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our children to live and learn

CETAC

U.S. Department of Education
Character Education and Civic Engagement Technical Assistance Center

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Student Issue

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A publication of the
U.S. Department of Education's
Office of Safe and Drug-Free Schools

Student Involvement in Character Education

Welcome to the second of four electronic newsletters being published this year by the U. S. Department of Education, Character Education and Civic Engagement Technical Assistance Center (CETAC). The newsletters are intended to provide the latest developments in character education and civic engagement. This issue focuses on student involvement in character education.

The Department of Education's Partnerships in Character Education Program (PCEP) grants currently demonstrate that student leadership possibilities take on many forms across the states. As examples, students are serving on character education councils and district level advisory boards; participating in forums to address character education and community issues; serving in decisionmaking capacities as student ambassadors and student government positions; engaging in service learning activities; and participating in special projects to address community

health issues such as providing care for those with Alzheimer's disease.

In the provisions of the *No Child Left Behind* legislation, Congress recognized the importance of student involvement in character education by adding it as one of the requirements for seeking funding under the PCEP grant program. In following the spirit of the legislation, we asked a group of students to participate in the development of this newsletter by sharing their stories, talents and skills regarding character education.

We hope that each of the articles featured in the newsletter will increase your awareness of meaningful ways to involve students in character education and civic engagement in your communities.

Deborah A. Price
Assistant Deputy Secretary
Office of Safe and Drug-Free
Schools
U.S. Department of Education

STUDENT VOICE

Student Teleconference on Character Education

By Rachel Landes, eighth grade, St. Margaret of Scotland School, St. Louis, Mo.



Rachel

My name is **Rachel Landes**, and I am an eighth-grade student from the great "Show Me State" of Missouri. I am excited to be part of the first edition of the "Student Voice" section of the Character Education and

Civic Engagement Technical Assistance Center (CETAC) newsletter.

I was recently given the opportunity to lead a live conference call discussion with middle and high school students from California, Montana, New York and Georgia who are involved in projects with the Partnerships in Character Education Program (PCEP).

As the moderator of the call, I interviewed the students about what character education means to them, what their schools are doing to promote building good character and how that has helped their communities grow stronger. **Kathleen (Kat) Bueno** from Sanger High School in Sanger, Calif., took notes to assist me in writing this article.



Kat

I interviewed the following student participants: **Sheena Oglesby** from Nottingham High School in Syracuse, N.Y.; **Elizabeth (Lizzie) Webster** from Gainesville Middle School in Gainesville, Ga.; **Megan McDunn** from Great Falls Middle School in Great Falls, Mont.; and **Anthony Zavala** from Sanger High School in Sanger, Calif. Across the miles and time zones, they agreed to take time from classes to share their projects and opinions in the teleconference call initiated by CETAC as a way to help the Department incorporate the "student voice" into their national character education efforts.

I was truly amazed how much these students pour

their hearts into character education projects and are so passionate about helping their classmates, schools and communities, so that the world becomes a better place. They have taken character education to a new level and when I asked what character education means to them and what projects they are doing, they had much to share.

Lizzie Webster said that character education means learning both life skills and how to improve yourself. She thought that the most important character traits were loyalty and trust. Lizzie's Gainesville Middle School "Character Through The Arts" project put on a full-blown musical production called *Best Foot Forward* about positive character traits. Lyrics were written by students, music was composed by guest artists, and performances were sold out. As part of English classes, she and other students also interviewed their relatives about influences on their character and compiled stories and poems into a published book with the same title, *Best Foot Forward* (please see excerpt on p. 7).

Anthony Zavala said that character education is the foundation for all education, and that it is about attitude, striving for excellence, and taking advantage of opportunities to advance in life. He thought the most important character trait is respect for others, which leads to believing that everyone is part of one big family. Anthony's character education project at Sanger High School has many community service activities such as supporting Make-A-Wish Foundation efforts, donation drives for the less fortunate and special events to help the elderly in their community, including hosting a dance at a convalescent home.



Anthony

Megan McDunn said that character education is to help us know what character traits are needed for students to succeed in life. Megan believes that the most important character trait is caring for others. She told us that students in her project made a movie highlighting character traits they value. She said that students from all over Montana share their character education project successes



Megan

through "Student to Student" workshops at statewide conferences.

Sheena Oglesby responded that character education is about improving your character and gaining an appreciation for diversity. She thought the most important character trait is respect in dealing with people with whom you don't always agree. Sheena said that she and other Nottingham High School Community of Caring project students participate in a Community-Wide Dialogue and a Superintendent's Cabinet, both giving students a leadership role in addressing character education efforts that include an emphasis on improving race relations. The project also has students participate as tutors, mentors and role models in the Big Brothers Big Sisters program for younger children to help them form good character at a young age.

I was greatly inspired by what these students had to share about their schools and what they're contributing to their world through everyday acts that show good character. It shed very positive light on what teenagers can accomplish today, and throughout our conversation, there was a strong sense of leadership and excitement to share their thoughts with others.

I asked how their schools and communities have changed as a result of their projects. Lizzie said that her school is a more positive place and has changed artistically with halls that are no longer dull due to students who have developed their talents to express themselves. Anthony said that his environment is more positive, and that adults now see teens as more worthy of trust and respect.

Megan said that student relationships with adults at her school have become more respectful in both directions, and that her school's reputation has im-

proved as a result of student involvement in the projects. She also said that more students are getting involved in strengthening the community. Sheena reported that students at her school are more accepting of the differences in others, more friendly and respectful. She has noticed more student leadership, more students showing good character in everyday life and in community service, more appreciation for diversity, and a more positive light on teens and what they can accomplish.

And now, a little bit about me. I live in St. Louis and attend St. Margaret of Scotland School in the heart of the city. Some of the activities that keep me busy are volleyball, speech team, dance, school plays and keeping up my straight-A grades. In the eighth grade, we have kindergarten buddies, so this year, I was a mentor. I also volunteer at St. Louis Crisis Nursery and the city's Ronald McDonald House. All of my life experiences have helped me realize that character education must be more than an idea that's taught in a classroom; it's an experience that has to be woven into both school and home life. Fortunately, my school has helped me positively develop my character with character development woven into every aspect of the curriculum.

I know that many of you have your own personal stories about character education and how it has affected your lives. I hope you will send in articles for the newsletter which we all can read on the Web site at www.cetac.org. I look forward to reading articles from students across the country who are sharing cool ideas for integrating character education into homes, schools and communities.

Community of Caring at Sanger High School

By Dacia Nelson, 10th grade, Sanger High School, Sanger, Calif.



Dacia

I have been involved in our Community of Caring project at Sanger High School for two years. Community of Caring is a program based on creating

caring relationships and a caring school community by teaching values across the curriculum to create a safe learning environment in which all children can succeed, including students with disabilities. The activities in which I have been involved have been very diverse in nature, and a few of them have been very influential in my life.

Last year, I was involved with the Make-A-Wish Foundation. Kally, a 13 year-old girl with ovarian cancer, had a wish to take her family to Hawaii. We asked the school and the community to help raise the \$3,500 needed and conducted other fundraising activities as well. Our project director, **Sherry Satterberg**,

said that we had exceeded our expectations by raising \$3,900 in five weeks. The thing that really touched me was seeing our school pull together so that everyone on campus knew who Kally was and donated their spare change for her wish.

After we had raised the money, we held a rally in her honor. She and her dad came to accept the check and other gifts, and to meet the students and the school who had made her dream come true. There were quite a few tears shed when Kally's dad thanked all of us for our help, and he cried with joy and appreciation. I have noticed since then that our student body is more willing to come together to help others.

Another activity that I was involved in this year was that of a Valentine's Day "dance" that we put on at the Sanger Convalescent Hospital for the residents

there. We decorated in the Valentine's Day theme and even made a balloon arch and backdrop for pictures. The residents had already elected a king and queen for the dance and we provided the capes and roses for them. When the winners were announced, the queen cried for joy and the king actually got up and danced the rest of the time. All of the residents had a good time. One thing that really impressed me was that all of the students who came to help gave up their free Valentine's Day because we had that school day off.

I hope that you can see what the Community of Caring program does and how it influences so many lives. I am grateful to be a part of it, have so much fun helping others and see other people's lives influenced in a good way.



Hannah's Powwow, 2004

By Hannah Goings, 12th grade, Heart Butte School, Blackfeet Reservation, Mont.



As a young girl, every summer around the same time, my family and I would go to the powwows on our reservation. For the longest time, I thought that it was just all fun and games—a time to see old friends and make new

ones. As I got older, I became very interested in the dancing that went on at the powwow. Someone once told me that if God ever sent dancers from heaven they would have had Indian dancers because they danced as though on air.

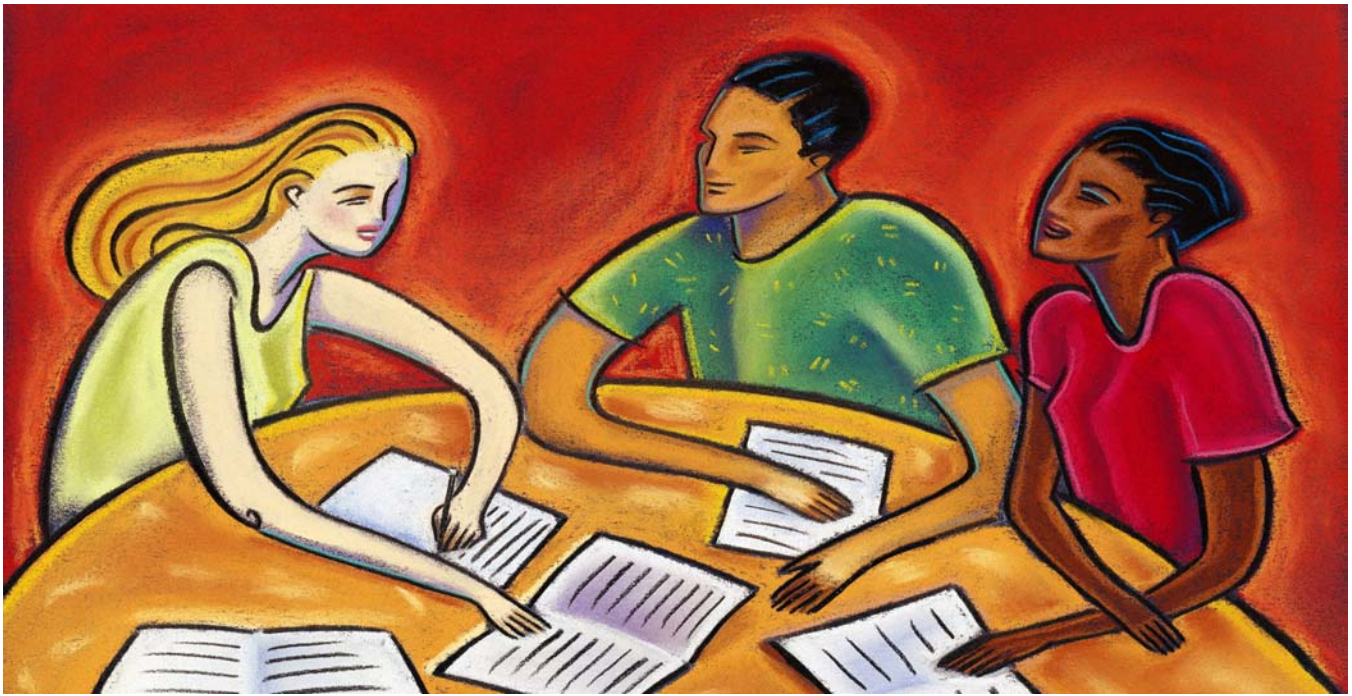
Last year was my junior year at Heart Butte School. I thought that I would do something different, so I joined Indian Club. We went to Missoula for the Youth Leadership Conference funded by our character education grant. It brought together youth leaders in character education, dropout prevention and programs specific to Native Americans. At the conference, we needed to come up with an authentic project to help our school. We thought that we would put on a youth powwow. I thought to myself that this would be easy, not knowing how hard it truly is to put on a powwow.

I know a lot of people automatically assume that as Native Americans, we know everything there is to

know about our heritage. Within a couple of weeks, I came to find out that I knew little about my heritage, who I was or where I came from. I had once heard someone say, "I feel like an outsider looking in." The problem is that I am an insider, and yet I still didn't know what was going on. Sad but true.

I'm going to tell you about what I learned from this powwow. First of all, we worked with elders from the community who taught us the various values associated with each activity. We also planned the powwow with those elders from beginning to end. We learned about respect, trustworthiness, caring, responsibility, courtesy and many other traditional values. The biggest thing I learned is to have respect for myself and everyone and everything around me. Another major thing I learned was teamwork. I know personally that it took everyone who helped put on the powwow to make it possible. Everyone contributed in one way or another, from the arena director to the cooks. Everyone was important in making the powwow possible. I learned that you have to be responsible for the job for which you signed up. No one sat down and taught me how to do this out of a book. It was all hands-on learning with elders who took the time to explain to each of us the character values behind each and every aspect and tradition of the powwow. This was quite an experience, and I got to see it all first hand.

I want to say thanks to **Mary Louise DeRoche**, our school's character education coordinator, for showing me that I can achieve so much more if I challenge myself.



Communitywide Race Dialogue in Syracuse, N.Y.

By Sheena Oglesby, 12th grade, Nottingham High School, Syracuse, N.Y.

For many students "walking in the shoes" of a student who attends a school far different from their own can be a daunting, perhaps impossible task. However, Nottingham High School in Syracuse N.Y. has successfully implemented such a program with Fayetteville-Manlius High School, part of a neighboring school district in Manlius, N.Y., through the Communitywide Race Dialogue. After adopting the Community of Caring (see p. 3) lifestyle, the school decided to extend this program's values to the students' social lives, as well. The primary purpose of the program was to identify and disprove any preconceived notions each school had of the other, and also to give the participating students a chance to learn about other ethnicities and cultures in a productive and friendly environment. As a participant, my experience was one that was life changing.

The student exchange between the two schools took place over a few months, during which time kids



from each high school were paired with students from the opposite school and attended a full day of school with that student. Afterwards, the group reconvened and discussed the differences and similarities that were observed throughout the day. The program brought together kids from all ethnic backgrounds, socio-economic classes, and grade levels, and was successful in preparing all participants in the dialogue for interacting with a wide variety of people on a daily basis. After the whole process, I began to fully appreciate the diversity that is often overlooked within my high school. Growing up in the city school system, we are exposed at a young age to the fact that people are different from us in many ways, and we are taught that we should treat everyone the same, regardless of ethnicity or economic status. I realized that many students do not get to have daily encounters with different people, and that they become so comfortable in a homogenous world that coming in contact with such diversity can be a culture shock for them.

Overall, I learned that open-mindedness, respect and caring are key traits in interacting with those to whom you can personally relate and those to whom you can't. We all may appear different, have different opinions and come from different backgrounds, but when it comes down to it, our differences make us who we are. I believe that learning to accept other people's lifestyles and becoming comfortable with ethnic differences helps you become a better person.

Best Foot Forward

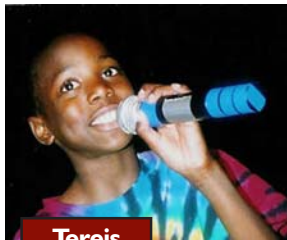
Earlier this year, Gainesville Middle School students in Gainesville, Ga. were engaged in writing and performing a musical as well as writing and producing a book that is a collection of poems and essays. Both are character-related and both are entitled *Best Foot Forward*. These activities are part of the Pioneer Regional Education Service Agency (RESA) Character Through The Arts (CTTA) character education project. Pioneer RESA serves 14 school districts in northern Georgia.

The purpose of CTTA is to integrate arts agencies, teaching artists, and the Artful Learning™ education reform model with proven character education strategies to determine the impact this integration has on moral character and academic achievement. Artful Learning™ is a K–12 arts-based model that helps teachers use the arts and the artistic process to enhance teaching and learning in core subjects.

CTTA's *Best Foot Forward* Musical Production



By Tereis Williams, seventh grade, Gainesville Middle School, Gainesville, Ga.



Tereis

I learned so many things about being a good student and good person from being in the play, *Best Foot Forward*. Playing one of the leading roles gave me more self-confidence. Hearing and seeing all the people applaud-

ing at the end of songs and acting scenes made me feel like I could do just about anything.

The nine positive character traits, such as cooperation, were played out in real life scenarios as over 120 of us came together to perform for the public. We also had to cooperate to learn many dance routines taught by **Leon von Brown** of Atlanta Ballet. But that wasn't all we needed in order to be successful. The cast and crew had to be responsible because everybody had their own talent to contribute to the play. In addition, loyalty to the directors and teachers was important to make *Best Foot Forward* a great musical. Trusting that the teachers and professionals were taking us to someplace wonderful was really important.

Finally, we needed perseverance to keep pushing to get every scene to performance level. Over all, *Best Foot Forward* turned out to be a great production for our school, our community and for me.

By Lizzie Webster, eighth grade, Gainesville Middle School, Gainesville, Ga.



Lizzie

In order for our production of *Best Foot Forward* to succeed, we had to have self-discipline. From practices in January to our performances in May, we were constantly reminded of how important this is to staging an original musical.

Professional Arts Partners in Gainesville helped us with our dancing and singing and, of course, developing the discipline it takes to get to the final curtain. The choreographer was tough, but we learned many important lessons from him. While we learned steps to new dances, we had to listen quietly and watch carefully, using our best self-disciplinary skills. Our musicians and composers helped us write the music and lyrics for our original songs. Discipline was particularly important to me because I had to sing a solo. The lyrics for the song were written by one of my friends. I had to incorporate the feelings she might have had while she was writing the words. It was a challenge because I had nothing with which to compare the song in my own life. It was very difficult. I had to go home each night and listen to the music to learn it. Finally, in May, our hard work and discipline paid off. Our performances were spectacular, with standing ovations and tremendous applause. We showed that with hard work and determination, discipline is the key to putting your *Best Foot Forward*.

CTTA's *Best Foot Forward* Book

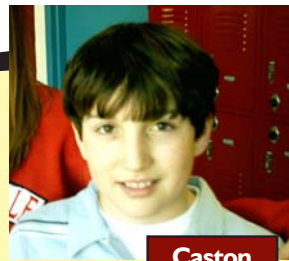


Students at Gainesville Middle School in Ga. also are published writers! Almost 200 students have contributed stories and poems to a published book, *Best Foot Forward* (Demorest, Ga.: S & F Communications of Georgia, 2004), as part of their CTTA project. Their writings highlight character attributes of responsibility, respect, courage, honesty, patience and integrity that are part of their family culture and history. For more information, you may e-mail **Richard Stafford** at dickstafford@alltel.net or call him at (706) 499-3914.

Here is an excerpt from the book. It is a tribute to the character attributes of **Barbara Caston**, the grandmother of student **Caston Davis**, and is based on his interview with her.

Nana Never Gave Up

*By Caston Davis, Gainesville Middle School,
Gainesville, Ga.*



There once was a woman who quit school too soon
To marry the man who made her heart swoon.

School had been hard for all the Cook kids,
They were so very poor, no matter what anyone did.

She got no diploma, no college was in the plan,
She wanted to be a good wife to this man.

She spent twenty years doing work that was tough,
Working hard jobs that were grueling and rough.

She wanted so badly to have her own beauty shop,
But she had to keep working- she could not stop.

When the day finally came when her kids were all grown,
She said, "Now it's time for a dream of my own."

She went back to school and studied hard for years,
The hours were long and there were lots of tears.

Her classmates were younger, she was so far behind,
But she kept persevering, improving her mind.

Even on the days when her body said "no"
She kept on pushing, she had miles to go.

For her parents had taught her when she was a child,
That life might be tough, but keep going and smile.

She knew what hunger and cold were about,
And she knew she would never let failure win out.

She's battled cancer and surgery to her brain,
She's cared for the dying, she's cared for the lame.

She never says "no" to someone in need,
She always keeps going, keeps planting good seeds.

And those she has touched learned how to persevere,
Not for an hour, a day, but for years.



Students as Evaluators of Character Education

By Cynthia Belliveau, Director, Pennsylvania Service Learning Alliance and Pennsylvania Alliance for Character Education

For many adults, the term “evaluation” implies a scary process that is often overlooked and sometimes purposely avoided. This aversion accounts for why many excellent character education programs have little or no documentation to verify their impact. This is especially true for smaller programs developed by individual teachers and schools.

Through the Partnerships in Character Education Program (PCEP) grant awarded to the state of Pennsylvania, the need for evaluation is being met, in part, by high school and middle school students trained to be participant evaluators. Evaluation also is being used as an educational process to help support the development of positive character traits and behaviors. Pennsylvania students aren't avoiding evaluation; they are embracing it as a great way not only to validate good programs but to build character and academic skills as well.

Mark Heinbockel, a student from Seneca Valley High School, explained evaluation in this way:

The purpose of evaluation is to determine the validity of a potential project. It is not worth the time and effort to find a problem and make a quick fix; a successful project is one that produces long-term change. Let us continue this push toward success as we look to make our world a better place.



Mark already understands the impact a well-designed evaluation study can have. How did he become so knowledgeable about evaluation and its practical uses? He learned it through one of the numerous trainings that PACE offers to students across the state. The training programs help students understand the basics of evaluation so they develop research questions that they are passionate about answering and gain the tools to effectively answer questions. Students

are trained to use evaluative tools including surveys, interviews, focus groups and rubrics, and they are given opportunities to practice their skills. Often, math teachers attend the trainings, and then work to integrate the evaluation concepts into course goals that will meet academic standards, such as graphing and statistical analysis.

After a three-day evaluation retreat and training at Penn State University, **Frank Velardo**, a student from Hempfield School District, stated:

I learned that we really have to evaluate the actual situation before we can determine what evaluative approach to use. Each new situation requires you to look at it differently. Evaluation is the road to efficiency. At the training, I learned a lot about different people and came to appreciate differing insights from other kids.



Ashley McMaster, a student from Quaker Valley High School, added that after her training in evaluation:

I didn't even know that service and character could be measured with a rubric. I thought you just went out and helped. I really learned to critique myself and my work.

Last year, students in Philadelphia helped to evaluate one of the model programs funded through the PCEP grant Journey of a Champion. This important program helps students use lessons from the past to create a more positive, caring environment through service and positive character development. Students in Journey of a Champion classrooms helped give out surveys to evaluate the program. They conducted interviews with other students and they served as participant observers. In student-led discussions, the student evaluators documented what those in the class learned:

"I learned how to help my community."

"I learned about how important it is to help your community and how you should like every race."

"I learned about myself and to start caring for people who need help."

In an elementary school in western Pennsylvania, rubrics were used to create a culture of responsibility, respect and caring. First, a specific "problem area" was identified, and in one case it was the lunchroom. Students developed a rubric for each of the three identified character traits. Responsibility was defined as cleaning up the tables when lunch was over, throwing trash away, acting appropriately in the lunchroom and behaving in the lunch line. Respect was defined as saying thank you to the staff for service, treating others kindly while in line, using appropriate language and not cutting into lines. Caring was described as asking for food politely, not pushing or shoving and not getting into arguments while in line.

Each day, students would evaluate their behavior with the rubrics, rating the class's performance on these three important character traits. This was done by a simple, visual rating system of four levels of behavior from green (best) to red (poorest).

After three months of the use of these character trait rubrics, the following results were observed: the lunch line was more orderly, and there was much better behavior on the part of students toward lunch line staff and toward other students. Teachers commented on the

improved behavior of the class members, and lunchroom staff reported that the program had improved overall student behavior.

When asked why the program seemed to change behavior, students responded that the primary reason was they felt a sense of pride when awarding themselves a green star. Students believed they had achieved something when all were able to band together and behave well. They also believed their behavior changed because the character education program, with its discussion associated with the lunchroom project, made them more aware of their personal behavior and more conscious of the behavior of others. Most students said they learned how hard it was to change the whole school population's behavior, and how they needed to be more involved in making change happen. One student said, *"We need to learn how to take care of business, make the differences ourselves so that others can learn from our example."*

To read more about the use of rubrics in character education and the impact of students serving as evaluators, go to the PACE Web site:

www.paservicelearning.org, then click on the Character Education tab. You may also contact Cynthia Belliveau at bellivea@pobox.upenn.edu or Robert Shumer at drdsminn@msn.com.



C.H.E.E.R. for Character Program

By Brian Kilgore

The Partnerships in Character Education grants require that schools join with parents, students and the community to work together to develop the character of our citizens. Harlem Globetrotter's C.H.E.E.R. for Character program is one example of collaborative efforts that gives communities an idea of how national organizations are joining with schools to help develop positive character.

The Globetrotters designed the program with technical assistance from the U.S. Department of

Education and state educators. While there are several different character traits emphasized by various programs across the country, the Globetrotters' program focuses on cooperation, honesty, effort, enthusiasm, and respect/responsibility, using the acronym C.H.E.E.R.

Despite successful visits to thousands of schools during the Globetrotters' 79-year history, in 2004 the team chose to add a focus on character education over the usual meet-and-greet, which proved fun for students and the Globetrotter players, but lacked a consistent message.

"What took place in the past was dependent on either the Globetrotters or the individual school," explained **Mannie Jackson**, Globetrotters' owner and chairman. "It was a different visit every time. There

was no structure. Our C.H.E.E.R. for Character program was designed as a challenge to provide a strong message to every student we come in contact with that academics and good character are important."

The program involves Globetrotter players incorporating their signature ball handling skills with a C.H.E.E.R. basketball. The basketball includes each of the character traits printed on the outside of the ball and is used as a key tool during the presentation to each school. Globetrotter players encourage students to match their actions with those six character words in all their life experiences with parents, teachers and one another.

"Character development works hand-in-hand with earning good grades," added Globetrotter veteran **Eugene Edgeron**. "The message we try to get across to students is that, in addition to building themselves up academically, they must also develop good character in order to become a productive member of society. The C.H.E.E.R. program gives them the tools to succeed not only in school, but in life as well."

After a school visit by **Anthony Blakes** of the Harlem Globetrotters, **Mary C. Dougherty**, principal of Linglestown Elementary School in Harrisburg, Pa. said, "Children certainly need to hear the C.H.E.E.R. message from many sources, and to have it come from a successful athlete is powerful."

"The C.H.E.E.R. for Character program was a great success in 2004, making it an easy decision to bring it back for the Globetrotters 2005 World Tour," said Jackson.



Photo by Department of Education

The Harlem Globetrotters visited nearly 200 elementary schools across the country during their 2004 tour, presenting C.H.E.E.R. for Character to over 100,000 students. This year the team will continue to visit schools in over 40 U.S. states and six Canadian provinces.

"We take our role as global ambassadors of goodwill very seriously," Jackson said. "Being able to entertain children on the basketball court and to give them the tools to help them become better adults hopefully makes us worthy of that role."

Character Education ... Our Shared Responsibility

The U.S. Department of Education has recently updated a brochure entitled *Character Education ... Our Shared Responsibility*. The brochure was developed to inform parents, educators and the community about the Department's support, resources and involvement in character education. It is available in English and Spanish. You may want to order additional copies to share with your community and in your summer training programs or at your back-to-school events. As noted by Secretary of Education Margaret Spellings, "Education at its best should expand the mind and build character."

You may request up to 1,000 copies of this pocket-sized brochure. Additional copies of the brochure can be ordered by calling the U.S. Department of Education's Publications Center (ED Pubs) toll-free at (877) 4-ED-PUBS or (877) 433-7827; TTY/TDD: (877) 576-7734. Also, you may fax your request to: (301) 470-1244; order online at: www.edpubs.org; or request a copy in writing at: ED Pubs, Education Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398.



Upcoming Conferences

For more information about any of the following events, just click on the name of the conference.

- ★ **Community of Caring 2005 National Conference** will be held in San Francisco, **July 29–Aug. 1, 2005**.
- ★ **OSDFS National Conference**, sponsored by the Office of Safe and Drug-Free Schools, will be held in Washington, D.C., **Aug. 15–17, 2005**.
- ★ **Partnerships in Character Education Program Grantee Meeting** will be held in Atlanta, **Oct. 19–20, 2005**.
- ★ **The Character Education Partnerships 12th National Forum: Building Cultures of Character**, will be held in Atlanta, **Oct. 20–22, 2005**.

Contact Us

Office of Safe and Drug-Free Schools

If you would like more information about the Office of Safe and Drug-Free Schools (OSDFS) you may visit the office's Web site at www.ed.gov/about/offices/list/osdfs/index.html and for more information about character education and civic engagement from the OSDFS staff, please contact:

Linda McKay, Senior Advisor to the Assistant Deputy Secretary

linda.mckay@ed.gov, (202) 260-2517

Sharon Burton, Program Officer, Partnerships in Character Education Program

sharon.burton@ed.gov, (202) 205-8122

Rita Foy Moss, Program Officer, Civic Education Program

rita.foy.moss@ed.gov, (202) 205-8061

Robert Alexander, Director, Character, Civic, and Correctional Education Programs

robert.alexander@ed.gov, (202) 401-3354

Contributors to This Issue:

All photos excluding the one on p. 10 are from personal archives.

Students: Kat Bueno, Caston Davis, Hannah Goings, Mark Heinbockel, Rachel Landes, Ashley McMaster, Dacia Nelson, Sheena Oglesby, Frank Velardo, Lizzie Webster and Tereis Williams.

Others: Cynthia Belliveau, Sharon Burton, Karen Brazell, Rita Foy Moss, Linda McKay, Deborah A. Price, Robert Shumer, Brian Kilgore, Betty Straub and Carole Wilson.

Layout and Design: Joey Dacanay.

CETAC

CETAC would like to hear from you! Please tell our team about resources, events, lessons learned, and hot news items that are important to you. Our team will review submissions for possible inclusion in future newsletters and on CETAC Online. You may submit items via e-mail (cetac@cetac.org) or to:

CETAC

Attention: Betty Straub, PIRE
1300 South 4th Street, Suite 300
Louisville, KY 40208
bstraub@pire.org

A special word for Partnership in Character

Education grantees: Don't forget that the Grantee Work Zone on CETAC Online has an online discussion board where you can chat with other grantees and exchange ideas. If you need information on how to log on, please contact cetac@cetac.org and we'll be happy to help!

About CETAC

The Character Education and Civic Engagement Technical Assistance Center (CETAC) is operated for the U.S. Department of Education under a contract with the Pacific Institute for Research and Evaluation (PIRE) (Contract No. ED-04-CO-0072/0001). Rita Foy Moss serves as the contracting officer's representative.

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