



## View xForm - Research Review Board (RRB) Submission

### New RRB Submission

#### Data Entry

- Submitted 08/23/2024 8:35 PM ET by Schmidt, Jon EdD

#### Pertinent CPS Documentation

**RRB Number** 2024-1986

**Study Title** Loyola University Chicago has received a 5-year grant from the US Department of Education to support civic education practices in 8 CPS schools. These supports include teacher support, learning activities for students, and community partnerships. The intent of the project is to strengthen pedagogical practices in civic education and strengthen student civic knowledge, skills, and dispositions. We are evaluating the efficacy of these supports for student civic dispositional growth.

**Event Type** New Submission defined 08/23/2024

**Schools Participating** *No answer provided.*

#### Submitter

Schmidt, Jon EdD

**Email:** jschmidt12@luc.edu

**Business:** (773) 561-2358

### **Overview of Pertinent CPS Documentation**

**The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website here. Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.**

***We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:***

#### **External Research Study and Data Policy**

✓ I have read and understood the External Research Study and Data Policy

#### **CPS RRB Guidelines**

✓ I have read and understood the CPS RRB Guidelines

#### **CPS Equity Framework**

✓ I have read and understood the CPS Equity Framework

#### **CPS Volunteer Policy**

✓ I have read and understood the CPS Volunteer Policy, including background check requirements

### **Study Personnel Details**

#### **Study Title**

Loyola University Chicago has received a 5-year grant from the US Department of Education to support civic education practices in 8 CPS schools. These supports include teacher support, learning activities for students, and community partnerships. The intent of the project is to strengthen pedagogical practices in civic education and strengthen student civic knowledge, skills, and dispositions. We are evaluating the efficacy of these supports for student civic dispositional growth.

#### **Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?**

No

### Primary Study Organization/University

Loyola University Chicago

### Principal Investigator

Schmidt, Jon EdD

**Expirations:**

**Background  
Check  
Level:**

#### PI Organization

Loyola University Chicago

**If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.**

User had the option to start a different form here.

### Are there any other study contacts?

Yes

*If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.*

### Study Contact Information

Contact Email Address	Contact Organization	Role	Study Responsibility
Ensminger, Dave PhD <b>Email:</b> densminger@luc.edu <b>Expirations:</b> <b>Background Check Level:</b>	Loyola University Chicago	Project Team Member	Will engage in primary data collection Will have access to individual-level student/staff data

Please click **save** after each contact is added.

**If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.**

User had the option to start a different form here.

### Is the Principal Investigator a Student?

No

### Is the researcher a CPS Staff Member?

No

## Funding and Intervention Information

### Is this project contracted by the CPS Board of Education?

No

### Is a funding source associated with the proposed research?

Yes

#### Who is the primary funding source?

US Department of Education

#### What is the amount of funding awarded?

\$660,000.00

#### Please list primary contact information of funder.

Dr. Michelle Kennedy  
michelle.kennedy@ed.gov

### Select the option that applies to your study

My study will involve a selection of individual schools

### Please select all potential school sites involved with this study

John T McCutcheon Elementary School  
Lake View High School  
Nicholas Senn High School  
Ravenswood Elementary School  
Roald Amundsen High School  
Roger C Sullivan High School  
Stephen K Hayt Elementary School  
William C. Goudy Technology Academy

### Will this research require any in-person interaction or intervention activities?

No

### Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?

No

*Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>.*

### Please check all of the following that apply to your research protocol:

Questionnaire

**Please outline your protocol for survey activities, describing when, where, duration, frequency, and with whom.**

We are proposing two survey activities. The first is a retrospective survey completed by students in specific civic education courses at partner schools. These courses are taught by teachers who have chosen to participate in the PDC initiative. The survey is a 38-item likert scale survey. The assessment will be provided as an online (google form) survey. The assessment will be administered during the last two weeks of the civics class at each of our partner schools. We anticipate that the assessment will take no more than 15 minutes to complete. The assessment will take place during regular classroom activities and be proctored by the regular classroom teacher. The second assessment is a program evaluation survey. It is a 15-item likert scale survey to be completed at the end of a program opportunity provided by the PDC initiative. It will be completed online (google form) for the convenience of students and teachers. The location might be at a museum, university, community or school setting.

These surveys are only being used to improve civic education program opportunities. This is not connected to any research done by Loyola University Chicago. Data will only be analyzed/used to improve practices over the life of the grant (5 years).

**Please describe how data will be captured and stored securely**

Data will be captured using a Google form survey. The only ones who will have access to the survey data will be the PI (Schmidt) and the Evaluator (Ensminger). The google form data will be deleted once it has been downloaded and stored on a secure Loyola server that is username and password code protected.

**Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

AssentForm.doc	Consent Forms
ParentConsentForm	Consent Forms
ProgramParticipation.pdf	Surveys
StudentRetrospective.pdf	Surveys

Deleted Attachments: 1 (Most Recent: ParentConsentForm.doc on 08/23/2024 5:40 PM ET)

**Detail the method of Survey Administration (e.g. paper, online, etc.)**

The survey(s) will be available as an online survey using google forms.

**Will this research require the use or access of existing CPS data?**

No

**Will this research require the use or access of existing non-CPS data?**

No

**Study Details**

**Please select all of the following that will be participating in the study?**

Students

**Will any of these students be under the age of 18?**

Yes

*Please be aware that the inclusion of study subjects younger than 18 requires active, written consent from the parent(s) or guardian(s). The consent form needs to explicitly inform parents of their rights to review all materials used with their children as provided for in the Protection of Pupils Rights Act. Please ensure you have added the following statement to your consent form(s) verbatim, with the appropriate personalization for your study:*

*"Parents please be aware that under the Protection of Pupils Right Act 20 U.S.C. Section 1232 ( c)(1)(A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, you should contact [INSERT APPROPRIATE CONTACT] at XXX-XXXX to obtain a copy of the questions or materials."*

**Has this project been reviewed by an Institutional Review Board (IRB)?**

Yes, and it was deemed exempt

**IRB of Record Name**

Loyola University Chicago

**IRB Protocol Number**

3837

**Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).**

LUC IRB Approval.html IRB Letters

**IRB of Record Primary Contact Email Address**

Istalan@luc.edu

**Study Overview**

## Executive Summary or Abstract

*Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.*

Loyola University Chicago School of Education has received an American History and Civic Education grant from the US Department of Education to implement the Practicing Democracy in Communities initiative. This is a 5-year grant that seeks to support classroom instructional practices in civic education, generate authentic civic learning opportunities for students, and build connections between communities/community organizations and civic education classrooms. We are interested in evaluating our program strategies in order to provide better supports to our schools. We are motivated to center civic education as a core and essential educational experience for middle and high school students in Chicago and believe that robust civic education takes place in classrooms and in communities. We seek to have a positive impact on teacher pedagogical practices and students dispositional development. Each of our three core strategies - instructional support, robust civic learning experiences, community collaboration and connection - are staffed by a professional who works with our various stakeholder groups to generate high quality learning experiences for CPS students. We believe that our approach can lead to stronger student skills and dispositions for active democratic engagement and stronger pedagogical strategies among civic education teachers. This will in turn lead to stronger, more robust and engaged communities that work together to live into the goals of a democratic society. The dispositions we target for students are community awareness, community engagement, collaboration, civic identity, civic efficacy, and civic agency. The pedagogical practices that we foreground in this project are critical inquiry, asset based community development, engaging lived experience, and informed civic action.

## Research Questions and Hypothesis

*Please list all research questions and hypotheses associated with this project.*

We are using these survey instruments to evaluate our supports for civic education classrooms. Our primary interest in the data is to improve our practices with schools. We do not have any intent to publish or draw broad research-based conclusions about this work. Having said that, our work is guided by the following questions:

- How effective are external civic learning experiences in supporting the development of student civic dispositions?
- How do students perceive civic learning experiences?
- How effective are specific pedagogical strategies in developing student civic dispositions?
- To what extent do opportunities to learn from and participate with community organizations contribute to student civic dispositional development?

## Purpose and Literature Review

*Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?*

We draw on research literature from the fields of history of civic education, curriculum and pedagogy, student identity, and collaborative teacher practices to provide a foundation and rationale for our work to strengthen civic education.

The founders of American democracy understood that a central purpose of schooling was to educate for democracy. Washington argued that we must tend to the development of the citizen in order to “maintain the public good, [therefore] the government of the United States had a common interest in citizens with good public character” (Lowham & Lowham, 2015, p. 2). “Jefferson clearly understood that the knowledge, skills, and behaviors of democratic citizenship do not just naturally occur in people. They must be taught consciously through schooling....” (Cogan, 1999, p. 52). Jefferson also argued that the goals of education should be to achieve a synthesis of republican and liberal ideals—to understand duties to neighbor and country and to know and exercise basic rights. Franklin argued that civics should be a cornerstone of public education and should be integrated in all facets of the school curriculum (Pangle & Pangle, 2000). All agreed that schools had a vital role in preparing young people for active engagement in American democracy. Further, each argued that democratic habits are not innate; they must be taught, and they must be learned. Humans are in fact hard-wired to think first of themselves and the interests of their tribes and perhaps secondarily the needs of others. But humans *have* demonstrated the capacity to think and act beyond their own narrow self-interests (Bregman, 2019). Indeed, democracy requires both the will to participate along with a commitment to regard the needs of others in reaching toward solutions to complex problems.

However, we must consider the fact that many schools and school districts are no longer providing high quality instruction about our government and civic institutions and processes as a contributing factor to the discontent with our democracy (Alliance for Representative Democracy, 2003; Boyer, 1990; Cogan, 1999). Long a mainstay in American public schools, instruction in civics fell to the wayside in the 1980’s and, with few exceptions, continues to be the case (Carnegie Corporation of America, 2011; Kahne & Westheimer, 2003). If our young people are not provided high quality education to understand, access, and enact their systems of governance, they will feel powerless and dissatisfied with our democracy (Rubin, 2006).

Students in American public schools do not have equitable access to civic learning opportunities (Kahne & Middaugh, 2008; Levinson, 2012; Rubin, 2007). Until the 1980’s, civics education was a cornerstone in American public education. With the advent of standards-based learning and assessment and a hyper focus on numeracy and literacy, social studies and in particular civic education took a significant hit. In many states and school districts around the country, civics fell off the map altogether. When we combine the fact that civics has been a scarce commodity with the reality that what is present is inequitable, we have a system that preferences whiter, wealthier communities who already have resources and power to engage civically and politically.

As American society experiences deep partisan divides and even dissatisfaction with the fundamentals of a democratic society, education has a critical and existential opportunity to support the next generation of young people in the core principles of democracy that has sustained the country for almost 250 years. One fundamental premise of Practicing Democracy in Communities is that learning should be rooted in



student experience. Hammond (2015) argues that the human brain is hard-wired for learning by making connections to pre-existing knowledge and experience. Culturally responsive teaching (Ladson-Billings, 1996) argues from a sociological perspective that students of color will achieve at high levels when teaching and learning is connected to student cultural experience. Cohen, et al. (2018) offer a compelling argument that quality, engaging civic education needs to connect the lived racial, cultural, and social experience of students with curriculum. A fundamental need in urban education that scholars and researchers have compellingly identified and articulated is that the lived experience needs to be part of the teaching and learning calculus in classrooms. The asset based community development and critical civic engagement frameworks borrow heavily from this research and scholarship by placing student experience at the center of learning.

Our conceptual foundation for action is rooted in asset-based community development (ABCD) and our framework for civic learning is *critical civic engagement*. ABCD grounds the work of a community in the principles of strengths-based approaches, partnership development, and local self-determination. Our pedagogical framework—critical civic engagement—has three fundamental components: 1) engages the lived experience of students (Cohen, Kahne & Marshall, 2018); 2) develops and encourages critical thought (Bermudez, 2014); and 3) generates and supports informed civic action (Duncan-Andrade & Morrell, 2008; Hipolito-Delgado & Zion, 2015; LeCompte & Blevins, 2015; Levinson, 2012). In providing students with the ABCD foundation and the critical civic engagement framework for instruction, we know that students develop a stronger sense of civic identity, which leads to lifelong civic engagement in our American democracy (Harrell-Levy, Kerpelman, & Henry, 2016; Hart, Richardson, & Wildenfeld, 2011; Hauver, 2017; Kahne & Sporte, 2008; Martinez, Penaloza, & Valenzuela, 2012; Porter, 2013; Rubin, 2007; Rubin, 2006; Watts & Flanagan, 2007; Youniss, 2011).

Erikson (1968) discussed the social challenges that each of us face as we grow and mature. As we transition into adolescence and young adulthood, we face the challenge of identity – our meaning and purpose in the world. We translate this transition as a civic identity question. Young people who have opportunities to explore civic opportunities in their communities and in the world have more resources and experiences to draw from as they negotiate this stage of development (Corcetti, Erentaite, Zukauskienė, 2014; Martinez, Penaloza, & Valenzuela, 2012; Porter, 2013; Rubin, 2007). Duncan-Andrade & Morrell (2008), Harrell-Levy, Kerpelman, & Henry (2016), Hauver (2017), Hipolito-Delgado & Zion (2015), Molina-Giron (2016), Rubin (2007), Youniss (2011) argue that school can be effective spaces to support civic learning experiences that build a stronger sense of civic identity.

Teachers in many American public schools tend to be isolated from their peers both internally and externally. The ability to collaborate, network, learn together, and share resources and insights is an important opportunity to strengthen practices that result in benefits for students. The PDC communities of practice strategy brings teachers together to strengthen practices in US History and civics education within a specific community setting. Tocci and Ryan (2023) provide evidence that “horizontal expertise” among teachers in these settings recognizes the “unique knowledge and understanding that each professional [brings] to the collective activity and treats the knowledge as equally valuable, relevant, and important” (p. 6). PDC will work to level the playing field so that all students and all teachers bring experience, insights, and expertise to a diverse and dynamic learning table. A placed-based system of supports and engagement further enables teachers to provide authentic, innovative, high quality and meaningful instruction for students that is connected, holistic, and supportive of all students.

### **Research Activities and Student/Staff Involvement**

*Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)*

We are proposing to administer two surveys to students. These surveys are evaluative in nature and will help us understand if our resources, supports, and practices are having a positive impact on student dispositional growth. Both surveys will be available online as google forms. The first survey will allow students to evaluate their experience at a PDC external civic learning opportunity. The survey is a 13 question likert scale survey that students should be able to complete in 5-10 minutes after an experience. Data from the survey will help us make adjustments to our programs. The second survey is a 38-question retrospective survey that asks students to assess their own growth and development over the course of a civic education class. The students will be asked to compare what they feel at the end of a civic education class to what they felt at the beginning of the class. A retrospective survey tends to be a more effective tool as often respondents rate themselves quite high on a pre-program dispositional survey. When they respond at the end, they may realize how much they have learned and rate themselves highly once again, therefore skewing the results. A retrospective survey simply asks students to first state how they feel about their own civic dispositions after the class and then compare that with where they were when they started. This survey will help program organizers to make adjustments to our program to focus more in areas that need additional attention.

## Research Methodology and Analytical Technique

*Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.*

To evaluate the influence of the PDC program on civic dispositions, we will employ a retrospective pretest posttest design. Students, whose teachers are participating in the PDC community of practice professional development, will be asked to complete an online Civic Disposition questionnaire to assess changes in student civic dispositions at the end of their civics course. Demographic information requested on this questionnaire is limited to race/ethnicity, gender identity, and school name. No identifiable information is collected. School name is requested to allow for disaggregation of results by school. To evaluate student perceptions of Civic Learning activity experiences, we will employ a questionnaire which asks students to indicate which learning activity they engaged in and rate their experiences with the learning experience. Demographic information requested on the learning experiences questionnaire is limited to race/ethnicity, gender identity, and school name.

Analysis of data will include percentages for race/ethnicity, gender, and school, descriptive statistics for disposition constructs, and t-test for retrospective pre and post test scores for each disposition construct. Analysis of the disposition constructs will also be disaggregated by school to share with the PDC teachers for discussion in their learning community. These results will be used to facilitate discussions among PDC staff and the PDC teachers about the program's influence and how the program and pedagogy in civics can be improved or changed. Analysis, of learning experiences questionnaire will consist of percentages rating for each question. Results will be presented by which learning experiences students indicated they participated in during their civics course.

## Benefits and Commitment to Equity

## Benefit to CPS

### **Which (if any) of the CPS core values does your research support?**

Academic Excellence  
Community Partnership  
Equity  
Student Centered  
Whole Child

### **Please describe how your project supports each of the core values selected above.**

**Academic Excellence:** We want students to build their civic knowledge, skills, and dispositions through this project. We support teachers and students with pedagogical and external learning supports that are intended to build democratic knowledge and civic muscle.

**Community Partnership:** One foundation of this project is that it is thoroughly rooted in community and in community partnerships. One of the cornerstones of our civic work is to collaborate with museums, community organizations, associations, and institutions, and government officials. All of these players are critical to the civic identity development process for students as they learn about complex local and global issues, strategies to solve problems, and build relationships and networks to engage and build professional skills and connections. We envision communities wherein students, schools, community organizations, cultural institutions, government offices, and community leaders are consistently engaging with each other to build a more democratic community where all have the knowledge and skills to act in informed and democratic ways. Our opportunity, furthermore, takes place in some of the most diverse communities in the country/world, which enables us to develop and practice democracy in diverse communities.

**Equity:** Research demonstrates that civic learning opportunities are not equitably distributed among all students. We are intentionally choosing to work with CPS non-selective, neighborhood-based public schools to provide opportunities for students who might not ordinarily have access to them....or think that they don't belong. We work to make sure that all of our opportunities are available to all civics students in our partner schools. We are in fact working to correct the inequitable distribution of high quality civic learning opportunities.

**Student Centered:** Our view of civic education is that it must include opportunities for students to explore their own sense of identity, community, and self in order to see and understand where they will have opportunities to engage in their life of their neighborhoods, communities, cities, state, country and world. We intentionally begin with an exploration of social identity markers, encouraging students to understand both the narrative about them and the narrative they want to tell about themselves. This is the first stage in the arc of civic development. Once students have an opportunity to reflect on their own lived experiences, they have a lens through which to explore their passions and develop the knowledge and skills to be effective citizens. As they become more knowledgeable and skilled, they are able to engage in civic action and service in ways that reflect their own emerging sense of civic identity. This is a critical time (Erikson, 1968) for students to explore identity. Civic engagement provides students with wonderful opportunities to do this as it prepares them to contribute to democracy.

**Whole Child:** Civic education is not simply an academic exercise. It is not just about learning how government works. It is actually deeply personal and connected to one's social identities and lived experiences. We therefore do not stop with the intellectual. We know that students also need support to further develop their sense

of civic identity, to practice the skills of democracy in authentic contexts, and to learn how to effectively and democratically act on their values and passions in ways that build and strengthen communities.

**How does this project support the district broadly?**

We desire to collaborate closely with the CPS Office of Social Sciences. The Office of Social Sciences is responsible for implemented the state-mandated civic education course requirement at middle and high school levels. Our intent is to support that work by offering local supports in pedagogical approaches and generating local, community-based opportunities for students to learn about and engage in their communities through partnerships with museums, community organizations, government offices, and universities. We do not seek to offer a curriculum that replaces district efforts but to provide teacher supports that enhance district efforts. We believe this partnership will strengthen the district's work to meet the state civic education requirement.

**Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.**

*Please click "save" after each line.*

CPS Supporter Email Address	CPS Supporter Details
Rodriguez-Gruger, Yamali <b>Email:</b> yarodriguez@cps.edu <b>Business:</b> (773) 553-1000	Director of Social Sciences for CPS

**Link to New Contact Form**

User had the option to start a different form here.

## Commitment to Equity

### **In what ways does this project reflect/challenge/progress the district's commitment to equity?**

The PI and evaluator on this study are both white males. They are also instructors in the School of Education. Our courses meet the expectations of ISBE's CRTL standards and we are expected to deliver high quality instruction that reflects our engagement with these issues. As such, we have both reflected deeply over the years about our biases, particularly as this project will engage primarily Black and Brown students. Have we overcome all of our biases? That is lifelong work to which we are both deeply committed. Do we assume that Black and brown students inherently perform poorly? Absolutely not. In fact, this project asserts that all students bring their brilliance in to the classrooms and into their communities and that all students should have access to high quality civic learning experiences to further grow those capacities. We intentionally work with neighborhood-based public schools to affirm our intention as a university to support schools and their students who may not have access to all opportunities that are afforded private school and selective enrollment students. As PI, I have lived and worked in these communities for 33 years. I constantly am in conversation with leaders, organizations, young people to determine who we can best design and provide holistic supports. We believe that to educate is not just to provide knowledge. We believe that to educate is to support the process of becoming - knowledge, skills, dispositions, emotions and feelings, relationships. These are all core to effective civic education practices. We are proposing that engagement in civic life is a function of one's social identities and their lived experiences. We are motivated and driven by the experiences we have to make a change in the world that benefits ourselves and our communities. It is absolutely essential that our work engaged the experiences of students and enable them to bring those into the classroom as they consider their social identities and build their civic

*Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?*

identities. We do not believe that this project will create an undue burden on our communities; to the contrary, we think it brings a significant contribution. The district receives additional supports in its efforts to deliver on the civic education mandate; teachers receive supports that strengthen their ability to deliver high quality civic education; students receive numerous opportunities to explore and enact their sense of civic identity and purpose; our communities and indeed nation benefit by having students better equipped, prepared and motivated to become active participants in American democracy. Along the way, students will have opportunities to learn from and contribute to these communities as they develop and begin to flex their civic muscles. We do not consider our communities as research subjects. We 100% perceive them to be allies in this work. This work doesn't happen fully without all of our stakeholders having the opportunity to participate in, shape, and contribute to the noble task of building our next generation of civic participants and leaders.

**How are your research activities accessible to individuals with disabilities?**

Our evaluation activities are accessible to all students at our eight partner schools who are required to take civic education. Our partner schools identify teachers who choose to participate in the PDC initiative. Any student who is enrolled in one of these classes is able to participate in classroom and field activities of the PDC initiative. As needed, students with disabilities will receive accommodations to complete the survey.

**Are your research activities translated into languages other than English as appropriate for the community?**

We do not intend to translate the surveys into other languages.

**How will you share your research findings with the population(s) you are studying?**

Our evaluation work is strictly intended to improve our practices. In that regard, findings will only be shared internally with project staff and project teachers. We will share this data with teachers in Communities of Practice sessions to allow teachers to discuss and discern what the data is telling them and where we together need to strengthen pedagogical supports and practices and external learning opportunities to support student dispositional growth. Some aggregate data will be shared with our funding source. Absolutely no identifiable information about students will be gathered. We do not propose to do research here in the traditional sense. We do not intend to publish any papers or share any information beyond our internal stakeholders and grantor - the US Department of Education. Our only intent is to improve our practices and report as required to the US Department of Education.



**Start Date of Recruitment**

11/04/2024

**End Date of Recruitment**

01/31/2025

**Please provide the date that you will begin primary data collection**

11/11/2024

**Please provide the end date of primary data collection**

06/06/2025

**Please provide the date that you will begin analysis**

06/09/2025

**Please provide the end date of analysis**

08/01/2025

**Please provide the approximate date that you will finalize your research report.**

08/29/2025

**Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)**

Dr. Dave Ensminger, our evaluator, will generate a report for internal use only. This will be used by PDC staff and participating teachers to reflect on our work together by reinforcing the work that is deemed to be working and make adjustments in those areas that need to be adjusted. We will not be producing any reports that will be available beyond this group. Some aggregate level data will be shared with our funding source, the US Department of Education for grant reporting requirements. None of that shared aggregate data will be identifiable to a specific school, teacher or students. No students or teachers will ever be identified as all surveys will be anonymous.

**Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?**

No

*With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.*

**Will this study involve study subject randomization or a control group?**

No

**Will your research employ study-subject deception or non-disclosure?**

No



**Will this research involve Product Testing?**

No

**Will this research involve collection of biological samples or biometric data?**

No

**Does this research involve other research procedures not described previously?**

No

**Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?**

No

**Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?**

Yes

*Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is compliant with SOPPA:  
<https://cps.app.learnplatform.com/new/public/tools>*

**Please describe the use of educational technology as part of this study**

Google forms

**Is the described educational technology a CPS SOPPA operator?**

Yes

*Please use the following website to check if your proposed platform is compliant with SOPPA:  
<https://cps.app.learnplatform.com/new/public/tools>*

**Study Population****Will you be submitting a secondary Data Request?**

No

**RRB Protocol Number**

2024-1986

*This is your assigned RRB Number.  
Please reference this in any data request associated with this study.*

### **Study Subject Inclusion Criteria**

We are including students at our partner schools who are participating in a civic education course and whose teacher is participating in PDC.

*If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.*

### **Study Subject Exclusion Criteria**

Students who are not currently taking a civic education course with participating teachers will be excluded from completing the survey instruments.

*If the research involves more than one study subject population, please individually detail the inclusion criteria for each*

### **Please select all special populations that may be targeted for your study**

*No answer provided.*

### **Describe the potential direct and/or indirect benefits for all detailed research procedures and populations**

There are no direct benefits to the students who complete the survey instruments as they will be doing so at the end of their participation in the civic education class. However, by virtue of providing feedback about their participation in program activities, they will be benefiting future students who will take the course as the evaluations will help the project strengthen services.

### **Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations**

There are no known risks from participating in the evaluation of the programs as these are normal school activities that students regularly participate in. Students often take tests, assessment, complete exit tickets and write reflections. In this fashion, we are asking students to complete brief surveys to reflection on/evaluate their experiences. There are no questions that would cause discomfort or place them at risk.

### **How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?**

As noted above, we do not foresee any significant risks from participating in this evaluation process.

### **What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?**

Students, their guardians, and teachers will be informed that participation in the evaluation is completely voluntary. They do not have to complete any survey that might cause them discomfort or stress. They do not have to answer any question that causes them distress or discomfort. They can discontinue taking the survey once they have started if they so choose. If any observable stress or distress is observed by teachers, they will be advised to let the student know that they can discontinue their participation in the evaluation survey.

**Will you compensate study subjects?**

No

**Study Recruitment****Outline every aspect of the recruitment process for students.**

We will initially notify the school principal to gain permission to administer the evaluation survey tools. We will share the tools with principals so that they are able to make an informed decision. Upon received permission from the principal, we will then inform teachers that the evaluation surveys can be used with students. All recruitment will be done through classrooms. Students who have participated in a civics course and a civic learning experience will be invited to complete the evaluation surveys. Not students outside of these classrooms will be asked to complete the evaluation survey. Teachers will inform students in advance that they will be invited to complete the evaluation survey at the conclusion of an activity or at the end of the civic education course. Relevant consent and assent forms will be distributed and gathered. Those students who are then eligible to complete the survey will do so using google forms.

**Please attach all recruitment materials not attached elsewhere (Optional).**

*No answer provided.*

**Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).**

*No answer provided.*

**Identify study team members who will recruit subjects.**

Dr. Dave Ensminger  
Dr. Jon Schmidt  
Marielle St. Amand, MA

**Will this research involve screening procedures**

No

**Compliance****FERPA**

*For more information on FERPA, click here.*

**Is any aspect of this research subject to FERPA?**

No

**ISSRA**

*For more information on ISSRA, click here.*

**Is any aspect of this research subject to ISSRA?**

No

## PPRA

*For more information on PPRA, click [here](#).*

### **Is any aspect of this research subject to PPRA?**

No

## Permission, Confidentiality, and Security

### **Attach a draft of the permission letter that will be sent to school Principals**

Principal Letter   Support Letters

*Please note that Principals have final authority over what happens in their schools.*

### **How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.**

Promoting Democracy in Communities (PDC) personnel will supply teachers participating in the professional development learning community with parental consent forms and copies of the student assent statement. Teachers will request that students take the copies home and share them with their parents and if their parents' consent to allow them to participate students will return the signed parental consent form to the teacher. Promoting Democracy in Communities (PDC) personnel will collect the consent documents from teachers. Personnel from PDC will provide teachers with a list of names of their students who agreed to participate so teachers will only provide those students with URL links to the online questionnaires.

Students will complete the Civics Disposition, questionnaire via an online platform Google Forms. Students will be provided with an assent document that precedes the questionnaire and students can opt out of the completing the questionnaire by not answering the questionnaire. The questionnaire takes about 15 minutes and will be completed at the end of their Civics course. Student do not provide any identifiable information other than their school's name, gender identity and race/ethnicity.

Student learning activities experiences questionnaires will be completed after the class has participated in the learning activity. Students will be provided with an assent document that precedes the questionnaire and students can opt out of the completing the questionnaire by not answering the questionnaire. The questionnaire takes about 10 minutes and will be completed at the end of their Civics course. Student do not provide any identifiable information other than their school's name, gender identity and race/ethnicity.

Once student has submitted a questionnaire response, we will be unable to extract a single case's response since we will have no means of directly identifying an individual student's responses in the data set even with the school's name. Results shared with teachers during the PDC learning communities' professional development will be presented in aggregate form for discussion. No individual student responses will be shared with PDC learning community.

**Describe the data confidentiality or security provisions that will be in place for all research data.**

Data will be downloaded from google forms and then deleted from google forms. Downloaded data will be stored on a secured OneDrive folder within Loyola's file system. This folder will only be accessible for evaluation staff and the Grants' PI. Analysis will be conducted using statistical software, licensed to Loyola University. Analysis files will be stored in the same OneDrive folder as the data sets. Data will be stored in the OneDrive folder, for five years post grant completion then deleted

**How will you store participant data?**

Without any identifiers or codes

*These details must be included in all applicable consent forms*

**Explain how data will be de-identified. What information will be contained on the record such that re-identification is impossible?**

Students will complete the survey instrument anonymously. We are asking students to identify their grade level, gender, and race in order to better analyze how our programs are working with different demographic groups. Students will not be asked for any identifying information when they take the survey such as name, phone, email, school.

**Will you keep participants' contact information on file after the data have been collected?**

No

**Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?**

No

**What will you do with the data once the research has been completed (choose all that apply)?**

Destroy the data immediately after study conclusion.

Retain data for three years or longer post-completion, then destroy it

*Please note that the district discourages storing study data for longer than three years after study completion.*

**Please describe the purpose for which you will be storing data after the conclusion of the study. Also, explain the planned duration (i.e. how long) you will retain data**

We will be storing data to allow for use for applying for other funding to support civic education.

**Attachments**

**Please attach all miscellaneous attachments**

*No answer provided.*

*If you are resubmitting your protocol following initial review, please attach your response letter here.*

**Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?**

No

**Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?**

No

## **Acknowledgements**

### **Acknowledgements**

**Please acknowledge the following:**

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below  
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):  
<https://policy.cps.edu/download.aspx?ID=272>

**Submission Date**

08/19/2024

**All RRB new submissions, modifications, continuing reviews require a \$50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:**

**CPS RRB/Data Request ePay System**

*Once you navigate to the Illinois E-Pay Site, please click on the blue text "RRB / Data Request Payment Option " to display the appropriate payment options. Once selected, your total will be displayed. Do not attempt to type in your total manually.*

**RRB Protocol #**

2024-1986

**Payment Confirmation Number**

20000358

**Load Initial Submission into IRBManager**  
**- Submitted 08/23/2024 8:36 PM ET by System, The**



Research Office Pre-Review

- Submitted 09/06/2024 3:59 PM ET by Corson, Adam

Pre-Review

RRB Number
2024-1986

Ready for Review
Ready for Review

## Type of Review

Full Board

### Primary Reviewer

Galindo, Veronica

### Review Due Date

09/20/2024

### Comments for Reviewer

N/A

### Supplementary Site Output

609695 - Roald Amundsen High School  
609719 - Lake View High School  
609730 - Nicholas Senn High School  
609733 - Roger C Sullivan High School  
609945 - William C. Goudy Technology Academy  
609976 - Stephen K Hayt Elementary School  
610141 - Ravenswood Elementary School  
610269 - John T McCutcheon Elementary School

### School Contacts

A. Guerrero, Nicholas

**Email:** naguerrero@cps.edu

**Phone:**

Alicia Mendoza, Carmen

**Email:** camendoza1@cps.edu

**Phone:**

Astor Gomez, Daniel

**Email:** dagomez@cps.edu

**Phone:**

H Thomas, Chad

**Email:** CHAdams2@cps.edu

**Phone:**

Joseph Karafiol, Paul

**Email:** pjkarafiol@cps.edu

**Phone:**

P Bandolik, Kathleen

**Email:** KPBandolik@cps.edu

**Phone:**

Pavichevich, Anna

**Email:** apavichevich@cps.edu

**Phone:**

Susan Brandt, Pamela

**Email:** psbrandt@cps.edu

**Phone:**

### Administrative Processor

Corson, Adam

**Email:** ACorson1@cps.edu

**Phone:**

**Please select your primary area of research from the following:**

General Curriculum and Instruction

**Secondary Study Subject(s)**

*No answer provided.*

**RRB Meeting Date**

09/16/2024

**Payment Received**

Yes

**Current associated projects**

N/A

**Associated Projects**

No answer provided.

*Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.*

**Primary Reviewer Recommendation**  
**- Submitted 09/16/2024 3:25 PM ET by System, The**

**Primary Reviewer Recommendation**

**Primary Reviewer Recommendation**

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Galindo, Veronica	Revise and Re- Submit	09/06/2024	09/20/2024	09/16/2024

proposal is looking to evaluate student experiences with civic education in partnership w communities, but doesnt outline how their findinsg will contribute to the learning experience of students via current curriculum provided by the district. A research student focused on evaluating civiv education without consideration of CPS fundamentals such as SS vision, Instructional Equity, Liberatory and Inclusive Partnerships will only serve the research organization not how the district can better serve students in advancing civic education. Also, the research needs to offer multiple languages for students and parents.

**Reviewer Notes**

proposal is looking to evaluate student experiences with civic education in partnership w communities, but doesnt outline how their findinsg will contribute to the learning experience of students via current curriculum provided by the district. A research student focused on evaluating civiv education without consideration of CPS fundamentals such as SS vision, Instructional Equity, Liberatory and Inclusive Partnerships will only serve the research organization not how the district can better serve students in advancing civic education. Also, the research needs to offer multiple languages for students and parents.

**Under Convened Board Review**

**- Submitted 10/17/2024 1:18 PM ET by Corson, Adam**

**Post Board Meeting Processing**

**Do not process this stage until after the board meeting**

**Post Board Determination**

Approve

**Approval Actions**

Approval with Recommendations

**Post Board Summary for Researcher**

This approval is conditioned on the expectation that the study team continues to coordinate and collaborate with the Director of Social Science to ensure alignment and mutual benefit. Additionally, the Board would like to see additional languages provided for all forms (Spanish required, Polish, Urdu and Chinese appreciated) after the initial approval period expires (10/17/25).

*If this submission has been rejected, approved with recommendations, or conditionally approved, the above information will be included in the generated letter.*

*If this submission requires re-submission with changes, the information above will be included in an email.*

**Follow Up Required**

No Follow-up required

## Background Check Determination

### Reviewer recommendation for Background Checks

Yes

### Display Proposed Study Participants

Students

### Display Study Interventions

Questionnaire

### Display Study Contacts

Contact Email Address	Contact Organization	Role	Study Responsibility
Ensminger, Dave PhD <b>Email:</b> densminger@luc.edu <b>Background Check Level:</b>	Loyola University Chicago	Project Team Member	Will engage in primary data collection Will have access to individual-level student/staff data

### Office determination of background check level required for this study?

Level I

*Please select the level of background check required for researchers involved with primary data collection?*

### Justification for Background Check

Research Activities with students requires Level 1 background check for all individuals involved in data collection.

*This will appear in the "Other Notes" section of the letter received by the researcher. Please start this statement by identifying the level of background check required.*

## Approval Date

10/17/2024

### Approval Period in number of months.

12

### Notes for Letter

No answer provided.

*Please add "N/A" if no other notes are needed and no background check is required.*

**After you click "Next" and "Submit", this form will automatically generate an approval letter and will allow you to proof read it in a separate stage.**

## Determination Letter Finalization

- Submitted 10/17/2024 1:23 PM ET by Corson, Adam

**Review Generated Letter and Confirm Before Sending**

### RRB #

2024-1986

### Study Title

Loyola University Chicago has received a 5-year grant from the US Department of Education to support civic education practices in 8 CPS schools. These supports include teacher support, learning activities for students, and community partnerships. The intent of the project is to strengthen pedagogical practices in civic education and strengthen student civic knowledge, skills, and dispositions. We are evaluating the efficacy of these supports for student civic dispositional growth.

### Principal Investigator

Schmidt, Jon EdD

**Email:** jschmidt12@luc.edu

**Business:** (773) 561-2358

### Redisplayed Board Determination

Approve

### Determination Letter

**In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.**

Name	Type	Date
RRB#2024-1986- Jon Schmidt, EdD 2024-10-17.docx	Determination Letter	10/17/2024

*This determination letter will be automatically attached to an email being sent to the principal investigator.*

**Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.**

New Submission defined 08/23/2024

### Output Background Check Level

Yes

### Additional Attachments to Decision Email

*No answer provided.*

### Notes for Determination Email

*No answer provided.*

### Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Ensminger, Dave PhD	Project Team Member	Missing
Schmidt, Jon EdD	Principal Investigator	Missing

**Please use the text box above to indicate the background check level required or any other pertinent information.**

Level I

### Background Check Level Justification

Research Activities with students requires Level 1 background check for all individuals involved in data collection.

### Other Notes in Letter

N/A

### RRB Meeting Date for Acknowledgment of Final Determination

12/06/2024

*Please select the next meeting date of the RRB.*

**Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.**

11/07/2024



## CONSENT TO PARTICIPATE IN EVALUATION

Students

**Project Title:** Practicing Democracy in Communities.

**Evaluators:** Jon Schmidt and David Ensminger

### **Introduction:**

You are being asked to take part in an evaluation study being conducted by Jon Schmidt and David Ensminger faculty members in the School of Education Loyola University of Chicago.

### **Why we asking you?**

We want to learn about the experiences that middle school and high school students have during their civic education classes. We want to know if civic education classes contribute to your learning and developing ideas about civic participation. We feel that a strong democracy needs young people who have been well-prepared for the opportunities and challenges of contributing to democracy.

### **What are we asking you to do?**

Please answer the following questions to the best of your ability. As you consider each question, think about how you feel after having completed your civics course compared with how you felt about this question before you took this civics course. Questionnaire will take 5-10 minutes.

### **Risks/Benefits:**

We anticipate that your participation in this survey presents no greater risk than everyday use of the Internet. There are no direct benefits to you, however this information will help us make adjustments to these experiences so that they are more meaningful experiences for future groups of students participating in Practicing Democracy in Communities programming.

### **Do I have to participate?**

You do not have to complete this survey; it is entirely voluntary. You do not have to answer a question that you would prefer not to or makes you uncomfortable. We will collect no personally identifiable data in the questionnaire. Once you submit your responses, we will have no way of identifying your answers and at that time cannot remove your responses from the data set.

When we provide assessment data to our funding source (US Department of Education), we will provide only aggregated data so that individual identities will never be shared. Your honest feedback is deeply appreciated. Your agreement to participate or not participate will not impact your participation in Practicing Democracy in Communities, or impact your standing with your school.

### **Who can I contact if I have questions?**

If you have questions about this research study, contact *Jon Schmidt* at [jschmidt12@luc.edu](mailto:jschmidt12@luc.edu).

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

**How do I agree to participate?**

By advancing and completing the questionnaire you indicate that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You may save or print a copy of this form to keep for your records.

Revision Date: 02/13/2024

# **CONSENT TO PARTICIPATE IN EVALUATION**

*Parents*

**Project Title:** Practicing Democracy in Communities.

**Evaluators:** Jon Schmidt and David Ensminger

## **Introduction:**

Your child/guardian is being asked to take part in an evaluation being conducted by Dr. Jon Schmidt and Dr. David Ensminger, faculty members in the School of Education Loyola University of Chicago.

## **Why are we asking you?**

We want to learn about the experiences that middle school and high school students have during their civic education classes. We want to know if civic education classes contribute to the learning and development of ideas about civic participation among students. We feel that a strong democracy needs young people who have been well-prepared for the opportunities and challenges of contributing to democracy.

## **What are we asking you to do?**

We are asking you to provide consent for your child/guardian to participate in this evaluation of civic education practices. Your child/guardian will be asked to answer questions about their experience in the civic education course. As they consider each pair of questions, we ask them to think about how they feel after having completed their civics course compared with how they felt about this question before they took this civics course. The questionnaire will take approximately 5-10 minutes to complete.

## **Risks/Benefits:**

We anticipate that your child/guardian's participation in this survey presents no greater risk than everyday use of the Internet or attending class at school. There are no direct benefits to them, however this information will help us make adjustments to these experiences so that they are more meaningful experiences for future groups of students participating in Practicing Democracy in Communities initiative.

## **Does your child/guardian have to participate?**

Your child/guardian does not have to complete this survey; it is entirely voluntary. They do not have to answer a question that they would prefer not to or makes them uncomfortable. We will collect no personally identifiable data in the questionnaire. Once they submit their responses, we will have no way of identifying their answers and at that time cannot remove their responses from the data set.

When we provide assessment data to our funding source (US Department of Education), we will provide only aggregated data so that individual identities will never be shared. Honest feedback is deeply appreciated. Your child/guardian's agreement to participate or not participate will not impact their participation in Practicing Democracy in Communities, or impact their standing with their school.

## **Who can I contact if I have questions?**

If you have questions about this research study, contact *Jon Schmidt* at jschmidt12@luc.edu. If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

**How do I agree to participate?**

By advancing and completing the questionnaire you indicate that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You may save or print a copy of this form to keep for your records.

*Parents please be aware that under the Protection of Pupils Right Act 20 U.S.C. Section 1232 (c)(1)(A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, you should contact Dr. Jon Schmidt] at 773.561-2358 to obtain a copy of the questions or materials.*

Revision Date: 02/13/2024

---

Student/Guardian Name

---

Parent/Guardian Signature

---

Date

## PDC Student Survey

### Civic Learning Experience Evaluation & Reflection

This feedback form is for students who have participated in a PDC civic learning program. This form enables you to give feedback to the organizers of this event. We will gather, analyze, and use this data to improve future PDC program offerings. Please answer the following questions to the best of your ability. As you consider each question, think about how you feel after having completed your civics course compared with how you felt about this question before you took civics.

*This is an anonymous electronic survey that seeks to understand how you experienced this civic learning program. You do not have to complete this survey; it is entirely voluntary. You do not have to answer a question that you would prefer not to or makes you uncomfortable. Your honest feedback is deeply appreciated.*

1. **Grade Level:** What grade are you in?
2. **School:** What school do you attend?
3. **Gender:** What is your gender?
  - a. Female
  - b. Male
  - c. Transgender
  - d. Non-Binary
  - e. Prefer not to answer
4. **Race:** What is your race?
  - a. African/African-American/Black
  - b. Asian/Asian-American
  - c. Latina/Latino/Latinx
  - d. Middle Eastern Descent
  - e. Native American/American Indian
  - f. White/European/European American
  - g. Mixed Race
  - h. Prefer not to answer
5. **Program Experience:** The program was well organized.
6. **Program Experience:** The program was interesting and kept me engaged.
7. **Program Experience:** The program contributed to my learning about democracy and civic participation.
8. **Program Experience:** The program gave me an opportunity to interact with my peers in positive and productive ways.
9. **Program Reflection:** The program helped me to better understand ways that I can participate in my community.

10. **Program Reflection:** The program helped me to gain confidence in my ability to contribute to my community/society.
11. **Program Reflection:** The program gave me an opportunity to think about my own civic identity and purpose.
12. **Program Reflection:** As a result of this program, I am more interested in being involved in issues and projects in my community.
13. **Program Reflection:** Overall, I was very satisfied with this program in terms of the experience and value to my learning and growth.

**Practicing Democracy in Schools**  
**Student Retrospective Survey**  
*Civic Identity, Connection, Awareness, and Efficacy*

Please answer the following questions to the best of your ability. As you consider each question, think about how you feel after having completed your civics course compared with how you felt about this question before you took this civics course.

*This is an anonymous electronic survey that seeks to understand how you have experienced this civic education class. You do not have to complete this survey; it is entirely voluntary. You do not have to answer a question that you would prefer not to or makes you uncomfortable. Your honest feedback is deeply appreciated.*

**Community Awareness**

After taking the civics course, I have a good understanding of important issues in my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

Before taking the civics course, I had a good understanding of important issues in my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

After taking the civics course, I have a good understanding of the ways that individuals, groups, and organizations might solve social problems.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

Before taking the civics course, I had a good understanding of the ways that individuals, groups, and organizations might solve social problems.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

After taking the civics course, I know who my elected leaders are in my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

Before taking the civics course, I knew the elected leaders in my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

**Community Connection/Engagement**

After taking the civics course, I consider myself to be a valuable member of my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

Before taking the civics course, I considered myself to be a valuable member of my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

After taking the civics course, I think a lot about my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

Before taking the civics course, I thought a lot about my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

After taking the civics course, I feel a strong sense of connection to my community.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I felt a strong sense of connection to my community.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

### **Collaboration**

After taking the civics course, I find that I enjoy opportunities to work with others to solve a problem.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I enjoyed opportunities to work with others to solve a problem.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

After taking the civics course, I appreciate opportunities to work with others who might be different than me (race, gender, language, economics, political view point).

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I appreciated opportunities to work with others who might be different than me (race, gender, language, economics, political view point).

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

After taking the civics course, I am interested in joining a group that has a positive impact on society.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I was interested in joining a group that has a positive impact on society.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

### **Civic Identity**

After taking the civics course, I have a strong sense of myself as someone who really wants to be involved in my community.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I had a strong sense of myself as someone who really wants to be involved in my community.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

After taking the civics course, I am exploring ways that I can be involved with my community/in society.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I was exploring ways that I can be involved with my community/in society.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

After taking the civics course, I know the issues that I am interested in.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I knew the issues that I am interested in.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------



After taking the civics course, I know how I want to be involved in making positive change in my community.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I wanted to be part of making positive change in my community.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

### **Civic Efficacy**

After taking the civics course, I am interested in being part of my community to participate in community actions or supports.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I was interested in being part of my community to participate in community actions or supports.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

After taking the civics course, I am interested in taking a leadership role in my community to organize others toward community change.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I was interested in taking a leadership role in my community to organize others toward community change.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

After taking the civics course, I know 3-4 specific ways that I can be involved in strengthening my community.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I knew 3-4 specific ways that I can be involved in strengthening my community.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

### **Civic Agency**

After taking the civics course, I feel confident about contacting and meeting with an elected leader about a concern that I have.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I felt confident about contacting and meeting with an elected leader about a concern that I have.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

After taking the civics course, I feel that I have important knowledge about my community that should be shared.

Not at all	A little	Somewhat	Quite a bit	A great deal
------------	----------	----------	-------------	--------------

Before taking the civics course, I felt I had important knowledge about my community that should be shared.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

After taking the civics course, I have the skills and knowledge necessary to make a contribution to my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

Before taking the civics course, I had the skills and knowledge necessary to make a contribution to my community.

Not at all                      A little                      Somewhat                      Quite a bit                      A great deal

Definitions:

- **Community awareness** is the experience and knowledge that an individual has about the history, politics, culture, and current events in their community.
- **Community engagement** are the experiences and actions that individual take to participate in their neighborhood, community, or city.
- **Collaboration** is a positive sense of learning from and working with others, particularly to address an issue or solve a problem.
- **Civic identity** is an individual's sense of why and how they choose to be involved in public and political spaces.
- **Civic efficacy** is the feeling or sense of self that an individual has that they have skills, knowledge, dispositions or experiences that are important for making a positive change in society.
- **Civic agency** is the feeling or sense of self that an individual has that they can make an actual difference in society through their actions and interactions.

Unable to add 'LUC IRB Approval.html' inline in PDF.  
Automatic conversion of this type not currently supported.  
Attached to PDF instead.

Dear Principal,

We are asking your permission to have students in your civic education classes evaluate their participation in PDC initiatives through anonymous, online surveys using google forms. The first survey asks them to evaluate their participation in a PDC civic learning activity such as visit to a museum or participation in a simulation activity. It is a 13-question likert scale question that is taken online and should take students no more than 5-10 minutes to complete. The second survey is an end of course retrospective survey that asks students to reflect on their growth during the civic education class in six core civic dispositions. This survey is a likert scale 38-question survey and should take no more than 10-15 minutes to complete.

Both of these surveys are completely anonymous. Students will not be expected to share any identifiable information. The evaluation results will be used only to improve our practices and strategies and to report in aggregate our work to our funding source, the US Department of Education.

Please let me know if you have any questions or concerns about this.

Respectfully,

Dr. Jon J Schmidt  
Loyola University Chicago  
School of Education



42 W. Madison | 2<sup>nd</sup> Floor | Chicago, IL 60602  
Telephone: (773) 553-4444  
Fax: (773) 553-2421

10/17/2024

Jon Schmidt, EdD  
Loyola University Chicago

Dear Dr Schmidt,

Thank you for your interest in conducting research in Chicago Public Schools. The Research Review Board has reviewed your proposal dated 08/23/2024 for research.

The Research Review Board has completed the review of your proposal and has decided to approve this project with some additional recommendations. The Research Review Board would recommend the following changes be made:

This approval is conditioned on the expectation that the study team continues to coordinate and collaborate with the Director of Social Science to ensure alignment and mutual benefit.

Additionally, the Board would like to see additional languages provided for all forms (Spanish required, Polish, Urdu and Chinese appreciated) after the initial approval period expires (10/17/25).

Please see the following notes—

Background Check Level Required: Level I

Other Notes: Research Activities with students requires Level 1 background check for all individuals involved in data collection.

While these changes are being recommended, **the CPS RRB does not require any further documentation of these changes at this time.** Although your study is approved, school principals have final authority over activities that are allowed to take place with their school's staff, students, or communities. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project #2024-1986. If you have any questions, please contact our office by email at [research@cps.edu](mailto:research@cps.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson  
Co-Chair, Research Review Board