Conducting Health-Related Research in Chicago Public Schools

Presented by –

• Northwestern University’s Alliance for Research in Chicagoland Communities
• CPS Research Review Board
• CPS Office of Student Health and Wellness
• CPS Office of Social and Emotional Learning

Recording of May 6, 2015 Workshop accessible at:
http://northwesternuniversity.adobeconnect.com/p8av1l84wyz/
Mission: Promoting and supporting collaborative research partnerships between Chicago area community-based and faith-based organizations & Northwestern University that lead to measurable improvements in community health

www.ARCConline.net
ARCC@northwestern.edu
ARCC STEERING COMMITTEE

Casa Central, Demoiselle 2 Femme, Casa Central, Chinese Mutual Aid Association, Cambodian Association of Illinois, Apostolic Faith Church, Westside Health Authority, Healthcare Consortium of Illinois, Korean American Community Services, Vida/SIDA, Access Living, Coalition of Limited English Speaking Elderly

Government Agencies: Chicago Department Of Public Health, Chicago Public Schools

Northwestern Faculty: Amy Eisenstein PhD, Rebecca Ford-Paz PhD, George Greene PhD, Ruchi Gupta MD MPH, Bill Healey PT EdD GCS, Gail Huber PT PhD, Darby Morhardt PhD, Karen Sheehan MD MPH, Melissa Simon MD MPH, David Victorson PhD

ARCC Staff: Jen Brown MPH, Gina Curry, Maryann Mason PhD, Gini Bishop MD MPH
ARCC Resource Directory

The ARCC Resource Directory is an online website providing access to materials and resources to help interested community and faith-based organizations and academic partners to learn about how they can build capacity to conduct community-engaged research and support building, strengthening, and sustaining their partnership.

**Click here to access a brief guided video tour of the website.**

It was developed and is maintained by the Alliance for Research in Chicagoland Communities (ARCC). ARCC is guided by a steering committee of community- and faith-based organizations from across the Chicagoland area, public agencies, and faculty at Northwestern University. ARCC supports and promotes collaborative research partnerships between community-and faith-based organizations and Northwestern University that leads to measurable improvements in health. Learn more at ARCConline.net

Community-engaged research (CEnR) is an approach characterized by collaborative partnership development, cooperation & negotiation, & commitment to addressing local health issues. Engagement is on a broad spectrum from minimal collaboration to collaboration as equal partners (e.g. community-based participatory research (CBPR).
Workshop Agenda

- Research Review Board Process Overview
- OSHW Overview & Research Priorities
- OSEL Overview & Research Priorities
- CPS Research Tips & Suggestions
- Break
- FAQs & Best Practices
- Question & Answer Session
- Networking Meet & Greet
CPS Research Policy and Process
Research in CPS

- CPS Research Study and Data Policy
  - To support research which may benefit CPS
  - Defines what constitutes “research” in CPS
    - **Systematic investigation**, including research development, testing and/or evaluation, designed to develop or contribute to general knowledge;
    - **Collecting and analyzing of information** aimed at discovering new facts and their correct interpretation to draw conclusions; and
    - **Quantitative and qualitative study activities** such as observations, interviews, case studies, ethnographic analysis, analysis of written materials, secondary analysis of data, achievement testing, surveys, experimental designs to examine causal relationships, product testing, and analysis of cost and management records.
  - Outlines requirements and expectations for protecting student and family rights and privacy
Research Covered by the Policy

- Any research conducted in CPS schools
- Any research where participants are recruited through a CPS school
- All potential subjects are covered by the policy and review process:
  - Students
  - Parents/Guardians/Families
  - Teachers
  - Principals
  - CPS staff
Research Review Board

- Research Review Board (RRB) acts on behalf of the Board of Education to review research proposals
- Cross-departmental committee
- Meets every 6 weeks to review new research proposals
  - Applications for modifications to existing research and extension applications are reviewed on a rolling basis
- Approval must be attained prior to conducting research activities
Criteria Used by the RRB in Evaluating Proposals

Every proposal is evaluated on its own merits, however we do look for strengths in the following areas:

- **Benefit to CPS**
  - New research question/aim
  - Sound research methodology

- **Minimal disruption**
  - Protects instructional time
  - Does not use CPS resources

- **Protects participants’ rights**
  - Protects privacy of students and staff
  - Follows all legal requirements and CPS expectations for ensuring rights are protected

For comprehensive information regarding proposal requirements, do refer to the guidelines found on our website.
Before You Submit to the RRB

- Review the materials and information on the website:
  - www.cps.edu/research
  - In particular, the RRB Guidelines

- Plan ahead for your timeline

- Prepare consent forms, per RRB Guidelines, for all research participants (including translated versions when appropriate)

- Attain Institutional Review Board (IRB) approval
  - IMPORTANT: ACTIVE consent is REQUIRED by our board policy, even if cases where your IRB determined your research is exempt
RRB Application Requirements

**Application Form**
- Executive Summary or Abstract
- Researcher status and title
- Literature Review/Justification of Research
- Description of direct benefit to CPS
- Research question, hypothesis, and methodology
- Timeline of research
- Description of school/student/staff involvement

**Additional Requirements**
- IRB review determination (approval/exemption)
- Consent/assent forms for all research participants
- Final instruments used to conduct research activities (surveys, assessments, interview questions, field observation tools, etc.)
- Processing fee - $50 check or money order
After You Submit to the RRB

- Committee determination will be provided within a week of the meeting
  - Approval: valid for one year
  - Request clarifications, more information, or changes: reviewed on a rolling basis
  - Non-approval: if seeking to reapply, wait two review cycles

- If approved and seeking to modify existing research proposal, instruments, or timeline follow process for continuing review/modification.
Contact Information

- Kylie Klein, Strategic Research Partnerships Manager
  - kklein@cps.edu
  - 773-553-3483

- Research website
  - www.cps.edu/research

- CPS data sets
  - www.cps.edu/schooldata
Health Impacts Learning

40%  
CPS Students Overweight or Obese

1/10  
Children with asthma missed more than 2 weeks of school

25%  
CPS Students impacted by chronic disease

1/2  
Amount of daily calories consumed at school
Direct Service
- Vision care and behavior
- School utilization of health services
- Access to health services
- Consent process for direct services (vision, dental, etc.)

Chronic Health Conditions
- Chronic disease and attendance - tailored interventions
- Community health worker model

Physical Activity
- Comparing physical activity minutes to academic and behavioral outcomes

Nutrition
- Comparing breakfast in the classroom to academic and behavioral outcomes
- Food access
Health Education
- Sexual health education fidelity, knowledge and behavior outcomes
- Comparing health education minutes to utilization of health services
- Instructor behavior and proficiency (health education, sexual health education, nutrition education, etc.)

School Health Environment
- Comparing time spent in school garden to academic outcomes
- Comparing school personnel wellness to student wellness
- LG BTQ climate in schools & access to care

School Health Policy
- Evaluating PE policy implementation
OSHW Priorities for Secondary Data Analysis

- Healthy CPS Survey longitudinal comparisons
- Oral health and attendance
- Chronic health conditions and attendance
- Trends in chronic health emergencies (asthma attacks, allergic reactions, etc.)
- Date of Vision/Hearing service, date of medical follow-up and academic achievement
- Cost benefit analysis of Vision/Hearing service provider models
Contact Information

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- Jamie Tully, Healthy CPS Project Manager
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Office of Social and Emotional Learning
Office of Social and Emotional Learning

Universal (Tier 1) Supports
Targeted and Intensive (Tier 2/3) Supports
Student Adjudication
Teen Pregnancy Prevention Initiative

14 Network-Based SEL Specialists
Multi-Tiered System of Support for Social & Emotional Learning

**ALL STUDENTS**
Examples: PBIS or Foundations, Second Step, Restorative Conversations, Talking Circles

**CREATE POSITIVE LEARNING CLIMATE**

_School climates_ with positive relationships, clear expectations, and collective responsibility establish appropriate behaviors as the norm. Respectful, learning-focused, participatory _classroom environments_ with well-managed procedures and behaviors maximize learning time.

**TEACH SOCIAL AND EMOTIONAL SKILLS**

Explicit curricula, along with integrated instructional practices that promote social and emotional development, teach students how to form positive relationships, make responsible decisions, and set goals. These are critical skills for college and career success.

**TARGETED SUPPORTS**

For at-risk students, classroom-based responses can help de-escalate behavior problems; clinical group interventions address anger, trauma, and violence; and restorative practices provide students with strategies to resolve conflicts.

**INDIVIDUALIZED INTERVENTIONS**

For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.
OSEL Original Research & Evaluation Priorities

- Effective strategies for improving staff culture and morale
- Implementation of universal SEL skills instruction (e.g. Second Step)
- Interdependence of SEL and Academic Learning
- Teachers’ social and emotional competence and effective strategies for promoting
- School-wide and classroom-based strategies for supporting students exposed to trauma
- Reducing racial disproportionality in use of punitive practices
- Impact of Restorative Practices on school climate and student outcomes
- Impact of existing small-group behavioral health interventions (e.g., Anger Coping, Think First, CBITS)
- Effective school-based interventions for depression, anxiety, and substance abuse
- Effective school-based approaches to gang disaffiliation
OSEL Priorities for Secondary Data Analysis

- Relationship between Domain 2 (Learning Environment) of the CPS Framework for Teaching and academic growth, attendance
- Recidivism and attendance rates following restorative versus punitive discipline
- School- and student-level impact of Alternatives to Expulsion (SMART, psycho-social interventions, gang disaffiliation programs)
Contact Information

- Amy Mart, Manager of Universal Supports
  - akmart@cps.edu
  - 773-553-3528

- Matthew Rowe, Project Manager
  - mhrowe@cps.edu
  - 773-553-1224
CPS Research
Tips and Suggestions
Overall Tips and Suggestions

- Apply well enough in advance
- For research activities to be most beneficial to CPS, communicate and work with CPS staff
  - Especially in early planning stages
- Be mindful of CPS considerations
  - Timing of activities, board policies
  - Work with your CPS partner department!
  - Equitable partnerships (funding/resources to offset burdens)
- Clear and concise proposal
- District approval of research proposal does not guarantee or obligate school, staff, or student participation
  - Be realistic about response rates and demands on school time
Practical Tips and Suggestions

- Check for errors and omissions, particularly in consent forms
  - Consent form errors are the largest source of delay for researchers!
  - Yes/no checkboxes, PPRA statement advising parents of rights to review questions/materials, local or toll-free number and study contact person (not CPS staff), typos

- Adhere to requirements outlined in the guidelines and board policy
  - Incentives
    - Restrictions on compensation/incentives for CPS staff participants ($50 annual maximum)
    - Some restrictions on student incentives (CPS Healthy Food policy, RRB committee recommendations: no itunes, Amazon above $25)
Practical Tips and Suggestions

- Alternative activities must be planned for students for whom you do not have consent if you are working with student groups.

- Proposals including videotaping or audio taping necessitate additional safeguards.
  - Provisions for what protections are in place for students whose images or voices are inadvertently captured.

- Social media and posting things online.

- If the text doesn’t appear in a print out of your application form, you can submit an additional word document with the text from the illegible sections.
Considerations Specifically for Health and Wellness Partners

- IRB review is a requirement
  - It is likely your IRB won’t consider the activities “research”; this is fine, provide us with the exemption letter (*this does not mean review is not a requirement – you must still have it reviewed and provide evidence!)
  - If you have no IRB we would recommend a private IRB company

- Background checks – if needed, you would need to have a CPS conducted background check, even if you had one for your institution

- Recruitment matters for determinations regarding if the activity requires CPS review
Considerations Specifically for Health and Wellness Partners

- If your research includes plans to collect BMI data (secondary CPS data OR independently collected by your research team), this must be VERY explicit and clear for parents.

- If you are asking students about potential risk factors and/or engagement in risky behavior, this also needs to be explicitly clear.
  - We will often require that in the consent form you include the MOST sensitive question so parents understand the nature of the questions which might be asked of their child/children.

- For teacher professional development focused projects, satisfaction surveys and/or pre/post assessments do not require approval when focused strictly on PD content.
Frequently Asked Questions
Frequently Asked Questions

- **How many copies do I submit?**
  - For new proposals, submit fourteen (14) hard copies of your complete application before the deadline (deadline calendar on the website).
  - For modifications or extensions, submit one (1) hard copy of your application and relevant materials (do NOT need to wait for deadline).
  - By mail is ideal.

- **What if I am seeking to make changes to approved research?**
  - If approved and seeking to modify existing research proposal, instruments, or timeline follow process for continuing review/ modification.
Frequently Asked Questions

- What if I am seeking to request secondary data?
  - You need consent for us to release data (must be specific)
    - Data, including student work, belongs to the student and family
  - Data requested must be related to research questions/ methodology
    - i.e. for a literacy intervention, literacy assessment results
  - There are fees involved for data requests
  - Requests take time

Research services agreements are possible in some cases if you are conducting research on behalf of the district; in such cases, the data can only be used for the specific project for which it was originally attended.
Best Practices

- Engage your CPS representative as early as possible
- Be mindful of resources and burden on the District
- Plan ahead
- Primary data collection – keep in mind that active consent forms may impact participation rates
Question and Answer Session
Networking Meet and Greet

- RRB – All Process Questions – Kylie Klein
- OSHW – Direct Service – Megan Erskine
- OSHW – Vision & Hearing – Ken Papineau/Katheryn Stafford-Hudson
- OSHW – Chronic Conditions – Victoria Rivkina
- OSHW – LearnWELL & Research Coordination – Jamie Tully
- OSHW – School Food – Tarrah DeClemente
- OSHW – Physical Activity & Early Childhood – Abby Rose
- OSHW – Health Education – Julia Goetten
Thank You!
Supplemental Guidance on Appropriate Student Incentives

In light of the adoption of the CPS Healthy Snack and Beverage policy and to improve clarity on appropriate incentives for student participation, we are issuing this additional guidance for researchers.

It is acceptable to include in your research proposal incentives for return of consent forms whether consent is given or not and for completion of research activities such as surveys and interviews. We recommend that if researchers are considering the use of gift cards or food items as participation incentives for students or families, they consider the following recommendations and requirements:

- Any foods or beverages offered before, during, or after school must follow the [CPS Healthy Snack and Beverage Policy](#). In light of this policy we strongly recommend that research proposals consider the use of non-food incentives or rewards such as school supplies, books, gift cards, or other items. These may take a variety of forms and should be age appropriate for the population being studied.

- Researchers may consider providing choices to students and families for gift card incentives to ensure that the provided incentive is useful and in alignment with the student or family needs.

- Pre-paid gift cards that can be used at any store accepting credit or debit cards (such as pre-paid Visa cards or MasterCards) are appropriate. Researchers should review fee policies for such cards and ensure that they select cards with no fees or penalties and where the value of the card does not expire.

- Gift cards to stores should consider stores in the local area of the student’s school or home neighborhood which the student or family may frequent and where many items, including groceries, are available for purchase (such as food stores, drug stores, large retail stores, etc.).

- Gift cards to stores where the average cost of items exceeds the amount provided as an incentive are strongly discouraged and may ultimately not be approved (for example, a $5 incentive to a store in which the average item costs $15 is not approvable). Furthermore, incentives such as music, game or app download gift cards which necessitate access to a specific device, computer or game system are also discouraged.

- Gift cards to restaurants should also be offered in consideration of CPS’ commitment to health and wellbeing for students and families. We strongly discourage offering gift cards for fast food options which may not promote healthy food choices.

If you have any questions about the appropriate use of incentives in research activities or would like additional information, please contact the Office of Accountability at research@cps.edu.
Meet the Office of Student Health and Wellness

The Office of Student Health and Wellness aims to remove health-related barriers to learning, so students may succeed in college and careers.

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<thead>
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<th>Managers</th>
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<th>Tarrah DeClemente</th>
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