

PROGRAM DESCRIPTION

Department of Elementary & Secondary Education

HB Section(s): 2.176

The District Leader Academy in Character Education (DLACE) by CharacterPlus

Program is found in the following core budget(s): Character Education Initiatives

1a. What strategic priority does this program address?

Success-Ready Students & Workplace Development | Safe & Healthy Schools | Educator Recruitment & Retention

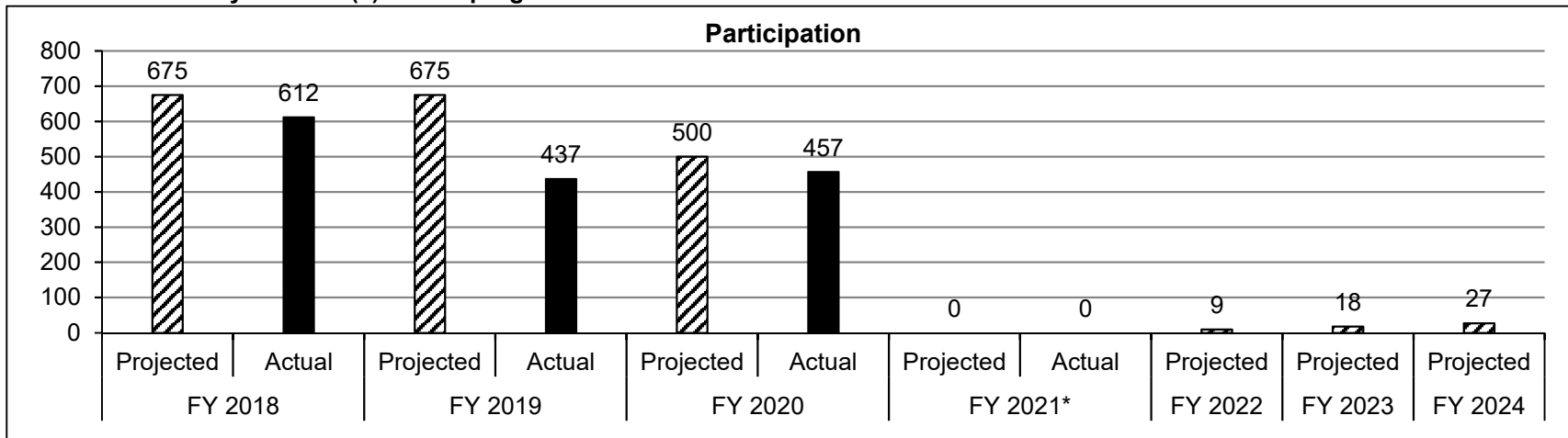
1b. What does this program do?

The District Leader Academy in Character Education (DLACE) scholars learn how to use evidence-based character education essentials as part of school improvement practices districtwide to ensure a comprehensive, intentional and proactive approach to pro-social, pro-emotional, and pro-positive character student development.

This includes learning the skills to implement, lead and sustain a pro-social, pro-emotional, and pro-positive character education process throughout their schools. CharacterPlus will pilot DLACE over the next three years across 27 diverse school districts.

Previously Show-Me CharacterPlus provided training and consulting to Missouri pre-K - 12 educators in an evidence-based character education process, including developing shared values with home, school and community, increasing the sense of belonging, autonomy and competence experienced by students, enhancing staff-parent and staff-student relationships, and increasing staff cohesion.

2a. Provide an activity measure(s) for the program.



*NOTE: Participation in FY18 - FY20 was at a **school building** level. Participation starting in FY 2022 is at an LEA level.*

**Appropriation authority in FY 2021 was reduced to \$1.*

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2b. Provide a measure(s) of the program's quality.

Customer satisfaction is measured through written and oral feedback from participating schools, a sample has been provided below:

DLACE participants will report -

A solid personal understanding of self, purpose, and ability to positively impact students specific to social, emotional, and positive decision making through a character skill-building lenses.

A practitioner's solid understanding of the foundational elements of character education as applied to student social, emotional, and positive decision making.

Possessing a strong character education advocacy ability as a new character education foundation equipped DLACE participant/graduate supported by the people, tools, and processes CharacterPlus provides.

2c. Provide a measure(s) of the program's impact.

Future impact measures plan to include CharacterPlus Qualtrics DLACE assessment measurements based on two areas, Personal and District.

For the personal data, future measures will include:

A. Personal Growth and Capacity to Lead which includes personal understanding of:

- (1) Character skill building's impact on self and students,
- (2) Character education framework best practices,
- (3) Character education best practice implementation and
- (4) How to best advocate and lead character education best practices in a district.

For the district data, future measures will include

- (1) Ability to assess the character of a district, social and emotional strengths, and needs,
- (2) Ability to take the assessment and distill the character of a district, social and emotional strengths and needs
- (3) Ability to lead and or partner with CharacterPlus to address uncovered needs.

All assessment questions focus on nine evidence-based success concepts for high-performance schools:

- | | |
|-------------------------------------|--------------------------------------|
| 1. Feelings of Belonging, | 5. Sense of School Safety, |
| 2. Sense of School as a Community, | 6. Parents' Involvement in School, |
| 3. Sense of Autonomy and Influence, | 7. Parents' involvement at home, and |
| 4. Sense of Competence, | 8. Parent involvement at home. |

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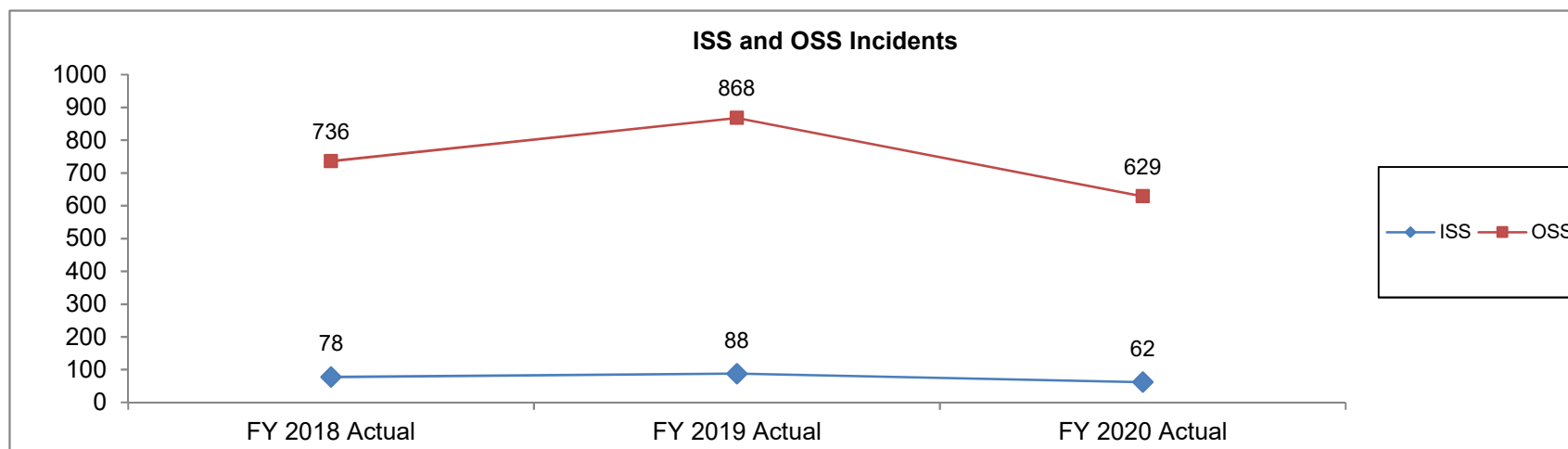
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As evidence reflects, over time, the intentional implementation of a DLACE graduate's work and advocacy in the District will positively impact academic performance as measured by state standards and classroom referrals, negative enrollment trends (school choice) and teacher job satisfaction.



2d. Provide a measure(s) of the program's efficiency.

Current: Character education encourages schools to create environments that foster ethical, responsible and caring young people. Missouri's program, CharacterPlus, provides a framework to positively influence students' character development. Results from high-implementing schools indicate that students have an increase in personal responsibility, accountability, self-management, and ethical behavior. These schools also experience a decrease in disciplinary issues, an increase in attendance, an increase in academic skills, and a decrease in the drop-out rate.

Previous: Services and resources provided by the CharacterPlus staff are established each year in accordance with the budget. All of these funds are used to benefit the growth, development and education of our clients. This project is committed to providing direct services for Project Schools plus Non-Project Schools demonstrating a desire to establish a character education process. Since 2015, 71 schools or districts have been certified as a State School/District of Character and 85 as a National School/District of Character. (The national number is higher because schools are able to renew their designation without going through the State process.) On average, 12 and 17 are certified (respectively) each year.

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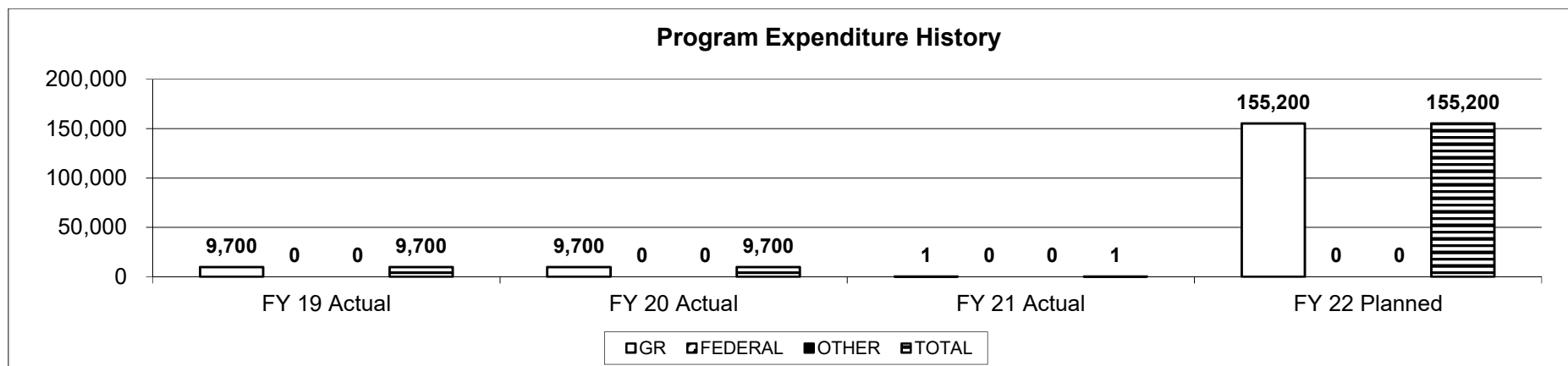
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3. Provide actual expenditures for the prior three fiscal years and planned expenditures for the current fiscal year. (Note: Amounts do not include fringe benefit costs.)



4. What are the sources of the "Other " funds?

N/A

5. What is the authorization for this program, i.e., federal or state statute, etc.? (Include the federal program number, if applicable.)

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6. Are there federal matching requirements? If yes, please explain.

No

7. Is this a federally mandated program? If yes, please explain.

No