# Confidentiality and Participant Rights

**Assurance of Confidentiality and Your Rights as a Research Participant:**

RAND will keep your personal information confidential. RAND will not, under any circumstances, release your name or email address to anyone.

De-identified data (information has been removed or altered to prevent disclosure of your identity) may be shared with qualified researchers at RAND and outside of RAND for purposes of research and reporting.

Your survey responses with your school’s federal identification (school ID) will be shared with our research partners and qualified researchers. Many researchers are interested in using ASLP data to understand the experiences of principals in different types of schools (such as urban and rural schools). To look at these patterns, responses must be linked to school ID. Although providing the school ID does not directly identify you, sharing your survey responses with your school’s ID number increases the risk that you could be personally identified in the data. Because of this risk, we take several steps to keep your personal information confidential. Users who receive school ID must complete a Data Use Agreement. This is a formal contract between the researcher and RAND that requires recipients to keep survey responses confidential and prohibits researchers from attempting to identify any principal. We also keep your personal information separate from your survey responses, restrict access to your personal information to only the RAND staff who need this information, and transfer data using secure methods.

We take your privacy seriously. RAND will keep all your personal information confidential.

You will never be personally identifiable in any reports. Your answers will be combined with answers from other survey participants and reported as aggregated statistics, totals, and averages.

Your participation in the RAND American School Leader Panel is voluntary.

You may skip any question you do not want to answer.

You do not have to participate in every survey you are invited to take. You may decide not to complete a survey and remain in the panel to complete future surveys; however, persistent survey non-participation may lead to removal from the panel.

The introduction to each survey will let you know what the survey is about, approximately how long it will take to complete, and the amount you will receive for completing the survey.

# Survey Introduction

OMB CONTROL NUMBER: XXXX-XXXX

OMB EXPIRATION DATE: XX/XX/XXXX

**AGENCY DISCLOSURE NOTICE**

The public reporting burden for this collection of information, [**Insert** **OMB Control Number**], is estimated to average 9 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or burden reduction suggestions to the Department of Defense, Washington Headquarters Services, at whs.mc-alex.esd.mbx.dd-dod-information-collections@mail.mil. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

This survey focuses on opportunities for civics education that prepare young people to contribute to a democratic society. The survey requests information on academic and cocurricular activities, including activities sponsored by various national organizations and the Department of Defense. We define civics education as opportunities that promote:

* Civic knowledge: an understanding of government structure, government processes, and relevant social studies knowledge and concepts
* Civic skills: abilities that enable students to participate in a democracy as responsible citizens; and
* Civic dispositions: attitudes important in a democracy such as a sense of civic duty and concern for the welfare of others[[1]](#footnote-2)

This survey will be open for four weeks. As a thank you for your time, you will receive a $10 gift code at the end of the survey.

# Survey Instrument

**Section 1. General Civics, Fitness, Graduation, Alternative Education**

1. **Has your school adopted standards for civics education?**

01 Yes

02 No

03 I don’t know

[If #1==01, else skip to #3]

1. **At what level were these standards set?**

01 State

02 Region

03 District or Charter Management Organization

04 School

05 Other, please explain [open response box]

06 I don’t know

1. **Do students in your school have to pass a civics exam for graduation?** [[2]](#footnote-3)

01 Yes

02 No

03 I don’t know

1. **Where do students in your school receive exposure to civics education?** [[3]](#footnote-4)

*SELECT ALL THAT APPLY*

01 Through standalone civics courses

02 Through structured lessons in related subject instruction (e.g., history, social studies)

03 Through structured lessons in other subject instruction (e.g., math, English, science)

04 Through structured lessons in elective courses

05 Through out-of-classroom or out-of-school time activities

06 They do not receive civics education at this school

07 Other, please explain [open response box]

1. **To what extent are the following considerations a challenge to teaching civics at your school?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | This condition does not exist in my school [00] | This condition exists but is not a challenge [01] | Somewhat of a challenge [02] | A challenge [03] | Very much a challenge [04] |
| a. Pressure to focus on core academic subjects leaves little time for civics |  |  |  |  |  |
| b. Civics education is not a district or state priority |  |  |  |  |  |
| c. Students do not have an interest in civics education |  |  |  |  |  |
| d. Student class schedules cannot accomodate additional instruction time |  |  |  |  |  |
| e. This school does not have the necessary resources (e.g., textbooks) |  |  |  |  |  |
| f. Staff do not have the necessary training/skills to provide civics instruction |  |  |  |  |  |
| g. Parents and family members do not support teaching civics in school |  |  |  |  |  |
| h. Community members do not support teaching civics in schools |  |  |  |  |  |
| i. The current political environment is too controversial for collegial discussion among students |  |  |  |  |  |

1. **Which of the following academic and cocurricular opportunities does your school offer?**

*SELECT ALL THAT APPLY*

01 Athletics, interschool competition

02 Athletics, club

03 Blood drives

04 Civics course(s), required for graduation

05 Civics course(s), elective

06 Civics lessons or curricula, in non-civics courses

07 Class or field trips with a civic or leadership focus

08 Community service, required for graduation

09 Community service, elective

10 Debate team

11 Internships/Apprenticeships, for academic credit

12 Internships/Apprenticeships, not for academic credit

13 Military recruitment at education/career fairs

14 Mock election

15 Mock trial

16 Model UN

17 Out-of-school time clubs, organizations, or programs with a civic-focus (e.g., Key Club, Rotary Interact Club)

18 Student participation in school governance (e.g., school board seat)

19 Student government

20 Student-run news outlet(s) (e.g., newspaper, radio, television, vlog)

21 Voter registration

22 Other, please explain [open response box]

[If 6.08 is selected go to #7, else skip to #9]

1. **You identified that students must complete community service for graduation. How many hours of community service are required?** [Textbox]
2. **As part of this community service requirement, must students complete a follow-up project or reflection to share what they have learned?**

01 Yes

02 No

03 I don’t know

1. **Does your school require students to complete courses in the following subject areas for graduation?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes [01] | No[02] | I don’t know[03] |
| Physical Education |  |  |  |
| Health Education |  |  |  |

1. **How many years of physical education must a student complete for graduation?**

00 0.0 – 0.99

01 1.0 – 1.99

02 2.0 – 2.99

03 3.0 – 3.99

04 4

05 I don’t know.

1. **Please indicate your awareness of the following youth programs:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Aware and offer or have access[01] | Aware but do not offer or have access[02] | Unaware[03] |
| a. National Guard Youth ChalleNGe |  |  |  |
| b. Junior Reserve Officer Training Corps (JROTC) |  |  |  |
| c. STARBASE |  |  |  |
| d. Civil Air Patrol |  |  |  |
| e. 4-H |  |  |  |
| f. Future Farmers of America (FFA) |  |  |  |
| g. Future Business Leaders of America (FBLA) |  |  |  |
| h. Youth Conservation Corps |  |  |  |
| i. Youth Build |  |  |  |
| j. Job Corps |  |  |  |

1. **Please identify the educational opportunities offered by your district for students struggling to complete a high school degree in a traditional school setting.**

*SELECT ALL THAT APPLY*

01 Campus-based alternative schooling

02 Online or virtual schooling

03 Credit recovery programs, school year

04 Credit recovery programs, summer

05 Diploma equivalency testing

06 GED, HiSET, or TASC preparation courses

07 Mentoring and/or tutoring

08 Other, please explain [open response box]

1. **Based on your best mental approximation, what percentage of students attending your school last year were transferred to an alternative program or school, such as one with a program, curriculum, or teaching approach that helps students who are at risk of dropping out?**[[4]](#footnote-5) [Textbox]
2. **Based on your best mental approximation, what percentage of your students, in grades 9 through 12, are currently enrolled in a dropout prevention program, either on-site or off-site?**[[5]](#footnote-6) [Textbox]
3. **Based on your best mental approximation, what was the graduation rate of the Class of 2019?[[6]](#footnote-7)** [numerical entry]
4. **Based on your best mental approximation, what percentage of the Class of 2018-19 graduates (Numbers do not need to add up to 100 percent. If you do not know, please leave the box blank.):**[[7]](#footnote-8)
	1. Enrolled in a 2-year or 4-year college or university? [Textbox]
	2. Enrolled in a career technical training or development program[[8]](#footnote-9)? [Textbox]
	3. Entered the labor market, non-military? [Textbox]
	4. Entered the military? [Textbox]

[If 11b=02 go to #17

If 11b=01, go to #20

If 11b=03 AND 11a=01, go to #25

If 11b=03 AND 11a=02, go to #27

If 11b=03 AND 11a=03, go to #28]

**Section 2. Aware of but No Access to JROTC**

1. **Has your school applied for a JROTC program?**

01 Yes

02 No

03 I don’t know

1. **Does another high school in your district/community offer a JROTC program?**

01 Yes

02 No

03 I don’t know

[If #17=02, go to 19

If #17=01 or = 03 **AND** 11a=01, go to #25

If #17=01 or = 03 **AND** 11a=02, go to #27

Else if #17=01 or = 03 **AND** 11a=03, go to #28]

**Please select all of the factors that have contributed to your school not applying to have a program.**

*SELECT ALL THAT APPLY*

01 Do not know enough about the program

02 Do not know what is required to host a program

03 Do not know the process for applying

04 Cost of the program

05 Difficult finding instructors

06 Program does not work well with the student daily school schedule

07 Program does not work well with the school curriculum

08 Students do not want a JROTC program

09 Parents and family members do not want a JROTC program

10 School staff do not want a JROTC program

11 Community members do not want a JRTOC program

12 Most students in my school would not benefit from JROTC

13 My school offers other, similar leadership programs. Please name those programs: [open response box]

14 I don’t know

15 Other, please explain [open response box]

If 11a=01, go to #25

If 11a=02, go to #27

Else if 11a=03, go to #28

**Section 3. Your JROTC Program**

1. **Approximately how many students are enrolled in the JROTC program this school year?** [Textbox with numeric entry]
2. **Please indicate the extent to which you agree or disagree with each of the following statements:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree[0] | Disagree[1] | Agree[2] | Strongly Agree[3] | I don’t know[4] |
| JROTC |  |  |  |  |  |
| a. Provides important leadership opportunities for students |  |  |  |  |  |
| b. Provides opportunities to increase physical activity |  |  |  |  |  |
| c. Causes conflict in our community |  |  |  |  |  |
| d. Encourages civic participation |  |  |  |  |  |
| e. Builds student confidence |  |  |  |  |  |
| f. Is not of interest to many students |  |  |  |  |  |
| g. Improves academic performance |  |  |  |  |  |
| h. Improves school graduation rates |  |  |  |  |  |
| i. Helps students prepare for college |  |  |  |  |  |
| The JROTC Curriculum |  |  |  |  |  |
| j. Contributes to student success |  |  |  |  |  |
| k. Conflicts with our school curriculum |  |  |  |  |  |
| l. Enriches our school curriculum |  |  |  |  |  |
| The following groups *approve* of JROTC |  |  |  |  |  |
| m. Students |  |  |  |  |  |
| n. Parents and family members |  |  |  |  |  |
| o. School staff |  |  |  |  |  |
| p. Community members |  |  |  |  |  |

1. **Please indicate how JROTC cadets in your school compare with their peers on each of the following dimensions:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Much less likely[0] | Somewhat less likely[1] | About the same[2] | More likely[3] | Much more likely[4] | I don’t know[5] |
| a. Act as positive influences for their peers |  |  |  |  |  |  |
| b. Engage in our school community  |  |  |  |  |  |  |
| c. Are involved disciplinary infractions  |  |  |  |  |  |  |
| d. Attend school daily |  |  |  |  |  |  |
| e. Graduate in four years |  |  |  |  |  |  |

1. **If you would like, please describe in your own words your impression of, the benefit or challenges of, or other critical information we should know about your JROTC program** [open response box]
2. **What type of academic course credit, if any, do JROTC cadets receive for their successful participation in a JROTC?**

01 Physical education

02 Health education

03 Civics/government

04 History/Social Studies

05 Science

06 Career/job preparation

07 Other, please explain: [open response box]

08 None

If 11a=01, go to #25

If 11a=02, go to #27

Else if 11a=03, go to #28

**Section 4. National Guard Youth ChalleNGe**

1. **Have any students from your high school enrolled in Youth ChalleNGe?**

01 Yes

02 No

03 I don’t know

[If #25=01, else skip to #27]

1. **Do you believe the ChalleNGe program was effective for the student(s) who enrolled in it?**

01 Yes

02 No

03 I don’t know

04 Please explain your response [open response box]

1. **Earlier you responded that you are aware of STARBASE, ChalleNGe, and/or Junior Reserve Officer Training Corps (JROTC). How have these programs influenced your impression of the military?**

01 Less positive impression

02 Unchanged impression

03 More positive impression

04 I’m not sure

**Section 5. Sentiment and Other**

1. **Thinking about your school community, approximately how many community members would agree with each of the following statements:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | None[0] | A few[1] | About half[2] | Most[3] | Nearly all[4] | I don’t know[5] |
| a. I am supportive of the military. |  |  |  |  |  |  |
| b. Military-operated programs for youth enhance the relationship between the community and the military. |  |  |  |  |  |  |

1. **Is there anything else you would like us to know about the civics education opportunities, in your school, that prepare young people to contribute to a democratic society?** [open response box]
2. **Please select all that apply regarding your military service:**

01 I am currently active duty.

02 I am currently a reservist.

03 I previously served on active duty.

04 I previously served as a reservist.

05 I have never served in the military.

1. **Please select all that apply regarding your family’s military service:** [[9]](#footnote-10)

01 A member of my family is currently active duty.

02 A member of my family is currently a reservist.

03 A member of my family previously served on active duty.

04 A member of my family previously served as a reservist.

05 No member of my family previously served on active duty.

06 No member of my family previously served as a reservist.

**Section 6. Professional Background**

1. **What is the highest degree you have earned?**

01 Associate’s degree

02 Bachelor’s degree (B.A., B.S., etc.)

03 Master’s degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)

04 Educational specialist or professional diploma (at least one year beyond master’s level)

05 Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)

06 None of the above

1. **Including the current school year (2020-21), how many years have you:**

*PLEASE ROUND TO THE NEAREST WHOLE NUMBER.*

Worked in education, including all positions (e.g., teacher, counselor, principal)? [Textbox with numeric entry]

 Served as a principal or school leader? [Textbox with numeric entry]

Served as the principal or school leader at your current school? [Textbox with numeric entry]

1. Source: Brookings 2018 Brown Center Report on American Education Ch 2: An inventory of state civics requirements [↑](#footnote-ref-2)
2. Hover over text: A civics exam includes any standalone assessment that a student must successfully pass for high school graduation (e.g., naturalization assessment, citizenship exam). This does not include a requirement for students to successfully complete coursework in civics, history, government, or social studies. [↑](#footnote-ref-3)
3. [adapted from Education Week Research Center – Civics in K-12 Schools] [↑](#footnote-ref-4)
4. From HLHS [↑](#footnote-ref-5)
5. From HLHS [↑](#footnote-ref-6)
6. Hover over shown to respondent: Graduation rate is defined as the percentage of a 9th grade class who completed high school with a regular diploma within four years. [↑](#footnote-ref-7)
7. Adapted from HLHS [↑](#footnote-ref-8)
8. Hover over text: Career training or development programs include, but are not limited to, technical or occupational training/certification programs (e.g., welding, HVAC), JobCorps, or AmeriCorps. [↑](#footnote-ref-9)
9. Hover over text: Family includes, but is not limited to, a grandparent, parent, sibling, spouse/significant other, and/or child. [↑](#footnote-ref-10)