

Character Education--What States Are Doing							
State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Alabama	Mandates	1995	1975 Code of Alabama, Section 16-6B-2(h); 1995 Accountability Law, Act 95-313	The 1975 Code of Alabama mandates that ten minutes per day of character education are required for all K-12 students. The 1995 Accountability Law mandates character education. On April 20, 2001, Executive Order No. 50 was passed, establishing the Alabama Advisory for Safe Schools. A 2005 program provides every fourth grade student in Alabama with state-sponsored access to STAR Sportsmanship - a web-based character and sportsmanship education program created by Learning Through Sports. The Alabama Department of Education provides funding for the sportsmanship education program through CLAS (Council for Leaders in Alabama Schools).	"The State Board of Education and all local boards shall develop and implement...a comprehensive character education program for all grades to consist of not less than ten minutes instruction per day focusing upon the students' development of the following character traits: Courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance. Each plan of instruction shall include the Pledge of Allegiance to the American flag" (1995 Accountability Law).	Sara Wright, Coordinator, Academic Innovations, Curriculum and Instruction, Alabama Department of Education, 50 North Ripley Street, Gordon Persons Building, Room 3339, Montgomery, AL 36104 Tel (334) 242-8082 swright@alsde.edu	N/A
Alaska	Mandates	1998 2006	Alaska Character Education (ACE) Partnership; Alaska Statute Section 14.33.200	To develop strategies for implementing character education in Alaska, the Alaska Department of Education, Association of Alaska School Boards (AASB) and Alaska Parent Teachers Association (AKPTA) jointly sponsor the Alaska Character Education (ACE) Partnership. Through the efforts of the ACE partners, character education programs are being established in Alaska. Building on the Quality Schools Initiative, Alaska's plan for school reform, the Alaska Character Education Partnership features content related to Alaska's citizenship and healthy life skills standards, quality professional development, community involvement, and support for the school excellence standards.	"(a) By July 1, 2007, each school district shall adopt a policy that prohibits the harassment, intimidation, or bullying of any student. Each school district shall share this policy with parents or guardians, students, volunteers, and school employees. (b) The policy must be adopted through the standard policy-making procedure for each district that includes the opportunity for participation by parents or guardians, school employees, volunteers, students, administrators, and community representatives. The policy must emphasize positive character traits and values, including the importance of civil and respectful speech and conduct, and the responsibility of students to comply with the district's policy prohibiting harassment, intimidation or bullying. The policy must also include provisions for an appropriate punishment schedule up to and including expulsion and reporting of criminal activity to local law enforcement authorities. School employees, volunteers, students, and administrators shall adhere to this policy."	Todd Brocius, Education Specialist, Safe and Drug-Free Schools, Innovative Programs, HIV, FASD, Elearning, and Quality Schools, Alaska Department of Education & Early Development 801 West 10th Street, Suite 200 Juneau, AK 99801-1894 Tel (907) 465-2887 Fax (907) 465-2713 todd.brocius@alaska.gov	N/A
Arizona	Encourages	2000	Senate Bill 1216 of 2000 Senate Bill 1369 of 2000 Senate Bill 1172 of 2001 House Bill 2121 of 2009 House Bill 2169 of 2009 Senate Bill 1121 of 2009 House Bill 2309 of 2009 House Bill 2287 of 2009 House Bill 2270 of 2009	In 2000, Arizona signed a bill into law that encouraged character education by covering character education and CE programs. In 2000, a voter initiative, Proposition 201, passed and gave funding for a \$200,000 matching grant program to last for 10 years, which would cover teacher stipends to teach character education. Senate Bill 1172 requires Northern Arizona University's K-12 Center to administer the matching grant program and the Arizona K-12 Center to evaluate all character education programs. House Bill 2121 provides a tax rebate for individuals, couples or families who provide financial support to schools' character education programs. House Bill 2169 provides a similar tax rebate for private contributions toward public school classroom technology, the support of classroom activities, extracurricular activities or character education programs. Senate Bill 1121 adds tax rebates for textbooks and instructional materials. House Bill 2309 provides for tax rebates for fees paid for or cash contributions made toward testing for college credit or college entrance examinations or for the support of extracurricular activities or character education programs. In 2005, the State of Arizona passed a license plate program with proceeds to benefit proven and effective character education programs. This money must be distributed to 2-4 character education programs in Arizona. Right now, roughly \$100,000 of this money goes to nonprofits to further character education in schools. HB 2270 calls for the disbursement of \$200,000 each year to be released toward the matching grants program provided by SB 1172.	"Guidelines accepted by the Arizona State Board of Education for its website related to instruction of moral, ethic characteristics: Guideline 1: Encouraging Arizona educators to seek out, research and identify programs which... may be suitable to your educational organization..." (SB 1216). "...expands the tax credit to include fees paid for character education programs. These programs must include all of the following: (1) instruction in the definition and application of prescribed character traits, (2) activities and discussions to reinforce character traits, (3) teachers that demonstrate character traits...Provisions: Provides a personal income tax credit of \$200 for character education programs; defines character education programs and provides that the Department of Education shall certify if a school district or charter school program meets the requirements in order for the taxpayer to take the tax credit; provides for an effective date to taxable years beginning from and after December 31, 2000" (Senate Bill 1369 of 2000) "A credit is allowed against the taxes imposed by this title for the amount of any fees or cash contributions made by a taxpayer during the taxable year to a public school located in this state for textbooks, classroom technology or instructional materials or the support of extracurricular activities or character education programs of the public school" (HB 2121). "A credit is allowed against the taxes imposed by this title for the amount of any fees or cash contributions made by a taxpayer during the taxable year to a public school located in this state for classroom technology or the support of classroom activities extracurricular activities or character education programs of the public school" (HB 2169). "A taxpayer whose filing status is single or head of household may take an individual income tax credit up to \$200 per year for contributions made to a public school for extracurricular activities and character education programs. Married couples filing joint may take an individual income tax credit up to \$400" (HB 2287). "A credit is allowed against the taxes imposed by this title for the amount of any fees PAID or cash contributions made by a taxpayer during the taxable year to a public school located in this state for testing for college credit or college entrance examinations or for the support of extracurricular activities or character education programs of the public school" (HB 2309). "Two hundred thousand dollars is appropriated each fiscal year, to be paid in monthly installments to the department of education to be used for the character education matching grant program as provided in section 15-154.01" (HB 2270).	Arizona Department of Education, Character Education and Development, 1535 West Jefferson Street, Bin 18 Phoenix, Arizona 85007 Tel (602) 542-1755 Fax (602) 542-2289 Charactered@ade.az.gov http://www.ade.state.az.us/charactered/	N/A
Arkansas	Mandates	1997	Act 631 of 1997	Act 631 of 1997 mandates character education in all school districts for the state of Arkansas.	"The General Assembly finds and acknowledges that, while character and citizenship is primarily a parental responsibility, it must not remain isolated there. The General Assembly further finds that character and citizenship education must be strengthened in public school to prepare young people for positive dealings with the social order of today. The Director of the General Education Division of the Department of Education shall provide a clearinghouse for information on nonsectarian practices in character and citizenship education programs within Arkansas and across the nation in order to assist local schools to strengthen character and citizenship education as a local option for school district curriculum in kindergarten through grade twelve (K-12). The director shall ensure that information on nonsectarian practices and models is disseminated to all school districts in the state... During each interim of the biennium, the director shall provide a progress report on the implementation and effectiveness of this act" (Act 631 of 1997).	Dr. Reginald Wilson, Senior Coordinator Grants Initiative/Early Childhood, Arkansas Department of Education, Four Capitol Mall, Room 110-B, Little Rock, AR 72201-2936 Tel(501) 682-1059 reginald.wilson@arkansas.gov; http://www.arkansased.org/teachers/cct.html	N/A

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California	Mandates	2000	California Education Code Section 233.5(a) [formerly named Section 44806] and Section 44790.3 Assembly Bill 2028 of 2000	The state of California mandates character education in their Education Code and provides a character education manual for every teacher in the state. In 2000, Assembly Bill 2028 encouraged the State Board of Education to survey school boards and county offices on their need for instructional materials which foster character development and to report these findings to the State Board. In 2007, a resolution established the month of October as "Character Education Month" in California.	"Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including the promotion of harmonious relations, kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government. Each teacher is also encouraged to create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate violence..." (California Education Code Section 233.5(a)) -- "The legislature finds and declares that there is a compelling need to promote the development and implementation of effective educational programs in ethics and civic values in California schools in kindergarten and grades 1 to 12" (Section 44790.3).	Dr. Marlena Uhrig, Safe and Healthy Kids Program Office, California Department of Education 1430 N St. Sacramento, CA 95814 Tel (916) 319-0208 muhrik@cde.ca.gov <a href="http://www.cde.ca.gov/lis/yc/ce/">http://www.cde.ca.gov/lis/yc/ce/</a>	Christina Roper, Program Coordinator, Center for Youth Citizenship Tel (916) 228-2322 croper@scoe.net
Colorado	Encourages	2001	Section 1, Article 29 of House Bill 01-1292 of 2001 "Caring Communities Builds Character" partnership	In 2001, Governor Bill Owens signed into law House Bill 01-1292, which "strongly encourages" school districts to develop and strengthen character education programs.	Legislation: "While parents are the primary and most important moral educators of their children, such efforts should be reinforced in the school and community environments. The General Assembly further finds that research indicating that core character qualities such as family support, community involvement, positive peer influence, motivation to achieve, respect for person and property, common courtesy, conflict resolution, integrity, honesty, fairness, a sense of civil and personal responsibility, purpose, and self-respect help give youth the basic interpersonal skills and attributes that are critical building blocks for successful relationships... Each school district, either individually or through a board of cooperative services, is strongly encouraged to establish a character education program designed to help students cultivate honesty, respect, responsibility, courtesy, respect for and compliance with the law, integrity, respect for parents, home, and community, and the dignity and necessity of a strong work ethic, conflict resolution, and other skills, habits, and qualities of character that will promote an upright, moral, and desirable citizenry and better prepare students to become positive contributors to society." (House Bill 01-1292 of 2001).		Jim Olmstead, Director of Strategic Partnerships, The Foundation for Character Development, 6116 Misty Way, Longmont, CO 80503 Tel (303) 410-1522, Cell (303) 587-4038, ethics@ffcd.us; <a href="http://www.FFCD.us">www.FFCD.us</a>
Connecticut	Supports without legislation	1996	Partnerships in Character Education Pilot Project grant	The Connecticut State Department of Education received a \$250,000 grant to use from 1996-2000 from the U.S. Department of Education in order to establish character education programs. There is currently no legislation proposed for character education; however, the state department of education does encourage districts to address character education in their curricula.	N/A	Dr. Jo Ann Freiberg, Associate Education Consultant, Bureau of District and School Improvement, Connecticut Department of Education, 165 Capitol Avenue, Room #222, Hartford, CT 06106 Tel (860) 713-6598 Fax (860) 713-7023 JoAnn.Freiberg@ct.gov	N/A
Delaware	Encourages	2000	HJR 9 of 2000; Title 14, Delaware Code 4112D 2008 (Bullying Prevention Law)	In 2000, Delaware's Legislature recognized the state as a "State of Character" and urged citizens to promote character in schools, businesses, homes, churches and other places. The state signed a Bullying Prevention Law into effect in 2008 which includes many of the same principles as character education. Legislation enacted during the 1994-95 school year and generous resources support school-based intervention programs that positively effect school climate, discipline and safety. While schools are using resources to implement character education, legislators intentionally avoided using the specific term "character education" due to past objections to the term "values education." In May, 2001, Delaware hosted it's first Character Rally, a two-day event founded by Junior Achievement of Delaware to provide a fundamental understanding of ethics and the importance of building character in the lives of youth. More than 5,000 eighth graders attended. In 2003 Governor Minner declared that Character Education would become part how youth are educated and not a separate class. Delaware hosted the "Don't Laugh at Me" project and held many follow up training sessions for schools throughout the state.	"The District is committed to support each school in their adoption of a school-wide bully prevention program. Each school is directed to develop or adopt a school-wide bully prevention program that is research-based. Each school will strive to meet these goals: Reduce existing bullying problems among students, Prevent development of new bullying problems, Achieve better peer relations and staff-student connections at school" (2008 Bullying Prevention Law).	Robin Case, Program Manager, Delaware Department of Education, John G. Townsend Building, 401 Federal Street, Suite #2 Dover, DE 19901-3639 Tel (302) 857-3320 Fax (302) 739-1780 rcase@doe.k12.de.us <a href="https://www.doe.k12.de.us/programs/climate/default.shtml">https://www.doe.k12.de.us/programs/climate/default.shtml</a>	Robin Case or Regina Greenwald, School Climate and Discipline, Delaware Department of Education Tel (302) 857-3320 rcase@doe.k12.de.us; <a href="mailto:rgreenwald@doe.k12.de.us">rgreenwald@doe.k12.de.us</a>

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District of Columbia	Does not have CE legislation	N/A	N/A	The Office of the State Superintendent of Education held an Evening Policy Forum on December 11, 2007 entitled "Establishing School Climate for Academic Success." This forum included references to character education and CEP. Previously, the District of Columbia received a federal grant through "The Partnerships in Character Education Project Program" to implement character education programs from 2000-2005, but research has not yielded any more information. The grant aimed to help "design a reform model to connect character-building content and instructional strategies with existing curriculum standards, and to improve overall school climate" for 11 DCPS schools, serving 6,926 students (six elementary schools, two middle/junior high schools, and three senior high schools located in each of the District of Columbia's eight Wards). (Character Education Project Abstract)	N/A	N/A	N/A
Florida	Mandates	1999	House Bill 365 of 1999 (Florida Statutes Sections 233.061 and 230.2316 amended) Senate Bill 20E of 2002	The 1998 Florida Legislature first authorized character education instruction in elementary schools. In 1999, House Bill 365 amended Florida Statutes, Section 233.061, requiring that a character-development program be provided in elementary schools, and that the program be similar to Character First or Character Counts. The statute requires programs to be secular in nature and stress such character qualities as attentiveness, patience, and initiative. Also amended in 1999 was Florida Statutes, Section 230.2316, requiring all dropout prevention and academic intervention programs to provide character development and law education. In 2002, Florida Legislature's passage of Senate Bill 20E required a character-development program in kindergarten through grade 12 beginning in the 2004-2005 school year. The State of Florida Advisory Committee on Character Education (SACCE), established in 1999, assists school districts in responding to the mandated character education initiatives.	"Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation" (Senate Bill 20E of 2002).	Florida Department of Education, 325 West Gaines Street, Suite 424, Tallahassee, FL 32399-0400 Tel (850) 245-0760 http://www.fdoe.org/bii/Curriculum/Social_Studies/ce.asp	Claudia Hunter, Character Education Consultant, The Golden Rule Foundation Tel (727) 399-8476 claudiahunter@tampabay.rr.com
Georgia	Mandates	1997	Title 20, Chapter 2, Article 6 of the Official Code of Georgia amended with 20-2-145	In 1997, legislation required character education based on 27 traits centering around citizenship, respect for others, and respect for self. This character curriculum became part of the Georgia Quality Core Curriculum Standards required in elementary, middle schools, and high schools in the state.	"The State Board of Education shall develop by the summer of the 1997-1998 school year a comprehensive character education program for levels K-12. This comprehensive character education program shall be known as the 'character curriculum' and shall focus on the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, respect for the creator, patience, creativity, sportsmanship, loyalty, perseverance, and virtue. Local boards may implement such a program at any time and for any grade levels, and the state board shall encourage the implementation of such plan. All laws and parts of laws in conflict with this Act are repealed" (Official Code of Georgia, Annotated 20-2-145a in 2002).	Jeff Hodges, Education Administration Specialist, Title IV Safe and Drug-Free Schools and Communities, Georgia Department of Education, 1754 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334 Tel (404) 463-7891, Fax (404) 463-0441; jhodges@doe.k12.ga.us	Connie Lane, Grants Administrator, Kennesaw State University Tel (678) 797-2012 clane@kennesaw.edu
Hawaii	Supports without legislation	2005	Board Policy 2101 of 1997; Redesignated as Board Policy 2109 on 11/03/05	The Hawaii Legislature adopted character education as policy in 2001, but the bill was carried over to the 2002 legislative session. As of late, the bill has been neither passed nor vetoed. If passed, this bill would require schools to teach character education. In 2005, the State Board of Education designated Board Policy 2109, supporting character education an effective and valuable teaching resource.	"In Hawaii, the Board of Education has adopted character education as a policy...The purpose of this Act is to require public schools to teach character education in grades kindergarten through 12." Section 302A will be amended as follows: "Instruction in character education. The department shall require all public schools to instruct students in kindergarten through grade twelve, in character education. Schools shall design activities, including using the department's curriculum models on character education, to incorporate six elements of character: caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness" (House Bill 437 of 2001). "The vitality and viability of our democratic way of life are dependent on all students developing into responsible and caring citizens who respect themselves, others, and the world in which they live. Character education is the process through which students are provided opportunities to learn and demonstrate democratic principles and core ethical values such as civic responsibility, compassion, honesty, integrity, and self-discipline" (Board Policy 2109 of 2005).	N/A	N/A
Idaho	Does not have CE legislation	2000	House Bill 752 of 2000, not enacted into law	Though not enacted into law, legislators proposed amending Title 33 of the Idaho Code by adding Chapter 54, an "Ethics, Principles AND Virtue Education Fund." This fund would have promoted voluntary character education in schools and provided grants to public elementary school teachers of up to \$150 to provide character education curricular materials and lessons to students. However, beginning in 2010, the Idaho State Board of Education will add character education as a content area to the Idaho Code.	"Every educator has great opportunity to influence children through reinforcement of parents' training and further complementary education in ethics, principles and virtue; that "The Book of Virtues" and "The Children's Book of Virtues," edited by William Bennett, and George Washington's "Rules of Civility" are premier examples of writings suitable and effective for instilling ethics, principles and virtue in students" (House Bill 752 of 2000).	Matt McCarter, Coordinator, Safe and Drug Free Schools, 21st Century Community Learning Centers, State Department of Education 650 W. State St., PO Box 83720, Boise, ID 83720-0027 T (208) 332-6961 MAMccarter@sde.idaho.gov http://www.sde.idaho.gov/CharacterEducation/default.asp	N/A

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Illinois	Mandates	1998	Illinois Children's Mental Health Act of 2003 (Public Act 93-0495, Senate Bill 1951 of 2003); House Bill 1336 of 2005 (amended language originally defined in 1998)	In 2005, Illinois legislation mandated character education in all public schools. In 2007, Illinois received a grant of nearly \$500,000 grant for character education. The U.S. Department of Education Partnerships in Character Education Program awarded the money to Illinois to develop pilot programs at eight high schools to teach skills for success in life. The four year program funded by the grant will allow the Illinois PBIS Network to work with these eight public high schools to integrate school-wide positive behavior supports and character education as part of their curriculum.	"Every public school teacher shall teach character education, which includes the teaching of respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise pupils' honesty, kindness, justice, discipline, respect for others, and moral courage for the purpose of lessening crime and raising the standard of good character" (House Bill 1336 of 2005). "The State of Illinois has recognized the significant impact of children's mental health on student ability to learn, propensity for violence and likelihood of involvement in other delinquent behavior. Therefore, the state called upon the Illinois State Board of Education (ISBE) to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois learning standards" (Illinois Children's Mental Health Act of 2003).	N/A	Judy Taylor, Youth Development Educator, University of Illinois Extension School, Tel (217) 782-6515 jmtaylor@illinois.edu
Indiana	Mandates	1937	Indiana Code 20-10.1-4-4 (Morals Instruction)	In 1995, the Indiana General Assembly passed a mandate for good citizenship education and delineated 13 character qualities necessary for Indiana Citizens. This legislation was a restatement of similar passages of statutes enacted in 1937 and 1975. To accomplish the objectives of the legislation, the Indiana Department of Education partnered with Anderson University in 2000 to create the Center for Character Development to promote character education in Indiana's schools and communities. The state also created the "Partners for Good Citizenship: Parents, Schools, Communities" guide for all stakeholders working on effective character education.	"Each public and non-public school teacher, employed to instruct in the regular courses of the first twelve (12) grades, shall present his instruction with special emphasis on honesty, morality, courtesy, obedience to law, respect for the national flag, the constitutions of the United States and of Indiana, respect for parents and the home, the dignity and necessity of honest labor and other lessons of a steady influence, which tend to promote and develop an upright and desirable citizenry. The state superintendent shall prepare outlines or materials for this instruction and incorporate them in the regular courses of these twelve (12) grades" (Indiana Code 20-10.1-4-4, Morals Instruction. Formerly: Acts 1975, P.L. 240, SEC.1).	Stefonie Sebastian, Indiana Department of Education, Service-Learning Specialist, Office of Curriculum & Instruction, 151 West Ohio Street, Indianapolis, IN 46204 Tel (317) 232-9153 Fax (317) 232-9121 ssebast@doe.in.gov; http://reading.indiana.edu/chared/	Same as Department of Education contact
Iowa	Encourages	2003	Iowa Code, Section 256.18 (House File 2454 of 2002)	Founded in 1997, the Institute for Character Development at Drake University recognizes, enhances and sustains the positive qualities of Iowans in order to promote civility through character development. Its vision is that every Iowan embrace and practice good character by demonstrating trustworthiness, respect, responsibility, fairness, caring and citizenship. In 2002, the Iowa Legislature passed a bill encouraging character education in schools. The 2007 Iowa Legislature adopted a new law that requires school districts to have anti-harassment and anti-bullying policies.	"...each school is encouraged to instill the highest character and academic excellence in each student, in close cooperation with the student's parents, and with input from the community and educators. Schools should make every effort, formally and informally, to stress character qualities that will maintain a safe and orderly learning environment, and that will ultimately equip students to be model citizens. These qualities may include caring, civic virtue and citizenship, justice and fairness, respect, responsibility, trustworthiness, giving, honesty, self-discipline, respect for and obedience to the law, citizenship, courage, initiative, commitment, perseverance, kindness, compassion, service, loyalty, patience, the dignity and necessity of hard work, and any other qualities deemed appropriate by a school...The department of education shall assist schools in accessing financial and curricular resources to implement programs stressing these character qualities..." (Iowa Code, Section 256.18).	Cyndy Erickson, Learning Supports Consultant, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 Tel (515) 281-8514 Cyndy.Erickson@iowa.gov	Eric D. Martin, Director of Outreach, CHARACTER COUNTS! In Iowa, 1213 25th Street, Des Moines, IA 50311 Tel (515) 271-1995 Fax (515) 271-1907 eric.martin@drake.edu, www.CharacterCountsIowa.org
Kansas	Encourages	2007	Senate Bill 68, Sec 5(a) of 2007	KSA 72-8256 requires schools to adopt and implement a plan to address cyber bullying, adopt policies to prohibit bullying, and adopt and implement a plan to address bullying, which must include provisions for training and education of staff and students. A 2007 Senate Bill requires the State Board of Education to provide technical assistance for character education upon request from individual school districts. Kansas notes six important elements of character: caring, civic virtue, justice and fairness, respect, responsibility, and trustworthiness.	"Upon request of a school district, the state board shall assist in the development of a grade appropriate curriculum for character development programs which may be offered to students in the school district. Nothing in this subsection shall be construed as requiring the state board to develop a new curriculum or a new character development program. 'Character development program' means a program which is secular in nature and which stresses character qualities. 'Character qualities' means positive character qualities which include, but is not limited to, honesty, responsibility, attentiveness, patience, kindness, respect, self-control, tolerance, cooperation, initiative, patriotism and citizenship" (Senate Bill 68, Sec 5(a)).	Kent Reed, Counseling Education Consultant, Character Education Project Director, Kansas State Dept. of Education, 120 SE 10th Ave., Topeka, Ks. 66612-1182 Tel (785) 296-8109 Fax (785) 296-3523 kreed@ksde.org http://www.schools.utah.gov/curr/lifekills/C har_Ed.htm or http://www.ksde.org/Default.aspx?tabid=1799	Sue Kidd, Resource Specialist, Kansas State Department of Education, Tel (785) 863-3425 sue.kidd@greenbush.org
Kentucky	Mandates	2000	House Bill 157 of 2000	In 2000, with the addition of Chapter 162, Kentucky amended Chapters 156 and 158 of the KRS to mandate character education in school curricula. With the passage of this bill, the Kentucky Board of Education must provide direction to schools and districts as they develop character education programs, identify useful teaching and strategies and instructional materials, and generally help schools incorporate character education throughout the curriculum.	"...character education means instructional strategies and curricula that instill and promote core values and qualities of good character in students including altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline; reflect the values of parents, teachers, and local communities; and improve the ability of students to make moral and ethical decisions in their lives" (Chapter 162, Section 1 of KRS. New chapter created in House Bill 157 of 2000).	Brigette Stacy, Leadership & Instructional Support, Kentucky Department of Education, 500 Mero Street, 17th Floor CPT, Frankfort, KY 40601 Tel (502)564-4201 Brigette.Stacy@education.ky.gov	Mary Andres Russell, Character Council of Greater Cincinnati & Northern Kentucky, Tel (513) 467-0170 mrussell@charactercincinnati.org www.charactercincinnati.org
Louisiana	Encourages	1998	House Bill 102 of 1998 Bulletin 741	In 1998, the Louisiana Legislature voted to require that the Department of Education establish a character education clearinghouse and distribute information to all districts on various character education nonsectarian practices, models and potential funding sources. The law states that any city or parish school system may offer a character education curriculum, but does not require them to do so, effectively permitting parish school boards to offer character education curricula. The state's role as an information disseminator is clearly defined, as no single program or set of character traits are included. Additionally, a 1999 bill requires that students address all school employees as "ma'am" or "sir." This "school manners" law was the first to be passed in the country and it has led to other states considering similar legislation.	"Districts shall develop a character education philosophy and implementation plan consistent with locally developed curriculum" (Bulletin 741). Any city or parish school system may offer a nonsectarian character education curriculum pursuant to the provisions of the Section in kindergarten through grade twelve, which focuses on the development of character traits such as honesty, fairness, respect for self and others, or other character traits as determined by individual school communities... The State Board of Elementary and Secondary Education shall provide a clearinghouse for information on nonsectarian practices in character education programs within Louisiana and across the nation in order to assist public elementary and secondary schools in improving character education. Clearinghouse information shall include information about comprehensive character education programs or curricula, which focus on the development of character traits such as honesty, fairness, and respect for self and others." (House Bill 102 of 1998).	Nancy Beben, Director Division of Curriculum Standards Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804 T (225) 219-0835 F (225) 219-0474 Nancy.Beben@la.gov www.louisianaschools.net	N/A

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Maine	Encourages	1999	Title 20-A of Maine Statutes, Section 254.11. (Added to Statutes as Chapter 351 in 1999) and "Personal and Global Stewardship" section of the 1997 Learning Results passed by the Maine Legislature	Title 20-A, Section 254.11 of the Maine Statutes (passed in 1999 and amended from 1821 Maine Law) established "Statewide Standards for Behavior." These standards call for the teaching and modeling of values that will result in educating successful students of good character. The importance of character is implied throughout the language of Maine's <i>Common Core</i> , as well as in academic standards of learning formally adopted by the Maine Legislature in 1997.	"In consultation with organizations representing school boards, school administrators, teachers, parents and other interested local officials and community members, the Commissioner shall develop statewide standards for responsible and ethical student behavior. The standards must require annual reporting of incidents of violent and harmful behavior by or against students to the department by school administrative units. The department shall provide forms for reporting" (Title 20-A of Maine Statutes, Section 254.11). "Responsible citizenship requires awareness and a concern for oneself, others, and the environment. It involves interactions not only within the self and family, but between the self and friends, the community, the nation, and the world. It includes the knowledge and care of all dimensions of our selves as humans, an understanding of the group process, and a willingness to exercise the rights and responsibilities of citizenship" (1997 Learning Results, Maine Legislature).	Susan Corrente, Esq., Maine Department of Education, 23 State House Station, Augusta, ME 04333 Tel (207) 624-6620 susan.corrente@maine.gov; <a href="http://www.maine.gov/education/cep/homepage.htm">http://www.maine.gov/education/cep/homepage.htm</a>	N/A
Maryland	Encourages	1979	SH 122 of 1979: Governor's Commission on Values Education; Maryland Code, Section 7-304 (House Bill 1495 of 2006)	The Maryland Legislature introduced Senate Bill 737 in 2000 to mandate that all Maryland public schools develop curricula to teach character education, but the bill was not passed. However, state legislation does encourage character education. In 1979, a resolution established the Governor's Commission on Values Education. This Commission had 51 recommendations which encouraged local school systems to adopt the state's citizen and character objectives as their own, and to begin action immediately with existing resources. Though this commission was disbanded after the completion of their report in 1983, all 24 local school systems have worked since then to integrate character education into their curricula. Maryland was the first state to appoint a statewide character education coordinator. In 2006, Section 7-304 of the Maryland Code was amended to alter the standard by which a county board of education and the Board of School Commissioners of Baltimore City must require certain elementary schools to implement a positive behavioral intervention and support program.	Maryland's Commission on Values Education lists the following goals. Character objectives: integrity and honesty; duty to self, family, school, and community; self-esteem; respect for the rights of all persons; recognition of the rights of others to express differing views; sense of justice; compassion for others; discipline and pride in one's work; respect for one's property and the property of others; and courage. Citizenship objectives: patriotism; democracy; understanding of global societies; respect for the rule of law; respect for authority at the local and national levels; allegiance to democratic systems of government; importance of an independent court system; and acceptance of citizenship responsibilities. "The purpose of this section is to require each county board of education to provide a continuum model of prevention and intervention activities and programs that encourage and promote positive behavior and reduce disruption" (Maryland Code, Section 7-304).	Paula McCoach, Character Education Specialist, Maryland State Department of Education, Division of Student, Family and School Support, Youth Development Branch, 200 West Baltimore Street, Baltimore, MD 21201 Tel (410) 767-0047 Fax (410) 333-8010 pmccoach@msde.state.md.us <a href="http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/youth_development/character_ed.htm">http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/youth_development/character_ed.htm</a>	Barbara Luther, Consultant, Maryland Center for Character Education, Tel (703) 729-2912 bbluther@smartneighborhood.net
Massachusetts	Does not have CE legislation	1999	"A Foundation for Citizenship Through Character Education" partnership	In 1999, the Department of Education sponsored a conference on character education entitled, "Cultivating Character and Civility through the Curriculum Frameworks." This was the first in a series of initiatives in character education sponsored by the state. From 2000-2005, the Department of Education formed a partnership with Boston Public Schools (BPS), Hampshire Educational Collaborative (HEC), Center for the Advancement of Ethics and Character at Boston University (CAEC), and Lynch School of Education at Boston College. "A Foundation for Citizenship Through Character Education" brought together rural and urban school districts from across the state to develop critically needed and timely educational curricula to incorporate a K-12 character education initiative in rural districts of Western Massachusetts and in urban Boston. This pilot project aimed to provide a replicable model for schools that educate rural and/or urban youth, and that educate student populations that are diverse with respect to age, grade levels, and a host of other demographics.	N/A	Richard M. Salus, Massachusetts Department of Education, Office of Curriculum Standards, 350 Main Street, Malden, MA 02148 Tel (781) 338-6252 rsalus@doe.mass.edu	Mary McCarthy, Director of Community Relations and Character Education, Hudson Public School District, CAEC at BU, and the Massachusetts Department of Education Tel (978) 567-6107 mmccarthy@hudson.k12.ma.us
Michigan	Encourages	2004	2004 Michigan State Board of Education Policy on Quality Character Education; Senate Resolution 168 of 2008	In 2004, the Michigan State Board of Education designed a policy on quality character education. They recommended that the <i>Eleven Principles</i> be adopted, implemented and evaluated in all public schools in the state. Michigan identifies 6 traits on which to focus character education: responsibility, trustworthiness, respect, fairness, caring, and citizenship. Currently, four schools are participating in a comprehensive pilot program of the Michigan Model Character Education Partnership project. In March 2008, the Michigan Legislature approved a resolution to encourage school districts to adopt and implement character education programs that address bullying.	"The Michigan State Board of Education believes that there are two important reasons to teach character education in public schools. First, the well being of a democratic society requires the civic engagement of ethical citizens...Second, character education helps students learn" (2004 Michigan State Board of Education Policy on Quality Character Education). "Standards for student behavior must be set to produce an atmosphere that encourages students to grow in self-discipline. Character education programs include an anti-bullying curriculum that teaches students how to recognize and react to bullying as well as to develop character traits that reinforce self-discipline...therefore... we encourage school districts to adopt and implement character education programs that address the causes of and remedies to bullying" (Senate Resolution 168 of 2008).	Mary Teachout, CSHP-PANT Consultant, Coordinated School Health & Safety Programs, Grants Coordination & School Support, Michigan Department of Education, 608 W. Allegan St., Lansing, MI 48933 Tel (517)335-1730 Fax (517)373-1233 teachoutm@michigan.gov, <a href="http://www.michigan.gov/mde/0,1607,7-140-28753_38684_29233_29802---,00.html">http://www.michigan.gov/mde/0,1607,7-140-28753_38684_29233_29802---,00.html</a>	Same as Department of Education contact

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Minnesota	Encourages	2005	Minnesota Statutes 120B.232 House Bill 4162 of 2006	The Minnesota Department of Education supports districts' character education initiatives upon request. Minnesota Statutes encourage districts to integrate or offer character education programs encompassing qualities including truthfulness, respect for authority, self-discipline and respect for others; authorizes the use of available federal funds for these programs; and allows districts to accept private funding. In addition, a 2006 bill created a pilot program to allow school districts to receive money for purchasing character education curricula. In this bill, the commissioner of education was required to maintain a list of character education curriculum providers during the one-year grant period of 2006. Currently, the Minnesota Department of Education maintains a Web page that shares character education information and links, but does not specify providers.	"The legislature encourages districts to integrate or offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness. Instruction should be integrated into a district's existing programs, curriculum, or the general school environment. The commissioner shall provide assistance at the request of a district to develop character education curriculum and programs...The commissioner must first use federal funds for character development education programs to the extent available...Districts may accept funds from private and other public sources for character development education programs developed and implemented under this section" (Minnesota Statutes, 120B.232).	Connie Anderson, School Improvement, Minnesota Department of Education, 1500 Highway 36 West, Roseville, MN 55113-4266 Tel (651) 582-8750 Fax (651) 582-8517 connie.j.anderson@state.mn.us, http://education.state.mn.us/MDE/Learning_Support/Counseling_Character_Service_Learning/Character_Education/index.html	Joyce Swenson, Minnesota Center for Academic Excellence, Tel (507) 389-2461 jswenson@mnce.org
Mississippi	Encourages	1999	Senate Bill 2121 of 1999	In 1999, Mississippi passed a bill encouraging, but not requiring, character education in all K-12 public schools. In addition to encouraging focus on specific character traits, the bill amended the Mississippi Code of 1972 to require teachers to have all pupils say the Pledge of Allegiance and the pledge of the state of Mississippi at least once each month. However, the law specifically states that no pupil with a religious or conscientious objection shall be required to say these pledges.	"The local school boards of the public school districts of this state are hereby authorized, in their discretion, to develop and implement...a comprehensive program for character education in Grades K-12. This program of character education shall focus on students' development of the following character traits: courage, patriotism, citizenship, honesty, pride in quality work, fairness, respect for and obedience to the law, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty and perseverance..." (Senate Bill 2121 of 1999).	Chauncey Spears, Social Studies Specialist, Mississippi Department of Education, Office of Curriculum and Instruction, P.O. Box 771, Suite 330, Jackson, MS 39205 Tel (601) 359-2586 Fax (601) 359-2040 crspears@mde.k12.ms.us; http://www.mde.k12.ms.us/acad/id/character.html	N/A
Missouri	Supports without legislation	1988	CHARACTERplus organization	CHARACTERplus (formally known as PREP) was founded in 1988 by parents, educators, and business leaders to advance character education as an integrated, essential part of learning. In 1993, the concept of CHARACTERplus led to the establishment of Character Education Partnership (CEP) in Washington, DC. The U.S. Department of Education awarded CHARACTERplus a four-year grant in 1997 to spread character education throughout Missouri. Upon completion of this grant in 2001, the Missouri State Legislature voted to continue supporting this initiative by providing state funding. Currently, CHARACTERplus serves more than 700 schools, reaching 25,000 teachers and more than 360,000 students in Missouri, Illinois, and Kansas. Services include trainings, resources, collegial meetings, scholarships to conferences, and community collaboratives that focus on character and moral development, ethics, literacy, service learning, bully & sexual harassment prevention & intervention, etc. It is now the nation's largest community-wide response to character education.	N/A	Joan Krusor Davis, State Coordinator, Missouri Character Education Project, 301 Sherry Lane, Branson, MO 65616, Tel (417) 334-1188 krusordavis@earthlink.net; http://www.characterplus.org/default.asp or Liz Gibbons, Director, CHARACTERplus, 1460 Craig Road, St. Louis, MO 63146 Tel (314) 692-9728 Fax (314) 692-9788 lgibbons@csd.org; www.characterplus.org	Steven Suess, CHARACTERplus, Tel (314) 401-6252 suessfamily@yahoo.com
Montana	Supports without legislation	2005	Senate Joint Resolution 12 of 2005, Montana Board of Public Education and Montana's Character Education Project (HR2)	In 2005, the Montana Board of Public Education approved a policy that requires all Montana school districts to implement bullying, intimidation, and harassment prevention policies and to proactively address bullying prevention. A list of suggested measures was provided to districts, as well as an accountability mechanism. The policy is located at ARM 10.55.701(3)(g) and ARM 10.55.801. Also, Montana's Character Education Project strives to promote American Indian academic achievement in Montana through the effective use of character education. This HR2 grant project is unique in that it focuses on the values and cultural traditions of Montana tribes and is particularly effective in districts with American Indian student populations and/or multi-cultural backgrounds. Currently, 10 Montana school districts with significant American Indian student populations participate in this project.	The HR2 model promotes..."school leadership directing and modeling the re-form by promoting, reinforcing, and encouraging the incorporation of character education in all programs, discipline and activities; creation of a positive and inclusive school climate; development of a sense of school and community belonging; promotion of community/parental involvement; alignment of activities to educational research and the underlying principles of character education; use of culturally relevant curriculum and activities...implementation of non-punitive, redirected behavioral strategies promoting positive student behavior..." (Montana's Character Education Project). Schools and districts are encouraged to "...provide students with learning opportunities through community service; offer extracurricular activities that provide for involvement in the school and community; and encourage student participation in school governance" (Senate Joint Resolution 12 of 2005).	Madalyn Quinlan, Chief of Staff, Montana Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501 mqinlan@mt.gov phone: 406-444-3168	N/A
Nebraska	Mandates	1996	Nebraska Statutes, Chapter 79, Sections 725, 726, and 727	In 1927, Nebraska introduced legislation defining the schools' role in character education. In 1996, personal characteristics such as honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States, and the Constitution of the State of Nebraska were identified in Nebraska Law 79-725 as desirable attributes for Nebraska citizens. The law also mandates that the Commissioner of Education provide suggestions for character education for all K12 schools in the state. Any person who does not comply with this law will be subject to a misdemeanor. Nebraska Character Education Guidelines can be found at http://www.nlc.state.ne.us/epubs/E2000/H091-2002.pdf	"Each teacher employed to give instruction in any public, private, parochial, or denominational school in the State of Nebraska shall arrange and present his or her instruction to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the national flag, the United States Constitution, and the Constitution of Nebraska, respect for parents and the home, the dignity and necessity of honest labor, and other lessons of a steady influence which tend to promote and develop an upright and desirable citizenry" (Nebraska Statutes, Chapter 79, Section 725).	Larry Starr, Project Co-Director, Character Education, Nebraska Department of Education, 301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509 Tel (402) 471-2449 larry.starr@nebraska.gov, http://www.nde.state.ne.us/CHARACTERED/index.html	N/A

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Nevada	Does not have CE legislation	2002	Nevada Character Education Project (NCEP), Nevada Department of Education	From 2002-2006, the Nevada Character Education Project (NCEP) received a grant to partner with the Nevada Department of Education, the Washoe School District, the Nevada Attorney General's Office and WestEd. The project included the design, development and implementation of an effective character education program to teach values such as caring, civic virtue and citizenship, justice and fairness, respect, responsibility and trustworthiness to students. A comprehensive literature review of best practices in character education was conducted and guided by the <i>Eleven Principles</i> . Participants utilized Nevada state standards adopted by the Nevada Council as a vehicle to embed character education into daily lessons. In the 2007, character education was included in the "Discretionary Grants-Unrestricted (B/A 2706)" category of Nevada's education programs.	N/A	Michael Fitzgerald, Project Director, Nevada Character Education Project, Nevada Department of Education, Office of Special Education, ESEA, & School Improvement, 700 East Fifth Street, Carson City, NV 89701 Tel (775) 687-9168 Fax (775) 687-9250 mfitzgerald@doe.nv.gov	N/A
New Hampshire	Does not have CE legislation	1993	House Bill 1162 of 2004	In 1993, New Hampshire established a values program for its teachers. A new state rule required educators who desired recertification to complete five hours of instruction in character and citizenship education. (These hours were included in the 50 hours of professional development that teachers must accumulate every three years to maintain certification.) To provide technical assistance in meeting this new rule, the New Hampshire Department of Education formed an advisory group of professionals from school districts, teachers unions, principals associations, and teacher education programs. This group now encompasses staff development committees, regional workshop centers, and liaisons with national character education organizations. In 1995, the state received a Safe and Drug Free Schools and Communities Grant to address the occurrence of violent incidences on school grounds. In 2004, House Bill 1162 amended RSA 193-F, the Pupil Safety and Violence Prevention Law, to require that school boards have a safety and violence prevention policy.	"Each local school board shall adopt a pupil safety and violence prevention policy which addresses pupil harassment, also known as "bullying", and which is consistent with the provisions of this chapter...Any school employee, or employee of a company under contract with a school or school district, who has witnessed or has reliable information that a pupil has been subjected to insults, taunts, or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response that violates the school bullying policy shall report such incident to the principal, or designee, who shall in turn report the incident to the superintendent and the school board" (House Bill 1162 of 2004).	Kenneth Reihan, Consultant for Social Studies & World Languages, New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301, Tel (603) 271-6151, kreihan@ed.state.nh.us	N/A
New Jersey	Does not have CE legislation	2000	New Jersey Character Education Partnership (NJCEP) Initiative; Executive Order Number 9 of 2002; Senate Bill 1749 of 2006; N.J.A.C. 6A: 16-7.6	In 2000, the Governor established the New Jersey Character Education Partnership (NJCEP) Initiative. The purpose of this initiative is to assist public school educators in adopting character education programs that will meet the developmental needs of students by promoting pro-social student behaviors and creating a caring, disciplined school climate conducive to learning. The Governor's FY 2003 budget provided \$4.75 million to public school districts, charter schools and state facilities to support character education program development and implementation during the 2002-03 school year. In 2002, the governor of New Jersey signed an executive order which established The New Jersey Character Education Commission. This commission now reviews best practices for character education and sets forth options for communities and school districts to undertake the development of community-based character education programs. In 2006, Senate Bill 1749 required boards of education to offer elementary school students instruction in gang violence prevention. Additionally, N.J.A.C. mandates that each district school board adopt a set of core ethical values to guide student behavior, with input from the local community.	"The Commission shall consider programs that: teach students the importance of character traits such as integrity, fairness, respect, responsibility, and citizenship; incorporate character education through the existing curriculum; create schools that are safe; create classroom environments that promote effective learning and encourage students to respect one another; teach students how to solve conflicts fairly and respectfully without resorting to intimidation or violence; develop leadership skills and offer students opportunities to serve others; and engage parents and the entire community in cooperative efforts to build and model good character" (Executive Order Number 9, 2002). "Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs" (Senate Bill 1749 of 2006). "Each district board of education shall develop, adopt and implement a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school-sponsored functions, and, as appropriate, for conduct away from school grounds... The code of student conduct shall be based on parent, student and community involvement which represents, where possible, the composition of the schools and community... The code of student conduct shall be based on locally determined and accepted core ethical values adopted by the district board of education" (N.J.A.C. 6A: 16-7.6).	New Jersey Department of Education, Office of Program Support Services, Tel (609) 292-5935 <a href="http://www.state.nj.us/education/ched/su">http://www.state.nj.us/education/ched/su</a> <a href="http://www.rucharacter.org/">http://www.rucharacter.org/</a>	Dr. Phil Brown, Director, Center for Social and Character Development at Rutgers University and the New Jersey Department of Education, Tel (732) 445-7504, ext. 21 pmbrown@rci.rutgers.edu

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New Mexico	Does not have CE legislation	1994	Character Counts! New Mexico; New Mexico Standards for Excellence, 6.30.2.8	In 1994, approximately 30 community leaders formed Character Counts! New Mexico in Albuquerque. The Council has organized itself into both standing and ad hoc work groups to develop plans to broaden Character Counts! in New Mexico. Section 6.30.2.8 of the New Mexico Standards of Excellence, passed in 1996, identified the personal qualities of individuals that New Mexico schools and communities should recognize and promote in character education to achieve student success as responsible, productive, and caring citizens. In 2004, the US Department of Education awarded funds to a new venture - The New Mexico Character Education Partnership - which brought together the New Mexico Public Education Department, Albuquerque Public Schools and NM School districts/charter schools in a project to build statewide leadership for sustainable character education in New Mexico. The partnership funded 30 three-year projects to establish character education in schools and communities in the following core values: trust, respect, responsibility, fairness, caring and citizenship.	"New Mexico schools and communities recognize and promote character education as a means to achieve student success as responsible, productive, and caring citizens. New Mexico high school graduates will become successful, productive members of their communities, the nation, and the world by acquiring the qualities to: learn and perform at their full potential as well as appreciate and develop individual creativity; exhibit a positive self-concept; accept personal responsibility; make decisions which promote good health; respect themselves, others, and the environment; respect the democratic principles, authority, responsibilities, and privileges guaranteed by the U.S. Constitution and its amendments; and understand the importance of honesty, dependability, integrity, and hard work" (New Mexico Standards for Excellence, 6.30.2.8).	Pat Concannon, Humanities Bureau, Social Studies Administrator and Character Education Project Director, New Mexico Public Education Department, 300 Don Gaspar, Santa Fe, NM 87501 Tel (505) 827-6525 Fax (505) 827.6694 patann.concannon@state.nm.us; http://sde.state.nm.us/Humanities/CharacterEd/index.html	N/A
New York	Mandates	2000	Project SAVE (Safe Schools Against Violence in Education Act)	In 2000, the New York Assembly enacted Project SAVE, the Safe Schools Against Violence in Education Act. This provided for codes of conduct on school property, school safety plans; uniform violent incident reporting system; protection of school employees; omnibus school violence prevention grant program; and instruction in civility, citizenship and character education. In January 2002, Bill Number A4816 was referred to the Committee on Education to require the development of curricula in character education. As of yet, it has not been passed.	"New York's schools must develop comprehensive plans to be prepared to intervene in and to manage difficult and violent situations, to work with community partners to initiate proven prevention and intervention strategies which address risk factors for potential violence in local communities, to adopt civility, citizenship and character education programs to create an environment of respect and responsibility among all members of the school community...Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community" (Project SAVE, 2000).	Dr. Phil Fusco, Academy for Character Education at the Sage Colleges, Tel (518) 244-2336, docwase@aol.com	Dr. Phil Fusco, Academy for Character Education at the Sage Colleges, Tel (518) 244-2336, docwase@aol.com
North Carolina	Mandates	2001	Student Citizen Act of 2001 (House Bill 195 of 2001)	The Student Citizen Act of 2001 (SL 2001-363) was passed into law by the North Carolina State Legislature. This act requires every local board of education to develop and implement character education instruction with input from the local community.	"The instruction shall be incorporated into the standard curriculum and should address the following traits: courage (having the determination to do the right thing even when others don't and the strength to follow your conscience rather than the crowd; and attempting difficult things that are worthwhile); good judgment (choosing worthy goals and setting proper priorities, thinking through the consequences of your actions, and basing decisions on practical wisdom and good sense); integrity (having the inner strength to be truthful, trustworthy, and honest in all things; and acting justly and honorably); kindness (being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated); perseverance (being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures)..." (The Student Citizen Act of 2001).	Deborah G. Prickett, Character Education Consultant, Program Monitoring & Support Division, Support Services Section, North Carolina Department of Public Instruction, 6350 Mail Service Center, Raleigh, NC 27699-6350 Tel (919) 807-3949 Fax (919) 807-3322 dprickett@dpi.state.nc.us; http://www.ncpublicschools.org/charactereducation/	Same as Department of Education contact
North Dakota	S		North Dakota Century Code, Article 15-38-10; North Dakota Constitution, Article 8, Section 3	Courses in Character Education are not mandated by the state. The Coalition for Character Education in North Dakota (CCEND) is an organization of stakeholders and partners formed in response to the Partnerships in Character Education Pilot Projects Grant received in 1999. The North Dakota Department of Public Instruction Division of Independent Study received the grant under the U.S. Department of Education Fund for the Improvement of Education. (The grant administration was then moved to the School Health Unit within DPI.) The coalition coordinates character education activities and shares ideas and information between partners.	"Each teacher in the public school must provide moral instruction tending to impress upon the minds of pupils the importance of truthfulness, temperance, purity, public spirit, patriotism, international peace, respect for honest labor, obedience to parents and deference to old age" (North Dakota Century Code, Article 15-38-10). "In all schools instruction shall be given as far as practicable in those branches of knowledge that tend to impress upon the mind the vital importance of truthfulness, temperance, purity, public spirit, and respect for honest labor or every kind" (North Dakota Constitution, Article 8, Section 3).	Drinda Olsen, Coordinator, Coordinated School Health, North Dakota Department of Public Instruction, 600 E. Boulevard Ave., Dept. 201, Floors 9, 10, and 11, Bismarck, ND 58505-0440 Tel (701) 328-2269 dolsen@nd.gov; http://www.dpi.state.nd.us/characed/index.shtml	N/A



State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Ohio	Encourages	1990	Character Education in Ohio: Sample Strategies, Ohio State Board of Education and Ohio Department of Education (1990); House Bill 181 of 2001; H.C.R. 28 of 2002; 123 H.B. 282; 123 H.B. 640; 123 S.B. 237; 123 S.B. 245	In 1990, the Ohio State Board of Education and Department of Education produced a document to assist schools in implementing character education activities. This document included character trait inventories, character education needs assessments, and sample lesson plans for the classroom. In FY1999 and FY2000, the Ohio General Assembly appropriated \$1,050,000 for grants of up to \$50,000 for schools/districts to be used for character education. In 2002, H.C.R. 28 (a concurrent resolution) urged the citizens of Ohio to encourage positive leadership and youth character qualities. It designated Ohio as a "State of Character" and requested that Congress take action to promote character education. Currently, Ohio Partners in Character Education (OPCE), with the Department of Education, facilitates character education programs in Ohio schools and communities and provides professional development, advocacy, a statewide character network, and the Ohio Schools of Character Awards. Current social studies academic content standards also include character education.	"...up to \$50,000 in each fiscal year shall be used to develop, produce, or otherwise obtain a distance learning program, a video presentation, or other method of offering instruction in character education to multiple school districts. The program, presentation, or other method of instruction shall be made available to all school districts. The remainder...shall be used by the Department of Education to provide matching grants of up to \$50,000 each to school districts to develop pilot character education programs (House Bill 181 of 2001).	Dr. Lucy Frontera, Executive Director, Ohio Partners in Character Education (joint initiative of the Ohio Department of Education and the Ohio Better Business Bureau), 1169 Dublin Rd., Columbus, OH 43215 Tel (614) 893-9971 or (614) 486-6531, ext. 137 Fax (614) 486-6631, frontera@pipeline.com, www.charactereducationohio.org	Same as Department of Education contact
Oklahoma	Encourages	1999	The Oklahoma State Legislature established a character education grant program in House Bill 1704 in 2005.  Initial funding for the character education programs was later provided through House Bill 1133 in 2007.  The grants are administered through the Oklahoma State Department of Education as the Oklahoma Schools of Character Grant.	In 2005, House Bill 1704 amended this new law to authorize every school district in the state to develop character education for grades K-12. It also mandated that the State Board of Education develop a Web site that includes a list of character education programs, materials, and reading list to be used by districts; start a character education honor roll to recognize districts that had successfully implemented character education programs; and award grants of up to \$1,000 to 10 school districts to implement comprehensive character education programs. In 2007, HB 1133 made available initial funding for state character education programs.	"The local school boards of the school districts of this state may develop and implement, at the beginning of the 1999-2000 school year, a comprehensive program for character education in grades kindergarten through sixth. This program of character education shall focus on students' development of character traits, the kind and manner found in available curriculum. The program of character education may include, but shall not be limited to, the voluntary reciting of the Pledge of Allegiance to the flag of the United States of America. The State Board of Education shall be available to all school districts with necessary technical assistance" (House Bill 1765 of 1999). "These character education grants were established by the State Legislature in 2005. Funds were appropriated in 2007 and again in 2008 for twenty \$1,000 grants to school districts to implement a pilot project that will lead to the establishment of a comprehensive districtwide character education program (HB 1133 of 2007)."	Lisa Pryor, Assistant Superintendent, School Improvement, Office of Innovation, Support and Alternative Education, Oklahoma State Department of Education, 2500 N. Lincoln Boulevard, Suite 315, Oklahoma City, OK 73105 Tel (405) 522.0276 Fax (405) 522.0496 lisa_pryor@sde.state.ok.us; http://sde.state.ok.us/Programs/Character/default.html	N/A
Oregon	Encourages	1999	Oregon Revised Statutes 336.067 and 336.181	In 1999, Oregon revised its Statutes, with Section 336.181, to encourage character education in all public schools for grades K-6. In 2005, the Oregon Legislature revised the list of character traits that should be taught in schools with Section 336.06. In addition, the Oregon Character Education Partnership was established in 2001 to increase the capacity to establish comprehensive character education programs in Oregon schools that will foster high academic achievement and good character in students; and improve student achievement, attitudes and behaviors, staff morale, and community support.	"In public schools special emphasis shall be given to instruction in: honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States and the Constitution of the State of Oregon, respect for parents and the home, the dignity and necessity of honest labor and other lessons that tend to promote and develop an upright and desirable citizenry; respect for all humans, regardless of race, color, creed, national origin, religion, age, sex or disability; acknowledgment of the dignity and worth of individuals and groups and their participative roles in society; humane treatment of animals; the effects of tobacco, alcohol, drugs and controlled substances upon the human system..."(Oregon Revised Statutes, 336.067). "Each school district is encouraged to use in the schools of the district that educate students in kindergarten through grade six: the Character First! Education Series...or a similar program on character development...secular in nature" (Oregon Revised Statutes, 336.181).	Andrea Morgan, Education Specialist, Social Sciences Curriculum, Advanced Placement Incentive Program and Test Fee Program, Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310-0203, Tel (503) 947-5772 andrea.morgan@state.or.us	N/A
Pennsylvania	Encourages	1999	Act 36 of 1999; Act 70 (House Bill 564) of 2004, which amended Article 15-E in the Pennsylvania Public School Code	Passed in 1999, Act 36 provided grants for schools to provide safety-related technology, personnel, or programs for their students. More recently, Act 70 of 2004 amended Article 15-E in the Pennsylvania Public School Code by encouraging character education in all Pennsylvania K-12 schools. Specifically, the bill defined character education, established a character education advisory group, and outlined State Department of Education duties, including: establishing criteria for programming, providing resources and technical assistance to school districts, analyzing effective programs, disseminating information, and establishing the Character Education Grant Program to support schools. The Pennsylvania Alliance for Character Education (PACE) was an initiative of the Pennsylvania Service-Learning Alliance to support the integration of character education across Pennsylvania, but it dissolved in 2007.	'Character education' is defined as "a course of instruction designed to educate and assist students in developing basic civic values and character traits, a service ethic and community outreach...to improve the school environment and student achievement and learning...The program may include and teach: trustworthiness, including honesty, integrity, reliability and loyalty; respect, including regard for others, tolerance and courtesy; responsibility, including hard work, economic self-reliance, accountability, diligence, perseverance and self-control; fairness, including justice, consequences of bad behavior, principles of nondiscrimination and freedom from prejudice; caring, including kindness, empathy, compassion, consideration, generosity and charity; and citizenship, including love of country, concern for the common good, respect for authority and the law and community mindedness...Nothing in this article shall be construed to authorize a board of school directors...to establish...the program in such a manner that it instructs, proselytizes or indoctrinates students in a specific religious or political belief" (Act 70 of 2004).	Jeffrey Zeiders, Social Studies Advisor, Bureau of Teaching and Learning Support, Division of Standards and Curriculum, Pennsylvania Department of Education, 333 Market Street Harrisburg, PA 17126 Tel (717) 783-1832 Fax (717) 783-3946 jzeiders@state.pa.us http://www.paservicelearning.org/Pace/Legislation.htm. Other contact: Mary Ramirez, maramirez@state.pa.us	Len Marrella, Director, Center for Leadership and Ethics, Tel (610) 478-3000 lenmarrella@yahoo.com

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Rhode Island	Encourages	1997	House Resolution 387 of 1997 RI 2008 Public Laws, Chapter 08-220 (H7569 Sub A)	In 1997, House Resolution 387 endorsed the implementation of character development education in Rhode Island public schools. In 2000, the US Department of Education and the Rhode Island Department of Education jointly funded a pilot character development program called "Healthy Schools! Healthy Kids!" The program was built on the principles of social and emotional learning and the incorporation of current state and local reform efforts. The Rhode Island Character Education Partnership (RICEP) is currently engaged in a learning and planning year of a three year grant award. Years two and three will support the implementation of objectives in professional development, curriculum revisions, students' character development, parent and community involvement and support, promotion and recognition, and replication of RICEP programs throughout the state. RICEP maintains that there is no single formula for character education programs. They do use CEP's 11 Principles of Character Education as a guide for program design and implementation. The RI jointly funded pilot character development program ended in 2003. The RI Department of Education and RI Coordinated School Health Program - thrive - continue to support social emotional competencies and 11 Principles of Effective Character Education.	"Whereas, it is the mission of the Rhode Island public schools to provide all learners with the skills and knowledge needed to become successful, productive, and responsible members of society; now, therefore, be it resolved, that the Rhode Island General Assembly recognize that character education is one of those needed skills, and, therefore, endorse character education as an integral part of the teaching and learning process in the Rhode Island public schools; character education is defined as being based on eight key values: trustworthiness, respect, responsibility, fairness, caring, love of country, civic duty, and work ethic; and be it further resolved that no character development program in a public school shall undermine traditional religious values or lawful parental authority...[The Rhode Island Department of Elementary and Secondary Education will] encourage all public schools in Rhode Island to include character education as one of the features of their strategic plans and to adopt a statement of goals and objectives for character education" (House Resolution 387 of 1997). "This act allows training programs in school districts or public schools to teach pupils conflict resolution and mediation for resolving conflicts among pupils, and to develop a process for discussing harassment, intimidation or bullying with techniques for preventing and resolving conflicts without violence." (RI 2008 Public Laws, Chapter 08-220)	Dr. Midge Sabatini Manager, Coordinated School Health Program RI Department of Education 255 Westminster Street Providence, RI 02903 T (401) 222-8952 F (401) 222-4979 Midge.Sabatini@ride.ri.gov www.thriveri.org	N/A
South Carolina	Mandates	2000	South Carolina Code, Section 59-17-135 (Amended from 1976 Code)	In 1996, the State Department of Education received a four-year federal grant for design of a long-term plan and infrastructure development for character education programs. As the federal grant was concluding, the General Assembly passed the South Carolina Family Respect Act in 2000 and appropriated \$265,000 for character education in the Department of Education. This act mandated that each local school board develop a policy addressing character education and required that both policy and resulting programs be evaluated. In 2005, the South Carolina General Assembly passed comprehensive legislation to develop career clusters for students and increase high school graduation rates. Revising the code from the Family Respect Act, the legislature passed the South Carolina Education and Economic Development Act. In Section 59-17-135 of the South Carolina Code, this amended code outlined twenty-four character traits to be addressed in character education programs implemented by local school boards of South Carolina.	"Each local school board of trustees of the State must develop a policy addressing character education. Any character education program implemented by a district as a result of an adopted policy must, to the extent possible, incorporate character traits including, but not limited to, the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue. Local school boards must include all sectors of the community, as referenced in subsection (A)(4), in the development of a policy and in the development of any program implemented as a result of the policy. As part of any policy and program developed by the local school board, an evaluation component must be included" (South Carolina Code, Section 59-17-135(B), amended).	Joan Dickinson, Education Associate, South Carolina Department of Education, 3700 Forest Drive, Suite 101, Columbia, SC 29204 Tel (803) 734-4807 Fax (803) 734-3043 jdickins@ed.sc.gov: <a href="http://www.ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/CharacterEducation/Index.html">http://www.ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/CharacterEducation/Index.html</a>	Gerry Weaver, South Carolina Department of Education, Tel (803) 734-4804 gmweaver@ed.sc.gov
South Dakota	Mandates	1997	South Dakota Legislative Statute, 13-33-6.1	In 2001, the South Dakota Department of Education received a federal grant to develop comprehensive character education efforts across the state. Ten school districts were selected to pilot character education concepts and strategies. The goals for the grant were: to establish high quality character education implementation sites that embrace the virtues embodied in the South Dakota Code in a manner which effectively models the principles of good character; to develop the lifelong skills and ethical behaviors necessary to be contributing citizens in a democratic society; to link local, state and federal resources that merge effective school research and character development; and to maintain or improve student academic achievement. This grant is no longer in effect.	"Unless the governing body elects by resolution, effective for not less than one or more than four school terms, to do otherwise, character development instruction shall be given in all public and nonpublic elementary and secondary schools in the state to impress upon the minds of the students the importance of citizenship, patriotism, honesty, self discipline, self-respect, sexual abstinence, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, regard for the elderly and respect for authority" (South Dakota Legislative Statute, 13-33-6.1).	Micky J. Wienk, Coordinator, Dakota Character Project, ESA 6 & 7 Education Specialist, TIE Office, 1925 Plaza Blvd, Rapid City, SD 57785 Tel (605) 394-1876 mwienk@tie.net	N/A
Tennessee	Mandates	1985	Tennessee Code Annotated (TCA), Sections 49-6-1007 and 49-2-118; House Bill 3456 of 2004/Public Chapter Number 919; House Bill 2790 of 2008	In 1985, the Tennessee General Assembly passed TCA 49-6-1007, mandating that instruction in all public schools include character education. In 1999, this legislation was amended to include that school systems report information about their character education programs to the Department of Education and General Assembly. Also in 1999, TCA 49-2-118 was passed and mandated that grades 1-6 include nonviolence conflict resolution learning in character education. In 2004, the legislature approved House Bill 3456 (Public Chapter Number 919) to recognize schools that develop model instructional methods and administrative policies for character education and disseminate best practices. In 2008, the legislature passed House Bill 2790, which urged all K-12 public schools to provide instruction on nonviolence as a means to conflict resolution in character education curricula. Since 1988, the reigning Miss Tennessee has served as the Spokesperson for a Safe and Drug-Free Tennessee addressing issues of drug/alcohol awareness and prevention and making responsible choices.	"The course of instruction in all public schools shall include character education to help each student develop positive values and improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens in their school, community, and society" (T.C.A. 49-6-1007). "Each LEA shall implement for grades one through six (1-6) an intervention program that utilizes conflict resolution and decision-making strategies aimed at preventing occurrences of disruptive acts by students within the school and on school property. Each year the commissioner of education shall require a report from each LEA, on the conflict resolution intervention programs implemented during the previous school year" (TCA, Section 49-2-118).	Laura Ellis Nichols, Director, Extended Learning Programs & Character Education, School Safety & Learning Support Programs, Tennessee Department of Education, 710 James Robertson Parkway, 5th FL, Nashville, TN 37243 Tel (615) 253- 6037 Fax (615) 532-6638 Laura.Nichols@state.tn.us, <a href="http://tennessee.gov/education/learningsupport/titlevpartd/bestpractices.shtml">http://tennessee.gov/education/learningsupport/titlevpartd/bestpractices.shtml</a>	N/A

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Texas	Encourages	2001	House Bill 946 of 2001/Texas Education Code, Section 29.906	In 2001, the Texas Legislature passed House Bill 946, which permits school districts to implement character education programs for students. Programs offered under Texas Education Code, Section 29.906 must meet the following criteria: stress positive character traits as outlined in the bill; use integrated teaching strategies; and be age appropriate. Districts are also required to consult with parents of students, educators, and members of the community, including community leaders, in selecting a character education program. The bill does not require or authorize the proselytization or indoctrination of any specific religious or political belief. The Texas Education Agency is required to maintain a list of character education programs that meet the above criteria. Every year the Agency will designate 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 bill.	"A school district may provide a character education program...[It] must stress positive character traits, such as: courage; trustworthiness, including honesty, reliability, punctuality, and loyalty; integrity; respect and courtesy; responsibility, including accountability, diligence, perseverance, and self-control; fairness, including justice and freedom from prejudice; caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity; good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and school pride" (Texas Education Code, Section 29.906).	Kelly Callaway, Director, Advanced Academics/Gifted Education, Division of Curriculum, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1964 Tel (512) 463-9581 Fax (512) 463-8057 kelly.callaway@tea.state.tx.us	Karen Washington, Houston ISD, Dallas ISC, and Klein ISD Tel (713) 556-7180 kwashin2@houstonisd.org
Utah	Mandates	2004	Utah Code Annotated, Sections 53A-13-101.4 and 53A-13-109; HCR 7 of 2003; House Bill 339 of 2006	In 2002, the Utah General Session enacted Section 53A-13-101.4 of the Utah Code. This section mandated that Utah public schools be periodically reviewed to ensure that effective instruction in American history and government were taking place. In 2003, HCR 7 was passed to promote character and citizenship education in schools through an emphasis on teaching civic responsibility and respect for others. The Legislature also moved to recognize the Utah schools and education leaders whose teaching of civic responsibility and respect had brought honor to the state. In 2004, the Utah General Session enacted Utah Code, Section 53A-13-109, which defined civic and character education, and required both to be included in the K-12 social studies curriculum and universally taught in connection with regular school work. In 2006, House Bill 339 established the Utah Commission on Civic and Character Education. With \$50,000 in appropriations for FY 2006-2007, the Commission promoted coalitions for public awareness and training regarding civic and character education.	"Through an integrated curriculum, students shall be taught...honesty, integrity, morality, civility, duty, honor, service, and obedience to law; respect for and an understanding of the Declaration of Independence and the Constitutions of the United States and of the State of Utah; Utah history, including territorial and preterritorial development to the present; the essentials and benefits of the free enterprise system; respect for parents, home, and family; the dignity and necessity of honest labor; and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution. Local school boards and school administrators may provide training, direction, and encouragement, as needed, to accomplish the intent and requirements of this section and to effectively emphasize Civic and Character Education in the course of regular instruction in the public school" (Utah Code Annotated, Section 53A-13-109).	Alan Griffin, Life Skills, Academic Service Learning Specialist, Utah State Office of Education, 250 East 500 South, Box 144200, Salt Lake City, UT 84114-4200 Tel (801) 538-7761 Fax (801) 538-7769 alan.griffin@schools.utah.gov; http://www.schools.utah.gov/curr/lifeskills/char_Ed.htm	Penny Keith, Professional Development Director, State School of Character Coordinator, Eunice Kennedy Shriver National Center for Community of Caring, 1901 E. South Campus Drive #1120, Salt Lake City, Utah 84112 Tel (816) 455-4566 pkethi@communityofcaring.org ; www.communityofcaring.org
Vermont	Suports without legislation	2000	Vermont's Framework of Standards and Learning Opportunities	Vermont's Framework of Standards and Learning Opportunities includes personal development standards (worth and competence, healthy choices, making decisions, relationships, and workplace) and civic/social responsibility standards (service, human diversity, and change.) In 2001, Vermont received a 5-year Partnerships in Character Education Project Program grant from the US Department of Education. In order to design and implement character education curricula in Vermont, the Vermont Commissioner of Education invited each of the 60 local education agencies to join in partnership with the Vermont State Education Agency. The Department planned a curriculum design team to identify, design, adapt and revise character education curriculum components. After completing an intensive summer institute, teachers, special educators, and paraprofessionals in each model site implemented the curriculum. An annual statewide Character Education Conference will disseminate the project's results statewide.	N/A	Charles Johnson, Education Consultant, Safe Schools, Tel (802) 828-0371, Fax (802) 828-0573 (F) charles.johnson@state.vt.us	N/A
Virginia	Mandates	1999	Code of Virginia, Sections 22.1-208.01, 22.1-201 and 22.1-202; House Bill 1498 of 2003 (Chapter 777)	In 1999, the Virginia General Assembly amended the Code of Virginia to require character education. The amendment required the teaching of values, including the inappropriateness of bullying. The Board of Education was required to establish criteria for character education and provide resources to school divisions. It was also allowed to award grants to school boards for innovative programs. In 2000, Section 22.1-201 of the Code of Virginia was amended to require that documents such as the Declaration of Independence, Constitution of the United States, Bill of Rights, the Virginia Statute of Religious Freedom and the Virginia Declaration of Rights be taught to students to increase knowledge of citizens' rights and responsibilities. In 2001, Section 22.1-202 of the Code of Virginia was amended to require that students receive instruction in the principles of the United States and Virginia flags and learn the Pledge of Allegiance. In 2003, House Bill 1498 modified the character education requirement to include Virginia's civic values (Article I, Virginia Constitution).	"The purpose of the character education program shall be to instill in students civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The components of each program shall be developed in cooperation with the students, their parents, and the community at large. The basic character traits taught may include trustworthiness, including honesty, integrity, reliability, and loyalty; respect, including the precepts of the Golden Rule, tolerance, and courtesy; responsibility, including hard work, economic self-reliance, accountability, diligence, perseverance, and self-control; fairness, including justice, consequences of bad behavior, principles of nondiscrimination, and freedom from prejudice; caring, including kindness, empathy, compassion, consideration, generosity, and charity; and citizenship, including patriotism, the Pledge of Allegiance, respect for the American flag, concern for the common good, respect for authority and the law, and community-mindedness" (Code of Virginia, Section 22.1-208.01).	Vivian Stith-Williams, Specialist, Office of Student Services, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120 Tel (804) 225-4543 Vivian.Stith-Williams@doe.virginia.gov; http://www.doe.virginia.gov/VDOE/Instruction/CEP/	Christian Moody, Greater Roanoke Valley Character Coalition, Tel (540) 798-8741

State	Legislative Support for Character Education	Year Started	Act(s)	Summary	Direct Quotes from Legislation	State Contacts for Character Education	State Schools of Character (SSOC) Contact
Washington	Encourages	1993	RCW 28A.150.210 (1993) and 28A.150.211 (1994)	In 1993, the State of Washington passed RCW 28A.150.210, which described the Basic Education Act. This act required the state of Washington to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. In 1994, Section 28A.150.211 was added to the Basic Education Act and considered character education an integral part of public education, but left the responsibility for implementation and assessment to local school boards.	"The legislature also recognizes that certain basic values and character traits are essential to individual liberty, fulfillment and happiness. Local communities have the responsibility for determining how these values and character traits are learned as determined by consensus at the local level. These values and traits include the importance of: honesty, integrity and trust; respect for self and others; responsibility for personal actions and commitments; self-discipline and moderation; diligence and a positive work ethic; respect for law and authority; healthy and positive behavior; family as the basis of society" (RCW28A.150.211).	Gayle Pauley, Director, Title I/LAP/CPR, Washington Office of Superintendent of Public Instruction, Old Capitol Building, PO Box 47200, Olympia, WA 98504-7200 Tel (360) 725-6100 gayle.pauley@k12.wa.us	N/A
West Virginia	Mandates	2001	1995 State School Act; House Bill 2208 of 2001 (amended West Virginia Code, Section 18-2-13); West Virginia Code, Section 18-2-9	Passed in 1995, the State School Act required the state department of education to develop a preventative discipline program consisting of a weekly character education discussion. In 2001, the West Virginia Legislature passed House Bill 2208 (amended West Virginia Code, Section 18-2-13) which required the state board to establish comprehensive character education into all aspects of school culture, school functions and existing curriculum. In addition, West Virginia Code, Section 18-2-9 requires that all students complete courses in civics, the U.S. Constitution, and national and state government.	"The state board shall require all public schools that operate from preschool to grade twelve to develop and integrate components of character development into their existing curriculum. The schools may incorporate such programs as "life skills", "responsible students", or any other program encompassing any of the following components: honesty; caring; citizenship; justice; fairness; respect; responsibility; voting; academic achievement; completing homework assignments; improving daily attendance; avoiding and resolving conflicts; alternatives to violence contributing to an orderly positive school environment; participating in class; resisting social peer pressures to smoke, drink and use drugs; developing greater self-esteem and self-confidence; effectively coping with social anxiety; increasing knowledge of the immediate consequences of substance abuse; increasing knowledge of the consequences of one's actions; the corrupting influence and chance nature of gambling; and the value of decent, honest work" (West Virginia Code, Section 18-2-13).	Shelly K. Stalnaker, Character Education Coordinator, Office of Healthy Schools, West Virginia Department of Education, 1900 Kanawha Boulevard East, Building 6, Room 309, Charleston, WV 25305 Tel (304) 558-8830 Fax (304) 558-3787 shestaln@access.k12.wv.us; http://wvde.state.wv.us/oshsp/section1/CharacterEducation.htm	Jennifer Jackson, The June Harless Center at Marshall University, jennifer.jackson@marshall.edu
Wisconsin	O	1983	Wisconsin Statutes, Section 118	In 1983, the Wisconsin State Legislature enacted/amended Section 118 to include educational goals and expectations for K-12 public schools. Though no sub-sections specifically mention character education, ideas such as positive work attitudes and habits, citizenship, the skills to participate in political life, an appreciation and understanding of different value systems and cultures, the ability to construct personal ethics and goals, and the skills needed to make sound decisions are clearly listed as modes of understanding for Wisconsin's public school students.	"Every school board and the governing body of every private school shall cause the U.S. flag to be displayed in the schoolroom or from a flagstaff on each school ground during the school hours of each school day. Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day" (Wisconsin Statutes, Section 118.06). "Each school board shall provide an instructional program designed to give pupils an understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship; a commitment to the basic values of our government...knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22 of the constitution [The blessings of a free government can only be maintained by a firm adherence to justice, moderation, temperance, frugality and virtue, and by frequent recurrence to fundamental principles]..." (Section 118.01).	Gary Sumnicht, Consultant, Wisconsin Department of Public Instruction, GEF III, 125 South Webster St., P.O. Box 7841, Madison WI, 53707-7841 Tel (608) 267-5078 gary.sumnicht@dpi.wi.gov	Pam Woodard, Facilitator, Wisconsin Character Education Partnership, Tel (414) 963-1423 pamwoodard@yahoo.com
Wyoming	Does not have CE legislation	N/A	Wyoming Code, Sections 21-9-101 and 21-9-102	Under the Safe and Drug Free Schools and Communities Act, the Wyoming Department of Education distributes funds to support local prevention of tobacco, alcohol, drugs and violence. Wyoming has a variety of programs that local school boards have adopted to increase the safety of schools. Those programs include: Bully Proofing Your School, Boys' Town, Conflict Resolution Skill Development, Character Counts, and Anger Management Training.	"Each school district within the state shall provide educational programs...and performance standards...in the following areas of knowledge and skills: a common core of skills [including] "problem solving, interpersonal communications...critical thinking, creativity, and life skills..." (Wyoming Code, Section 21-9-101). "All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institutions and ideals, and no student shall receive a high school diploma, associate degree or baccalaureate degree without satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. The instruction shall be given for at least three years in kindergarten through grade eight and for one year each in the secondary and college grades" (Section 21-9-102).	Christine Revere, Coordinated School Health/Safe and Drug Free Schools Consultant, Wyoming Department of Education, 2300 Capitol Avenue, 2nd Floor, Cheyenne, Wyoming 82002 Tel, Cheyenne (307) 777-5847, Tel, Riverton (307) 777-2562 Fax (307) 777-6234 crever@educ.state.wy.us	N/A