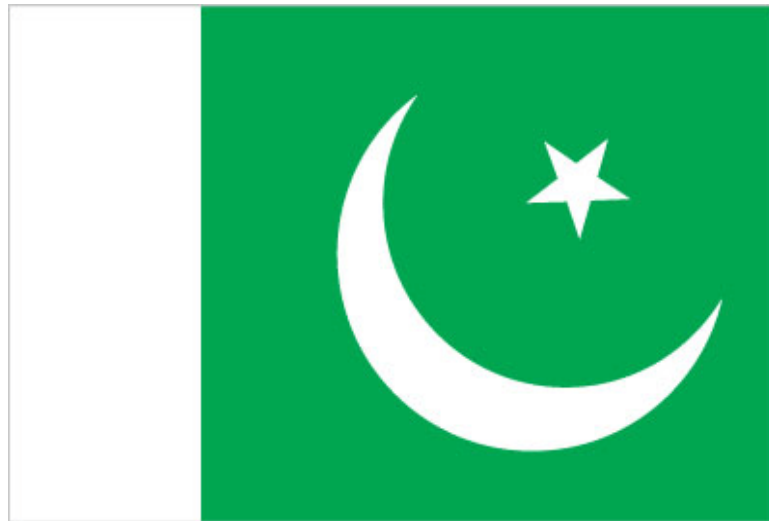
Pakistan is located in southern Asia, adjoining the Arabian Sea. The flag is green with a vertical white band on the hoist side; a large white crescent and star are centered in the green field. The crescent, star, and color green symbolize Islam. The official language is Urdu. English is the lingua franca of the Pakistani elite and most government ministries. Punjabi is spoken by 48% of the people in addition to other ethnic languages. The extended family is the foundation of the social structure and individual identity.

This includes the nuclear family, immediate relatives, distant relatives, tribe members, friends and neighbors. Loyalty to the family comes before any social relationships. The family is more private than in many other societies around the world. Nepotism is acceptable in Pakistani society because it secures hiring people who can be trusted. Pakistan is a hierarchical society; where age and position commands respect and honor. Titles are very important in Pakistani society. Names always include a person's class, tribe, occupation or other status indicator. Men typically shake hands while women generally hug and kiss.

A Look at Puerto Rico and its Values

Figure 19. The national flag of Puerto Rico

Puerto Rico is located in the Caribbean Sea. It is a territory of the United States with commonwealth status. The flag consists of five equal horizontal bands with red at the top and bottom alternating with white. A blue isosceles triangle based on the hoist

side bears a large, white, five-pointed star in the center. The white star signifies Puerto Rico; the three sides of the triangle signify the executive, legislative and judicial parts of the government. The color blue symbolizes the sky and the coastal waters; red stands for the blood shed by warriors, while white represents liberty, victory, and peace. The official languages are Spanish and English. English is used extensively in the schools and government. Puerto Rican society is fairly complex. The culture is a series of visual displays and interactions with the milieu that makes it distinct. The people represent a cultural and racial mix with links to Spain, India, France, Germany, Lebanon, China, Africa, Cuba and Dominican Republic. Known by their deep hospitality, Puerto Ricans consider language to be conveyed by more than words; to them it is the position of one's body, look and body's motion. The handshake, a nod of the head, and hand gestures are used for greetings.

A Look at Republic of Congo and its Values

Figure 20. The national flag of the Republic of Congo

The Republic of Congo is located in central Africa, bordering the South Atlantic Ocean, between Angola and Gabon. The flag is divided diagonally from the lower hoist side by a yellow band; the upper triangle is green and the lower triangle is red. The color green represents agriculture and forests, yellow stands for friendship and the nobility of the people, and red is unexplained, but has been linked to the struggle for independence. The official language is French; with Lingala and Monokutuba as the lingua franca trade languages. There are also many local languages and dialects. Due to communism few people have accumulated wealth. Some indicators of prosperity are education, large houses and money. One major highlight of Congolese society is their appearances and manner of dressing. Irrespective of financial status, people wear clean and pressed handmade garments. Hierarchy plays a role in the society. Older people are shown respect through physical gestures and agreement with the elderly is valued more than frankness.

Figure 21. The national flag of Sierra Leone

Sierra Leone is located in western Africa, adjoining the North Atlantic Ocean. The flag consists of three equal horizontal bands, with green at the top, white, and blue at the bottom. The color green represents agriculture, mountains, and natural resources; white stands for unity and justice; and blue signifies the sea and the natural harbor in Freetown. The official language is English; Mende is the main dialect spoken in the south and Temne is spoken in the north. Sierra Leonean society is a stratified one in some ways. The traditional elite families control land, which is a valuable asset. Land ownership creates stratification in the society. With a strong belief in Western values and goods, an indicator of high social class in Sierra Leonean society is accumulation of Western paraphernalia such as clothing and English speech. Women are the backbone of Sierra Leonean labor, while men are engaged in the physically intense work of farming.

As a rule, Sierra Leoneans are exceptionally polite and manner-conscious. Courteous and eloquent greetings are the norm. Elders are particularly respected. Appearance is also important to Sierra Leoneans.

A Look at Sudan and its Values

Figure 22. The national flag of Sudan

Sudan is located in north-eastern Africa, bordering the Red Sea, between Egypt and Eritrea. The flag consists of three equal horizontal bands with red at the top, white in the middle, and black at the bottom, with a green, isosceles triangle based on the hoist side. The color red stands for struggle for freedom; white represents peace, light, and love; and black symbolizes Sudan itself. The official languages are Arabic and English. Sudanese tend to identify with their tribes rather than with their nation. There has long been a dichotomy in identity between the north and south, mostly at the expense of the south. In many Sudanese tribes, class and social status are determined by birth and the

number of cattle a family owns. Facial scarring is an old Sudanese custom; for men it is a sign of bravery and for women a sign of beauty. Sudan is a *patriarchal society and it should be noted that* Sudanese culture is not a uniform society where the common dominators of culture such as language, religion, history and ethnicity are expressed in the usual patterns of values, behavior, and attitudes. Politeness is one of the highlights of the culture in Sudan.

A Look at Thailand and its Values

Figure 23. The national flag of Thailand

Thailand is located in Southeastern Asia, adjoining the Andaman Sea and the Gulf of Thailand. The flag consists of five horizontal bands, with red at the top, white, blue that is of double width, white, and red. The color red stands for the nation and the blood of life; white signifies religion and the purity of Buddhism; blue symbolizes the monarchy. Thai is the official language; English is a secondary language spoken by the elite. Thai society has deep respect for hierarchical relationships, and social relationships

are defined in terms of superiority of one person to the other. For example, parents are superior to their children, and teachers are superior to their students. Status in Thailand is signified by clothing, general appearance, age, job, education, family, name and social connections. The "*wai*" is the common form of greeting, also used for respect and honor, and it follows strict rules. The standard form of *wai* is to raise both hands, palms joined with the fingers pointing upwards, lightly touching the body around the chest and the forehead. Respect is demonstrated by the height in which the hands are held and how low the head comes down to meet the thumbs of both hands.

A Look at Vietnam and its Values

Figure 24. The national flag of Vietnam

Vietnam is located in Southeastern Asia, adjoining the Gulf of Thailand. The flag consists of a red field with a large, yellow five-pointed star in the center. The color red stands for revolution and blood, the five-pointed star represents the five elements of the

people- peasants, workers, intellectuals, traders, and soldiers - that all unite to build socialism. Vietnamese is the official language with English gradually becoming a preferred second language. The core of the Vietnamese culture is relationship in which behaviors and ethics emphasize the obligations of people towards one another. Duty, honor, respect for age and seniority serve as the cornerstone for these obligations. The concept of "*face*" is critical to the Vietnamese culture. This is described as a quality that reflects a person's reputation, dignity and prestige. It is believed that one can save face, give face or lose face to another person; each is determined by one's actions and words. For example, compliments are a way to give face to another person while a public reprimand for poor performance on a job leads to loss of face.

A Look at Zambia and its Values

Figure 25. The national flag of Zambia

Zambia is located in southern Africa, east of Angola. The flag consists of green field with a panel of three vertical bands of red, black, and orange below a soaring orange eagle, on the outer edge of the flag. The color green signifies the country's natural resources; red represents the struggle for freedom; black stands for the people of Zambia; and orange represents the mineral wealth of the country. The eagle symbolizes the people's ability to rise above the nation's problems. Zambia has several official languages, including Bemba, Nyanja, Tonga, Lozi, Lunda, Kaonde, Luvale and English. There is a strong sense of national identity among the people despite the fact that they have strong ties to their tribes or clans. There is a wide gap between the rich and poor. Material goods and a large healthy family are signs of wealth. Concrete blocks and tin roofs are a symbol of wealth and prestige as seen in constructions. Though men have most of the power in Zambian society, there is a gradual increase in influence of women's rights. Proverbs are a critical aspect of the Zambian society. Elders are held in high esteem as evidenced during greetings and interactions.

Student Responses

Students' responses about what they considered to be good citizenship pointed to their understanding. All 45 students (100%) had a foundational knowledge and understanding of good citizenship. Students' responses about good citizenship were categorized into one of the ten responses below:

- obey authority

- obey rules

- keep the environment clean

- respect one's country

- consider the rights of others

- help people

- respect all people

- be patient

- be kind to others

- be honest

Students' responses suggest that they had a foundational understanding of citizenship

prior to coming to the United States, since they are in their first three years of schooling

in this country. To expand more on the values that shape students' understanding on

citizenship as responsible members of society, survey questions 1, 3, 5, 6, 7, and 8-15

were analyzed. These questions addressed research question 2, using the answers from

research question 1 as a building block. As shown in Table 5, survey question 1

indicated that the handshake was a common way of indicating respect in 60% of the

cultures represented, followed by verbal praise at 20%, eye contact at 13.3%, and a pat

on the back at 6.6%. Students' responses on survey question 3 suggest a direct

connection and impact of their value systems on perception and understanding. Most of

the students (62.2%) indicated that the importance of the character trait selected in

survey question 2 was due to the influence of culture. This validated the review of the

countries represented and their values. Only 15.5% of the students responded that their

selection was not based on anything of significance. A few students (11.1%) selected

responses based on a teacher's influence as well as the influence of television. Survey

question 5 presents a scenario that is centered on respect for the elderly and putting others first. Almost half of students' (46.7%) said they would volunteer their seat and wait for another seat, indicating the value demonstrating citizenship by honoring elders in comparison to 28.9% of students who indicated they would smile and greet. At the other end of the spectrum of response, 13.3% of students indicated taking a different approach to demonstrate their understanding of citizenship by informing the management to do something about the situation. However, 11.1% of students indicated they would proceed to an available seat without any thought for the elderly.

Responses to survey question 6 suggest that there are different ways to exhibit honesty among immigrant students. All of the students indicated that always telling the truth was the way to exhibit honesty and none chose the other responses. Depending on value systems, demonstrating politeness is not the same for everyone. For societies in which handshakes were a common form of greeting, 35.6% of students on survey question 7, indicated handshakes was a sign of politeness. For societies that are hierarchical, 33.3% of students indicated that listening was a sign of politeness. In societies that place a high value on honor, 31.1% of students indicated that using a title when saying someone's name is a sign of politeness; and no one responded that using thumbs up was a sign of politeness. Using a procedure similar to that used for research question 1, students' preferences on survey questions 8-15, regarding different characteristics of citizenship were aggregated. The findings indicated that obeying the law, respecting authority, contributing to society, loving one's country, respecting all people, doing what is right, standing up for the rights of others and serving others before

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self were important to students. Students ranked these citizenship characteristics with either a 1 or 2 signifying that they were "most important" as opposed to 7 or 8 for "least important." Specifically, students' ranking of importance on survey questions 8 and 13 demonstrate a good understanding of what comprises a responsible member of society. These rankings point to the fact that the character education program of Hurst-Euless-Bedford ISD is preparing immigrant students for citizenship as stated by Wilkenfeld (2009). He states that in order to facilitate understanding of how adolescents are being prepared for citizenship, there must be a good analysis of the relations between multiple contexts of influence and adolescents' civic engagement.

From the review of the twenty-five countries represented and answers to the target survey questions for research question 2, it was deduced that the values that shape the understanding of immigrant students on citizenship as responsible members of society are; honor, hierarchy, gender roles, patriarchal and form of greetings.

Summary of Research Findings

The answers to research questions 1 and 2 provided the final analysis for this study on the values that shape the understanding of immigrant students on citizenship as responsible members of society. The final analysis of this study involved categorizing students' responses from both research questions into one of the three categories of the national framework, *What Works Clearinghouse* (WWC) to help clarify whether students' values were affective, cognitive or behavioral. Each category provided a window to examine clearly what values shape the immigrant students' understanding of citizenship as responsible members of society. The national framework, WWC, helps to

make connections between or among variables. The framework was designed for categorizing outcome measures assessed in studies of character education programs. The framework was published in the 2009 report of the Institute of Education Sciences (IES) at the U.S. Department of Education; it provided a step toward a credible resource to inform selection of measures for conducting rigorous studies of character education programs. WWC classifies student outcomes into three broad categories: (1) cognitive, understanding and being able to reason about character concepts as well as academic content; (2) affective, relating to attitudes, emotions, motives, and beliefs about what is important; and (3) behavioral, acting on understandings and beliefs. To categorize each of the 15 survey questions into one of the three categories, the researcher examined each question to see if it met the criteria of cognitive, affective or behavioral. The following character education outcomes as shown in Table 2 in relation to citizenship as a trait of character education (according to Texas Education Code Section 29.906) was used as the guide for the final analysis of students' responses to the survey questions.

Table 6. Character Education Outcomes

Instrument	Citations	WWC Outcome Categories		
		Affective	**Behavior**	**Cognitive**
Perceived Value of Character Ed.	Katsuyama & Kimble 2002	X		
Behaviors Towards Rules & Others	Fruechete & Michell 2003		X	
Defining Issues Test	Rest 1986, 1994			X

Survey question 1 read, "Which of these things indicates respect in your culture?" The categorizing question was then asked about survey question 1: Is this question addressing students' understanding and ability to reason about character concepts? Does this question relate to attitudes, emotions, motives and beliefs about what is important? Does this question relate to acting on understanding and beliefs? If the question focused on being able to reason about character concepts, that question and ensuing responses were considered cognitive in defining the issue of character trait. If the question focused on relating attitudes, emotions, motives and beliefs about what is important to students, the question and ensuing responses were considered affective in perceiving the value of character education and/or its accompanying traits. If the question focused on acting on understanding and belief, the question was considered to be about behavior towards rules and others. For students to respond to survey question 1, they would be acting on their understanding and beliefs about what respect meant in their culture. Hence survey question 1 and its ensuing responses were categorized as "*Behavioral.*" Survey question 2 asked, "Which of these traits is most important to you?" This survey question required students' understanding and their ability to reason about character concepts in terms of all the traits in accordance to TEC 29.906. Consequently, survey question 2 and its ensuing responses were categorized as "*Cognitive.*" Survey question 3 asked, "why the character trait in survey question number 2 was important to the student." This survey question required that students related this question to their attitude, emotions, motives or beliefs about what is important to them. For this reason, survey question 3 and its ensuing responses were

categorized as "*Affective.*" Using the aforementioned format, the remaining 12 survey

questions were categorized as shown in Table 7 below.

Table 7. Analysis of Survey Results Using What Works Clearinghouse Framework

Affective: Relating to attitude, emotions, motives and beliefs on what is important	**Behavior:** Acting on understanding and beliefs.	**Cognitive:** Understanding and being able to reason about character concepts.
# 3	#1	#2
#5	#4	#6
#8	#10	#7
#9	#11	
#12	#13	
#14	#15	

The WWC analysis indicated that affective, behavior and cognitive values

shaped students understanding of citizenship as responsible members of society. These

affective, behavioral and cognitive values have their foundations in the values students'

learned in the countries where they were born and grew up before coming to the United

States. These findings are critical to implementing an effective character education

program in public schools, where there is a large population of immigrant students. From

the analysis, it can be deduced that immigrant students in their first three years in U.S.

schools apply their values to understanding concepts, ideas and theories associated with

American society.

Construct and Content Validity

The responses on the construct validity from four non-immigrant students in IB classes were similar to those of the immigrant students in many ways. Students' responses about what they each considered to be good citizenship pointed to students' understanding. All four students had a foundational knowledge and understanding of good citizenship similar to that of the immigrant students. Students' responses about good citizenship were based on obeying authority and rules. These four responses suggest that students' understanding of citizenship was derived from what is considered good citizenship in American society. As shown on Table 7, survey question 1 indicated that handshake was a common way to show respect not only in other countries but also the United States. Students' response to survey question 2 suggests that honesty and kindness are the most important traits to non-immigrant students. This is similar to the results of survey question 2 for immigrant students. Students' responses to survey question 3 indicated the impact of culture on students' understanding of character traits; 75% indicated culture influenced their traits compared to 25% that indicated culture had no relevance or meaning to them. On survey question 4, three out of four non-immigrant students, noted that applauding was an indication of politeness, appreciation for people, environment and country, compared to one who felt observing a moment of silence was an indication of politeness and appreciation for people, environment and country.

Survey question 5 presented a scenario centered on respect for the elderly, and putting others first. Three of the four students responded that they would volunteer their seat and wait for another seat, indicating the value of respect for elders and

demonstrating citizenship in comparison to one student who indicated they would smile and greet. From both immigrant and non-immigrant student responses, it seems there was no difference in understanding and value for the elderly. Survey question 6 suggested that there are different ways to exhibit honesty among immigrant students. All students indicated that always telling the truth was the way to exhibit honesty, and none chose any other responses. Therefore, irrespective of culture or society, telling the truth is the paramount mark of honesty. The result of survey question 7 was different from the immigrant results. Half of students indicated that using a title when saying someone's name was a sign of politeness, 25% chose a handshake, and 25% chose listening. No student chose thumbs up as a sign of politeness. Similarly, students' preferences on survey questions 8-15 on different characteristics of citizenship were aggregated. The findings indicated that obeying the law, respecting authority, contributing to society, loving one's country and standing up for the rights of others were important to students. Students ranked these citizenship characteristics with either a 1 or 2 signifying "most important," as opposed to 7 or 8 for "least important."Students implied that doing what is right was not as important as serving others before self. In comparing these two areas with the results of immigrant students, there is a difference that seems to suggest immigrant students have a broader understanding of what a responsible member of society is about. Furthermore, students who participated in this construct were asked if any of the survey questions were confusing or had double meanings; to which students indicated there were no double meanings or confusing questions. Finally, to demonstrate content validity, the survey instrument was given to three colleagues who teach character

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education through an integrated approach at HEB ISD. All three indicated the survey

instrument targeted character traits and the essence of good citizenship

Table 8. Survey Results for Construct Validity

Question	Answers	Actual # of Students	% of Students	Trait Focus
1	A	0	0%	Respect
	B	4	100%	
	C	0	0%	
	D	0	0%	
2	A	2	50%	Character Trait
	B	0	0%	
	C	0	0%	
	D	2	50%	
3	A	3	75%	Reason for #2
	B	0	0%	
	C	1	25%	
	D	0	0%	
4	A	3	75%	Politeness
	B	1	25%	Appreciation
	C	0	0%	
	D	0	0%	
5	A	1	25%	Scenario
	B	0	0%	
	C	0	0%	
	D	3	75%	
6	A	4	100%	Honesty
	B	0	0%	
	C	0	0%	
	D	0	0%	
7	A	2	50%	Politeness
	B	1	25%	
	C	1	25%	
	D	0	0%	
8	1	3	75%	Obey Law
	2	0	0%	

Table 8 Continued

Question	Answers	Actual # of Students	% of Students	Trait Focus
	7	1	25%	
	8	0	0%	
9	1	1	25%	Respect /Authority
	2	2	50%	
	7	1	25%	
	8	0	0%	
10	1	1	25%	Contribution
	2	2	50%	
	7	1	25%	
	8	0	0%	
11	1	3	75%	Love for Country
	2	1	25%	
	7	0	0%	
	8	0	0%	
12	1	1	25%	Respect all People
	2	1	25%	
	7	0	0%	
	8	2	50%	
13	1	1	25%	Belief
	2	1	25%	
	7	1	25%	
	8	1	25%	
14	1	0	0%	Rights of Others
	2	3	75%	
	7	1	25%	
	8	0	0%	
15	1	0	0%	Serves Others before Self
	2	1	25%	
	7	0	0%	
	8	3	75%	

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a synopsis of the study and the procedures undertaken to investigate the research questions, describes the author's findings from the research questions and conclusions inferred from the data analysis. The last section makes recommendations for further study and describes implications for educational leaders in Texas public schools.

Overview of the Study

The main purpose of this study was to examine the values that shape immigrant students' understanding of citizenship as responsible members of society. Citizenship is one of the traits of character education in accordance with TEC § 29.906. Despite advancement in character education, many public schools across the nation have not been successful in implementing a character-education program. Furthermore, immigrant students' achievement has been a major concern in the last ten years. The changing demographics of the United States has a direct impact on our schools; data consistently shows an increase in immigrant students. Understanding the experiences of immigrant students would enhance effective educational initiatives and polices. Until now, understanding immigrant students' experiences to enhance effective educational initiatives and polices has not been undertaken. Analysis of Wilkenfeld's study provided the design for this study to examine demographic characteristics in relation to cultural values and their possible interactions with civic outcomes. This particular case, involved

investigation of the values that shape immigrant students' understanding of citizenship as members of society.

A review of existing literature on character education revealed a paucity of information about implementing character education and components among immigrant students. Despite the fact that the immigrant population is the fastest growing population in our public schools, the scarcity of studies addressing citizenship as a trait of character education for English Language Learners was evident. House Bill 946, passed by the 77th Texas Legislature in 2001, and signed into law by Governor Rick Perry, permits school districts to implement character-education programs. Programs offered under the House Bill 946 and TEC § 29.906 must stress positive character traits, use integrated teaching strategies and be age appropriate. The TEA maintains a list of character education programs that meet these criteria. The agency designates each school that provides a program meeting the criteria defined in the bill and that is approved by a committee as a Character Plus School. Out of the 9232 public schools in Texas, there are currently 1289 Character Plus Schools (See Appendix C). According to TEC § 29.906, a character education program must teach the following positive character trait:

    (A) courage;

    (B) trustworthiness, including honesty, reliability, punctuality, and loyalty;

    (C) integrity;

    (D) respect and courtesy;

(E) responsibility, including accountability, diligence, perseverance, and

self-control;

(F) fairness, including justice and freedom from prejudice;

(G) caring, including kindness, empathy, compassion, consideration,

patience, generosity, and charity;

(H) good citizenship, including patriotism, concern for the common good

and the community, and respect for authority and the law; and

(I) school pride.

In Texas, where citizenship is considered one of the nine traits of character education, many school districts integrate character education into their Social Studies and English Language Arts curricula in middle and high school, respectively. An evaluation of the character education program of Bethesda Christian School for effectiveness indicated a need for investigating immigrant students' values regarding citizenship as a trait of character education. This study examined immigrant students' values regarding citizenship as a trait of character education in accordance with TEC 29.906 in a high school setting. The study assessed the values that shape immigrant students' understanding of citizenship as responsible members of society at an inner-city high school in Hurst-Euless-Bedford (HEB) Independent School District, in Euless, Texas. Moreover, the study analyzed quantitatively and qualitatively categorized students' values using the national framework, *What Works Clearinghouse* to make connections between or among two or more variables pointing to important relationships that were not predicted. This study was guided by the following research questions:

1. How do immigrant students define character and relate it to citizenship?

2. What values shape the understanding of immigrant students on citizenship as responsible members of society?

A survey instrument was utilized that employed a qualitative approach. The instrument utilized examined the values that shape immigrant students' understanding of citizenship as responsible members of society. The instrument was designed with a special focus on immigrant values regarding citizenship as a trait of character education. This focus fulfilled the necessity of gathering data directly from students in this area of research. Additionally, participants were observed during focus-group discussions of students' definition of character and how it is related to citizenship. The observations provided an adequate means to describe existing situations using all five senses and to provide a kind of snapshot of the study. The observations mainly centered on the citizenship characteristics students exhibited as traits of character education. Triangulation was achieved using three different strategies to approach the topic under investigation. For purposes of this study, only data and analysis from Trinity High School in the HEB Independent School District were undertaken. The data was collected from immigrant students in English as a Second Language (ESL), International Baccalaureate (IB) and regular classes. HEB Independent School District's ESL classes are specifically designed for immigrants who are new to U.S. schools or in their first three years of schooling in the United States. Students were from different countries, and for most of them, English is not a first language. HEB Independent School District's IB classes are intended for students pursing the IB diploma program. A regular class

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denotes data collected for construct validity from non-immigrant students. There are five class periods at the school with approximately 8-10 students per class period for an approximate total of 40-50 students. Students in the ESL and IB classes completed the survey using translation resources in their native languages. Specifically, students responded to 15 questions about what values shaped their understanding of citizenship as responsible members of society. Each completed survey was coded numerically, and students indicated their country of origin on the surveys. Students responded to some questions by circling one of four choices, with no right or wrong answers. Each response provided insight into the cultural background and values that inform immigrant students' understanding of citizenship. On the remainder of the questions, students ranked character-education citizenship traits according to preference. Furthermore, students discussed the meaning of character in assigned groups while being observed for their interactions with each other in their respective groups. The observation focus was on the character traits of citizenship. For example, "Did students respect each other? Did students follow teacher directions correctly? How many students followed the directions? How many were listening attentively to their peers while they defined character? Student responses were then entered into an MS Excel spreadsheet, coding each student numerically. Next, each student's country of origin were entered, followed by each of the fifteen responses. Lastly, students' definitions of character and opinions about good citizenship were entered into the spreadsheet. For construct validity, a new spreadsheet was made following the same format for the four IB student responses. These IB students were non-immigrant students who were born and raised in this

country. Finally, content validity was verified by giving the survey instrument to colleagues who teach character education. They verified that the questions on the survey instrument were appropriate and targeted immigrant students' understanding of citizenship. Responses from immigrant students, non-immigrant students and teachers were entered into an excel sheet. The responses were qualitatively analyzed for trends, patterns and relationships.

To answer the first research question, the 15 survey questions were examined to see which questions addressed research question one. The following survey questions addressed research question one: 2, 4, 6, 7, and 8-15. Survey questions 1, 3, 5, 6, 7 and 8-15 were found to address research question two. Responses were then qualitatively analyzed in the light of the two research questions and inferences made. To gain a better understanding of the values that shape immigrant students' understanding of citizenship as responsible members of society, their countries of origin as indicated on the survey were examined for similarities in values and cultures. Furthermore, student responses were then categorized into the one of the three categories from the national framework, *What Works Clearinghouse* (WWC) to clarify whether students' values were affective, cognitive or behavioral. Each category provided a window for clear examination of the values that shape immigrant students' understanding of citizenship as responsible members of society. The construct and content validity responses were then categorized in order to look for patterns relating to student responses. Lastly, student responses from the focus discussions were reviewed and sorted. Out of the 45 students who completed the survey, 91% could define character in relation to citizenship. The 9% of students

who could not define character in relation to citizenship, defined in relation to a story in a book. Additionally, observations from the focus discussion indicated that students exhibited the character traits of citizenship. Students were observed in their assigned groups using a frequency observation and recording sheet shown in Table 4. The frequency of student behavior of showing respect to each other during the discussion, following the teacher's directions and listening attentively to peers were recorded. There is a possibility that student behavior during the focus group discussions was influenced by the researcher's presence in the classroom.

Research Findings

The purpose of this record of study was to investigate immigrant students' values regarding citizenship as a trait of character education in accordance to TEC 29.906. Immigrant students in their first three years in U.S. schools from HEB ISD participated in the study. Data was collected from 45 students who defined character in relation to citizenship. This record of study was guided by the following questions:

1. How do immigrant students define character and relate it with citizenship?

2. What values shape the understanding of immigrant students on citizenship as responsible members of society?

The methodology for addressing research question two was established by research question one. Students defined character and related it to citizenship based on their understandings. The research findings indicated that 91% of immigrant students defined character in relation to citizenship in accordance with TEC 29.906, while the rest defined

it in relation to a character in a story or book. Furthermore, the findings implied that immigrant students' understanding of character as a trait of citizenship is influenced by the values and culture of their country of origin. Secondly, honor, hierarchy, gender roles, patriarchal and form of greetings were the values that shape immigrant students' understanding of citizenship as responsible members of society. These values are grounded in affective, cognitive and behavioral understandings in accordance with WWC national framework. These findings are critical in implementing an effective character-education program in public schools that have a large population of immigrant students. From the analysis it can be deduced that immigrant students in their first three years in U.S. schools apply their values in understanding concepts, ideas and theories associated with American society. Finally, the findings signified that the integrated approach to character education used by HEB ISD is preparing immigrant students for citizenship as stated by Wilkenfeld (2009), who states that in order to facilitate understanding of how adolescents are being prepared for citizenship, there must be a good analysis of the relations between multiple contexts of influence and adolescents' civic engagement.

In validating the construct, student responses to the survey indicated that good citizenship in American society was based on obeying authority and rules from what students understood and considered good citizenship. In comparing responses of immigrant and non-immigrant students in two areas of the survey (doing what is right and serving others before self) the findings indicated that immigrant students have a broader understanding of what being a responsible member of society means.

Furthermore, students who participated in this construct validation were asked if any of the survey questions were confusing or had double meanings; they indicated that there were no double meanings or confusing questions. Content validity was also checked by three colleagues who teach character education using an integrated approach at HEB ISD. All three colleagues indicated that the survey instrument targeted character traits and the essence of good citizenship.

Implications for Practice

The findings of this study validate research on the teaching and learning of English Language Learners. In a 2000 article on strategies for successful engagement of immigrant students in secondary schools, Aida Walqui noted that in other to be effective, school programs must begin with a deep understanding of immigrant students. Additionally, schools and practitioners should recognize and build on the identity, language, and knowledge students already possess. The findings suggest that immigrant students' understanding of character as a trait of citizenship is influenced by the values and culture of their country of origin. Recognizing and building on this understanding are building blocks for conceptualizing new concepts in the classroom for immigrant students. Furthermore, the findings indicated that honor, hierarchy, gender roles, patriarchal and forms of greetings were the values that shape immigrant students' understanding of citizenship as responsible members of society. These values are grounded in affective, cognitive and behavioral understandings in accordance with the WWC national framework. These findings are not only beneficial for implementing an effective character-education program in public school but beneficial in improving

teaching and learning for English Language Learners. In order to engage immigrant students in school, educators must provide them with avenues to explore and strengthen their ethnic identities and native languages while developing their ability to study and work in this country (Walqui, 2000).

Furthermore, the findings of this study allowed for a deeper understanding of the culturally responsive approach to instruction. The values of honor, hierarchy, gender roles, patriarchal and form of greetings are critical factors that need to be included in curricula as a cultural response. Having different facets of immigrant students' culture in content textbooks sends a direct message of inclusion and acceptance. Not only will this approach to instruction lower the affective filter of immigrant students; but it will also add to their confidence level as responsible members of our society in general. Many of the immigrant students who come from countries where gender roles are a factor of influence face culture shock here. As teachers clarify the differences in gender roles in our culture through their instruction, immigrant students have the opportunity to dream outside of the box of their childhood experiences and gain new visions for their future. For many immigrant students, school is not just a learning environment but a community of belonging. Hence, incorporating their values in teaching and learning provides multiple layers of exposure that help build their knowledge in diverse areas.

In comparing responses of immigrant and non-immigrant students in two areas of the survey (doing what is right and serving others before self), the findings indicated that immigrant students have a broader understanding of what being a responsible member of society means. This finding lends itself to the thought of discourse and the

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power of influence when immigrant and non-immigrant students assist one another in developing awareness of differences for the greater benefit. Delpit (1995) argues that the discourse of power - the language used in this country to establish and maintain social control - should be taught explicitly, because it is not automatically acquired. Guidance and modeling of preferred and accepted ways of talking, writing, and presenting are culture specific. Validating Delpit's point of view, these types of discourse need to be included in the overall instruction of English Language Learners.

Finally, the findings of this study implied that immigrant students have a robust background of knowledge regarding character education in relation to citizenship. This finding suggests to practitioners that immigrant students should have opportunities to engage in and outside of the classroom in their own constructive development of understandings (Walqui, 2000).

Recommendations for Further Study

This record of study was aimed at examining the values that shape immigrant students understanding of citizenship as a trait of character education and as responsible members of society. The examination uncovered how immigrant students defined character and related it to citizenship in the attempt to uncover possibilities of effective implementation of character education in public schools. With limited research on immigrant students in relation to character education and its traits, there is much to be done to improve implementation of character-education programs and to improving teaching and learning experiences for immigrant students.

The following are recommendations for further study related to this topic:

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1. Research is needed to discover the extent of how values shape immigrant students understanding of the remaining eight character traits (courage, trustworthiness, integrity, respect, responsibility, fairness, kindness, school pride).

2. A longitudinal approach to measuring the effectiveness of character education among immigrant students would be another appropriate line of research.

3. Research is needed to study the effect of character education on immigrant students after high school graduation and during college years.

4. Research is needed to examine how citizenship impacts the achievement of immigrant students.

In retrospect, this mixed-method study, would have benefited from doing three things differently. The following are what could have been done differently pertaining to this study:

1. More emphasis should have been placed on the focus group discussions on Day 2 of the study by extending the discussion to two or more days. Doing so would have given students more opportunity to explore character education and its relation to citizenship.

2. The duration of the entire study should have been one week instead of two days. This would have allowed observation of students' character traits and citizenship over a longer period of time.

3. An in-depth evaluation of the character education curriculum of HEB ISD would have been conducted and utilized to determine the differences in philosophy and

implementation from that of Bethesda Christian School. Trinity High School, where

the study was conducted, uses Monthly Character Traits and integrates them into

content areas.

Conclusions

This study has revealed the values that shape immigrant students' understanding

of citizenship as a trait of character education in accordance with TEC 29.906. In order

to discover the values that shape immigrant students' understanding of citizenship, it was

necessary for students to define character and relate it to citizenship. The findings

implied that immigrant students' understanding of character as a trait of citizenship is

influenced by the values and culture of their countries of origin; these findings provide

insight into teaching and learning for immigrant students. Twenty-five countries were

represented in this study, as displayed by the bar graph in Appendix C. This robust

variety of countries validates the commitment of HEB ISD to preparing students to

thrive on a global stage and create a global learning environment.

Incorporating the values of honor, hierarchy, gender roles, patriarchy or

matriarchy and greetings into instruction for immigrant students is not only beneficial

but necessary in closing the achievement gap for immigrant students. Currently, TEA

maintains a list of character-education programs that schools have implemented since the

Texas Legislature passed House Bill 946 in 2001. The agency also collects data through

a character-education survey shown in Appendix D and reports annually the data

regarding the impact of character-education programs on student discipline and

academic achievement. Hopefully, practitioners will utilize the findings of this study to

improve instruction for English Language Learners. It is anticipated that more public

schools will adopt character-education programs similar to that of HEB ISD in preparing

immigrant students for citizenship.

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Region 1
2009-2010 Character Plus Schools

CDN	District	School	Program
031903	Harlingen ISD	Means Elementary	Character Counts!
031906	Los Fresnos CISD	Las Yescas Elementary	Project Wisdom; Building Assets
		Laureles Elementary	Project Wisdom; Building Assets
		Liberty Memorial Middle	Project Wisdom; Building Assets
		Lopez-Riggins Elementary	Project Wisdom; Building Assets
		Los Cuates Middle	Project Wisdom; Building Assets
		Los Fresnos Elementary	Project Wisdom; Building Assets
		Los Fresnos High	Project Wisdom; Building Assets
		Los Fresnos United	Project Wisdom; Building Assets
		Olmito Elementary	Project Wisdom; Building Assets
		Palmer-Laakso Elementary	Project Wisdom; Building Assets
		Rancho Verde Elementary	Project Wisdom; Building Assets
		Resaca Middle	Project Wisdom; Building Assets
		Villareal Elementary	Project Wisdom; Building Assets
240903	United ISD	Arndt Elementary	Keystone Curriculum
		Bonnie Garcia Elementary	Keystone Curriculum
		Borchers Elementary	Keystone Curriculum
		Centeno Elementary	Keystone Curriculum
		Clark Elementary	Keystone Curriculum
		Clark Middle	Region 1 GEAR UP Advisory Curriculum
		Cuellar Elementary	Keystone Curriculum
		Fasken Elementary	Keystone Curriculum
		Finley Elementary	Keystone Curriculum
		Gonzalez Middle	Region 1 GEAR UP Advisory Curriculum
		Guiterrez Elementary	Keystone Curriculum
		Juarez Lincoln Elementary	Keystone Curriculum
		Kazen Elementary	Keystone Curriculum
		Killam Elementary	Keystone Curriculum
		Kennedy Zapata Elementary	Keystone Curriculum
		Lamar Bruni Vergara Middle	Region GEAR UP Advisory Curriculum
		Los Obispos Middle	Region GEAR UP Advisory Curriculum
		Malakoff Elementary	Keystone Curriculum
		Matias de Llano Elementary	Keystone Curriculum
		Muller Elementary	Keystone Curriculum
		Newman Elementary	Keystone Curriculum
		Nye Elementary	Keystone Curriculum

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Region 1
2009-2010 Character Plus Schools

CDN	District	School	Program
240903	United ISD	Perez Elementary	Keystone Curriculum
		Prada Elementary	Keystone Curriculum
		Roosevelt Elementary	Keystone Curriculum
		Ruiz Elementary	Keystone Curriculum
		Salinas Elementary	Keystone Curriculum
		Salvador Garcia Middle	Region 1 GEAR UP Advisory Curriculum
		Santos Benavides Elementary	Keystone Curriculum
		Trautmann Elementary	Keystone Curriculum
		Trautmann Middle	Region 1 GEAR UP Advisory Curriculum
		United DD Hachar Elementary	Keystone Curriculum
		United Middle	Region 1 GEAR UP Advisory Curriculum
		United South Middle	Region 1 GEAR UP Advisory Curriculum
		Washington Middle	Region 1 GEAR UP Advisory Curriculum
		Zaffirini Elementary	Keystone Curriculum
253901	Zapata ISD	Zapata North Early Childhood Center	Character Counts!
		Fidel and Andrea R. Villarreal Elementary School	Character Counts!
		Zapata South Elementary School	Character Counts!
		Arturo L. Benavides Elementary School	Character Counts!

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Region 2
2009-2010 Character Plus Schools

CDN	District	School	Program
178914	Flour Bluff ISD	Flour Bluff Early Childhood Center	Boys Town Curriculum
		Flour Bluff Elementary	Boys Town Curriculum
		Flour Bluff High	Boys Town Curriculum; Teen Leadership Curriculum
		Flour Bluff Intermediate	Boys Town Curriculum; Keystone Curriculum
		Flour Bluff Junior High	Boys Town Curriculum; Teen Leadership Curriculum
		Flour Bluff Primary	Boys Town Curriculum
149901	George West ISD	George West Elementary	MB Flippen; Keystone Curriculum 4-6; Building Good Citizens
		George West Primary	MB Flippen; Keystone Curriculum PK-3
		George West Junior High	MB Flippen; Teen Leadership 7-8
		George West High	MB Flippen; Teen Leadership 9-12
178908	Port Aransas ISD	Brundrett Middle	Learning for Life
		Olsen Elementary	Learning for Life
		Port Aransas High	Learning for Life
137902	Ricardo ISD	Ricardo Elementary	Learning For Life
		Ricardo Middle School	Learning For Life
178809	School Of Science And Technology Corpus Christi	School Of Science And Technology Corpus Christi	Harmony School System Materials

Region 3
2009-2010 Character Plus Schools

CDN	District	School	Program
045902	Columbus ISD	Columbus Elementary	Character Counts!
		Columbus High	Character Counts!
		Columbus Middle	Character Counts!
062901	Cuero ISD	Cuero High School	40 Developmental Assets; Too Good for Drugs; Too Good for Violence
		Cuero Intermediate	40 Developmental Assets; Protecting You/Protecting Me; Too Good for Violence; Anti-Bullying Program; Kid Impact
		Cuero Jr. High	40 Developmental Assets; Protecting You/Protecting Me; Too Good for Drugs; Too Good for Violence; Teen Impact
		French Elementary	40 Developmental Assets; Protecting You/Protecting Me; Too Good for Violence; Born to Learn
		Hunt Elementary	40 Developmental Assets; Protecting You/Protecting Me; Too Good for Violence; Anti-Bullying Program
120901	Edna ISD	Pumphrey Junior High	Flip Flippen - Teen Leadership
		Edna High School	Flip Flippen - Teen Leadership
241903	El Campo ISD	Hutchins Elementary	Character Counts!
		Myatt Elementary	Character Counts!
		Northside Elementary	Character Counts!
128901	Karnes ISD	Karnes City High School	Teen Leadership
		Karnes City Junior High School	Capturing Kids Hearts; Positive Action
		Roger E. Sides Elementary	Capturing Kids Hearts; Kids Connection
062902	Nordheim ISD	Nordheim School	Character Counts!
062904	Yorktown ISD	Yorktown Elementary School	Character Counts!
		Yorktown Junior High School	Character Counts!

Region 4
2009-2010 Character Plus Schools

CDN	District	School	Program
084910	Clear Creek ISD	Armand Bayou Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; Kelso; Peer Helpers; Leadership Academy (5th Grade)
		Bauerschlag Elementary	Lions Quest; PALS; Character Counts!
		Bay Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; No Place for Hate
		Brookside Intermediate	Character Pillars; Safe School Ambassadors; Project Self-Respect; CLEAR; Project Wisdom; Protégé/Mentor Program; Foundations/PAWS; Youth Alive
		Brookwood Elementary	Character Counts!; Kelso; PALS; Love and Logic; No Place for Hate; Lions Quest
		Clear Brook High School	Character Pillars; Safe School Ambassadors; PALS, Project Self-Respect; Take a Stand; Mix it Up
		Clear Creek High School	Character Pillars; Safe School Ambassadors; PALS, Project Self-Respect
		Clear Horizons Early College High	Coyote Camp Advisory; Service Learning; Internship Preparation
		Clear Lake City Elementary	Character Counts!; PALS; Love and Logic; Lions Quest
		Clear Lake HS	Character Pillars; Safe School Ambassadors; Project Self-Respect
		Clear Lake Intermediate	Character Pillars; Safe School Ambassadors; Project Self-Respect; No Place for Hate
		Clear Springs High School	Character Pillars; Safe School Ambassadors; Project Self-Respect; STAR; PALS
		Clear View Education Center	Character Pillars; Safe School Ambassadors; Project Self-Respect; Love and Logic
		Creekside Intermediate	Character Pillars; Safe School Ambassadors; Project Self-Respect; Character Counts!
		Falcon Pass Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; Kelso; Peer Helpers
		Ferguson Elementary	Character Counts!; Lions Quest; PALS; Kelso; Second Step
		Gilmore Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; No Place for Hate
		Goforth Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; No Place for Hate

Region 4
2009-2010 Character Plus Schools

CDN	District	School	Program
084910	Clear Creek ISD	Greene Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; No Place for Hate; Kelso
		Hall Elementary	Character Counts!; Lions Quest; PALS; Character Pillars
		Hyde Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; No Place for Hate; WHO Program; Kelso
		John F. Ward Elementary	Character Counts!; Lions Quest; PALS; Love and Logic
		Landolt Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; No Place for Hate;
		League City Elementary	Character Counts!; Lions Quest; PALS
		League City Intermediate	Character Pillars; Safe School Ambassadors; Project Self-Respect; PALS
		McWhirter Elementary	Character Counts!; Lions Quest; O'Ambassadors, Nurtured Heart, Resolve It
		Mossman Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; No Place for Hate; Jr CLEAR; SKATE Program
		North Pointe Elementary	Lions Quest; PALS; Love and Logic; No Place for Hate; Kelso
		Parr Elementary	Lions Quest; PALS; Character Counts!
		Robinson Elementary	Character Counts!; Lions Quest; Love and Logic; No Place for Hate
		Ross Elementary	Character Counts!; Lions Quest; PALS; Jr. CLEAR
		Seabrook Intermediate	Character Pillars; Safe School Ambassadors; Project Self-Respect; Teen Leadership
		Space Center Intermediate	Character Pillars; Safe School Ambassadors; Project Self-Respect
		Stewart Elementary	Character Counts!; Lions Quest; Love and Logic; PALS
		Victory Lakes Intermediate	Character Pillars; Safe School Ambassadors; Project Self-Respect; PALS
		Weber Elementary	Character Counts!; Lions Quest; PALS; WHO Program; SKATE Program
		Wedgewood Elementary	Character Counts!; Lions Quest
		Westbrook Intermediate	Character Pillars; Safe School Ambassadors; Project Self-Respect; PALS; Teen Leadership

Region 4
2009-2010 Character Plus Schools

CDN	District	School	Program
084910	Clear Creek ISD	Whitcomb Elementary	Character Counts!; Lions Quest; PALS; Love and Logic; 40 Developmental Assets
		White Elementary	Character Counts!; Love and Logic; Lions Quest
146901	Cleveland ISD	Southside Elementary	Safe and Caring Schools; Kelso Conflict Management; Rainbow Days; Capturing Kids Hearts
		Northside Elementary	Stop Bullying Now; Kelso Conflict Management; Rainbow Days; Capturing Kids Hearts
		Eastside Elementary	Second Step Violence Prevention; Kelso Conflict Management; Rainbow Days; Capturing Kids Hearts
		Cleveland Middle School	Project Wisdom; Rainbow Days; Capturing Kids Hearts
		Cleveland High School	Teen Leadership; Capturing Kids Hearts; Peer Mediation
		Douglass Learning Academy	Why Try?; Capturing Kids Hearts
101908	Deer Park ISD	Carpenter Elementary School	Project Wisdom
		Dabbs Elementary School	Project Wisdom
		Deepwater Elementary School	Project Wisdom
		Parkwood Elementary School	Project Wisdom
		San Jacinto Elementary School	Project Wisdom
		Deer Park Elementary School	Project Wisdom; Character Counts!
		Fairmont Elementary School	Bucket Filling (PBS component based on the book, "How Full is Your Bucket?")
		Wolters Accelerated High School	Character Counts!
101925	Huffman ISD	Ben Bowen Early Childhood Center	Early Act First Knight
		Copeland Elementary	Early Act First Knight
		Huffman Intermediate	Early Act First Knight
		Huffman Middle	Early Act First Knight
		Hargrave High	Quest
146906	Liberty ISD	San Jacinto Elementary	Character Counts!; Creatures of Character
		Liberty Elementary School	Character Counts!; Boys Town
		Liberty Middle School	Pride Pack; Rock Wall; Web Crew
		Liberty High School	Link Crew; Teen Leadership
084802	Odyssey Academy	Odyssey Academy	Odyssey Academy Star Value Success Program

Region 4
2009-2010 Character Plus Schools

CDN	District	School	Program
084909	Santa Fe ISD	R.J. Wollam Elementary	TRIBE; Second Step
		Dan Kubacak Elementary	TRIBE; Second Step
		E. Y. Cowan Elementary	TRIBE; Second Step
		Barnett Intermediate	PRIDE; CHAMPS
		Santa Fe JH	PRIDE; CHAMPS; Teen Leadership
		Santa Fe HS	LEADERS; Teen Leadership; PALS
101924	Sheldon ISD	C.E. King High School	Monthly Character Traits; SISD Materials
		C.E. King Middle School	Monthly Character Traits; Boys Town Social Skills; SISD Materials
		Cravens Early Childhood Academy	Monthly Character Traits; Boys Town Social Skills; SISD Materials; The Character Network
		H.M. Carroll Elementary	Monthly Character Traits; Boys Town Social Skills; SISD Materials; The Character Network
		Monahan Elementary	Monthly Character Traits; Boys Town Social Skills; SISD Materials; The Character Network
		Royalwood Elementary	Monthly Character Traits; Boys Town Social Skills; SISD Materials; The Character Network
		Sheldon Elementary	Monthly Character Traits; Boys Town Social Skills; SISD Materials
		Michael R. Null Middle School	Monthly Character Traits; Boys Town Social Skills; SISD Materials
		Sheldon Early Childhood Academy	Monthly Character Traits; Boys Town Social Skills; SISD Materials; The Character Network
020906	Sweeny ISD	Sweeny High School	BACODA; Community In Schools
		Sweeny Jr. High School	BACODA; Community In Schools; Teen Leadership
		Sweeny Elementary	BACODA; Community In Schools

TEA
TEXAS EDUCATION AGENCY

Region 5
2009-2010 Character Plus Schools

CDN	District	School	Program
181907	Vidor ISD	AIMS Center High	Character Counts!
		Oak Forest Elementary	Keystone Curriculum
		Pine Forest Elementary	Keystone Curriculum
		Vidor Elementary	Keystone Curriculum
		Vidor High	Teen Leadership; Character Counts!
		Vidor Junior High	Teen Leadership
		Vidor Middle	Keystone Curriculum; Teen Leadership
229903	Woodville ISD	Woodville Wheat Elementary	Character Counts!; Right Choice; Auto B Good; CHAMPS; Red Ribbon Week
		Woodville Intermediate	Character Counts!; CHAMPS; Red Ribbon Week
		Woodville Middle School	Character Counts!; Choosing The Best Abstinence Program; CHAMPS; Red Ribbon Week
		Woodville High School	Character Counts!; CHAMPS; Drunk Driving Programs; Red Ribbon Week

Region 6
2009-2010 Character Plus Schools

CDN	District	School	Program
228905	Apple Springs ISD	Apple Springs Elementary	Character Counts!
		Apple Springs High	Character Counts!
008901	Bellville ISD	Bellville High	Character Counts!
		Bellville Junior High	Character Counts!
		O'Bryant Intermediate	Character Counts!
		O'Bryant Primary	Character Counts!
		West End Elementary	Character Counts!
198901	Bremond ISD	Bremond Elementary	Red Ribbon Campaign; Safe & Drug Free School; TBSI; Great Body Shop; Character Ed Morning Minutes; Team Impact
		Bremond High School	Red Ribbon Campaign; Safe & Drug Free School; TBSI; Character Ed Morning Minutes; Team Impact
		Bremond Middle	Teen Leadership Summit; DARE; Safe & Drug Free Schools; Red Ribbon Campaign; TBSI; Great Body Shop; Character Ed Morning Minutes; Team Impact
239901	Brenham ISD	Brenham High School	Six Pillars of Character Education
		Brenham Jr. High School	Six Pillars of Character Education
		Brenham Middle School	Six Pillars of Character Education
		Brenham Elementary School	Six Pillars of Character Education
		Krause Elementary School	Six Pillars of Character Education
		Alton Elementary School	Six Pillars of Character Education
		Brenham Alternative School	Six Pillars of Character Education
026901	Caldwell ISD	Caldwell Elementary	Character Counts!
		Caldwell Intermediate	Project Wisdom
		Caldwell Middle	Project Wisdom
170902	Conroe ISD	Anderson Elementary	Character Counts!
		Armstrong Elementary	4C Character Club
		Austin Elementary	Character Counts!
		Ben Milam Elementary	Milam Cares Program
		Birnham Woods Elementary	Character Counts!
		Broadway Elementary	Character Counts!; Why Try?; Auto B Good
		Bozman Intermediate	Character Building

Region 6
2009-2010 Character Plus Schools

CDN	District	School	Program
170902	Conroe ISD	Buckalew Elementary	Character Counts!; Proud to Have Good Character; Developing Understanding of Self and Other
		Bush Elementary	Filling Our Buckets
		Caney Creek High	No Place for Hate; Project Wisdom
		College Park High	Cavalier Character Program
		Collins Intermediate	Tribes; Morris Brothers; Project Wisdom
		Colson Tough Elementary	Character Counts!
		Conroe High	Project Wisdom
		Creighton Elementary	Character Counts!; Nurtured Heart; Cubs with Character
		Cryar Intermediate	North Star Character Education
		D.A.E.P.	Why Try?
		David Elementary	Keystone Program
		Deretchin Elementary	Dragons Have Character
		Ford Elementary	Character Counts!
		Galatas Elementary	Kelso; Get Real About Violence
		Giesinger Elementary	Core Essentials
		Glen Loch Elementary	Core Essentials
		Hailey Elementary	Character Counts!
		Hauke Academic High School	Why Try?; Capturing Kids Hearts
		Houser Elementary	Character Counts!
		Kaufman Elementary	Cougars With Character
		Lamar Elementary	Character Counts!
		McCullough Junior High	Project Wisdom
		Mitchell Intermediate	180 Days of Character; Magnificent Mustangs; Mitchell Ambassador Leadership Program
		Moorhead Junior High	Camfel Productions
		Oak Ridge Elementary	STAR
		Oak Ridge High	Oak Ridge: Real Life
		Peet Junior High	Words of Wisdom; Peet Pride
		Powell Elementary	Character Counts!; Words of Wisdom
		Reaves Elementary	Reaves Honor Award Program
		Rice Elementary	Rice Way
		Runyan Elementary	Core Essentials
		Sally K. Ride Elementary	Character Counts!

Region 6
2009-2010 Character Plus Schools

CDN	District	School	Program
170902	Conroe ISD	Sam Houston Elementary	Character Counts!
		San Jacinto Elementary	Core Essentials; Character Counts!; Project Wisdom
		The Woodlands High	Project Wisdom
		Tom Cox Intermediate	Character Counts!
		Travis Intermediate	Character Counts!; Get Real About Violence
		Vogel Intermediate	Dolly's Heroes; Character Counts
		Washington Junior High	In Search of Character; The Respect Series
		Wilkinson Elementary	Core Essentials
		Wilkerson Intermediate	Project Wisdom; Positive Behavior Supports
		York Junior High	Safe School Ambassadors
113902	Grapeland ISD	Grapeland Elementary	Character Counts!; Monthly Character Traits; Second Step
198905	Hearne ISD	Hearne Elementary	Youth Unlimited; Character Lessons from ESC 6 for teachers to use in the classroom; Brazos Valley Council on Substance Abuse (BVCASA) Counselors working with students and teachers; Choosing the Best Sex Education Curriculum
		Hearne Jr. High	BVCASA Counselors working with students and teachers; Choosing the Best Curriculum; Teacher made lessons in Health Class
		Hearne High School	Youth Unlimited; Brazos Valley Council on Substance Abuse (BVCASA) Counselors working with students and teachers; Choosing the Best Sex Education Curriculum; Materials from ESC 6
170903	Montgomery ISD	Lone Star Elementary	Character Counts!
		Montgomery Elementary	Character Counts!
		Montgomery High	Teen Leadership
		Montgomery Intermediate	Character Counts!; Project Wisdom
		Montgomery Middle	Project Wisdom
		Stewart Creek Elementary	Character Counts!
166904	Rockdale ISD	Rockdale Elementary	Right Choice; DARE; CHAMPS
		Rockdale High	Peer Mediation; PALS
		Rockdale Junior High	Character Network; Six Pillars of Character; Project Wisdom

Region 6
2009-2010 Character Plus Schools

CDN	District	School	Program
166904	Rockdale ISD	Rockdale Intermediate	Right Choice; DARE; CHAMPS
228903	Trinity ISD	Lansberry Elementary	Six Pillars of Character
		Trinity High	Six Pillars of Character
		Trintiy Intermediate School	Six Pillars of Strength
		Trinity Middle	Six Pillars of Character

Region 7
2009-2010 Character Plus Schools

CDN	District	School	Program
107901	Athens ISD	Athens High School	Student Leadership
		Athens Intermediate	Project Wisdom
		Athens Middle School	Character Counts!
		Bel Air Elementary	Character Counts!
		South Athens Elementary	Character Counts!
183902	Carthage ISD	Carthage Primary	Character Counts!
		Libby Elementary	Creatures of Character; Get Alongs
		Baker Koonce	Character Class
001902	Cayuga	Cayuga Elementary	Character Counts!
		Cayuga High	Teen Leadership
		Cayuga Middle	Character Counts!
212909	Chapel Hill ISD	Chapel Hill High	Character Counts!
		Chapel Hill Middle	Character Counts!
		Jackson Elementary	Character Counts!
		Kissam Intermediate	Character Counts!
		Wings AEP	Character Counts!
		Wise Elementary	Character Counts!
003905	Diboll ISD	Temple Elementary	Core Essentials
001904	Frankston ISD	Frankston High School	Monthly Character Traits; Aim For Success
		Frankston Middle School	Monthly Character Traits; Aim For Success
		Frankston Elementary School	PALS; Monthly Character Traits
234909	Fruitvale ISD	Hallie Randall Elementary	Core Essentials
202903	Hemphill ISD	Hemphill Middle	Character Counts (In Search of Character); FilmClipsOnline
092903	Longview ISD	Bramlette Elementary	Core Essentials; Building Good Citizens for Texas
		Doris McQueen Primary	Core Essentials; Building Good Citizens for Texas
		Everhart Magnet Academy of Cultural Studies	Core Essentials; Building Good Citizens for Texas
		Forest Park Magnet of International Studies	Core Essentials; Building Good Citizens for Texas
		Foster Middle	Core Essentials; Building Good Citizens for Texas
		G. K. Foster Montessori Magnet	Core Essentials; Building Good Citizens for Texas
		Hudson Elementary	Core Essentials; Building Good Citizens for Texas

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Region 7
2009-2010 Character Plus Schools

CDN	District	School	Program
092903	Longview ISD	Johnston Elementary	Core Essentials; Building Good Citizens for Texas
		Judson Middle	Core Essentials; Building Good Citizens for Texas
		Juvenile Detention Center	Core Essentials; Building Good Citizens for Texas
		Longview High	Core Essentials; Building Good Citizens for Texas
		McClure Magnet of International Studies	Core Essentials; Building Good Citizens for Texas
		Pinewood Park International Magnet	Core Essentials; Building Good Citizens for Texas
		South Ward Elementary	Core Essentials; Building Good Citizens for Texas
		Student Development Center	Core Essentials; Building Good Citizens for Texas
		Valley View Elementary	Core Essentials; Building Good Citizens for Texas
		Ware Elementary	Core Essentials; Building Good Citizens for Texas
003903	Lufkin ISD	Lufkin High School	Teen Leadership; Big Decisions
		Lufkin Middle School	Worth the Wait
		Anderson Elementary	DARE
		Brandon Elementary	DARE
		Coston Elementary	DARE
		Brookhollow Elementary	DARE
		Slack Elementary	DARE
		Burley Primary	Conscious Discipline; Capturing Kids Hearts
		Dunbar Primary	Conscious Discipline; Capturing Kids Hearts
		Hackney Primary	Conscious Discipline; Capturing Kids Hearts
		Herty Primary	Conscious Discipline; Capturing Kids Hearts
		Kurth Primary	Conscious Discipline; Capturing Kids Hearts
		Trout Primary	Conscious Discipline; Capturing Kids Hearts
		ACE	Why Try?
037907	Rusk ISD	Rusk Primary	Conscious Discipline
		Rusk Elementary	Character Counts!

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Region 7
2009-2010 Character Plus Schools

CDN	District	School	Program
037907	Rusk ISD	Rusk Intermediate	Project Wisdom; Trevor Romain Series; Essential 55; Discipline Without Stress; Salvaging Sisterhood
		Rusk Junior High	Salvaging Sisterhood; Consequences; Mean Girls; Big Chances, Big Choices; Trevor Romain Series; Character Counts; In Search of Good Character; Videos That Teach
		Rusk High School	Project Wisdom
203901	San Augustine ISD	San Augustine High School	PALS
210904	Tenaha ISD	Tenaha Schools	Safe and Drug Free School; Red Ribbon Week; Aim For Success; GEAR UP Advisory Curriculum; District Developed Program
212906	Whitehouse ISD	Mozell Brown Elementary	Beginning of a Hero
		Gus Winston Cain Elementary	Beginning of a Hero; Project Wisdom
		H. L. Higgins Elementary	Kids with Character
		Stanton-Smith Elementary	Beginning of a Hero
		Holloway Middle School	Don't Laugh at Me; Character Counts!
		Whitehouse Jr. High	Project Wisdom
		Whitehouse High School	Words of Wisdom; Pride Cards

Region 8
2009-2010 Character Plus Schools

CDN	District	School	Program
194904	Clarksville ISD	Cheatham Middle	Character Counts!; Positive Behavior Support
		Clarksville Elementary	Character Counts!; Positive Behavior Support
		Clarksville High	Character Counts!; Positive Behavior Support
112908	Como-Pickton CISD	Como-Pickton School	Character Counts; Positive Behavior Support
019908	Liberty-Eylau ISD	Liberty-Eylau C.K. Bender Elementary	Self-Manager Plan; Auto B Good; Pacesetter Luncheons
		Liberty-Eylau High	"Go" Program; Red Ribbon Week
		Liberty-Eylau Middle	Why Try; Good Character; Good Choice; Red Ribbon Week
		Liberty-Eylau Pre-K	Character First Words; Red Ribbon Week; Character Classics
		Liberty-Eylau Primary	Red Ribbon Week; Core Essentials; Classroom Guidance Lessons
		Liberty-Eylau School of Success	Mentoring Program
019907	Texarkana ISD	Dunbar Elementary School	Safe & Drug Free Schools; Positive Behavior Days; Character First; Show Your Tiger Traits; Love and Logic; Kids At Hope: Red Ribbon Week
		Highland Park Elementary	Safe & Drug Free Schools; Positive Behavior Days; Character First; Show Your Tiger Traits; Love and Logic; Kids At Hope Red Ribbon Week
		Martha & Josh Morriss	Safe & Drug Free Schools; Positive Behavior Days; Character First; Show Your Tiger Traits; Love and Logic; Kids At Hope; Red Ribbon Week
		Nash Elementary	Safe & Drug Free Schools; Positive Behavior Days; Character First; Show Your Tiger Traits; Love and Logic; Kids At Hope; Red Ribbon Week
		OPTIONS	Safe & Drug Free Schools; Positive Behavior Days; Character First; Show Your Tiger Traits; Love and Logic; Kids At Hope; Red Ribbon Week
		Spring Lake Park Elementary	Safe & Drug Free Schools, Positive Behavior Days; Character First; Show Your Tiger Traits; Love & Logic; Kids At Hope; Red Ribbon Week

Region 8
2009-2010 Character Plus Schools

CDN	District	School	Program
019907	Texarkana ISD	Texas Middle School	Safe & Drug Free Schools; Positive Behavior Days; Character First; Show Your Tiger Traits; Love & Logic; Kids At Hope; Red Ribbon Week
		Texas High School	Safe & Drug Free Schools; Red Ribbon Week; Character First; Show Your Tiger Traits
		Theron Jones Early Literacy Center	Safe & Drug Free Schools; Positive Behavior Days; Character First; Show Your Tiger Traits; Love and Logic; Kids At Hope; Red Ribbon Week
		Transitional Intervention Educational Setting	Safe & Drug Free Schools; Red Ribbon Week; Character First; Show Your Tiger Traits
		Wake Village Elementary School	Safe & Drug Free Schools; Positive Behavior Days; Character First; Show Your Tiger Traits; Love and Logic; Kids At Hope; Red Ribbon Week
		Westlawn Elementary School	Safe & Drug Free Schools; Positive Behavior Days; Character First; Show Your Tiger Traits; Love & Logic; Kids At Hope; Red Ribbon Week

Region 10
2009-2010 Character Plus Schools

CDN	District	School	Program
043901	Allen ISD	Anderson Elementary	Character Counts!; TRIBES; Character Discussions
		Bolin Elementary	Character Counts!; TRIBES; Character Discussions
		Boon Elementary	Character Counts!; TRIBES; Character Discussions
		Boyd Elementary	Character Counts!; TRIBES; Character Discussions
		Chandler Elementary	Character Counts!; TRIBES; Character Discussions
		Curtis Middle	Character Counts!; TRIBES; Character Discussions
		Ereckson Middle	Project Wisdom
		Evans Elementary	Character Counts!
		Ford Middle	Character Counts!; TRIBES; Character Discussions
		Green Elementary	Character Counts!; TRIBES; Character Discussions
		Kerr Elementary	Character Counts!; TRIBES; Character Discussions
		Marion Elementary	Character Counts!; TRIBES; Character Discussions
		Norton Elementary	Character Counts!; TRIBES; Character Discussions
		Reed Elementary	Character Counts!; TRIBES; Character Discussions
		Rountree Elementary	Character Counts!; TRIBES; Character Discussions
		Story Elementary	Character Counts!; TRIBES; Character Discussions
		Vaughan Elementary	Character Counts!; TRIBES; Character Discussions
		Cheatham Elementary	Character Counts!; Campus guidance lessons
		Olson Elementary	Character Counts!; Campus guidance lessons
116915	Bland ISD	Bland Elementary	Learning for Life
		Bland Middle	Project Wisdom
057922	Coppell ISD	Austin Elementary	Monthly Character Traits; Project Wisdom
		Cottonwood Creek Elem	Monthly Character Traits; Project Wisdom
		Denton Creek Elem	Monthly Character Traits; Project Wisdom

Region 10
2009-2010 Character Plus Schools

CDN	District	School	Program
057922	Coppell ISD	Lakeside Elem	Monthly Character Traits; Project Wisdom
		Mockingbird Elem	Monthly Character Traits; Project Wisdom
		Pinkerton Elem	Monthly Character Traits; Project Wisdom
		Town Center Elem	Monthly Character Traits; Project Wisdom
		Vally Ranch Elem	Monthly Character Traits; Project Wisdom
		Wilson Elem	Monthly Character Traits; Project Wisdom
		Coppell High School	Student of the Month; Teen Leadership Groups
		Coppell Middle School West	Student Recognition every 6 weeks; Student Leadership Groups
129901	Crandall ISD	Crandall High School	Capturing Kids Hearts; Teen Leadership
		Crandall Middle School	Capturing Kids Hearts; Teen Leadership
		Crandall Alternative Campus	Capturing Kids Hearts
		W.A. Martin Elementary	Capturing Kids Hearts
		Nola Kathryn Wilson Elementary	Capturing Kids Hearts
		Barbara Walker Elementary	Capturing Kids Hearts
091903	Denison ISD	Golder Rule Elementary	Koalaty Kids
		Hyde Park Elementary	Koalaty Kids
		Lamar Elementary	Koalaty Kids
		Layne Elementary	Koalaty Kids
		Mayes Elementary	Koalaty Kids
		Sam Houston Elementary	Koalaty Kids
057815	Faith Family Academy of Oak Cliff	Faith Family Academy of Oak Cliff Elementary	Character Counts!
		Faith Family Academy of Oak Cliff Middle School	Character Counts!
		Faith Family Academy of Oak Cliff High School	Character Counts!
070905	Ferris ISD	Hazel Ingram Elementary	Character Counts!
		Lucy Mae McDonald Elementary	Character Counts!
		Ferris Intermediate	Character Counts!
129902	Forney ISD	Blackburn Elementary	Core Essentials
		Brown Middle	Project Wisdom

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Region 10
2009-2010 Character Plus Schools

CDN	District	School	Program
129902	Forney ISD	Crosby Elementary	Core Essentials
		Henderson Elementary	Core Essentials; Rachel's Challenge
		Johnson Elementary	Core Essentials
		Katherine Wolfe Criswell Elementary	Core Essentials
		L. E. Claybon Elementary	Core Essentials
		Lewis Elementary	Core Essentials; Rachel's Challenge
		Rhea Elementary	Core Essentials
		Smith Elementary	Core Essentials
		Warren Middle	What it means to be me; Why Try?
057910	Grand Prairie ISD	Adams Middle	Character Counts!; Capturing Kids' Hearts
		Austin Elementary	Character Counts!; Capturing Kids' Hearts
		Barbara Bush Elementary	Character Counts!; Capturing Kids' Hearts
		Bill Arnold Middle	Character Counts!; Capturing Kids' Hearts
		Bonham Elementary	Character Counts!; Capturing Kids' Hearts
		Bowie Elementary	Character Counts!; Capturing Kids' Hearts
		Colin Powell Elementary	Character Counts!; Capturing Kids' Hearts
		Crockett Elementary	Character Counts!; Capturing Kids' Hearts
		Crosswinds High	Character Counts!; Capturing Kids' Hearts
		Daniels Elementary	Character Counts!; Capturing Kids' Hearts
		Dickinson Elementary	Character Counts!; Capturing Kids' Hearts
		Eisenhower Elementary	Character Counts!; Capturing Kids' Hearts
		Ervin C. Whitt Elementary	Character Counts!; Capturing Kids' Hearts
		Fannin Elementary	Character Counts!; Capturing Kids' Hearts
		Florence Hill Elementary	Character Counts!; Capturing Kids' Hearts
		Grand Prairie 9th Grade Center	Character Counts!; Capturing Kids' Hearts
		Grand Prairie High	Character Counts!; Capturing Kids' Hearts

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Region 10
2009-2010 Character Plus Schools

CDN	District	School	Program
057910	Grand Prairie ISD	Harry S. Truman Middle	Character Counts!; Capturing Kids' Hearts
		Hector P. Garcia Elementary	Character Counts!; Capturing Kids' Hearts
		Jackson Middle	Character Counts!; Capturing Kids' Hearts
		John Garner Elementary	Character Counts!; Capturing Kids' Hearts
		Johnson Elementary	Character Counts!; Capturing Kids' Hearts
		Juan Sequin Elementary	Character Counts!; Capturing Kids' Hearts
		Kennedy Middle	Character Counts!; Capturing Kids' Hearts
		Lamar Alternative Education Program	Character Counts!; Capturing Kids' Hearts
		Lee Middle	Character Counts!; Capturing Kids' Hearts
		Milam Elementary	Character Counts!; Capturing Kids' Hearts
		Moseley Elementary	Character Counts!; Capturing Kids' Hearts
		Ronald Reagan Middle	Character Counts!; Capturing Kids' Hearts
		Sallye Moore Elementary	Character Counts!; Capturing Kids' Hearts
		Sam Houston Elementary	Character Counts!; Capturing Kids' Hearts
		Sam Rayburn Elementary	Character Counts!; Capturing Kids' Hearts
		South Grand Prairie 9th Grade Center	Character Counts!; Capturing Kids' Hearts
		South Grand Prairie High	Character Counts!; Capturing Kids' Hearts
		Thurgood Marshall Elementary	Character Counts!; Capturing Kids' Hearts
		Travis Elementary	Character Counts!; Capturing Kids' Hearts
		Williams Elementary	Character Counts!; Capturing Kids' Hearts
		Zavala Elementary	Character Counts!; Capturing Kids' Hearts
		John A. Dubiski Career High School	Character Counts!; Capturing Kids' Hearts
		Grand Prairie High School 9th Grade Center	Character Counts!; Capturing Kids' Hearts

Region 10
2009-2010 Character Plus Schools

CDN	District	School	Program
057910	Grand Prairie ISD	Sought Grand Prairie High School 9th Grade Center	Character Counts!; Capturing Kids' Hearts
		Crosswinds High School	Character Counts!; Capturing Kids' Hearts
		Mike Moseley Elementary	Character Counts!; Capturing Kids' Hearts
		Hobbs Williams Elementary	Character Counts!; Capturing Kids' Hearts
091917	Gunter ISD	Gunter Elementary	Core Essentials
		Gunter Middle	Project Wisdom
129903	Kaufmann ISD	Helen Edwards	Rachel's Challenge
		Kaufman High School	Rachel's Challenge
		Monday Primary	Rachel's Challenge
		Nash Intermediate	Rachel's Challenge
		Norman Junior High	Rachel's Challenge
		Options High School	Rachel's Challenge
		Phillips Elementary	Rachel's Challenge
057844	Manara Academy	Manara Academy	Expeditionary Learning; Tribes; Responsive Classrooms
043907	McKinney ISD	Bennett Elementary	Character Counts!; Core Essentials; TRIBES; Why Try?; Capturing Kids Hearts, Peer Mediation
		Boyd High School	No Change
		Burks Elementary	Character Counts!; TRIBES; Why Try?; Capturing Kids Hearts; Rachel's Challenge
		Caldwell Elementary	Character Counts!; Why Try?; Rachel's Challenge
		Cockrill Middle School	Capturing Kids Hearts; Teen Leadership; Why Try?
		Dowell Middle School	No Change
		Eddins Elementary	Character Counts!; TRIBES; Rachel's Challenge; Why Try?
		Evans Middle School	Teen Leadership; Capturing Kids Hearts; Why Try?; Peer Mediation; Positive Action Center; Peer Assistance and Leadership
		Faubion Middle School	No Change
		Finch Elementary	Character Counts!; TRIBES; Why Try?; Rachel's Challenge
		Glen Oaks Elementary	Habits of Mind; TRIBES; Rachel's Challenge
		Johnson Elementary	TRIBES, Character Counts!; Why Try?; Peer Mediation; Rachel's Challenge

Region 10
2009-2010 Character Plus Schools

CDN	District	School	Program
043907	McKinney ISD	Johnson Middle School	No Change
		Malvern Elementary	Characters in Action; TRIBES; Character Counts!; Why Try?
		McGowan Elementary	No Change
		McKinney High School	No Change
		McKinney Learning Center	No Change
		McKinney North High School	No Change
		McNeil Elementary	Character Counts!; TRIBES
		Minshew Elementary	Core Essentials; Peer Mediation; Why Try?
		Press Elementary	TRIBES; Character Counts!
		Serenity High	No Change
		Slaughter Elementary	TRIBES; Charter Counts!; Why Try?
		Valley Creek	TRIBES; Why Try?; Rachel's Challenge
		Vega Elementary	Character Counts!; Capturing Kids Hearts; TRIBES; Why Try?; Don't Laugh at Me; Peer Assistance and Leadership;
		Walker Elementary	No Change
		Webb Elementary	TRIBES; Character Counts!; Capturing Kids Hearts; Why Try?; Rachel's Challenge
		Wilmeth Elementary	Character Counts!; TRIBES; Why Try?; Peer Mediation; Rachel's Challenge
		Wolford Elementary	Character Counts!; TRIBES; Why Try?; Rachel's Challenge
057914	Mesquite ISD	Agnew MS	Rachel's Challenge
		Austin Elementary	R-Time
		Beasley Elementary	Project Wisdom
		Berry Middle	Project Wisdom
		Black Elementary	R-Time
		Cannaday Elementary	Project Wisdom
		Florence Elementary	R-Time
		Floyd Elementary	R-Time
		Galloway Elementary	Day 2 Day; Project Wisdom
		Gentry Elementary	BEST Program
		Gray Elementary	R-Time
		Hanby Elementary	Rachel's Challenge
		Hodges Elementary	R-Time
		Horn HS	One:One

Region 10
2009-2010 Character Plus Schools

CDN	District	School	Program
057914	Mesquite ISD	Kimball Elementary	Chick-fil-A Core Essentials
		Kimbrough MS	Rachel's Challenge
		Lawrence Elementary	Character Counts!
		Mackey Elementary	R-Time
		McDonald Middle	Character Counts!
		McKenzie Elementary	Vision Management & Kids with Character
		McWhorter Elementary	Character Counts!
		Mesquite Academy	7 Habits of Highly Effective Teens
		Mesquite High	Be the Change
		Moss Elementary	Project Wisdom
		Motley Elementary	R-Time
		New Middle	Project Wisdom
		North Mesquite HS	Essential 55
		Pirrung Elementary	R-Time
		Porter Elementary	R-Time
		Poteet HS	Essential 55
		Price Elementary	Character Counts!
		Range Elementary	R-Time
		Rungel Elementary	Character First Education; Project Wisdom
		Rutherford Elementary	Essential 55
		Seabourn Elementary	Character Counts!
		Shands Elementary	Character Counts!
		Shaw Elementary	Essential 55
		Smith Elementary	Character Counts!
		Terry MS	Project Wisdom
		Thompson Elementary	Fundamental 15
		Tisinger Elementary	Character Counts!
		Tosch Elementary	Character Counts!
		Vanston Middle	Notebook Doctor
		West Mesquite HS	Essential 55
		Wilkinson MS	Project Wisdom
199902	Royse City ISD	Davis Elementary	Flippen; Capturing Kids' Hearts
		Fort Elementary	Flippen; Capturing Kids' Hearts

CDN	District	School	Program
199902	Royse City ISD	Harry Herndon Intermediate	Positive Behavior School Initiative
		Miss May Vernon	Capturing Kids Heart
		Royse City High	Flippen; Teen Leadership
		Royse City Intermediate	Positive Behavior School Initiative
		Royse City Middle	Champions of the Heart; Words of Wisdom
		Ruth Cherry Intermediate	Positive Behavior School Initiative
		Scott Elementary	Flippen; Capturing Kid's Hearts
		Vernon Elementary	Flippin; Capturing Kids' Hearts
091906	Sherman ISD	Crutchfield Elementary	Character Counts!; Great Expectations; PALS
		Dillingham Intermediate	Six Pillars of Character
		Fairview Elementary	Character Counts!; PALS
		Jefferson Elementary	Character Counts!; PALS
		Neblett Elementary	Character Counts!; PALS
		Perrin Learning Center	Character Counts!
		Piner Middle School	7 Habits of Highly Effective People; RADIOS
		Sherman High School	PALS; RADIOS
		Sory Elementary	Character Counts!; PALS
		Wakefield Elementary	Character Counts!; PALS
		Washington Elementary	Character Counts!; PALS; Tribes
070801	Waxahachie Faith Family Academy	Waxahachie Faith Family Academy Elementary School	Character First
		Waxahachie Faith Family Academy High School	Character First
		Waxahachie Faith Family Academy Middle School	Character First
070912	Waxahachie ISD	Challenge Academy	Six Pillars of Character; Project Wisdom; WiseSkills of Character Counts!
		Clift Middle School	Six Pillars of Character; Project Wisdom; Rachel's Challenge; Character Counts!
		Dunaway Elementary	Six Pillars of Character
		Felty Elementary	Six Pillars of Character; Right Choice Program
		Finley 7th Grade Center	Six Pillars of Character; Project Wisdom; Rachel's Challenge; Character Counts!
		High School of Choice	Six Pillars of Character; Project Wisdom; Rachel's Challenge; WiseSkills of Character Counts!
		Howard 8th Grade Center	Six Pillars of Character; Project Wisdom; Rachel's Challenge; Character Counts!

Region 10
2009-2010 Character Plus Schools

CDN	District	School	Program
070912	Waxahachie ISD	Marvin Elementary	Six Pillars of Character
		Northside Elementary	Six Pillars of Character; Right Choice Program
		Shackelford Elementary	Six Pillars of Character
		Waxahachie Global High	Six Pillars of Character; Project Wisdom; Rachel's Challenge
		Waxahachie High School	Six Pillars of Character; Project Wisdom; Rachel's Challenge
		Waxahachie Ninth Grade Academy	Six Pillars of Character; Project Wisdom; Rachel's Challenge
		Wedgeworth Elementary	Six Pillars of Character; Right Choice Program
091910	Whitewright ISD	Whitewright	PAL; Campus-developed program
234907	Wills Point ISD	Wills Point Junior High	Project Wisdom
		Wills Point Middle	Life Steps; Project Wisdom
234907	Wills Point ISD	Wills Point Primary	Character Counts!; Good News
043914	Wylie ISD	Al Draper Intermediate	Character Counts!; Capturing Kids' Hearts; Keystone; Monthly Character Traits; Student of the Month
		Cheri Cox Elementary	Character Counts!; Capturing Kids' Hearts; Monthly Character Traits, Student of the Month; Teacher Mentors
		Davis Intermediate	Character Counts!; Capturing Kids' Hearts; Keystone; Monthly Character Traits; Student of the Month
		Dodd Elementary	Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Watch Dogs (Dads of Great Students)
		Don Whitt Elementary School	Monthly Character Traits; Capturing Kids' Hearts; Student of the Month; Character Counts!; Watch DOGS (Dads of Great Students)
		Frank McMillan Junior High	PALS; Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Teen Leadership
		Grady Burnett Junior High	PALS; Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Teen Leadership
		H. Tibbals Elementary	Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Teacher Mentors
		Harrison Intermediate	Character Counts!; Capturing Kids' Hearts; Keystone; Monthly Character Traits; Student of the Month

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2009-2010 Character Plus Schools

CDN	District	School	Program
043914	Wylie ISD	P. M. Akin Elementary	Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Teacher Mentors
		R. F. Hartman Elementary	Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Cool Cats Club
		R. V. Groves Elementary	Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Teacher Mentors
		Raymond B. Cooper Junior High	PALS; Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Teen Leadership
		Smith Elementary	Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Watch Dogs (Dads of Great Students)
		T. F. Birmingham Elementary	Character Counts!; Capturing Kids' Hearts; Monthly Character Traits, Student of the Month; Teacher Mentors
		Wylie East High	PALS; Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Friends of Rachel
		Wylie High	PALS; Character Counts!; Capturing Kids' Hearts; Monthly Character Traits; Student of the Month; Friends of Rachel

Region 11
2009-2010 Character Plus Schools

CDN	District	School	Program
184907	Aledo ISD	Coder Elementary	Focus on Character Traits
		McAnally Intermediate	Leadership
		Stuard Elementary	Focus on Character Traits
		Vandagriff Elementary	Focus on Character Traits
249904	Chico ISD	Building Good Citizens for Texas	Building Good Citizens for Texas
		Chico Elementary	Building Good Citizens for Texas
		Chico Middle	Building Good Citizens for Texas/Star Council Program
126903	Cleburne ISD	Adams Elementary	Boys Town; Project Wisdom
		Cleburne High	Character First; Capturing Kids' Hearts
		Cleburne Team	Character First; Capturing Kids' Hearts
		Coleman Elementary	Boys Town; Second Steps
		Cooke Elementary	Boys Town
		Fulton Education Center	Character First; Capturing Kids' Hearts
		Gerard Elementary	Boys Town
		Irving Elementary	Boys Town; Project Wisdom
		Marti Elementary	Boys Town
		Santa Fe Elementary	Boys Town; Wise Skills
		Smith Middle	Wise Skills; Capturing Kids Hearts; Second Steps
		Wheat Middle	Character Counts!; Capturing Kids Hearts
249905	Decatur ISD	Carson Elementary	Character Traits
		Decatur High	Character Traits; PALS
		Decatur Intermediate	Character Traits
		Decatur Middle	Character Traits; Where Everyone Belongs (WEB)
		Rann Elementary	Character Traits
061901	Denton ISD	Blanton Elementary	Noble Knights (locally developed)
		Calhoun Middle	Project Alert
		Crownover Middle School	Cowboys Who Care; Rachel's Challenge; Project Alert
		EP Rayzor Elementary	Bully Busters; 3 R's Program
		Evers Park Elementary	Bully Busters; Steps to Respect
		Ginnings Elementary	Project Wisdom; Steps to Respect; Core Essentials
		Harpool Middle School	Project Alert; Project Wisdom; WEB (Where Everyone Belongs)

Region 11
2009-2010 Character Plus Schools

CDN	District	School	Program
061901	Denton ISD	Hawk Elementary	3 Rs Program
		Hodge Elementary	Positive Action; Core Essentials
		Lee Elementary	Core Essentials
		John H. Guyer High School	PALS
		L.A. Nelson Elementary	Core Essentials/Hall of Honor
		Lee Elementary	Character Traits
		McMath Middle	Project Alert
		McNair Elementary	Kids of Character
		Navo Middle	Project Alert; W.E.B.; Why Try?
		Newton Rayzor Elementary	IB Learner Profile Character Traits
		Olive Stephens Elementary	Six Pillars of Character
		Pecan Creek Elementary	Six Pillars of Character
		Providence Elementary	Bully Busters/Responsive Classroom
		Ryan High	PALS
		Savannah Elementary	Gators Who Care
		Strickland Middle School	Rachel's Challenge; Project Alert; W.E.B.
		W.S. Ryan Elementary	3 R's Program; Bilingual Character Counts
		Woodrow Wilson Elementary	Character Counts!
220918	Eagle Mt-Saginaw ISD	Boswell High School	DASH Program
		Bryson Elementary	Second Step
		Chisholm Ridge Elementary	Second Step
		Comanche Springs Elementary	Second Step
		Creekview Middle School	Second Step
		Eagle Mountain Elementary	Second Step
		Ed Willkie Middle School	Second Step
		Elkins Elementary	Second Step
		Greenfield Elementary	Second Step
		High Country Elementary	Second Step
		Highland Middle School	Second Step
		L. A. Gililland Elementary	Second Step
		Lake Pointe Elementary	Second Step
		Northbrook Elementary	Second Step
		Parkview Elementary	Second Step
		Prairie Vista Middle School	Second Step

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CDN	District	School	Program
220918	Eagle Mt-Saginaw ISD	Remington Point Elementary	Second Step
		Saginaw Elementary	Second Step
		Saginaw High School	Project Wisdom
		Wayside Middle School	Second Step
126904	Grandview ISD	Grandview Elementary	Myrtle Teachable Moments: Winnie the Pooh Character books
		Grandview High	Flippen Teen Leadership; Don't Laugh at Me; Character Counts!; Building Good Citizens for Texas
		Grandview Intermediate	You Can Choose; Believe, Achieve & Succeed
		Grandview Junior High	Passport Program; Project Alert; Kuder; Study Smarter, Not Longer; My House Doesn't Work Right; The Seven Habits of Highly Effective Teens; Grab Bag Guidance
220916	Hurst-Euless-Bedford ISD	Bedford Heights Elementary	Monthly Character Traits
		Bedford Junior High	Monthly Character Traits
		Bell Manor Elementary	Monthly Character Traits
		Bellaire Elementary	Monthly Character Traits
		Central Junior High	Monthly Character Traits
		Donna Park Elementary	Monthly Character Traits
		Euless Junior High	Monthly Character Traits
		Harrison Lane Elementary	Monthly Character Traits
		Harwood Junior High	Monthly Character Traits
		Hurst Hills Elementary	Monthly Character Traits
		Hurst Junior High	Monthly Character Traits
		KEYS Learning Center	Monthly Character Traits
		L. D. Bell High	Monthly Character Traits
		Lakewood Elementary	Monthly Character Traits
		Meadow Creek Elementary	Monthly Character Traits
		Midway Park Elementary	Monthly Character Traits
		North Euless Elementary	Monthly Character Traits
		Oakwood Terrace Elementary	Monthly Character Traits
		River Trails Elementary	Monthly Character Traits
		Shady Brook Elementary	Monthly Character Traits
		Shady Oaks Elementary	Monthly Character Traits
		South Euless Elementary	Monthly Character Traits

Region 11
2009-2010 Character Plus Schools

CDN	District	School	Program
220916	Hurst-Euless-Bedford ISD	Spring Garden Elementary	Monthly Character Traits
		Stonegate Elementary	Monthly Character Traits
		Technical Education Center	Monthly Character Traits
		Trinity High	Monthly Character Traits
		West Hurst Elementary	Monthly Character Traits
		Wilshire Elementary	Monthly Character Traits
220914	Kennedale ISD	James A. Arthur Elementary	Capturing Kids' Hearts
		James F. Delaney Elementary	Capturing Kids' Hearts
		Kennedale High	Capturing Kids' Hearts; PALS; Teen Leadership
		Kennedale Junior High	Capturing Kids' Hearts
		R. F. Patterson Elementary	Capturing Kids' Hearts
061914	Little Elm ISD	Brent Intermediate	Capturing Kids' Hearts
		Chavez Elementary	Capturing Kids' Hearts
		Hackberry Elementary	Capturing Kids' Hearts
		King Early Learning Academy	Capturing Kids' Hearts
		Lakeside Junior High	Capturing Kids' Hearts
		Lakeview Elementary	Capturing Kids' Hearts
		Little Elm High	Capturing Kids' Hearts
		Oak Point Elementary	Capturing Kids' Hearts
		Powell Intermediate	Capturing Kids' Hearts
		Zellars Elementary	Capturing Kids' Hearts
049907	Lindsay ISD	Lindsay ISD	Character Counts!; Steps to Respect; Campus-created program
184904	Millsap ISD	Millsap Elementary School	Keystone
		Millsap Middle School	Character Counts
182903	Mineral Wells ISD	Houston Elementary	Cowboy Character
		Lamar Elementary	Character Counts!
		Mineral Wells High	Character Counts!

Region 11
2009-2010 Character Plus Schools

CDN	District	School	Program
182903	Mineral Wells ISD	Mineral Wells Junior High	Character Counts!
		Travis Elementary	Capturing Kids' Hearts
072910	Mogan Mill ISD	Morgan Mill School	Capturing Kids' Hearts
049902	Muenster ISD	Muenster Elementary	Character Counts!
061911	Northwest ISD	Chisholm Trail Middle	Project Wisdom
		Gene Pike Middle	Project Wisdom
		Haslet Elementary	Capturing Kids' Hearts
		J. Lyndal Hughes Elementary	Character Counts!
		Justin Elementary	Capturing Kids' Hearts
		Kay Granger	Keystone
		Lakeview Elementary	Core Essentials Program
		Medlin Middle	Project Wisdom
		Northwest High	Project Wisdom
		O.A. Peterson Elementary	Character Counts
		Prairie View Elementary	Capturing Kids' Hearts
		Roanoke Elementary	Character Counts!
		Samuel Beck Elementary	Love and Logic
		Sendera Ranch Elementary	Character Counts
		Seven Hills Elementary	Capturing Kids' Hearts
		Sonny and Allegra Nance Element	Capturing Kids' Hearts
072801	Paradigm Accelerated	Paradigm Accelerated	Character First; PAC Wisdom Principles; The People, Places and Principles of America; Plus Paradigm Accelerated Curriculum
249906	Paradise ISD	Paradise Elementary	Character Counts!; Auto B Good; Great Expectations
		Paradise High	PALS; STUCO
		Paradise Intermediate	Great Expectations
249906	Paradise ISD	Paradise Middle	Character Counts!
061906	Ponder ISD	Ponder Elementary	Great Expectations
220812	Richard Milburn Academy	Richard Milburn Academy-Fort Worth	Wise Skills
249908	Slidell ISD	Slidell School	Project Wisdom; Beyond the Infraction; Star Council; People and Emotions Character Education; The Great Body Shop

Region 11
2009-2010 Character Plus Schools

CDN	District	School	Program
184902	Springtown ISD	Springtown High	Building Good Citizens for Texas; Second Step; Capturing Kids' Hearts
		Springtown Middle	Building Good Citizens for Texas; Life Skills; PAL; Random Acts of Kindness; Bullying Prevention; Formality Fridays
		Reno Elementary	Building Good Citizens for Texas; Second Step; Kelso's Choices
		Springtown Elementary	Building Good Citizens for Texas; Second Step; Kelso's Choices
		Springtown Intermediate	Building Good Citizens for Texas; Life Skills; PAL
		Springtown Watson Elementary	Building Good Citizens for Texas; Second Step
126908	Venus ISD	Venus High	Peer Coaching
		Venus Middle	180 Days to Teach Character, Cooperation, Values, & Teamwork
		Venus Elementary	Character Counts!
220920	White Settlement ISD	Blue Haze Elementary	Capturing Kids' Hearts
		Brewer High	Capturing Kids' Hearts
		Brewer Middle	Capturing Kids' Hearts
		Fine Arts Academy	Capturing Kids' Hearts
		Liberty Elementary	Capturing Kids' Hearts
		Mesa High	Capturing Kids' Hearts
		North Elementary	Capturing Kids' Hearts
		Tannahill Intermediate	Capturing Kids' Hearts
		West Elementary	Capturing Kids' Hearts

Region 12
2009-2010 Character Plus Schools

CDN	District	School	Program
014903	Belton ISD	Joe M Pirtle Elementary	Tiger Traits
		Lake Belton Middle	Teen Leadership
		Belton Middle School	Teen Leadership
		Lakewood Elementary	Tiger Traits
		Leon Heights Elementary	Tiger Traits
		Miller Heights Elementary	Tiger Traits
		Southwest Elementary	Tiger Traits
		Sparta Elementary	Tiger Traits
		Tarver Elementary	Tiger Traits
		Tyler Elementary	Tiger Traits
050910	Copperas Cove ISD	C. R. Clements/Hollie Parsons Elementary	Character Counts!
		Copperas Cove High	Character Counts!
		Copperas Cove Junior High	Character Counts!
		Fairview/Miss Jewell Elementary	Character Counts!
		Hettie Halstead Elementary	Character Counts!
		J. L. Williams/Lovett-Ledger Elementary	Character Counts!
		Mae Stevens Elementary	Character Counts!
		Martin Walker Elementary	Character Counts!
		S. C. Lee Junior High	Character Counts!
175903	Corsicana ISD	Bowie Elementary	Character Counts: Auto-B-Good
		Carroll Elementary	Character Counts: Auto-B-Good
		Drane Sixth Grade	Character Counts
		Fannin Elementary	Character Counts: Auto-B-Good
		Jose Navarro Elementary	Character Counts: Auto-B-Good
		Sam Houston Elementary	Character Counts: Auto-B-Good
081902	Fairfield ISD	Fairfield Elementary	Character Counts!; Voices
		Fairfield High	Building Good Citizens for Texas; Voices
		Fairfield Junior High	Building Good Citizens for Texas; Voices; Project Alert
167901	Goldthwaite ISD	Goldthwaite Elementary	Capturing Kids' Hearts
161909	McGregor ISD	McGregor Elementary	Keystone Curriculum
		McGregor High	PALS
		H. G. Isbill Junior High	Teen Leadership

Region 12
2009-2010 Character Plus Schools

CDN	District	School	Program
109911	Whitney ISD	Whitney Elementary	Building Good Citizens for Texas; Character Words; Monthly Character Traits; Rock Solid
		Whitney High	Advisory Period; Mentors; PALS; Peer Mediation; Anger Management; Conflict Resolution; MCCap
		Whitney Intermediate	Character Counts!
		Whitney Middle	Character Traits; PALS; Peer Mediation; MCCap; Character Counts!

Region 13
2009-2010 Character Plus Schools

CDN	District	School	Program
014902	Bartlett ISD	Bartlett Schools	Red Ribbon Week; National Honor Society; Worth the Wait; Shattered Dreams; Bullying Programs; social worker on staff
130902	Comfort ISD	Comfort Elementary	D.A.R.E; PALS; Red Ribbon Campaign; Caring School Community and Bobcat Brags
		Comfort High	Rachel's Challenge; PALS; Shattered Dreams; Worth the Wait; Red Ribbon Campaign
		Comfort Middle	Project Wisdom; Seven Habits of Highly Effective Teens; Red Ribbon Campaign; Bully Prevention and Character Building Day; Big Decisions; Red Flags; Commandos USA;
075901	Flatonia ISD	Flatonia Elementary	Keystone Character Ed/CKH
089901	Gonzales ISD	East Avenue Primary	Character Counts!; Trevor Romain
		Gonzales Elementary	Character Counts!; Trevor Romain; Project Wisdom
		Gonzales High	Character Counts!; Project Wisdom
		Gonzales Junior High	Character Counts!; Project Wisdom
		North Avenue Intermediate	Character Counts!; Trevor Romain
105906	Hays CISD	Academy High School	40 Developmental Assets; Character Counts
		Barton Middle School	No Place for Hate; 40 Developmental Assets
		Blanco Vista Elementary School	40 Developmental Assets; Kelso's Choices
		Buda Elementary School	40 Developmental Assets
		Camino Real Elementary School	Kelso's Choices; Counseling Books; Gender Respect; 40 Developmental Assets
		Chapa Middle School	40 Developmental Assets; No Place for Hate; Rachel's Challenge
		Dahlstrom Middle School	Rachel's Challenge; 40 Developmental Assets
		Elm Grove Elementary School	Counseling books; 40 Developmental Assets; Kelso's Choices

Region 13
2009-2010 Character Plus Schools

CDN	District	School	Program
105906	Hays CISD	Fuentes Elementary School	Kelso's Choices; 10-Minute Life Lessons for Kids; Counseling Books; Sunburst; Strength Cards for Kids; Broken Toy Video (5th only), 40 Developmental Assets
		Hays High School	STAR; Dating Violence Curriculum-classrooms; Teen Leadership; 40 Developmental Assets
		Hemphill Elementary School	Character Counts Diana Day; Second Step; 40 Developmental Assets
		Impact Alternative Center	Conflict Resolution; 40 Developmental Assets
		Kyle Elementary School	Counseling books; Hays-Caldwell County curriculum; Teaching Tolerance. 40 Developmental Assets
		Lehman High School	Dating Violence Curriculum; STAR; Teen Leadership; 40 Developmental Assets
		Negley Elementary School	Sunburst; Thinking, Feeling, Behaving Curriculum; Sharon Scott; Social Competencies Series; Counseling Books; Project Wisdom, 40 Dev. Assets
		Science Hall Elementary School	Character Counts; Sooper Puppy Video Series; Skillstreaming; 10-Minute Life Lessons For Kids; 40 Developmental Assets
		Tobias Elementary School	Counseling books; Kelso's Choices; Gender Respect; 40 Developmental Assets; How to Handle a Bully
		Tom Green Elementary	Six Pillars of Character; Kelso's Choices; Gender Respect; 40 Developmental Assets; Peacemakers; 40 Developmental Assets; How to Handle a Bully
		Wallace Middle School	No Place for Hate, 40 Developmental Assets
246907	Jarrell ISD	Jarrell Elementary	DARE; Character Counts!; Cougar Pride
		Jarrell Middle	Character Counts!; Teen Leadership; Cougar Pride
016901	Johnson City ISD	Lyndon Johnson Elementary	Character Counts!
		Lyndon Johnson High	Character Counts!
		Lyndon Johnson Middle	Character Counts!
246908	Liberty Hill	Bill Burden Elementary	Capturing Kids' Hearts; Character Counts!; Second Steps; Champs; Positive Behavior Support (PBS)
		Liberty Hill Elementary	Character Counts!; Capturing Kids' Hearts

Region 13
2009-2010 Character Plus Schools

CDN	District	School	Program
246908	Liberty Hill	Liberty Hill High	Teen Leadership; Capturing Kids' Hearts
		Liberty Hill Intermediate	Character Counts!; Second Step; Capturing Kids' Hearts
		Liberty Hill Junior High	Character Counts!; Teen Leadership; Capturing Kids' Hearts
227904	Pflugerville ISD	Brookhollow Elementary School	Peer Mediation; DARE; No Place for Hate; Trait of the Month Activities; CHAMPS; Red Ribbon Week; Second Step Violence Prevention; Fight Free Schools
		Caldwell Elementary School	DARE; CHAMPS; Red Ribbon Week; ROARS (Respect, Ownership, Attitude; Responsibility, Self-Control - Campus-generated positive behavior education program)
		Connally High School	Red Ribbon Week
		Copperfield Elementary School	Character Counts; Peer Mediation; Teaching Tolerance; No Place For Hate; CHAMPS; TRIBES; Boys Town Curriculum; Red Ribbon Week; Second Step Violence Prevention; Bully Free Classroom; Skillstreaming; PISD REACH throughout Character Education Organizer
		Delco Primary	Bully Proofing; Peer Mediation; Six Pillars of Character; Trait of the Month Activities; CHAMPS; Red Ribbon Week
		Dessau Elementary School	CHAMPS; Red Ribbon Week
		Dessau Middle School	No Place for Hate; Seven Habits of Highly Effective Teens; Red Ribbon Week; Bully Free Classroom; W.E.B.
		Hendrickson High School	PALS; Capturing Kids' Hearts; Peer Mediation; No Place for Hate; Seven Habits of Highly Effective Teens; CHAMPS; Red Ribbon Week
		Highland Park Elementary School	PALS; Capturing Kids' Hearts; Bully Proofing; Peer Mediation; DARE; Trait of the Month Activities; Kelso's Choices; CHAMPS; I Care Character Education; Boys Town Curriculum; Connected & Respected; DAVE (Drug & Violence Education); Red Ribbon Week; Second Step Violence Prevention
		Kelly Lane Middle School	Teaching Tolerance; Expect Respect; Seven Habits of Highly Effective Teens; CHAMPS; Red Ribbon Week

Region 13
2009-2010 Character Plus Schools

CDN	District	School	Program
227904	Pflugerville ISD	Murchison Elementary School	Character Counts; PALS; Capturing Kids' Hearts; Teaching Tolerance; DARE; Six Pillars of Character; Trait of the Month Activities; CHAMPS; Character Under Construction; Red Ribbon Week; Bully Free Classroom
		Northwest Elementary School	Peer Mediation; CHAMPS; Red Ribbon Week; Second Step Violence Prevention
		Park Crest Middle School	Teen Leadership; Capturing Kids' Hearts; Seven Habits of Highly Effective Teens; Red Ribbon Week
		Parmer Lane Elementary School	Second Step Violence Prevention
		Pflugerville Elementary School	PALS; Capturing Kids' Hearts; DARE; Six Pillars of Character; CHAMPS; Red Ribbon Week
		Pflugerville High School	PALS; Seven Habits of Highly Effective Teens; Project Wisdom; CHAMPS; Red Ribbon Week
		Pflugerville Middle School	PALS; Teen Leadership; Capturing Kids' Hearts; Seven Habits of Highly Effective Teens; CHAMPS; Red Ribbon Week; Grade-level student celebrations; Positive Referrals; AVID Strategies; Positive Behavior Support (PBS); Panther Pride; Don't Laugh At Me!; Bullying Curriculum; Prejudice Awareness Summit; GenAustin (girl groups); Cyber-Bullying; SafeGuard-Sex Education/Pro-Abstinence; Teacher/Student Mentors; Comprehensive School Counseling
		River Oaks Elementary School	Capturing Kids' Hearts; CHAMPS; Red Ribbon Week; Character Trait of the Month
		Rowe Lane Elementary School	Character Counts; PALS; DARE; Six Pillars of Character; Kelso's Choices; CHAMPS; Red Ribbon Week
		Spring Hill Elementary School	Character Counts; DARE; Six Pillars of Character; Kelso's Choices; Red Ribbon Week; Second Step Violence Prevention
		Timmerman Elementary School	Bully Proofing; DARE; Trait of the Month Activities; CHAMPS; Red Ribbon Week
		Westview Middle School	Bully Proofing; Peer Mediation; Teaching Tolerance; Flirting or Hurting; CHAMPS; Red Ribbon Week

Texas Education Agency

Region 13
2009-2010 Character Plus Schools

CDN	District	School	Program
227904	Pflugerville ISD	Windermere Elementary School	Character Counts; PALS; Capturing Kids' Hearts; Bully Proofing; Peace Makers; Six Pillars of Character; Expect Respect; CHAMPS; Red Ribbon Week
		Windermere Primary	Second Step Violence Prevention; Accountability Pyramind

Region 14
2009-2010 Character Plus Schools

CDN	District	School	Program
215901	Breckenridge ISD	Breckenridge High	Wait Training
		Breckenridge Junior High	Character Counts!
		East Elementary	Character Counts!
		North Elementary	Character Counts!
		South Elementary	Character Counts!
127903	Hamlin ISD	Hamlin Elementary	Character First
		Hamlin High	Teen Leadership
		Hamlin Middle	Teen Leadership
104907	Paint Creek ISD	Paint Creek Elementary	Character Counts!; Red Ribbon; Bullying; Tobacco Prevention
		Paint Creek Secondary	Character Counts!
		Paint Creek Junior High	Character Counts!; Red Ribbon; Wait Training; Worth the Wait; Stamp Out Smoking; Voices Unmasked
		Paint Creek High School	Character Counts!; Red Ribbon; Project Success; Tobacco Prevention; Voices Unmasked
221801	Responsive Education Solutions	Premier High School of Abilene	Character First
		Vista Academy of Amarillo	Character First
		Premier High School of Austin	Character First
		Premier High School of North Austin	Character First
		Premier High School of Beaumont	Character First
		Premier High School of Brownsville	Character First
		Vista Academy of Carrollton	Character First
		Vista Academy of Coppell	Character First
		Premier High School of Corpus Christi	Character First
		Vista Academy of Dallas	Character First
		Premier High School of Del Rio	Character First
		Premier High School of El Paso	Character First
		Premier High School of Fort Worth	Character First
		Vista Academy of Garland	Character First
		Vista Academy of Hickory Creek	Character First

Region 14
2009-2010 Character Plus Schools

CDN	District	School	Program
221801	Responsive Education Solutions	Premier High School of Huntsville	Character First
		Vista Academy of Huntsville	Character First
		Vista Academy of Jasper	Character First
		Vista Academy of Lancaster	Character First
		Premier High School of Laredo	Character First
		Premier High School of Lindale	Character First
		Premier High School of Lubbock	Character First
		Premier High School of Midland	Character First
		Premier High School Brenham	Character First
		Premier High School of Mission	Character First
		Premier High School of New Braunfels	Character First
		Premier High School of Palmview	Character First
		Premier High School of Pharr	Character First
		Quest Middle School of Lewisville	Character First
		Premier High School of San Antonio	Character First
		Premier High School of San Juan	Character First
		Premier High School of Tyler	Character First
		Premier High School of Waco	Character First
		Vista Academy of Willis	Character First
104903	Rule ISD	Rule Elementary	Character Counts!
177902	Sweetwater ISD	East Ridge Elementary School	The Beginning of a Hero
		HOBBS Alternative School	Capturing Kid's Hearts; Why Try?
		Southeast Elementary School	The Essential 55
		Sweetwater Intermediate School	Character Counts; The Essential 55
		Sweetwater Middle School	Texas Behavior Support Initiative

Region 15
2009-2010 Character Plus Schools

CDN	District	School	Program
226907	Grape Creek ISD	Grape Creek Elementary	Character Counts!; Beginnings of a Hero
		Grape Creek High School	Character Counts!
		Grape Creek Middle School	Film Clips Spirit of America - Character Education Series for Grades 6-8
226903	San Angelo ISD	Central High School	Right Choices for Youth; Bullying Assemblies
		Lake View High School	Right Choices for Youth; Bullying Assemblies
		Central Freshman Campus	Right Choices for Youth; Bullying Assemblies
		Glenn Middle School	Right Choices for Youth; Bullying Assemblies; Safe-Schools Ambassadors; PALS
		Lee Middle School	Right Choices for Youth; Bullying Assemblies; Safe-Schools Ambassadors; PALS
		Lincoln Middle School	Right Choices for Youth; Bullying Assemblies; Safe-Schools Ambassadors; PALS
		Alta Loma Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Austin Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Belaire Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Bonham Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Bowie Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Bradford Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Crockett Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Fannin Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Ft. Concho Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Glenmore Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Goliad Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Holiman Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Lamar Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs

TEXAS EDUCATION AGENCY

Region 15
2009-2010 Character Plus Schools

CDN	District	School	Program
226903	San Angelo ISD	McGill Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Reagan Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		San Jacinto Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
		Santa Rita Elementary	Character Counts; State Farm's Bullying Alert--How to be a Hero; Pride Programs
206901	San Saba ISD	San Saba Elementary	Character Counts!
		San Saba High	Character Counts!
		San Saba Middle	Character Counts!

Region 17
2009-2010 Character Plus Schools

CDN	District	School	Program
040901	Morton ISD	Morton Elementary	Learning for Life (Boy Scouts of America)
		Morton High	Learning for Life (Boy Scouts of America)
		Morton Junior High	Learning for Life (Boy Scouts of America)
083903	Seminole ISD	F. J. Young Elementary	Kelso; Marsh Media Series
		Seminole Elementary	Character Counts!
		Seminole High	Natural Helpers
		Seminole Junior High	Grow with Guidance
		Seminole Primary	Character Education
152909	Shallowater ISD	Shallowater Elementary	Character Counts!
		Shallowater High	Character Counts!
		Shallowater Intermediate	Character Counts!
		Shallowater Mediate	Character Counts!; Positive Behavior Support

Region 18
2009-2010 Character Plus Schools

CDN	District	School	Program
052901	Crane ISD	Crane Elementary	Knights of the Guild
		Crane middle School	Knights of the Guild
		Crane High School	Character Counts!
189901	Marfa ISD	Marfa Elementary	DAVE; Help at Last; Green Circle; Character Education; Aliviane Life Skills; Family Crisis Center Healthy Relationships Sessions
		Marfa Junior/Senior High	Positive Peer Culture; Aliviane Life Skills; Character Education; Character Counts; Papa Training; Family Crisis Center Healthy Relationships Sessions
165901	Midland ISD	Abell Junior High	Character Infused into Curriculum and Service
		Alamo Junior High	Character Education: The Foundation of Our Nation
		Bonham Elementary	Failure Is Not An Option
		Bowie Elementary	Model for Good Citizenship: Top Dawgs
		Bunche Early Childhood Center	Learning Starts With A Caring Heart
		Burnet Elementary	Character Everywhere
		Bush Elementary	Learning is a Treasure
		Carver Center	Building Citizens Through Character
		Crockett Elementary	Cougar Character
		DDAEP	Preparing Students for Citizenship
		De Zavala Elementary	Character Everywhere
		Emerson Elementary	Emerson's Helping Hands
		Fannin Elementary	Character Throughout the Curriculum
		Goddard Junior High	Do the Right Thing
		Greathouse Elementary	Sir Barney's Ride
		Henderson Elementary	Good Character; Good Choice
		Houston Elementary	Catch the Cowboy Spirit
		Jones Elementary	Soaring to Great Expectations
		Lamar Elementary	Improving Character One Step at a Time
		Lee Freshman High	Rebels CARE (Citizenship-Action-Responsibility-Example)
		Lee High	Character Infused into Curriculum and Service
		Long Elementary	Lifetime Skills of Character Education
		Midland Freshman Center	Character: The Foundation of Education

Region 18
2009-2010 Character Plus Schools

CDN	District	School	Program
165901	Midland ISD	Midland High	Character Infused into Curriculum and Service
		Milam Elementary	Character Every Day
		Parker Elementary	Peace and Pride
		Pease Communication/Technology Magnet	Character Throughout Curriculum and Daily Life
		Rusk Elementary	Rusk Patriots: Young Americans United
		San Jacinto Junior High	The Three B's
		Santa Rita Elementary	Wild About Character!
		Scharbauer Elementary	AIM For Success; Achieve; Inspire; Motivate
		South Elementary	Character Within the Curriculum
		Travis Elementary	Creating Family Through Character
		Viola M Coleman High	Character Education at Coleman
		Washington Math/Science Institute	Eagles Soaring to Achieve
		West Early Childhood Center	It Is Better to Build Children Than to Repair Adults

Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
254901	Crystal City ISD	Benito Juarez Middle School	Character Ed; Second Step; Violence Prevention; Young People's Lessons in Character
		Crystal City High School	Second Step; Wisdom for Life
		Lorenzo De Zavala Elementary	Character Ed; Second Step; Words of Wisdom
		Dr. Tomas Rivera Elementary	Character Counts!; Building Good Citizens for Texas; Second Step
		Sterling H. Fly Jr. High	Second Step; Project Wisdom; Building Good Citizens for Texas
		Zavala Elementary	Character Ed; Second Step
163902	D'Hanis ISD	D'Hanis High School	Cowboy Code of Conduct
015911	East Central ISD	East Central Development Center	Second Step
		East Central High School	Ripple Effect; Positive Behavior Support Initiative
		Harmony Elementary	Ripple Effect
		Heritage Middle School	Ripple Effect; Positive Behavior Support Initiative
		Highland Forest Elementary	Second Step
		John Glenn Elementary	Second Step
		Legacy Middle School	Ripple Effect; Positive Behavior Support Initiative
		Oak Crest Intermediate	Ripple Effect; Positive Behavior Support Initiative
		Pecan Valley Elementary	Second Step; Project Wisdom
		Salado Intermediate	Ripple Effect; Positive Behavior Support Initiative
		Sinclair Elementary	Second Step; Core Virtue Ed
247901	Floresville ISD	Early Childhood Center	Smart & Good Schools; Character Counts!; Developed Program
		Floresville Elementary	Smart & Good Schools; Character Counts!; Project Wisdom; Developed Program
		Floresville High	Smart & Good Schools; Service Learning Class; Developed Program
		Floresville Middle	Smart & Good Schools; Service Learning Class; Developed Program
		Floresville Primary	Smart & Good Schools; Character Counts!; Developed Program
163904	Hondo ISD	Meyer Elementary	Positive Behavior Support Initiative
		Woolls Intermediate	Positive Behavior Support Initiative
		McDowell Middle School	Positive Behavior Support Initiative

Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
163904	Hondo ISD	Hondo High School	Positive Behavior Support Initiative
015808	John H. Wood Charter	Afton Oaks	Wisdom for Life; Teen Leadership
		Granbury Campus	Wisdom for Life
		Hays County Campus	Wisdom for Life
		Huebner Road Campus	Wisdom for Life
		Rockdale Campus	Wisdom for Life
007904	Lytle ISD	Lytle Elementary School	Positive Behavior Support; Capturing Kids Hearts
		Lytle High School	Positive Behavior Support; Capturing Kids Hearts
		Lytle Junior High	Positive Behavior Support; Capturing Kids Hearts
		Lytle Primary School	Positive Behavior Support; Capturing Kids Hearts
130801	Meadowland Charter	MeadowLand Charter	Character Counts!
163908	Medina Valley ISD	Castroville Elementary	Capturing Kids' Hearts; Keystone; AEGIS; Protecting You/Protecting Me; The Great Body Shop; Yellow Dino
		LaCoste Elementary	Kelly Bear's Skills for Living; Focus on the Family "McGee and Me" Series for public schools; Adventures from the Book of Virtues; Capturing Kid's Hearts; Keystone Curriculum "Principles for Living"; Marsh Media Character Education Books
		Medina Valley High School	Capturing Kids' Hearts; Teen Leadership; Teen Dating Violence Program
		Medina Valley Middle School	Capturing Kids' Hearts; Teen Leadership; Project Wisdom; Project Alert; Too Good for Drugs; Too Good for Violence; Teen Dating Violence Program
		Potranco Elementary	Capturing Kids' Hearts; AEGIS; Protecting You/Protecting Me; Voices Reading
015915	Northside ISD	Adams Hill Elementary	Character Counts!; Live It Initiative
		Alternative Middle	Character Counts!; Live It Initiative
		Beard Elementary	Character Counts!; Live It Initiative
		Behlau Elementary	Character Counts!; Live It Initiative
		Blattman Elementary	Character Counts!; Live It Initiative
		Boone Elementary	Character Counts!; Live It Initiative
		Brandeis High	Character Counts!; Live It Initiative

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Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
015915	Northside ISD	Brauchle Elementary	Character Counts!; Live It Initiative
		Braun Station Elementary	Character Counts!; Live It Initiative
		Brennan High	Character Counts!; Live It Initiative
		Briscoe Middle	Character Counts!; Live It Initiative
		Burke Elementary	Character Counts!; Live It Initiative
		Business Careers	Character Counts!; Live It Initiative
		Cable Elementary	Character Counts!; Live It Initiative
		Carlos Coon Elementary	Character Counts!; Live It Initiative
		Carnahan Elementary	Character Counts!; Live It Initiative
		Carson Elementary	Character Counts!; Live It Initiative
		Clark High	Character Counts!; Live It Initiative
		Cody Elementary	Character Counts!; Live It Initiative
		Colonies North Elementary	Character Counts!; Live It Initiative
		Communications Arts	Character Counts!; Live It Initiative
		Connally Middle	Character Counts!; Live It Initiative
		Elrod Elementary	Character Counts!; Live It Initiative
		Esparza Elementary	Character Counts!; Live It Initiative
		Evers Elementary	Character Counts!; Live It Initiative
		Fernandez Elementary	Character Counts!; Live It Initiative
		Fisher Elementary	Character Counts!; Live It Initiative
		Forester Elementary	Character Counts!; Live It Initiative
		Galm Elementary	Character Counts!; Live It Initiative
		Garcia Middle School	Character Counts!
		Glass Elementary	Character Counts!; Live It Initiative
		Glenn Elementary	Character Counts!; Live It Initiative
		Glenoaks Elementary	Character Counts!; Live It Initiative
		Hatchett Elementary	Character Counts!; Live It Initiative
		Health Careers High	Character Counts!; Live It Initiative
		Helotes Elementary	Character Counts!; Live It Initiative
		Henderson Elementary	Character Counts!; Live It Initiative
		Hobby Middle	Character Counts!; Live It Initiative
		Hoffman Elementary	Character Counts!
		Holmes High	Character Counts!; Live It Initiative

Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
015915	Northside ISD	Holmgreen Center Grades 6-12	Character Counts!; Live It Initiative
		Howsman Elementary	Character Counts!; Live It Initiative
		Jay High	Character Counts!; Live It Initiative
		Jones Middle	Character Counts!; Live It Initiative
		Jordan Middle	Character Counts!; Live It Initiative
		Knowlton Elementary	Character Counts!; Live It Initiative
		Krueger Elementary	Character Counts!; Live It Initiative
		Kuentz Elementary	Character Counts!
		Lackland City Elementary	Character Counts!; Live It Initiative
		Langley Elementary	Character Counts!
		Leon Springs Elementary	Character Counts!; Live It Initiative
		Leon Valley Elementary	Character Counts!; Live It Initiative
		Lewis Elementary	Character Counts!; Live It Initiative
		Linton Elementary	Character Counts!; Live It Initiative
		Locke Hill Elementary	Character Counts!; Live It Initiative
		Luna Middle	Character Counts!; Live It Initiative
		Marshall High	Character Counts!; Live It Initiative
		Martin Elementary	Character Counts!; Live It Initiative
		Mary Hull Elementary	Character Counts!; Live It Initiative
		May Elementary	Character Counts!; Live It Initiative
		McDermott Elementary	Character Counts!; Live It Initiative
		Mead Elementary	Character Counts!; Live It Initiative
		Meadow Village Elementary	Character Counts!; Live It Initiative
		Michael Elementary	Character Counts!; Live It Initiative
		Murnin Elementary	Character Counts!; Live It Initiative
		Myers Elementary	Character Counts!; Live It Initiative
		Neff Middle	Character Counts!; Live It Initiative
		Nichols Elementary	Character Counts!; Live It Initiative
		NISD Alternative MS North	Character Counts!; Live It Initiative
		NISD Alternative MS South	Character Counts!; Live It Initiative
		Northwest Crossing Elementary	Character Counts!; Live It Initiative
		Oak Hills Terrace Elementary	Character Counts!; Live It Initiative
		O'Connor High	Character Counts!; Live It Initiative
		Ott Elementary	Character Counts!; Live It Initiative

Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
015915	Northside ISD	Passmore Elementary	Character Counts!; Live It Initiative
		Pease Middle	Character Counts!; Live It Initiative
		Powell Elementary	Character Counts!; Live It Initiative
		Raba Elementary	Character Counts!; Live It Initiative
		Rawlinson Middle	Character Counts!; Live It Initiative
		Rayburn Middle	Character Counts!; Live It Initiative
		Rhodes Elementary	Character Counts!; Live It Initiative
		Ross Middle	Character Counts!; Live It Initiative
		Rudder Middle	Character Counts!; Live It Initiative
		Scarborough Elementary	Character Counts!; Live It Initiative
		Scobee Elementary	Character Counts!; Live It Initiative
		Special Programs	Character Counts!; Live It Initiative
		Steubing Elementary	Character Counts!; Live It Initiative
		Stevens High	Character Counts!; Live It Initiative
		Stevenson Middle	Character Counts!; Live It Initiative
		Stinson Middle	Character Counts!; Live It Initiative
		Taft High	Character Counts!; Live It Initiative
		Thornton Elementary	Character Counts!; Live It Initiative
		Timberwilde Elementary	Character Counts!; Live It Initiative
		Vale Elementary	Character Counts!; Live It Initiative
		Valley Hi Elementary	Character Counts!; Live It Initiative
		Villareal Elementary	Character Counts!; Live It Initiative
		Wanke Elementary	Character Counts!; Live It Initiative
		Ward Elementary	Character Counts!; Live It Initiative
		Warren High	Character Counts!; Live It Initiative
		Westwood Terrace Elementary	Character Counts!; Live It Initiative
		Zachry Middle	Character Counts!; Live It Initiative
007906	Poteet ISD	Poteet Elementary School	Positive Behavior Initiative; Early Act First Knight
		Poteet High School	Positive Behavior Initiative; Teen Leadership
		Poteet Intermediate Campus	Positive Behavior Initiative; Early Act First Knight
		Poteet Junior High School	Positive Behavior Initiative; Early Act First Knight
247904	Poth ISD	Poth Elementary School	Character Counts!

Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
015815	Radiance Academy of Learning	Radiance Academy of Learning	Character First Education
		Radiance Academy of Learning (Del Rio Campus)	Character First Education
		Radiance Academy of Learning (International)	Character First
		Radiance Academy of Learning (Westlake Campus)	Character First Education
		Radiance Daystar	Character First
		Radiance Abundant Life	Character First
015907	San Antonio ISD	Arnold Elementary	Character Counts!; Six Pillars of Character
		Austin Academy	Character Counts!; Six Pillars of Character
		Ball Elementary	Character Counts!; Six Pillars of Character
		Barkley/Ruiz Elementary	Character Counts!; Six Pillars of Character
		Baskin Academy	Character Counts!; Six Pillars of Character
		Beacon Hill Elementary	Character Counts!; Six Pillars of Character
		Bonham Academy	Character Counts!; Six Pillars of Character
		Bowden Elementary	Character Counts!; Six Pillars of Character
		Brackenridge HS	Character Counts!; Six Pillars of Character
		Brackenridge Academy	Character Counts!; Six Pillars of Character
		Brewer Elementary	Character Counts!; Six Pillars of Character
		Briscoe Academy	Character Counts!; Six Pillars of Character
		Burbank HS	Character Counts!; Six Pillars of Character
		Cameron Academy	Character Counts!; Six Pillars of Character
		Collins Garden Elementary	Character Counts!; Six Pillars of Character
		Connell MS	Character Counts!; Six Pillars of Character
		Cotton Elementary	Character Counts!; Six Pillars of Character
		Crockett Elementary	Character Counts!; Six Pillars of Character

Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
015907	San Antonio ISD	Davis MS	Character Counts!; Six Pillars of Character
		De Zavala Elementary	Character Counts!; Six Pillars of Character
		Douglass MS	Character Counts!; Six Pillars of Character
		Edison HS	Character Counts!; Six Pillars of Character
		Fenwick Elementary	Character Counts!; Six Pillars of Character
		Forbes Elementary	Character Counts!; Six Pillars of Character
		Foster Elementary	Character Counts!; Six Pillars of Character
		Fox Tech HS	Character Counts!; Six Pillars of Character
		Franklin Elementary	Character Counts!; Six Pillars of Character
		Gates Academy	Character Counts!; Six Pillars of Character
		Gonzales Cntr	Character Counts!; Six Pillars of Character
		Graebner Elementary	Character Counts!; Six Pillars of Character
		Green Elementary	Character Counts!; Six Pillars of Character
		Harris MS	Character Counts!; Six Pillars of Character
		Hawthorne Academy	Character Counts!; Six Pillars of Character
		Herff Elementary	Character Counts!; Six Pillars of Character
		Highland Hills Elementary	Character Counts!; Six Pillars of Character
		Highland Park Elementary	Character Counts!; Six Pillars of Character
		Highlands HS	Character Counts!; Six Pillars of Character
		Hillcrest Elementary	Character Counts!; Six Pillars of Character
		Hirsch Elementary	Character Counts!; Six Pillars of Character
		Houston HS	Character Counts!; Six Pillars of Character
		Huppertz Elementary	Character Counts!; Six Pillars of Character

Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
015907	San Antonio ISD	Irving MS	Character Counts!; Six Pillars of Character
		Japhet Elementary	Character Counts!; Six Pillars of Character
		Jefferson HS	Character Counts!; Six Pillars of Character
		Kelly Elementary	Character Counts!; Six Pillars of Character
		King Academy	Character Counts!; Six Pillars of Character
		Lamar Elementary	Character Counts!; Six Pillars of Character
		Lanier HS	Character Counts!; Six Pillars of Character
		Longfellow MS	Character Counts!; Six Pillars of Character
		Lowell MS	Character Counts!; Six Pillars of Character
		Madison Elementary	Character Counts!; Six Pillars of Character
		Margil Elementary	Character Counts!; Six Pillars of Character
		Maverick Elementary	Character Counts!; Six Pillars of Character
		Miller Elementary	Character Counts!; Six Pillars of Character
		Mission Academy	Character Counts!; Six Pillars of Character
		Navarro HS	Character Counts!; Six Pillars of Character
		Neal Elementary	Character Counts!; Six Pillars of Character
		Nelson Elementary	Character Counts!; Six Pillars of Character
		Ogden Elementary	Character Counts!; Six Pillars of Character
		Page MS	Character Counts!; Six Pillars of Character
		Pershing Elementary	Character Counts!; Six Pillars of Character
		Phoenix HS	Character Counts!; Six Pillars of Character
		Poe MS	Character Counts!; Six Pillars of Character

Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
015907	San Antonio ISD	Estrada Academy	Character Counts!; Six Pillars of Character
		Rhodes MS	Character Counts!; Six Pillars of Character
		Riverside Park Academy	Character Counts!; Six Pillars of Character
		Rodriguez Elementary	Character Counts!; Six Pillars of Character
		Rogers Elementary	Character Counts!; Six Pillars of Character
		Rogers MS	Character Counts!; Six Pillars of Character
		Sara King Elementary	Character Counts!; Six Pillars of Character
		Schenck Elementary	Character Counts!; Six Pillars of Character
		Smith Elementary	Character Counts!; Six Pillars of Character
		Steele Elementary	Character Counts!; Six Pillars of Character
		Stewart Elementary	Character Counts!; Six Pillars of Character
		Storm Elementary	Character Counts!; Six Pillars of Character
		Tafolla MS	Character Counts!; Six Pillars of Character
		Travis Early College HS	Character Counts!; Six Pillars of Character
		Twain MS	Character Counts!; Six Pillars of Character
		Washington Elementary	Character Counts!; Six Pillars of Character
		Wheatley MS	Character Counts!; Six Pillars of Character
		White Elementary	Character Counts!; Six Pillars of Character
		Whittier MS	Character Counts!; Six Pillars of Character
		Wilson Elementary	Character Counts!; Six Pillars of Character
		Woodlawn Elementary	Character Counts!; Six Pillars of Character
		Woodlawn Hills Elementary	Character Counts!; Six Pillars of Character
		Young Women's Leadership Academy	Character Counts!; Six Pillars of Character

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Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
015819	Shekinah Radiance Academy	Shekinah Abundant Life	Character First
		Shekinah Hope	Character First
		Shekinah Radiance (Dallas Center)	Character First
		Shekinah Radiance Academy	Character First; Learning For Life
		Shekinah Walzem	Character First
		Shekinah Pearsall	Character First
		Shekinah Garland	Character First
		West Columbia	Character First
015908	South San Antonio ISD	Alan B. Shepard Middle School	Learning for Life
		Athens Elementary	Learning for Life
		Dwight Middle School	Learning for Life
		Five Palms Elementary	Learning for Life
		Hutchins Elementary	Learning for Life
		Kindred Elementary	Learning for Life
		Miguel Carrillo, Jr. Elementary	Learning for Life
		Neil Armstrong Elementary	Learning for Life
		Palo Alto Elementary	Learning for Life
		Price Elementary	Learning for Life
		Robert C. Zamora Middle School	Learning for Life
		Roy Benavidez Elementary	Learning for Life
		Frank Madla Elementary	Learning for Life
015917	Southside ISD	Southside HS	PBS
		Matthey MS	PBS
		Pearce Primary	PBS; Second Step; Bee Your Best; Project Wisdom
		Gallardo Elementary	PBS; Second Step; Bee Your Best; Capturing Kids Hearts
		Freedom Elementary	PBS; Kelso's Choices; Six Pillars of Character
		Southside Heritage Elementary	PBS; Second Step
		Losoya Intermediate School	PBS
015912	Southwest ISD	Southwest High School	District Core Values Program
		Christa McAuliffe Middle School	District Core Values Program

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Region 20
2009-2010 Character Plus Schools

CDN	District	School	Program
015912	Southwest ISD	Ronald McNair Middle School	District Core Values Program
		Francis Scobee Middle School	District Core Values Program
		Southwest Elementary	District Core Values Program
		Indian Creek Elementary	District Core Values Program
		Hidden Cove Elementary	District Core Values Program
		Bob Hope Elementary	District Core Values Program
		Sky Harbour Elementary	District Core Values Program
		Sun Valley Elementary	District Core Values Program
		Elm Creek Elementary	District Core Values Program
		Kriewald Road Elementary	District Core Values Program
		Big Country Elementary	District Core Values Program

APPENDIX B SURVEY QUESTIONS

SURVEY QUESTIONS

Investigating the Values of Immigrant Students

Introduction

This research study is about character education. The purpose of this study is to find out what values shape your understanding as an immigrant student on citizenship as a responsible member of society and your definition of character.

1. Which one of these things indicates respect in your culture?

A.   Verbal praise
B.   Handshake
C.   Eye contact
D.   Pat on the back

2. Which of these traits is most important to you?

A.   Honesty
B.   Patience
C.   Diligence
D.   Kindness

3. Why is the trait in #3 important to you?

A.   It means something in my culture (give example........)
B.   I saw it on TV
C.   My teacher told me it was important
D.   It does not mean anything to me

4. Which of these things indicates politeness or appreciation for people, environment and country?

A.   Applauding
B.   Salute to the flag
C.   Reciting the national anthem
D.   Observing moment of silence

5. Think about this scenario and what your response would be. You have been waiting for an available seat at a restaurant for about 30 minutes, a seat is now available. But you notice there is an old lady in crutches who also needs a seat. How would you respond?

A.   Smile and say hello to the old lady
B.   Proceed to my available seat
C.   Tell the manager to find her a seat quickly.
D.   Volunteer my seat to the old lady and wait for another one.

6. One way to show honesty is:

A.   Always tell the truth
B.   Grasp earlobes
C.   Bow down
D.   Talk fast

7. A sign of politeness is

A.   Use title when saying someone's name
B.   Handshake
C.   Listening
D.   Thumbs up

Look carefully at the following characteristics listed below. Arrange the characteristics in order of importance by placing No 1 next to the most important, down to No 8 for the least important.

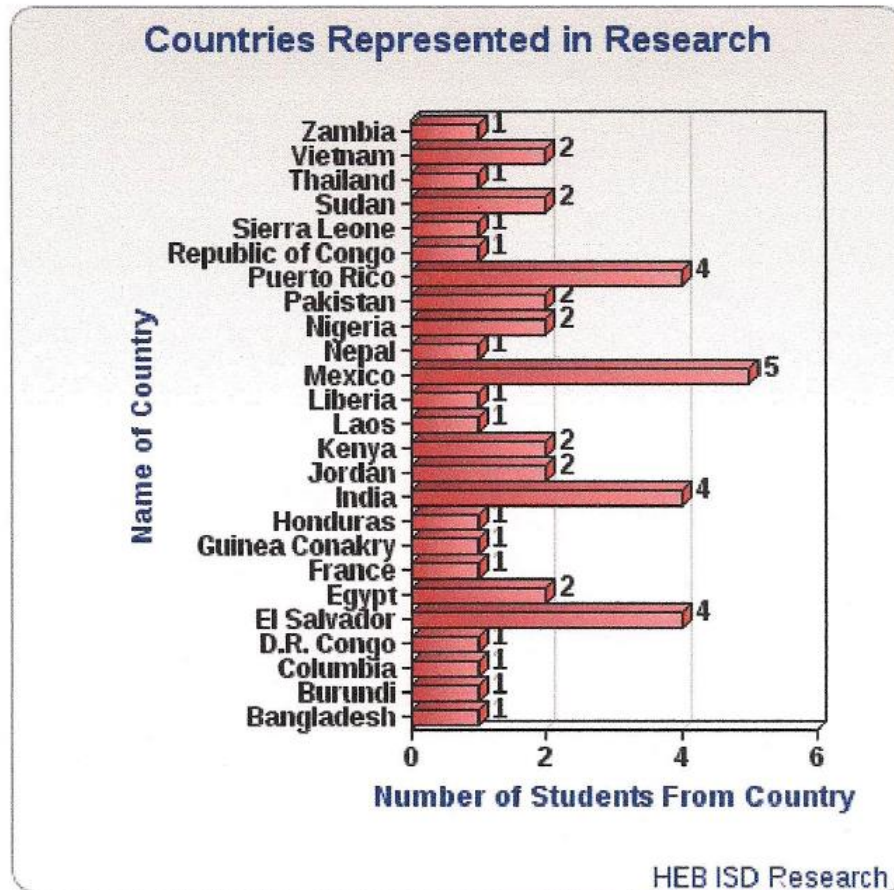|		1	2	3	4	5	6	7	8
8	Obeys the law (class rules, school rules)								
9	Respects authority (teacher, police, parents)								
10	Contributes to society and the community								
11	Loves country								
12	Respects all people								
13	Believes in doing what is right								
14	Stands up for the rights of others								
15	Serves others before self								

The following questions are for Day 2 Focus Group discussion. No right or wrong answers. Participant answers will be recorded.

16. In your opinion what is the definition of character?

17. What would you consider to be good citizenship?

APPENDIX C RESULTS

Countries Represented in Research

Countries Represented in Research

Name of Country	Number of Students From Country
Zambia	1
Vietnam	2
Thailand	1
Sudan	2
Sierra Leone	1
Republic of Congo	1
Puerto Rico	4
Pakistan	2
Nigeria	2
Nepal	1
Mexico	5
Liberia	1
Laos	1
Kenya	2
Jordan	2
India	4
Honduras	1
Guinea Conakry	1
France	1
Egypt	2
El Salvador	4
D.R. Congo	1
Columbia	1
Burundi	1
Bangladesh	1

HEB ISD Research

TEA
TEXAS EDUCATION AGENCY

2010-2011 Character Education Survey

Purpose: The Texas Education Agency is required to maintain a list of character education programs that school districts have implemented that meet the criteria created by the 77th Texas Legislature, 2001, in House Bill 946. The Agency must also report annually the data regarding the impact of the character education programs on student discipline and academic achievement.

Programs offered under Texas Education Code Section §29.906 must meet the following criteria:

1) stress positive character traits such as those listed below:
(A) courage
(B) trustworthiness, including honesty, reliability, punctuality, and loyalty
(C) integrity
(D) respect and courtesy
(E) responsibility, including accountability, diligence, perseverance, and self-control
(F) fairness, including justice and freedom from prejudice
(G) caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity
(H) good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law
(I) school pride
2) use integrated teaching strategies

3) be age appropriate

4) be approved by a district committee of parents of students, educators, and members of the community, including community leaders

The bill does not require or authorize the proselytization or indoctrination of any specific religious or political belief.

Character education programs are not mandated.

The Agency is required to designate annually each school as a Character Plus School that provides a program that meets the criteria and is approved by a committee as defined in the statute.

Program Authority: Texas Education Code §29.906

Planned Use of the Data: Data will be included in the agency's Comprehensive Annual Report.

Submission Deadline: Friday, May 6, 2011

1. District Name

2. County-District Number

3. Region

4. Name of Preparer

5. Title of Preparer

6. Phone Number

7. Fax Number

8. Email Address

9. Repeat Email Address to Ensure Accuracy

10. Select ONE of the following descriptions:

○ A. Our district currently has no character education program of any kind.

○ B. Our district has a character education program, but it does not meet all the criteria listed in TEC §29.906.

○ C. Our district has implemented a character education program that meets all of the criteria listed in TEC §29.906.

11. If, and only if, you answered "B" on the previous question, provide the number of campuses in your district with character education programs that do not meet all the criteria of TEC §29.906. If your answer above was "A" or "C", please skip this question.

12. If, and only if, your answer to question 10 was "C" please choose one of the statements below. If your answer to question 10 was "A" or "B", please skip this question.

○ A. I have checked the list of 2009-2010 Character Plus schools for our district at http://www.tea.state.tx.us/index4.aspx?id=6098 and have determined that NO CHANGES need to be made to the list of schools for our district. These schools will compose the 2010-2011 Character Plus schools for our district.

○ B. Changes need to be made to the list of Character Plus schools for our district.

IF you answered "B" to question 12, please download the document found here: Character Plus Changes. Follow the directions on the document to submit your changes to TEA.

13. Check all changes listed below which have occurred in the district since the implementation of any character education program:

☐ Improved standardized test scores

☐ Improved local grades

☐ Fewer discipline referrals

☐ Improved attendance

☐ Other, specify

Please print this survey for your records before you submit.

Click on the bar below to submit your answers to TEA.

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