

PARTNERSHIPS CHARACTER EDUCATION PROGRAM STAKEHOLDER SURVEY

Purpose: The Partnerships in Character Education Program Stakeholder survey will help to provide guidance in the development of expected program outcomes and will help to improve on the quality of activities, services, and products in meeting the needs of the project participants.

Instructions: Please select the area that best represents your involvement in the Partnerships in Character Education project and provide your responses to the designated section of the survey.

PART I. Please check your position/role in the PCEP project and continue to the appropriate section of this questionnaire.			
<input type="checkbox"/> Administrator— complete Sections 1& 5	<input type="checkbox"/> Teacher— complete Sections 2 & 5	<input type="checkbox"/> Parent— complete Section 3	<input type="checkbox"/> Community Representative— complete Section 4

SECTION 1. ADMINISTRATOR ITEMS	To what degree is each item a challenge to effective delivery of character education?			
Federal, State, District and Local Support	Not at all	Some	High	Don't Know
Sufficient funding for character education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership/support for character education at the Federal level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership/support for character education at the State level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing adequate resources to support character education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining support of school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining support of parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining support of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustaining the project from year to year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Issues	Not at all	Some	High	Don't Know
Gaining unified staff support of CE principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaining unified staff support of modeling of CE principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying and/or establishing a CE curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating CE into the general curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring CE program meets all students' needs (disadvantaged, disabled, diverse populations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relating CE efforts to academic outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relating CE efforts to student behavioral outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having sufficient time for ongoing staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrators, Continue to Section 5 below.				

SECTION 2. TEACHER ITEMS	To what degree is each item a challenge to effective delivery of CE?			
Implementing a Character Education (CE) Program	Not at all	Somewhat	Major extent	Don't Know
Developing a CE program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Implementing an established CE program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating CE into the general curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relating CE efforts to academic outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring CE program meets disadvantaged students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring CE program meets the needs of students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring CE program meets the needs of students from different racial/ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating the CE program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Issues	Not at all	Somewhat	Major extent	Don't Know
Gaining support for CE principles from other teachers and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaining support for CE program from administrator(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining support for CE from parents and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining support for CE from the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers, Continue to Section 5 below.

SECTION 3. PARENT ITEMS	To what degree is each item a challenge to effective delivery of CE?			
Implementing a Character Education (CE) Program	Not at all	Somewhat	Major extent	Don't Know
Seeing evidence of CE principles in actions of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeing evidence of CE principles in other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting support for a CE program from school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting support for a CE program from teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting information about the CE program from school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER COMMENTS:

SECTION 4. COMMUNITY REPRESENTATIVE ITEMS	To what degree is each item a challenge to effective delivery of CE?			
Professional Development	Not at all	Somewhat	Major extent	Don't Know
Seeing evidence of CE principles in students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeing evidence of CE principles in school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting information about the CE program from school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding staff receptive to community input regarding CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER COMMENTS:

SECTION 5. ADDITIONAL ITEMS FOR ADMINISTRATORS AND TEACHERS	Large	Some	Not at all	Don't Know
To what extent is your CE project coordinated with local/state student performance standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent are CE efforts coordinated with school improvement/reform/climate efforts (including formalized plans)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In what grade level(s) do you have a CE program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check all that apply.					1-3	4	5	6	7	8	9	10	11	12
Into which subject area(s) is CE most frequently integrated? Check all that apply.														
<input type="checkbox"/> Language Arts/English	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Scienc	<input type="checkbox"/> Math	<input type="checkbox"/> Psychology										
<input type="checkbox"/> Physical Education	<input type="checkbox"/> Art	<input type="checkbox"/> Music	<input type="checkbox"/> After School Activities											
In what ways do students help in the design, implementation, or evaluation of the CE program?														
In what ways do parents help in the design, implementation, or evaluation of the CE program?														
In what ways do community members help in the design, implementation, or evaluation of the CE program?														
In types of service learning and/or civic engagement activities related to the CE program exist in your school?														

OTHER COMMENTS:

Thank you for your participation!

Paperwork Burden Statement

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