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New RRB Submission

Data Entry
- Submitted 10/19/2024 7:05 PM ET by Jarpe-Ratner, Elizabeth

Pertinent CPS Documentation

RRB Number	2024-2004
Study Title	Evaluation of "Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools Program"
Event Type	New Submission defined 10/19/2024
Schools Participating	*No answer provided.*

Submitter

Jarpe-Ratner, Elizabeth

Email: ejarpe2@uic.edu **Phone:**

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

Evaluation of "Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools Program"

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

No

Primary Study Organization/University

University of Illinois Chicago School of Public Health

Principal Investigator

Jarpe-Ratner, Elizabeth

Expirations:	**Background Check Level:**

PI Organization
University of Illinois Chicago School of Public Health

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
Belcher, Kristen MPH **Email:** kbelch3@uic.edu **Expirations:** **Background Check Level:**	University of Illinois Chicago School of Public Health	Project Team Member	Will engage in primary data collection Will have access to individual-level student/staff data
Liu, Julia **Email:** jliu262@uic.edu **Expirations:** **Background Check Level:**	University of Illinois Chicago School of Public Health	Project Team Member	Will engage in primary data collection Will have access to individual-level student/staff data
Chicojay, Thalia **Email:** tchic@uic.edu **Expirations:** **Background Check Level:**	University of Illinois Chicago School of Public Health	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?

Yes

Is a funding source associated with the proposed research?

Yes

Who is the primary funding source?
Centers for Disease Control and Prevention Division of Adolescent and School Health; CDC-RFA-DP-24-0139:

What is the amount of funding awarded?
$100,000.00

Please list primary contact information of funder.
Adriane King, CDC-DASH Project Officer, fsz7@cdc.gov

Select the option that applies to your study

My study will be occurring District-wide

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

Yes

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

Yes

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 review CPS's Acceptable Use of Technology Guidance (AUP)

✔

Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.

Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, 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:

Interviews

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

SHE/PHS PD Follow-Up Interviews
Key informant interviews will be held with 12-24 CPS Sexual Health Education/Personal Health and Safety instructors that teach elementary, middle, and high school students. Interviews will be conducted on a rolling basis throughout the SY24-25, after SHE/PHS Instructors finish implementing SHE/PHS lessons. Each key informant interview will take place virtually over Zoom using UIC's platform and will last 45-60 minutes. Interviews will take place at a time that is most convenient for participant, so that it will not conflict with their work responsibilities. Instructors will be asked about their opinions and feedback on the SHE/PHS instructor training, how they implemented the SHE/PHS curriculum in the school, how the training prepared them to implement SHE/PHS, and what changes and additions to existing resources would help support their delivery of the SHE/PHS curriculum. A copy of the interview questions that will be asked during the key informant interview is attached to this application. Please see "Improving Ad Hlth_SHE PD Flwup Interview Guide_v1_03Oct24.docx" attached to this application.

All notes and recordings obtained during the interviews will be stored on password-protected computers and will be only accessible to UIC staff that are assigned to this project. Participants' names will not be on the interview notes or voice files. Individual staff members and schools will not be identified or named in verbal and written reports for CPS, and school staff members will be referred to or described in the reports using general role descriptions, such as school administrator, teacher, etc. The information collected may be used in academic publications or presentations, but interviewees' names will not be used within these manuscripts or presentations.

These procedures are described in the informed consent documents that are provided to interviewees prior to interviews. Informed consent documents will be reviewed with all interviewees before they consent to participate in the interview. During interviews, participants will be asked not to mention names of students and other staff members during the interview. However, if they are accidentally mentioned during the interview, the names will be redacted from written transcripts. Participants may choose to participate in interviews, but not have the interview recorded. Participants will be asked to consent to participate in the interview and be recorded during the interview during the informed consent process, and a separate signature line in the informed consent form will be provided for the participant to consent to each. A copy of the informed consent form (Improving Ad Hlth_SHE PD Flwup_Informed Consent Form_v1_03Nov24) is submitted with this application. Participants will be offered a $50 gift card as an incentive for interview participation, and will be reminded of this at the end of the interview. Following the interview, an M4A audio recording that is generated by the Zoom platform will be downloaded and saved in password, protected, secure location. The audio file will be used for the purposes of transcription, and deleted when transcriptions have been completed and verified.

Does this involve video, audio, or photograph recording?
Yes

Please describe the protocol for audio/video recording
SHE/PHS PD Follow-Up Interviews
All interviewees will be given the option to opt out of recording. In the case an interviewee opts out of recoding notes will be captured by the interviewer. All interviewees who opt in to recording will be audio-recorded using UIC Zoom. Zoom recordings will be saved on the UIC Box secure file system and only accessible by the project team. Audio files will be saved with coded file names.

Please describe how data will be captured and stored securely
SHE/PHS PD Follow-Up Interviews
All participants' names will be coded. A code/master key will be kept on a password protect secure file that will only be accessible UIC/ P3RC personnel working on this study. Names of participants collected during the consent/assent process and found on the consent forms will not be coded or linked to the transcripts or study notes. All audio files will be temporarily stored on UIC Box until they have been transcribed; once transcriptions have been completed and verified, audio will be deleted. Only de-identified transcripts and notes will be saved on UIC Box.

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

Improving Ad Hlth_SHE PD Flwup Interview_Consent Form_8OCT24.pdf	Consent Forms
Improving Ad Hlth_SHE PD Flwup Interview Guide_v1_03Oct24.docx	Interview Protocols
Improving Ad Hlth_SHE PD Flwup Recruitment Email Script__v1_03Oct24.docx.docx	Recruitment Materials

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

> "This evaluation work will include evaluation data collected by CPS using google forms to explore student and/or staff experiences of events, trainings, and supports received through OSHW. These data will be securely shared with UIC only for the purposes of analysis and will never include identifiers of any kind. In all such cases participants will be informed that UIC will have access to deidentified data for analysis purposes at the outset of the google form itself."
>
> 11/26/2024 • Corson, Adam • *Not* Internal

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?

Teachers

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

Yes, and it was deemed exempt

IRB of Record Name
University of Illinois Chicago

IRB Protocol Number
STUDY2024-1184

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

STUDY2024-1184 10-17-2024 Not Research Correspondence.pdf	IRB Letters
UIC-CPS-DASH 0139_v1_10.10.24.docx	IRB Protocol

Deleted Attachments: 1 (Most Recent: STUDY2024-1184 10-17-2024 Not Research Correspondence.pdf on 10/19/2024 6:24 PM ET)

IRB of Record Primary Contact Email Address
uicirb@uic.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.

Chicago Public Schools (CPS) has entered into a cooperate agreement with the Centers for Disease Control and Prevention, Department of Adolescent and School Health (CDC-DASH), with the University of Illinois at Chicago (UIC) serving as the designated evaluator. This work, which was determined to be non-research, continues to build upon a previous cooperative agreement (2021-1532-CPS). The evaluation team at UIC is providing CPS the evaluation support through tracking and reporting of performance and processes indicators that are required by CDC-DASH. In addition, the evaluation team will assess program quality, effectiveness, and sustainability. This will be achieved through activities such as training and technique assistance, identifying capacity building opportunities for key stakeholders including CPS teachers, principals, and other support staff. Data collection efforts will also include interviews with CPS staff, focus group with students in the key initiative programs, and identifying knowledge gains or gaps through pre/post/follow-up evaluations of professional development workshops. The findings will provide valuable insights to grantees and practitioners, and be shared with CDC-DASH. The results may be disseminated through publications, and conference presentations as evaluation findings and lessons learned.

Research Questions and Hypothesis

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

The evaluation plan co-developed between the P3RC and OSHW aligns with CDC grant requirements and outlines the methods for collecting performance and process measures data directly from schools through electronic surveys, in-person meetings, technical assistance requests, and on-site observation by CPS staff members. The CDC mandates the following evaluation questions, in which the role of the evaluation team is simply to provide advice and technical support.

1.Health Education
a.To what extent do recipients support schools to implement quality health education?
b.To what extent do students receive health education in recipient school districts?

2.Heath Services
a.To what extent do recipients implement or support activities to increase access to sexual health services for students?
b.To what extent do recipients implement or support activities to increase access to behavioral and mental health services for students?
c.To what extent do students receive sexual health services? To what extent do students receive behavioral and mental health services?

3.Safe and Supportive Environments
a.To what extent do recipients provide support for safe and supportive school environments for students and school staff?
b.To what extent do students participate in activities that foster safe and supportive environments?

4.Community Engagement
a.To what extent do recipients engage district, school, family, and community partners in school health policies, programs, or strategies?

5.Surveillance
a.To what extent are YRBS and Profiles institutionalized within the jurisdiction?

CDC encourages the evaluators to explore additional evaluation questions that promote capacity building. The role of the evaluation team is to provide guidance and technical support to answering these following evaluation questions. Below is a summary of each evaluation question identified in the Evaluation Plan submitted to the CDC-DASH and the data collection methods employed for assessment.
1. What are the experiences and perceptions of sexual health education (SHE) instructors' receiving SHE related technical assistance and professional development, and what is its impact on their implementation of SHE?
2. What is the perceived value of Gender Sexuality Alliances (GSAs) to staff and students (as part of the Safe and Supportive Environment (SSE) work?
3. How is the capacity for sexual health promotion built among Sexual Health Advisory Committee (SHAC) members?
4. What is the perceived value of newly guided resources to staff members who support sexual health and mental health to students, and its effectiveness to

continue providing a safe and supportive environment?

This current protocol and accompanying instruments are being submitted in the fall 2024 to address the question, "What are the experiences and perceptions of sexual health education (SHE) instructors' receiving SHE related technical assistance and professional development, and what is its impact on their implementation of SHE?" The following sub-research questions will also be addressed.
1.What roles do instructors report that CPS's new online asynchronous SHE/PHS professional development played in preparing them to teach SHE?
2.What other existing resources or changes to existing resources would help instructors in their preparation to teach SHE/PHS?

It is hypothesized that this initiative will achieve the following objectives: 1) Decrease in sexual risk behaviors among adolescents; 2) Increase use of preventative behaviors that decrease risk for HIV, STD, and teen pregnancy among sexually active adolescents, such as use of condoms and highly effective contraception methods; 3) decrease experiences of violence among youth 4) decrease suicidal thoughts and behaviors and improve mental health among adolescents 5) decrease use and misuse of alcohol and other drugs.

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?

Current research has found a correlation between health behaviors and student outcomes. In an analysis of student risk behaviors, it was found that violence and suicide-related behaviors, as well as risky sexual behaviors were correlated with "lower self-reported grades." (Rasberry et al, 2017). Studies have shown links between educational outcomes such as letter grades, test scores, or other measures of academic achievement, and health-related behaviors (Rasberry et al, 2017). An array of strategies has demonstrated evidence of improving student's well-being and educational success. For example, research has indicated that comprehensive sexual health (CSE) education provides students with the ability to learn concepts and master skills necessary lead sexual healthy lives as they develop into adulthood (Brassard & Fiorvanti, 2015). CSE is linked to improved dating and interpersonal violence-related outcomes, greater acceptance of sexual diversity among students, and improved outcomes related to social/emotional learning and media literacy, in addition to reductions in pregnancies and STIs (Goldfarb & Lieberman, 2021). The creation of Genders and Sexualities Alliance (GSA) clubs in schools (Kosciw et al., 2019) has demonstrated evidence as protective for LGBTQ+ students' wellbeing and educational success (Palmer et al., 2017). Chicago Public Schools (CPS) has prioritized supporting GSA growth throughout the district, as well as improving the implementation and uptake of comprehensive sexual health education in schools. Currently, CPS's goal is to have a GSA in every school within its district (CPS, 2019). In regard to sexual health education, the district has updated in Sexual Health Education (SHE) policy, requiring schools to provide comprehensive sexual health education (SHE) to Pre-K students and training to Pre-K teachers, and provide contraceptives and menstrual hygiene products. In addition to this CPS team has focused efforts on improving the provision of health services, such as sexual health and mental health, to students in the district. To identify best practices for initiating and sustaining GSAs in schools, to support all schools across the district in implementing CSE and improve the provision of health services in the district, the evaluation team provides support to the OSHW LGBTQ+ and Sexual Health Team to support their work. A strong literature base supports all the work that the OSHW's LGBTQ+ and Sexual Health Team is doing to support schools, and the examples above are just two examples.

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.)

A summary of research activities that the UIC data collection team is conducting, which involves interaction with human subjects, is described below. The UIC evaluation team will be conducting data collection activities to address the following evaluations questions: 1) What are the experiences and perceptions of sexual health education (SHE) instructors' receiving SHE related technical assistance and professional development, and what is its impact on their implementation of SHE, 2) What is the perceived value of Gender Sexuality Alliances (GSAs) to staff and students (as part of the Safe and Supportive Environment (SSE) work?, and 3) What is the perceived value of newly guided resources to staff members who support sexual health and mental health to students, and its effectiveness to continue providing a safe and supportive environment? To address the question, "What are the experiences and perceptions of sexual health education (SHE) instructors' receiving SHE related technical assistance and professional development, and what is its impact on their implementation of SHE," semi-structured key informant interviews will be held with SHE instructors that engaged in professional development workshops and instructors that received in-person technical assistance by OSHW staff. Separate interview guides will be developed to assess participants' experiences and the impact of these strategies on the implementation of SHE. 12-15 CPS staff members who requested in-person TA, and 12-24 CPS staff members that took CPS new SHE PD will be recruited for this evaluation. Participants are CPS staff members who can be involved in the educational setting that provides the services or curriculum to the students. To address "What is the perceived value of Gender Sexuality Alliances (GSAs) to staff and students (as part of the Safe and Supportive Environment (SSE) work," focus groups with the CPS district GSA leadership committee will be held to identify how to continue to support GSA sponsors and the sustainability of GSAs in their schools. The UIC evaluation team will hold two to three focus groups with GSA advisers, with a total of 18 participants. Lastly, UIC evaluation team will address the following questions, "What is the perceived value of newly guided resources to staff members who support sexual health and mental health to students, and its effectiveness to continue providing a safe and supportive environment?" by conducting focus groups with behavioral health team members to receive feedback on tools and resources, and Key-informant semi-structured interviews with Office of Student Health and Wellness staff on the materials.

The voluntary consent of participants will be obtained through a signed consent document per CPS Research Review Board regulations, and verbal confirmation before the initiation of interviews. The identities of the participants will remain anonymous. Interviews will be recorded if the participant consented, and diligent notes will be taken throughout. No identifiable traits or notes of the participants will be taken, and if recorded, will be erased to ensure confidentiality. Similar to interviews, during focus groups, voluntary consent of participants will be obtained through a signed consent document, and verbal confirmation will be sought before the initiation of discussion. The identities of the participants will remain anonymous, but participants will be reminded that their confidentiality cannot be guaranteed due to the nature of group discussions. The discussion will be recorded, and diligent notes will be taken throughout by the evaluators.

No identifiable traits or notes of the participants will be taken, and if recorded, will be erased to ensure confidentiality.

As a reminder, the current protocol and accompanying instruments are being submitted in the fall 2024 to address the question, "What are the experiences and perceptions of sexual health education (SHE) instructors' receiving SHE related technical assistance and professional development, and what is its impact on their implementation of SHE." The other evaluation activities summarized and described above will be submitted in the future as a modification. For the current protocol, the specific sub-questions, 1) "What roles do instructors report that CPS's new online asynchronous SHE/PHS professional development played in preparing them to teach SHE?; 2) What other existing resources or changes to existing resources would help instructors in their preparation to teach SHE/PHS?" will be addressed. A detailed description of research activities and staff involvement pertaining to this question and its sub-questions are described below.

OSHW and the P3RC evaluation team will conduct 12-24 semi-structured key informant interviews with SHE instructors who have taken the SHE training during the SY24-25 school year. OSHW will provide UIC/P3RC personnel with a list of participants who identified interest. UIC/P3RC personnel will follow up with training participants who identified interest in participating in interviews via email. Interviews will be conducted on a rolling basis throughout the SY24-25, after SHE/PHS Instructors finish implementing SHE/PHS lessons. Participants will be asked to participate in a 45–60-minute interview held virtually on Zoom using the UIC platform. A scheduling link will be provided to participants, and they will be able to select a convenient time for them to participate that will not conflict with their work responsibilities. . Follow-up emails will also let participants know that they will receive a $50 gift card for their participation in an interview. The voluntary nature of this study will be stressed to interested participants during recruitment, and OSHW team will also be reminded of this.
Informed consent documents will be reviewed with all interviewees before they consent to participate in the interview. During interviews, participants will be asked not to mention names of students and other staff members during the interview. However, if they are accidentally mentioned during the interview, the names will be redacted from written transcripts. Participants may choose to participate in interviews, but not have the interview recorded. Participants will be asked to consent to participate in the interview and be recorded during the interview during the informed consent process, and a separate signature line in the informed consent form will be provided for the participant to consent to each. Participants will be reminded that their names will not be on the interview notes or voice files. Individual staff members and schools will not be identified or named in verbal and written reports for CPS, and school staff members will be referred to or described in the reports using general role descriptions, such as school administrator, teacher, etc. The information collected may be used in academic publications or presentations, but interviewees' names will not be used within these manuscripts or presentations. Participants will be reminded that they will receive a $50 gift card for their participation in the interview and will be reminded of this at the end of the interview. These procedures are described in the informed consent documents that are provided to interviewees prior to interviews.

Interviews will obtain instructors' overall feedback and experience of the SHE instructor training and implementing sexual health education in their school. In

addition, instructors' perspectives on whether and how the SHE instructor training helped facilitate the implementation of sexual health education in their school and classroom and other factors that helped promote or hinder the implementation of sexual health education in their school and classroom will be obtained during the interviews. Notes and recordings of the interviews will be collected by UIC evaluators. Following the interview, an M4A audio recording that is generated by the Zoom platform will be downloaded and saved in password, protected, secure location. The audio file will be used for the purposes of transcription and deleted when transcriptions have been completed and verified. All notes and recordings obtained during the interviews will be stored on password-protected computers and will be only accessible to UIC staff that is assigned to this project.

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.

Data collected from interviews will be analyzed using qualitative analysis software, MaxQDA. The following analytical techniques will be utilized during analysis. First, a co-investigator and/or Research Assistant trained in qualitative analysis will independently code 2 transcripts in MaxQDA using an initial codebook. Next, an iterative process will be used to refine and edit problematic codes, code definitions, and/or inclusion/exclusion criteria for codes. Memos will be developed in MaxQDA to help facilitate the refinement of codes, allowing coders to provide additional explanations when they feel it is warranted and provide context when it is not otherwise deduced from the codes alone. After codes are refined, each coder will code 1 new transcript to determine overall doing agreement rates using a 'final' codebook. If an 80% agreement is reached between researchers, the remaining transcripts will be coded. Coders will meet regularly throughout coding and analysis to discuss emerging codes and thematic development. Researchers will then formulate preliminary themes that are emerging from the data. Themes/finding will be segregated into two categories: 1) formative findings, which will be used to inform the development of the initiative and 2) baseline findings, which will be used to establish pre-initiative understandings, practices, and experiences and used for later comparison in the process evaluation. This research methodology and analytical technique will be specifically used for interviews with SHE instructors that recently completed the SHE asynchronous PD.

Benefits and Commitment to Equity

Benefit to CPS

Which (if any) of the CPS core values does your research support?
Equity
Whole Child

Please describe how your project supports each of the core values selected above.
This project is strongly aligned with the district's vision for equity and the focus on the whole child. This project aims to evaluate strategies implemented in the district that address these negative health outcomes, which are also known to be associated with negative academic outcomes. Additionally, this project prioritizes populations of students known to be most vulnerable to negative health and academic outcomes, including LGBTQ+ students and students of color. According to the 2021 High School Youth Risk Behavior Survey (YRBS), a high proportion of CPS students engage in risk behaviors and demonstrate a high need for health and wellness interventions. In Chicago, 43% of high school students reported experiencing persistent sadness, with particularly high rates in female and LGBTQ+ students, youth suicide attempts among adolescent girls increased 51% between 2019 and 2021, and suicides among black and LGBTQIA+ youth have risen, as well. Similarly, 37.8% of CPS students reported using drugs like marijuana, synthetic marijuana, cocaine, inhalants, heroin, methamphetamine, MDMA, illegal injection drugs, or prescription pain medicine without a prescription, and 40.9% of students reported using alcohol. Compared to their peers, LGBTQIA+ students and female students reported higher rates of these risky behaviors in almost all categories. Risky sexual behaviors are also a commonplace occurrence, and 41.1% of sexually active CPS students reported not using a condom during their last intercourse.

Nonetheless, this data highlights the need for a district-wide approach to addressing the health and wellness needs of its youth, particularly those at most risk of negative health and wellness outcomes. With the support of CDC funding, LGBTQ+ and Sexual Health Team within the Office of Student Health and Wellness at CPS is implementing specific strategies, as part of its Healthy CPS initiative, which is a student-centered, whole-child-centered approach. This approach aligns with CDC's Whole Community, Whole School, Whole Child approach, and aligned with the district's whole child and student-centered values. Specifically, their goals are to:

• Goal 1: Increase the number of students receiving Comprehensive Sexual Health Education (SHE).
• Goal 2: Increase access for adolescents to health services, such as mental and sexual health services (SHS).
• Goal 3: Increase access to Safe and Supportive School Environments (SSE) for students by addressing policy, guidelines, programs and resources.
• Goal 4: Promote collaboration among the district, schools, and families to increase capacity to implement effective school health policies, programs, and practices.

This evaluation will assist the team in achieving these goals by informing them of the support and technical assistance to implement these strategies within CPS schools and the larger district.

How does this project support the district broadly?
The CPS district Healthy CPS initiative is informed by The Centers for Disease

Control and Prevention’s (CDC) Division of Adolescent and School Health (DASH) approach to improving adolescent health. CDC DASH promotes a school-based model to improve adolescent health and behavioral outcomes, which suggests strengthening and providing sexual health services, sexual health education in school environments, and promoting safe and supportive environment in schools (Wilkins et al, 2022). Implementing school-based strategies in these domains can lead to a decrease in risky sexual behaviors, violence, suicide, substance abuse, and HIV/STDS (Wilkins et al, 2022). Studies have shown links between educational outcomes such as letter grades, test scores, or other measures of academic achievement, and health-related behaviors (Rasberry et al, 2017). Current research has found a correlation between health behaviors and student outcomes. In an analysis of student risk behaviors, it was found that violence and suicide-related behaviors, as well as risky sexual behaviors were correlated with “lower self-reported grades.” (Rasberry et al, 2017). This project's goal is to evaluate the strategies- which are aligned with CDC DASH model-to ensure the district's outcomes are being achieved.

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

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?

This project is strongly aligned with the district's vision for equity. Activities related to this project are aimed to improve current strategies being implemented by the district to improve the health and well-being of students at most risk of negative health outcomes. As mentioned prior, YRBS data demonstrates a need for mental health supports, sexual health services, comprehensive sexual health education for CPS students, especially for LGBTQ+ students and students of color. In the 2021 High School Youth Risk Behavior Survey (YRBS), 43% of high school students reported experiencing persistent sadness, youth suicide attempts among adolescent girls increased 51% between 2019 and 2021, and suicides among black and LGBTQIA+ youth have risen, as well. Similarly, 37.8% of CPS students reported using drugs like marijuana, synthetic marijuana, cocaine, inhalants, heroin, methamphetamine, MDMA, illegal injection drugs, or prescription pain medicine without a prescription. Data also shows high rates of risky sexual behaviors, as 41.1% of sexually active CPS students reported not using a condom during their last intercourse. LGBTQIA+ students and female students reported higher rates of these risky behaviors in almost all categories. Strategies being implemented by the district focus on addressing many of these factors, and this evaluation will help improve policies, procedures, and services implemented by the district. In particular, the UIC evaluation team will be helping to evaluate the implementation of SHE in the district and training of sexual health instructors, the implementation of Gender-Sexuality Alliances in schools-which help promote safe and supportive environments for LGBTQ students, as well as sexual health and mental health services being provided in schools and the district.

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?

How are your research activities accessible to individuals with disabilities?
The activities we are proposing are all geared towards staff who are adult employees of CPS. That said, in order to ensure maximum accessibility, we will have activities available in both in written form, but will always be available for answering questions both verbally and in writing.

Are your research activities translated into languages other than English as appropriate for the community?
The activities we are proposing are all geared towards staff who are adult employees of CPS who are English-speaking.

How will you share your research findings with the population(s) you are studying?
We will take a number of targeted strategies to ensure that this information is disseminated both to specific audiences as well as a broad audience inclusive of the entire CPS community. First, we will schedule meetings with key groups of OSHW staff members to process and assist in interpretation of findings. We will also share findings back with participants in short summaries. Finally, we will schedule meeting with other CPS departments (e.g. the Chief Executive's office, the Office of Equity, Office of School Safety and Security, etc.). as needed based on the findings and with whom it might be pertinent to discuss findings and implications.

Research Activities

Start Date of Recruitment

10/28/2024

End Date of Recruitment
05/02/2025

Please provide the date that you will begin primary data collection

11/11/2024

Please provide the end date of primary data collection
06/13/2025

Please provide the date that you will begin analysis

06/16/2025

Please provide the end date of analysis
07/18/2025

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

07/31/2025

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

Sharing the data generated by this project is an important feature of our proposed activities. We want to ensure that key decision makers at CPS are able to use the findings to make any necessary changes to their policies, training, reporting protocols, and messaging. Our plan includes the following:
-Findings brief. We will produce a 3-5-page research brief or short slide deck detailing the process and key findings, as well as outlining the key recommendations. This will include graphics and a user-friendly interface, accessible to both district and school-level CPS staff as well as other key stakeholders, such as community-based partners.
-Presentations at national and regional scientific meetings. It is expected that we will make a presentation at other national meetings, such as the annual American Public Health Association conference.

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?

Yes

Please describe
This evaluation is tied to staff professional development training program. The Office of Student Health and Wellness has developed a new asynchronous training to assist teachers in delivering the CPS's Sexual Health Education/Personal Health and Safety Curriculum. This is a requirement of the CPS SHE Policy, which requires schools to have at least two CPS staff members trained in delivering the CPS SHE/PHS curriculum. The training provides SHE/PHS instructors with knowledge and skills to deliver the curriculum to their students. This evaluation is to determine how well the new asynchronous training was received by instructors, how well it prepared them to implement the SHE/PHS curriculum, and what additional assistance and resources is needed to implement this curriculum.

Has the curriculum, program, PD, etc. already been approved by the district?
Yes

Please list the contact information for internal CPS supporter.
Kendall Matias

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)?

No

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 complaint with SOPPA: https://cps.app.learnplatform.com/new/public/tools

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number
2024-2004

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

Study Subject Inclusion Criteria

School staff will be eligible if they meet the following criteria:
-Must currently be a CPS staff member that has been designated to teach sexual health education in a CPS school
-Must have completed the CPS asynchronous SHE instructor training & certified to teach SHE
-Must have taught all the SHE curriculum lessons to students during the current school year (SY24-25)
-Must currently be a CPS employee.

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

School staff will NOT be eligible if they meet the following criteria:
-Is not a CPS staff member that has been designated to teach sexual health education in a CPS district school.
-Has not completed the new CPS SHE asynchronous instructor training & is not certified to teach SHE
-Has not started teaching the SHE curriculum to students during the current school year (SY24-25)
-Is not a current CPS employee.

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 many staff members involved in and participating in this evaluation (including sexual health education/personal health safety instructors). However, this evaluation can contribute to the improvement of policies, procedures, and services that support student health and wellbeing through the improved provision and implementation of services and programs the district provides, including those that promote the health and wellbeing of CPS students, and improve access and quality of life saving health education to all students in the district.

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

The questions included in all of the staff interview components are not expected to solicit any sensitive information or result in any physical or non-physical risks. In the course of the informed consent process, all subjects will be informed that they do not have to respond to any questions that they do not feel comfortable answering. It will be stressed that a refusal to participate would have no impact whatsoever upon a participant's employment circumstances or their relationship with UIC. The consent language stresses the voluntary nature of the evaluation participation, and allows school staff to decline participation altogether, refuse to answer any given question, and/or withdraw from the evaluation at any time.

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

During the recruitment phase, UIC evaluation team members will remind our CPS partners assisting with the advertisement of this interview opportunity that it is voluntary and confidential for school staff members. When staff members choose to participate, they will be reminded of the voluntary nature of the evaluation participation and that choosing or not choosing to participate will have no bearing on their employment or their volunteer status in any way. The consent language stresses these facts and allows staff to decline participation altogether, refuse to answer any given question, and/or withdraw from the evaluation at any time. The PI and UIC evaluation team members have several years of experience conducting research/evaluation activities in schools, including CPS schools specifically. They have very specific knowledge and expertise of how to appropriately follow CPS policies as well as how to interact with school professionals when on site. All study personnel maintain current CITI human subjects certification.

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

It is not anticipated that the questions of staff members will be sensitive. However, if any member of our UIC evaluation team senses any form of distress or discomfort, they will participants that their involvement in the interview is is voluntary, they will be reminded they can decline to answer any question they prefer not to answer, and they will be reminded they can take a break or reschedule the interview at a more convenient time.

Will you compensate study subjects?

Yes

Detail the proposed compensation (monetary and/or non-monetary) for each research procedure and population

Participants in key informant interviews will be compensated for the time. SHE instructors will be provided a $50 Amazon gift card after the completion of the interview.

Student incentives must be appropriate, equitable, and reasonable in amount. All staff incentives are limited to $50 or less in a given year. Any amount in excess will require the secondary employment form to be completed by staff participants, or otherwise have the amount allocated to the school.

Describe when and where study subjects will be compensated and detail the mechanisms that will be in place to ensure study subject privacy when distributing compensation.

Electronic gift cards will be sent to the email address of the participant's choice. All participants will be informed of the gift card amount through email. They will also be reminded during the interview that they will be receiving an electronic gift card and should receive it through their email of choice. Other individuals will not be aware of the gift card receipt because this will occur over email and will be reminded of this through one-one-one virtual interview.

Describe the compensation schedule for participants that withdraw from the research or that are withdrawn from the research by the study team.

Individual staff members that participate in an interview will receive a $50 Amazon gift card incentive after the completion of the interview. As long as they complete the interview, they will receive the gift card. There is no proration as these are one-time data collection activities.

Study Recruitment

Outline every aspect of the recruitment process for teacher participants.

The UIC P3RC evaluation team will work together with the OSHW to identify and confirm the eligibility of those who will participate in the key information interviews. During the SHE/PHS instructor professional development, the interview opportunity will be advertised. Teachers are required to complete a written assessment at the end of the asynchronous training. Questions will be added at the end of the assessment to ascertain teachers' interest in participating in key informant interviews. A brief description of the interview opportunity will be added at the end of the assessment. Teachers will be asked if they would like to be contacted by UIC to participate in a follow-up interview after they implement PHS/SHE and when they plan to deliver the SHE/PHS curriculum. OSHW will provide UIC/P3RC personnel with a list of participants who indicated they would like to be contacted by UIC. OSHW will also provide information such as whether the individual teaches at an elementary or high school, name/geographic location of the school, and whether or not they are a new SHE/PHS instructor. This information is already routinely collected by OSHW team during trainings. This information will be used by the evaluation team to ensure there is a diversity of perspectives represented in the evaluation.

UIC P3RC personnel will follow up with training participants who indicated interest in participating in an interview around the time they will be delivering sexual health education. Only those deemed eligible will be invited to participate in an interview. These individuals will receive an email invitation which provides a brief explanation of the nature and purpose of the interview, states that interviews will last 45-60 minutes, participants will receive an $50 incentive, and participants' data will be stored securely and only accessed by the UIC evaluation team. Participants will also be reminded that participation in the interviews is voluntary, and they can contact the evaluators if they have questions about the evaluation. A scheduling link is also included within the email, and those who are interested will be asked to schedule a date and time using the link. Please see "Improving Ad Hlth_SHE PD Flwup Recruitment Email Script__v1_03Oct24" for more information. Once a date and time is scheduled, the UIC team will send them appropriate links to the consent form and weblinks/dial-in information for the virtual discussion. Follow-up reminders will also be sent to participants prior to the date of the interview. See recruitment outline below.

1. UIC P3RC evaluation team staff will reach out to all SHE instructor participants that indicated interest in participating in key informant interviews individually over email throughout SY24-25 (Improving Ad Hlth_SHE PD Flwup Recruitment Email Script__v1_03Oct24.).
2.The UIC P3RC evaluation team will contact them and invite SHE instructor to an interview. The UIC team member's email will explain the purpose of the interview and the nature of participation.
3.Participant will arrange a time for the interview to take place that does not interfere with the interviewee's other responsibilities using scheduling link.
4.At the appointed time of the interview, the interviewee will have an opportunity to ask any questions of the UIC team member and will be asked to provide informed consent prior (Improving Ad Hlth_SHE PD Flwup Informed Consent Form_v1_03Oct24) to participation in the interview.

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

Improving Ad Hlth_SHE PD Flwup Recruitment Email Script__v1_03Oct24.docx.docx	Recruitment Materials

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.

Kristen Belcher, Thalia ChicoJay Moore

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

No answer provided.	*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.

During the recruitment of prospective research subjects, participants' who expressed initial interest in participating in follow-up interviews will be reminded that their participation is voluntary, and information will be kept confidential. UIC team will also remind CPS district partners that prospective participants involvement in the evaluation's key informant interviews is voluntary and confidential. OSHW partners will not be able aware of participants who agreed to participate in the study, and will only be providing the names of those who agreed to be contacted. Participants who agreed to participate in interviews will not be identified and kept private. Their names will only be collected on the consent forms during data collection. All scanned consent forms will be stored separately from transcripts and notes. Since data collection activities will take place virtually, over Zoom, it is unlikely that other CPS staff or anyone else will be aware of or observe the staff members' participation in the study. Evaluation team will also encourage individuals to participate in a quiet and private location when participating in an interview. All data collected during recruitment and during interviews will be saved in a protected secure electronic file location (UIC Box) that will only be accessible to members of the UIC evaluation team.

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

Information obtained by OSHW that is provided during recruitment will be kept and saved in UIC's Box, a password protected secure electronic file location, and kept separate from the transcripts and any field notes. Recruitment information, such as names, email addresses, etc. will be kept only for the purposes of tracking recruitment, and these files will be deleted once data collection and analysis is complete. During data collection, names will only be collected on the consent forms. Qualtrics will be used to collect participant consent forms, which is a secure, password-protected platform, which includes 2-factor authorization. Qualtrics survey platform is approved for use by UIC for data collection, as it provides TLS 1.2 encryption, which is the highest level of security available to keep files private and secure. Copies of consent forms will be stored on UIC's Box, in a secure password protected folder, and then deleted on Qualtrics. Consent forms will be stored separately from transcripts and notes. UIC Audio will be made during data collection, and will be only kept for transcription purposes. After transcripts have been developed and verified, the audio files will be destroyed. All transcripts will be de-identified and matched to a unique identifier linked in a password protected list only available to evaluation team members. Unique identifiers will be used to track interview completion and the distribution of gift cards. The identifier list will be saved in a secure UIC Box directory only accessible to members of the evaluation team. There will be a master key linking the school names to the schools' codes which will be destroyed after analysis is completed. All data collected during recruitment and during interviews will be saved in a protected secure electronic file location (UIC Box) that will only be accessible to members of the UIC evaluation team. The master list used to track interview completion, consent forms and gift card tracking documents will be kept for three years and then destroyed. The de-identified data files themselves will kept be 3 years beyond the close of the project period or the time of publication.

How will you store participant data?

With codes

These details must be included in all applicable consent forms

Describe the coding mechanism, indicate where links to codes will be stored, identify the individuals who will have access to coding keys or links, and clarify if codes will be deleted at a later date.
A file linking the codes to identifiers will be stored securely on UIC Box and only members of the UIC evaluation team will have access. This file will be destroyed after analysis is completed.

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

Yes

How long will you store participant contact information?
Participant contact information will be stored for 6-9 months or until finals reports are written and complete.

Explain the purpose for which participant contact information will be retained, such as recruitment for future studies or other follow-up study completion
Participant contact information will be temporarily retained to allow for the sharing of reports of evaluation results and findings with participants.

These details must be included in all applicable consent forms

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)?

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
The master list used to track interview completion, consent forms and gift card tracking documents will be kept for three years and then destroyed. The de-identified data files themselves will kept be 3 years beyond the close of the project period or the time of publication.

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?

Yes

Please attach any pending contract or agreement associated with this research

Email initiating research services agreement for DASH 0139.pdf	Contract/Agreement
UIC (08.01.2023-07.31.2024) First Amendment to Extend the Research Services Agreement-7-13(e)(i)(3) - Kendall Matias.pdf	Contract/Agreement
UIC Quote CPS DASH Eval 24-25_FINAL EJR Rev.pdf	Contract/Agreement

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

10/19/2024

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 #
2024-2004

Payment Confirmation Number
N/a board contracted research

Load Initial Submission into IRBManager
- Submitted 10/19/2024 7:05 PM ET by System, The

Research Office Pre-Review
- Submitted 11/15/2024 4:33 PM ET by Corson, Adam

Pre-Review

RRB Number

2024-2004

Ready for Review

Ready for Review

Type of Review

Administrative

Primary Reviewer
Corson, Adam

Review Due Date
11/29/2024

Comments for Reviewer
n/a

Supplementary Site Output
No answer provided.

School Contacts
No answer provided.

Administrative Processor
Corson, Adam

Email: ACorson1@cps.edu **Phone:**

Please select your primary area of research from the following:

Sexual Orientation

Secondary Study Subject(s)

Gender Identity
Program Evaluation

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.

Administrative / Ad-Hoc Review
- Submitted 11/25/2024 1:26 PM ET by Corson, Adam

Administrative / Ad-Hoc Review

Review Outcome

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Corson, Adam		11/15/2024	11/29/2024	

Reviewer Notes

Post-Administrative / Ad-Hoc Processing
- Submitted 11/26/2024 11:03 AM ET by Corson, Adam

Office Processing

Verify Reviewer Determination

Approve

Follow-up Required?

Follow-up Not Required

Administrative Approval

Simple Approval

Approval Date
11/26/2024

Approval Period (in number of months)
12

Notes for Letter
n/a

Background Check Determination

Reviewer Background Check Recommendation
N/A

Display Proposed Study Participants
Teachers

Display Study Interventions
Interviews

Display Study Contacts

Contact Email Address	Contact Organization	Role	Study Responsibility
Belcher, Kristen MPH **Email:** kbelch3@uic.edu **Expirations:** **Background Check Level:**	University of Illinois Chicago School of Public Health	Project Team Member	Will engage in primary data collection Will have access to individual-level student/staff data
Liu, Julia **Email:** jliu262@uic.edu **Expirations:** **Background Check Level:**	University of Illinois Chicago School of Public Health	Project Team Member	Will engage in primary data collection Will have access to individual-level student/staff data
Chicojay, Thalia **Email:** tchic@uic.edu **Expirations:** **Background Check Level:**	University of Illinois Chicago School of Public Health	Project Team Member	Will engage in primary data collection Will have access to individual-level student/staff data

Please select the level of background check required for researchers involved with primary data collection.
Level II

Justification for Background Check
Level 2 background check should be submitted for any in-person staff interviews on CPS grounds. If only virtual interviews with adults will take place, no background check needs to be submitted.

Determination Letter Finalization
- Submitted 12/02/2024 12:52 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB #

2024-2004

Study Title
Evaluation of "Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools Program"

Principal Investigator
Jarpe-Ratner, Elizabeth

Email: ejarpe2@uic.edu **Phone:**

Redisplayed Board Determination

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#2024-2004-Elizabeth Jarpe-Ratner 2024-11-26.docx	Determination Letter	11/26/2024

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 10/19/2024

Output Background Check Level

N/A

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
Belcher, Kristen MPH	Project Team Member	Missing
Chicojay, Thalia	Project Team Member	Missing
Jarpe-Ratner, Elizabeth	Principal Investigator	Missing
Liu, Julia	Project Team Member	Missing

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

Background Check Level Justification
Level 2 background check should be submitted for any in-person staff interviews on CPS grounds. If only virtual interviews with adults will take place, no background check needs to be submitted.

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.

01/06/2025

Default Question Block

DASH 0139: Improving Adolescent Health and Well-Being
Sexual Health Education Training Follow-Up Interview
Informed Consent for Interview Participation

The Policy, Practice, and Prevention Research Center (P3RC) at the University of Illinois at Chicago School of Public Health (UIC) are working with Chicago Public Schools to evaluate the perceived value and effectiveness of their work to promote Sexual Health Education (SHE) in the district. As part of this effort, we are interviewing participants who participated in the district's SHE training to get a more in-depth understanding of your experiences and perceptions of implementing sexual health education in your school. We would also like to get a better understanding of their experiences of the training, what they learned, and whether and how they applied what they learned in the classroom. This information will inform CPS OSHW of things that are going well, opportunities for growth, and about ways to better support schools in the district.

We expect to interview up to 12 Sexual Health Education Instructors in Spring of 2023. The interview will take 45 minutes to an hour and will take place virtually using a video conferencing software. The risks to you of participating in the interview are minimal. Participating may not provide any direct benefits for you personally, but this is an opportunity to provide feedback and information to strengthen programming for students, families, and staff.

Your participation in this interview is voluntary. Whether or not you choose to participate in this interview process will not have any impact on your employment, nor affect your

relationship with the OSHW or other CPS staff. You should feel free not to answer any question that you do not feel comfortable answering. Once we begin the interview, you may choose to skip over any questions that you do not want to answer. You may also choose to terminate your participation in the interview at any time. This interview is not required as a part of your employment responsibilities. To compensate participants for their time and effort, a $50 gift card will be provided to those who complete the interview.

Confidentiality will be maintained to the degree permitted by the technology used. Your participation in this online survey involves risks similar to a person's everyday use of the Internet. Notes and audio recordings for this interview will be stored on password protected computers and accessible only to UIC staff assigned to this project. Your name will not be on the interview notes or video files. Only the files we use for tracking our contact with interviewees to arrange the time of the interview and this consent document will contain your name. These are not linked to the recordings or notes. All files with identifiers will be destroyed when our work on this project with CPS ends. Non-identifying information may be kept up to 7 years after that in order to allow for publication. When we prepare verbal and written reports for CPS about the interviews, we will not identify individual staff members or individual schools in the reports. We will refer to school staff members by general role descriptions, such as school administrator, teacher, etc. When we use the information we collect in academic publications or presentations, we will not identify anyone by name or school. We may re-contact you after this interview to clarify information.

We would like to record the interview using a secure video conferencing software, as long as you are comfortable with me doing so. I will also take notes as you talk. You can ask me to turn off the recording at any time. We encourage the use of the camera but it is not required. We will convert the recording file (Mp4) afterwards to an audio-only file (Mp3). Video files will then be deleted.

If you have any questions about the project, contact:

Elizabeth Jarpe-Ratner, PhD, MPH, MST (Principal Investigator)
School of Public Health, University of Illinois at Chicago
1603 W. Taylor Street, (MC 923) Chicago, Il 60612-4394
(312) 355-5295 – ejarpe2@uic.edu

By signing this document, you are agreeing to participate. Please let me know if you have any questions about the evaluation. You may contact us at any time.

Please indicate whether you consent to participate:

Yes, I consent to participate in this interview.

No, I do not consent to participate in the interview.

Please indicate whether you consent to be recorded:

Yes, I consent to have the interview recorded.

No, I do not consent to have the interview recorded.

Please insert your name as an electronic signature:

Signature

Date

Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools Program
Key Stakeholder Semi-Structured Interview Guide

Date of Interview:	_____/_____/_____ MM DD YYYY	
Role of interviewee:		
Interviewee's School Name: **School type:** **Network:**		
Time of Interview:	Start |__|__:__|__|	End |__|__:__|__|

Introduction

Thank you for participating in this interview. As a reminder, the University of Illinois at the Policy, Practice and Prevention Research Center (P3RC) is conducting an evaluation of Chicago Public School's Office of Student Health and Wellness's Sexual Health Education (SHE) work. You were selected for this interview based on your role in the delivery of sexual health education/personal health and safety curriculum in your school. We are seeking to get a better understanding of your experiences of the sexual health education/personal health and safety instructor training – to see what you have learned and if/how you applied what you learned in the classroom, to inform CPS OSHW of things that are going well, opportunities for growth, and about ways to better support schools in achieving the policy. Prior to beginning this interview, I would like to go over the consent form with you.

Refer interviewee to the consent form: Consent Form Review

Do you have any questions about the consent?
Do you consent to participate?
Do you consent to record the interview?

Collect consent form. Turn on recorder if interviewee consents to do so.

Interviewee's Role and School Characteristics

1. What is your primary role or position at your school? (e.g., teacher, social worker, principal, AP)
    - **Probe**:
        - What grades and/or subjects do you teach?
        - Is there a subset of the student population that you work with (e.g., special education, mental health, english language learners)?
        - How long have you been with your school?

Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools Program
Key Stakeholder Semi-Structured Interview Guide

Personal Health and Safety/Sexual Health Education Training

2. How long have you been a personal health & safety/sexual health education instructor at your school?
    - **Probe**:
        - Is this your first time teaching sexual health education?
        - ***If previously taught SHE:***
            - Where else did you teach sexual health education?

3. Can you explain how you were identified to teach PHS/SHE at your school? (ex: volunteered, principal selected, whole department selected)
    - **Probe**:
        - How did you find information about when and where the sex ed instructor trainings were offered?
        - Can we confirm that you completed the training on ___?
        - Have you been trained in the past or was this your first time?

4. What did you hope to get out of training in the asynchronous format?
    - **Probe:**
        - How did the training inform you about PHS/SHE policy compliance?
        - How did the training provide you with details about the PHS/SHE curriculum?
        - Did the training help you understand how to communicate with parents about PHS/SHE?
        - How did the training prepare you to schedule PHS/SHE?
        - How did the training affect your comfort with teaching PHS/SHE?
        - How did the training address any fears/anxieties about teaching PHS/SHE?

5. What were your impressions of taking the training in the asynchronous format?
    - Probe
        - What worked well with the format/delivery?
            - What could be improved with the format/delivery?
        - Were you able to fit the PHS/SHE training into your schedule?
        - Was the content engaging?
        - Were all of your questions answered?
            - If not, did you still have questions?
        - What part of the training was the most useful to you?

        - What content, materials, and/or resources did you find useful during the training?
        - What content, materials, resources do you think you will continue to use?
    - What do you think should have been included in the training?

6. You stated that you hoped to get _____ out of the training, how well did the training do that?

7. How well did the training prepare you to deliver PHS/SHE at your school?
    - **Probe**:
        - How confident/prepared do you currently feel to…
            - Discuss sensitive topics with your students?
            - Address parents/guardians concerns around SHE?
            - Address topics such as gender identity and sexual orientation?
            - Explain the importance of comprehensive SHE to colleagues? Parents/guardians?
            - Respond to student questions?
            - Refer students to school and community resources?
            - ***If applicable (5th+)*** – Deliver condom demonstrations?

<u>Sexual Health Education: Planning & Implementation</u>

8. Tell me how PHS/SHE implementation went at your school this year.
    - Probe:
        - Did you have a conversation with your principal or admin about implementing PHS/SHE?
            - Did the training prepare you for these conversations? If so, how?
        - Did you have a conversation with other teachers about implementing PHS/SHE?
            - Did the training prepare you for these conversations? If so, how?
        - Did your school work with any community based organizations (CBOs) to implement PHS/SHE this year?
            - Did the training prepare you to work with CBOs for implementation? If so, how?
        - Did your school communicate with parents/caregivers about PHS/SHE implementation?
            - Did the training prepare you for this communication? If so, how?

9. How did you use what you learned in the PHS/SHE training to implement PHS/SHE?
    - ***If applied*** – What information, materials, or resources did you specifically use?
    - ***If not applied*** – Did you intend to use anything from this training? Why or why not?
    - Probe:
        - Did you have any difficulties implementing PHS/SHE?
            - Were there any specific lessons/content that were difficult to teach?
            - Were there any specific student populations that it was difficult to adapt the lessons/content to? (ex: diverse learners, english language learners)
        - How did the training prepare you to deliver the content of each lesson?

Sexual Health Education Implementation: Supports and Resources

10. What additional content/topic support could help you deliver PHS/SHE?
    - Probe:
        - Are there additional asynchronous learning modules that would be helpful for teaching PHS/SHE?
        - Have you used any existing OSHW supports for PHS/SHE? (ex: office hours, administrative sessions, observation sessions, materials and parent notification systems)
            - ***If yes*** – How did they help you deliver PHS/SHE?
            - ***If no*** – Were you aware of these supports? Would you utilize them in the future?
        - Would receiving mentorship from an experienced PHS/SHE teacher in your network support your PHS/SHE delivery?
            - ***If yes*** – What would be most useful to you in receiving mentorship?

Conclusion

11. Is there anything we have not discussed today that you believe would be helpful for us to understand?

Thank you so much for sharing your valuable time and expertise!

SHE Asynchronous Training Follow-Up Interview
Recruitment for Interviews

Dear {Name},

The University of Illinois at Chicago (UIC) evaluation team has partnered with CPS's Office of Student Health and Wellness (OSHW) to evaluate their efforts in promoting sexual health education in the district. We are contacting you today because you previously indicated during CPS's OSHW's Sexual Health Education Training that you would be interested in participating in a follow-up interview. We'd like to learn more about your experience and perception of the SHE training, how it influenced your ability to deliver SHE in the classroom, and what has been most useful and what could be improved.

Please click here [insert calendar scheduling link] to schedule a date and time for an interview.

Interviews will be:

- Conducted virtually;
- About 45-60 minutes;
- Recorded and only the audio will be saved;
- Transcribed and all notes and data will be stored securely; only the team at UIC will have access;
- Conducted on a voluntary basis; you do not have to participate and if you do, you do not need to answer any question you do not wish to answer.

Once you schedule a time, you will receive a calendar invite with the virtual meeting link as well as a link to an informed consent form. **All participants will receive a $50 electronic gift card.**

If you have any questions, please contact Kristen Belcher, kbelch3@uic.edu or Thalia Chicojay Moore, tchic@uic.edu.

NOT HUMAN RESEARCH DETERMINATION

October 17, 2024

Elizabeth Jarpe-Ratner
ejarpe2@uic.edu

Dear Elizabeth Jarpe-Ratner:

On 10/17/2024, OPRS reviewed the following submission:

Type of Review:	Initial Study
Study Title:	Evaluation of What Works in Schools in Collaboration with Chicago Public Schools
Investigator:	Elizabeth Jarpe-Ratner
Study ID:	STUDY2024-1184
Funding:	Name: CDC - Centers for Disease Control and Prevention Funding Source ID: CDC-RFA-DP-24-0139
Documents Reviewed:	• Letter of Support from Chicago Public Schools, Category: IRB Protocol; • UIC-CPS-DASH 0139_v1_10.10.24, Category: IRB Protocol;

OPRS has determined that the proposed activity is not research as defined by DHHS and/or FDA regulations.

Specifically: Chicago Public Schools (CPS) has entered into a cooperate agreement with the Centers for Disease Control and Prevention, Department of Adolescent and School Health (CDC-DASH), with the University of Illinois at Chicago (UIC) serving as the designated evaluator. This work builds on previous work covered by prior similar cooperative agreements, which were determined to be non-research (Protocol #2014-0618, and Protocol #2019-0498). The purpose of the cooperative agreement is to focus on implementing CDC's What Works in Schools program. Indicators related to that purpose, include but are not limited to: quality of health education, increase availability and access to health services, and creating safe and supporting environments for LGBTQ+ students. The evaluation team will assess program quality, implementation, and sustainability. This will be achieved through activities such as qualitative data (e.g. interviews and focus groups) and surveys with CPS teachers, principals, students, and other support staff. Data collection efforts will also include identifying knowledge gains or gaps through pre/post/follow-up evaluations of professional development workshops. The primary purpose of these activities is to continue to support quality improvement and performance management. The findings will provide valuable insights to our CPS colleagues and CDC-DASH. There is no intent to develop or contribute to generalizable knowledge by extending the results beyond the program. The data obtained will never be used for research purposes. When disseminated, the results will not be described as research.

IRB review and approval by this organization is not required. This determination applies only to the activities described in this submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities are research involving humans in which the organization is engaged, please submit a new request to OPRS for a determination.

Sincerely,

Office for the Protection of Research Subjects

Instructions are in red font.
Bracketed instructions (e.g., *[Insert Protocol Specific Response]*) should be replaced with language as applicable to your research protocol.

This protocol template **[Protocol: Combined Determination-Exempt Template (HRP-503b)]** should be utilized for activities seeking a **"Not Human Research," "Not Engaged" or Exemption Determination.**

If your research does not qualify for one of these determinations, please use an appropriate alternative Protocol Template from the UIC Research Library.

Please complete only the applicable sections for the type of review that is being sought:

- **"Not Human Research" or "Not Engaged"** Determination*: Complete the **Protocol Title page, "Objectives and Overview", and *Section I. Type of Review – "Not Human Research" or "Not Engaged" Determination***.

- **Exemption** Determination: Complete the **Protocol Title page, "Objectives and Overview", and *Section II. Type of Review – Claim of Exemption***.

Additional instructions are included in each section. Please review each section carefully.

**If seeking a "Not Human Research" Determination, please review the list of activities that OPRS has determined do not represent human subjects research and, therefore, do not require submission to OPRS: See Tab 6: Determination of Human Subjects Research, Section II, OPRS Policy Manual*

General Instructions:

- *Keep an electronic copy of this document. You will need to modify this copy when making changes.*
- *Do NOT append study documents to this protocol template. Other study related documents, such as consent forms, recruitment materials, and other relevant study documents (e.g., data collection forms, interview guides, surveys, letters of support, etc.) should be uploaded as individual documents to the appropriate corresponding sections of the smart form application.*

- ***PLEASE NOTE** regarding the involvement of **Non-UIC Performance Sites**:*
  1. *UIC will **not** enter into a reliance agreement (IRB Authorization Agreement or Individual Investigator Agreement) for activities that are granted a Not Human Research/Not Engaged Determination OR for research that is determined to be Exempt. Review determinations made by the UIC OPRS/IRB ONLY apply to activities conducted at UIC and/or by UIC investigators. Investigators from collaborating institutions should consult their own IRB office to address their institutional review requirements.*

2. *If a non-UIC site will be involved in the activity, a letter of support from the site must be uploaded with this application. The letter of support must include:*
    a) *the name and location of the non-UIC site,*
    b) *a brief description of the activities to be conducted at the non-UIC site or by non-UIC personnel (e.g., QI/QA project, access to de-identified data, etc.),*
    c) *the name and contact information of the person who will be overseeing the activity at the non-UIC site, and*
    d) *confirmation that the proposed activity may be conducted at the site and that local policies will be observed.*

3. *Even if a non-UIC site will be involved in the activity, please select "Single-site study" in the Basic Study Information section of the smart form and select "No" for the external IRB question. The involvement of any non-UIC sites should be explained in this protocol document.*

PROTOCOL TITLE: Evaluation of What Works in Schools in Collaboration with Chicago Public Schools

UIC PRINCIPAL INVESTIGATOR:
Name: Elizabeth Jarpe-Ratner, PhD, MPH, MST
Department: Health Policy Administration
UIC Telepone Number: (312)-355-5295
UIC Email Address: ejarpe2@uic.edu

CURRENT VERSION NUMBER/DATE: v1, 10.10.24

REVISION HISTORY

Version #	Version Date	Summary of Changes	Consent Change?

Objectives and Overview – *Required for all submissions*

1. Describe the purpose, specific aims, or objectives, including any primary and secondary endpoints.
   Chicago Public Schools (CPS) has entered into a cooperate agreement with the Centers for Disease Control and Prevention, Department of Adolescent and School Health (CDC-DASH), with the University of Illinois at Chicago (UIC) serving as the designated evaluator. This work builds on previous work covered by prior similar cooperative agreements, which were determined to be non-research (Protocol #2014-0618, and Protocol #2019-0498).

   The evaluation team at UIC is providing CPS the evaluation support through tracking and reporting of performance and processes indicators that are required by CDC-DASH. The purpose of the cooperative agreement is to focus on implementing CDC's What Works in Schools program. Indicators related to that purpose, include but are not limited to: quality of health education, increase availability and access to health services, and creating safe and supporting environments for LGBTQ+ students. The evaluation team will assess program quality, implementation, and sustainability. This will be achieved through activities such as qualitative data (e.g. interviews and focus groups) and surveys with CPS teachers, principals, students, and other support staff. Data collection efforts will also include identifying knowledge gains or gaps through pre/post/follow-up evaluations of professional development workshops.

   The primary purpose of these activities is to continue to support quality improvement and performance management. The findings will provide valuable insights to our CPS colleagues and CDC-DASH. The results may be disseminated through publications, and conference presentations as evaluation findings and lessons learned. Findings will not be shared as contributions to generalizable knowledge.

2. Summarize the activities to be conducted at UIC or by UIC personnel.
   The CDC-DASH mandates the collection of performance and process measures data for evaluation purposes. The core evaluation questions are required by the CDC: 1) To what extent do districts and schools provide effective sexual health education to students?; 2) To what extent do districts and schools provide access to key sexual health services for students?; and 3) To what extent are districts and schools providing safe and support environments for students?

   The role of the evaluation team is provide guidance and technical support to answering these main evaluation questions, and the CDC encourages the evaluators to explore additional evaluation questions that focus on assessing capacity building. Below is the summary of each evaluation question identified in the Evaluation Plan submitted to the CDC-DASH and the data collection methods employed for assessment.

1) **What are the characteristics and practices of the receiving and implementation of Sexual Health Education (SHE) from the SHE instructors' perspectives?**
    a. **Key-informant semi-structured interviews on how professional development workshops prepared staff to teaching SHE and the experiences of in-person training technical assistance**
    b. **A survey on the benefit of classroom observations for SHE instructors**

2) **What is the perceived value of Gender Sexuality Alliances (GSAs) to staff and students (as part of the Safe and Supportive Environment (SSE) work?**
    a. **Focus groups with the GSA leadership committee to identify how to continue to support GSA sponsors and the sustainability of GSAs in their schools**
    b. **Pre, Post, and Follow Up surveys to staff and students on satisfaction, learning, and benefits of attending the GSA Summit**
    c. **Pre and Post Surveys on the experiences of networks and schools receiving LGBTQ+ supports, and training and technical assistance.**

3) **How is the capacity for sexual health promotion built among Sexual Health Advisory Committee (SHAC) members?**
    a. **End of the year surveys to be administered to community-based organizations representatives who attend SHAC meetings to identify their experiences and agreement on the mission of SHAC**

4) **What is the perceived value of newly guided resources to staff members who support sexual health and mental health to students, and its effectiveness to continue providing a safe and supportive environment?**
    a. **Focus groups with behavioral health team members to receive feedback on tools and resources**
    b. **Key-informant semi-structured interviews with Office of Student Health and Wellness staff on the materials**

****

Section I. Type of Review – "Not Human Research" or "Not Engaged" Determination

Skip to Section II. Type of Review – Claim of Exemption if you are seeking an exemption determination.

A. Rationale for a "Not Human Research" or "Not Engaged" Determination
At least one rationale must be selected.

1. ☒ Activity is not "Research"[1].
Explain why this activity does not meet the definition of "Research":

This project does not meet the definition of Research because its primary purpose is to support program evaluation, implementation, monitoring, and

measurement rather than contribute to generalizable knowledge. The findings are intended to be used primarily by program staff to make changes to trainings, policies, technical assistance, resources, etc. to continue to support health and wellness work in the district. The evaluation findings may be shared at conferences or in publications, intended for other districts and evaluators, as "lessons learned" and as evaluation findings about this specific jurisdiction only and not as generalizable theories or knowledge.

- [1]"Research" means *a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. [45 CFR 46.102(l)].*
- *If this activity is a Quality Improvement project, explain why you believe it is limited to Quality Improvement and does not involve research.*
- ***If this activity does not meet the definition of "Research," STOP** - you do not need to complete the remainder of this template. Please submit your protocol via UIC Research.*

2. ☐ **Activity is "Research" but does not involve "Human Subjects"[2]**

Check all that apply.

☐ UIC investigators will not interact or intervene with subjects to obtain data or biospecimens.

☐ UIC investigators will not be involved in the collection, use, study, analysis, or generation of identifiable private information or identifiable biospecimens.

Explain why this research does not involve "Human Subjects":

[Insert Protocol Specific Response]

- [2]"Human Subject" means *a living individual about whom an investigator (whether professional or student) conducting research (1) obtains data or biospecimens through intervention or interaction with the individual, and uses, studies, or analyzes the data or biospecimens, or (2) obtains, uses, studies, analyzes, or generates identifiable private information or identifiable biospecimens. [45 CFR 46.102(e)(1)].*

3. ☐ **Activity is "Human Subjects Research" but UIC is not Engaged**

Check all that apply.

☐ UIC will not receive direct federal funding through a grant, contract, or cooperative agreement for this research.

☐ UIC faculty, staff, or students will not interact or intervene with subjects or identifiable data or biospecimens by performing invasive or noninvasive procedures, including analysis or manipulation of the environment.

☐ UIC faculty, staff, or students will not obtain the informed consent of subjects for the research.

☐ UIC faculty, staff, or students will not obtain for research purposes identifiable private information or identifiable biospecimens from any source for the research, even if not directly interacting or intervening with subjects.

B. Data Collection

1. **Describe how data collection will occur and the type of information to be collected about the subjects (indicate all variables that will be included in the data set):**

Surveys:

- **Satisfaction and knowledge surveys will assess the perceived benefit and values of activities related to SSE.**
- **For SHE, UIC will provide technical assistance on the survey design, but be collected by CPS as classroom observations are conducted.**
- **For SSE, UIC will also provide technical assistance and the survey will be deployed by CPS and returned back de-identified for the purpose of analysis. The surveys will be sent out and collected electronically.**

Commented [EJ1]: Can you make sure this is defined or, just use "LGBTQ+ support"?

Interviews and focus groups:

- **Valueholder interviews and focus groups will assess the valueholders' perceptions benefit of classroom observation for SHE, and their perceived value of the GSA leadership committee.**
- **For both interviews and focus groups, we will be obtaining informed consent forms from the interviewees through a signed document, as per CPS Research Review Board regulations.**
- **All notes and analysis files will be kept in a separate coded files and only two members of the research team will be able to access to the key to the linked files.**
- **The data collection activities will be scheduled outside of instructional time, and all information shared during interviews and focus groups will remain confidential and only reported as aggregate themes and recommendations.**

2. **Indicate the source(s) of the data and/or biospecimens:**
The sources of the data will come from CPS staff members who agree to participate in the interviews, focus groups, and surveys.

   a. **For research involving biospecimens, do the biospecimens include human embryonic stem cells or cell lines derived from human embryonic stem cells?**
   ☐ Yes – *Please use the "Manage Ancillary Review" activity in the protocol workspace in UIC Research to assign an ancillary review to the ESCRO Committee.*
   ☒ No
   ☐ N/A – Research does not use biospecimens

3. **Indicate how data/biospecimens will be received by the UIC Investigators:**
   - ☐ De-Identified (i.e., not linked to individual identifiers)
   - ☐ Identifiable*
   - ☒ Coded – Will the code will be accessible to the investigators?
     - ☐ No
     - ☒ Yes*: How? **The file linking codes to identifiers are kept in an encrypted file and only accessible to the research team on UIC Box. Any identifiers will only be kept in consent forms or in scheduling files. No identifiers will be included in any data files.**

**If data/biospecimens will be identifiable or coded and the UIC investigators will have access to identifiers through a code key/master list, this research does NOT qualify for a "Not Human Research" Determination. SKIP to Section II. Type of Review – Claim of Exemption.*

If at least one rationale for a Determination has been selected and explained, STOP. *You do not need to complete the remainder of this template. Please submit your protocol via UIC Research.*

If none of the above apply, please continue to *Section II. Type of Review – Claim of Exemption.*

****

Section II. Type of Review – Claim of Exemption

A. Exemption Eligibility

1. **Will this research involve prisoners as PRIMARY subjects?**
   - ☒ No
   - ☐ Yes - **STOP.** *Research in which prisoners are the primary subjects is not eligible for a Claim of Exemption.* Please use an appropriate alternative Protocol Template from the UIC Research Library.

2. **Will this research be FDA-regulated?**
   - ☒ No
   - ☐ Yes, and research activities are limited to a taste and food quality evaluation
   - ☐ Yes, and research is **NOT** a taste and food quality evaluation - **STOP.** *FDA related research (with the exception of taste and food quality evaluation) is not eligible for a Claim of Exemption.* Please use an appropriate alternative Protocol Template from the UIC Research Library.

3. **Does this research meet one or more of the exemption categories listed below?**
   *To qualify for an exemption, **all** research activities must fully fall within one or more exempt categories. Please refer to the Office of Human Research Protections (OHRP) website for a more detailed description of each exemption category (UIC only grants*

exemptions for research that falls under categories 1-6, and does not conduct Limited IRB Review).

☐ No - **STOP.** *This research is not eligible for a Claim of Exemption.* Please use an appropriate alternative Protocol Template from the UIC Research Library.
☒ Yes - Select all categories that apply to your proposed research.

☒ (1) Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

☐ (2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.
(ii) Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.
NOTE: Category 2 may ONLY involve children if the research activities are limited to educational tests or observation of public behavior when the investigators do not participate in the activities being observed.

☒ (3) (i) Research involving benign behavioral interventions in conjunction with the collection of information from an adult subject through verbal or written responses (including data entry) or audiovisual recording if the subject prospectively agrees to the intervention and information collection and at least one of the following criteria is met:
(A) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;
(B) Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.
NOTE: Category 3 may NOT involve children as research subjects.
(ii) For the purpose of this provision, benign behavioral interventions are brief in duration, harmless, painless, not physically invasive, not likely

to have a significant adverse lasting impact on the subjects, and the investigator has no reason to think the subjects will find the interventions offensive or embarrassing. Provided all such criteria are met, examples of such benign behavioral interventions would include having the subjects play an online game, having them solve puzzles under various noise conditions, or having them decide how to allocate a nominal amount of received cash between themselves and someone else.

(iii) If the research involves deceiving the subjects regarding the nature or purposes of the research, this exemption is not applicable unless the subject authorizes the deception through a prospective agreement to participate in research in circumstances in which the subject is informed that he or she will be unaware of or misled regarding the nature or purposes of the research.

☐ (4) Secondary research for which consent is not required: Secondary research uses of identifiable private information or identifiable biospecimens, if at least one of the following criteria is met:

(i) The identifiable private information or identifiable biospecimens are publicly available;

(ii) Information, which may include information about biospecimens, is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained directly or through identifiers linked to the subjects, the investigator does not contact the subjects, and the investigator will not re-identify subjects;

(iii) The research involves only information collection and analysis involving the investigator's use of identifiable health information when that use is regulated under 45 CFR parts 160 and 164, subparts A and E, for the purposes of "health care operations" or "research" as those terms are defined at 45 CFR 164.501 or for "public health activities and purposes" as described under 45 CFR 164.512(b); or

(iv) The research is conducted by, or on behalf of, a Federal department or agency using government-generated or government-collected information obtained for nonresearch activities, if the research generates identifiable private information that is or will be maintained on information technology that is subject to and in compliance with section 208(b) of the E-Government Act of 2002, 44 U.S.C. 3501 note, if all of the identifiable private information collected, used, or generated as part of the activity will be maintained in systems of records subject to the Privacy Act of 1974, 5 U.S.C. 552a, and, if applicable, the information used in the research was collected subject to the Paperwork Reduction Act of 1995, 44 U.S.C. 3501 et seq.

☐ (5) Research and demonstration projects that are conducted or supported by a Federal department or agency, or otherwise subject to the approval of department or agency heads (or the approval of the heads of bureaus or

other subordinate agencies that have been delegated authority to conduct the research and demonstration projects), and that are designed to study, evaluate, improve, or otherwise examine public benefit or service programs, including procedures for obtaining benefits or services under those programs, possible changes in or alternatives to those programs or procedures, or possible changes in methods or levels of payment for benefits or services under those programs. Such projects include, but are not limited to, internal studies by Federal employees, and studies under contracts or consulting arrangements, cooperative agreements, or grants. Exempt projects also include waivers of otherwise mandatory requirements using authorities such as sections 1115 and 1115A of the Social Security Act, as amended.

(i) Each Federal department or agency conducting or supporting the research and demonstration projects must establish, on a publicly accessible Federal Web site or in such other manner as the department or agency head may determine, a list of the research and demonstration projects that the Federal department or agency conducts or supports under this provision. The research or demonstration project must be published on this list prior to commencing the research involving human subjects.

☐ (6) Taste and food quality evaluation and consumer acceptance studies:

(i) If wholesome foods without additives are consumed, or

(ii) If a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

4. **Explain why the selected categories apply to the current proposal:**
Surveys, focus groups, and interviews will be performed and the identities of the participants will remain anonymous. Focus groups and interviews will be recorded if the participant consented, and diligent notes will be taken throughout. No identifiable traits or notes of the participants will be taken, and if recorded, will be erased to ensure confidentiality. Participants are CPS staff members who can be involved in the educational setting that provides the services or curriculum to the students.

B. <u>Research Activities</u>

1. **Is this research limited to secondary analysis of data (i.e., only category 4 was selected)?**
☒ No – continue to item 2.
☐ Yes – *SKIP to section C. Secondary Research*

2. **Describe in chronological order all the tasks/tests or procedures that subjects will be asked to complete. Distinguish between tasks performed solely for research purposes and those being performed for non-research purposes:**

For the SSE initiative, a pre-survey for the Galaxy Summit will be administered prior to the GSA Summit event in March. A post-survey will immediately follow after the summit with a follow-up survey scheduled a few months later. Additionally, focus groups will be conducted with the GSA leadership committee to gather insights on the experiences of LGBTQ+ support systems and technical assistance provided to GSAs. Feedback surveys from the GSA leadership committee will also be collected during that time. For SHAC, an end of the year survey will be administered, and technical assistance on the development of assessments for mental health resources feedback and strategies assessments will be completed after.

3. **Indicate the duration of participation. Include both the overall study timeline, as well as the anticipated time required for subjects to complete each study procedure/visit:**
   For SSE, the pre- survey for the galaxy summit will be deployed in January 2025 for a couple of weeks, before the actual event in March for a post-survey to complete, and in May for a follow up. In the early summer/late spring, focus groups of the GSA leadership committee will be conducted and the experiences of LGBTQ+ supports, technical assistant for GSAs. Feedback surveys for the GSA leadership committee will be deployed in the summer. For SHAC, the end of the year survey will be completed in the beginning of Summer in June 2025. Activities related to sexual health and behavioral health services will be completed in the spring and summer.

C. Secondary Research

"Secondary research" involves re-using data and/or biospecimens that are collected for some other "primary" or "initial" activity (e.g., other earlier research studies, a biorepository holding specimens obtained with appropriate consent, clinical care, educational records, etc.).

Complete this section only if Exempt category 4 was selected under section A.

☐ Not Applicable - *Skip to Section D. Subject Population and Eligibility*

1. **Describe the source of the materials (e.g., data, documents, records, biospecimens):**
   [Insert Protocol Specific Response]

   - *If the source was a previous or is an existing UIC IRB Protocol, provide the title, name of Principal Investigator, protocol number (Study ID):*
   - *If the source of the materials is outside of UIC, please attach a letter of support from the custodian of the materials.*

2. **Describe the data elements/list the variables that will be included in the data set or with the biospecimens:**
   [Insert Protocol Specific Response]

   Upload any data extraction sheets, data collection forms, etc., as "Other attachments" in the UIC Research smart form.

3. **Indicate how the materials will be identified, tagged, and/or coded when they are made available to the research team:**
   - ☐ Direct identifiers *(e.g., participant name, initials, social security number, medical record number, etc.)*
   - ☐ Indirect identifiers *(e.g., assigned code which can be used by investigator or source to identify individual)*
   - ☐ No identifiers *(neither researcher nor the source can identify the individual from the information provided) – Skip to Section D. Subject Population and Eligibility*

4. **If the direct or indirect identifiers box is checked in item 3. *and* the research involves biospecimens, will all identifiers be removed and destroyed by the research team after receiving the sample?**
   - ☐ Not applicable
   - ☐ No - **STOP.** *This research is not eligible for a Claim of Exemption.* Please use an appropriate alternative Protocol Template from the UIC Research Library.
   - ☐ Yes

5. **If the direct or indirect identifiers box is checked in item C, *and* the research involves data, documents, or records, will *direct identifiers* be recorded in the research records, spreadsheets, or databases?**
   - ☐ Not applicable
   - ☐ No
   - ☐ Yes – Are the data, documents, or records limited to identifiable health information when the use is regulated under the HIPAA Privacy Act?
     - ☐ No – **STOP.** *This research is not eligible for a Claim of Exemption.* Please use an appropriate alternative Protocol Template from the UIC Research Library.
     - ☐ Yes

6. **If the direct or indirect identifiers box is checked in item C, *and* the research involves data, documents, or records, will *indirect identifiers* be recorded in the research records, spreadsheets, or databases?**

   - ☐ Not applicable
   - ☐ No
   - ☐ Yes – Will the research team be able to readily ascertain the subject's identity?
     - ☐ No

☐ Yes – Are the data, documents, or records limited to identifiable health information when the use is regulated under the HIPAA Privacy Act?
  ☐ No – **STOP.** *This research is not eligible for a Claim of Exemption.* Please use an appropriate alternative Protocol Template from the UIC Research Library.
  ☐ Yes

7. **If the direct or indirect identifiers box is checked in item C, will the research team re-identify the subjects and/or try to contact the subjects?**
   ☐ Not applicable
   ☐ No
   ☐ Yes – **STOP.** *This research is not eligible for a Claim of Exemption.* Please use an appropriate alternative Protocol Template from the UIC Research Library.

D. Subject Population and Eligibility

1. **Describe the subject population and inclusion/exclusion criteria:**
   Valueholder interviews will include CPS support staff and administration, HCPS Network Specialists, GSA leadership members and sponsors. The inclusion criteria will include employment at CPS and hold the responsibilities relating to sexual health education and services, mental health services, and safe and support environments activities.

E. Recruitment

☐ Not applicable – This research does not involve an intervention or interaction with subjects – *Skip to Section G. Privacy and Confidentiality / Data Security and Management*

1. **Describe how potential subjects will be initially identified for recruitment:**
   CPS and UIC evaluation team will work together to identify the best members for recruitment based on the responsibilities and positions.

2. **Describe how, where, when, and by whom subjects will be recruited:**
   CPS will be recruiting subjects through networks and committee members, and completed through emails and newsletters.

Upload all materials that will be used for recruitment into the "Recruitment materials" section of the smart form application.

F. Informed Consent

☐ Not applicable – This research does not involve an intervention or interaction with subjects – *Section G. Privacy and Confidentiality / Data Security and Management*

1. **Describe how the voluntary consent of participants will be obtained:**

The voluntary consent of participants will be obtained through a signed consent document per CPS Research Review Board regulations, and verbal confirmation before the initiation of interviews and focus groups. Surveys will have a consent form for participants to read before the survey will be completed.

Upload all consent materials into the "Consent form" section of the Local Study Documents section of the smart form application. The consent materials should be commensurate with the planned research activities; depending on the research, consent materials may consist of a full informed consent document, an abbreviated information sheet, an oral script, survey cover letter, a letter to subjects. Please see Consent: Exemption Template (HRP-502e) for further guidance.

G. Privacy and Confidentiality / Data Security and Management

1. Indicate the identifiable elements that will be collected and/or included in the research records.

Check all that apply

☐ Names	☐ Social Security Numbers*	☐ Device identifiers/Serial numbers
☐ Phone numbers	☐ Medical record numbers	☐ Web URLs
☐ Street address	☐ Health plan numbers	☐ IP address numbers
☐ City or state	☐ Account numbers	☐ Biometric identifiers[1]
☐ Zip Code	☐ Fax numbers	☐ Vehicle ID numbers
☒ E-mail address	☐ License/Certificate numbers	☐ Facial Photos/Images

☐ Financial account information (including student ID)

☐ All elements of dates (except year) for dates directly related to an individual; and all ages over 89 and all elements of dates (including year) indicative of such age

☐ Date of Birth

☐ Identifiable UIC Student Records[2]

☐ University Identification Number (UIN)

☒ Any other unique identifier - Specify: **A unique identifier will be created for each participant and will not be related to any identifiable information related to the participant**

☐ **None of the identifiers listed above – STOP.** ***This document is complete and you may submit your study materials via UIC Research.***

[1] Biometric Identifiers are observable biological characteristics which could be used to identify an individual, e.g., fingerprints, iris/retina patterns, and facial patterns.

[2] Documentation of approval from the Registrar must be submitted unless prospective signed consent is obtained from the student or guardian

***NOTE:** If social security numbers will be collected, explain below why they are necessary and how they will be used:

2. Data Collection and Storage

a. Identify all methods you will use to collect and store data:

☐ Internet-based application/package – Specify:

☐ REDCap [define host ☐ CCTS/IHRP ☐ Other (define):]
☐ UIC Qualtrics
☒ UIC Box
☐ UIC Box Health Data Folder (for research involving PHI)
☒ UIC Zoom
☐ *Non-UIC commercial survey service – Specify:
☐ *Other - A thorough description of the characteristics of the application/tool must be provided. This description should address the following elements if applicable: product/tool name, host, security measures, encryption mechanism, and how collected data is maintained and stored by the application/tool. [Insert Protocol Specific Response]

☐ Non-internet based application (i.e. directly on a desktop/laptop).
☐ Paper
☒ Recording Media - ☐ Photo ☒ Video ☒ Audio
Specify how the data will be stored and how participants will be identified in the recordings: **The data will be stored on password protected, and in separate coded files with specific unique identifiers that cannot be tied to their emails or names.**
☐ Subject Artifacts (such as classroom assignments, regular work products, lesson plans)
☐ Stored specimens
☐ Other: [Insert Protocol Specific Response]

***Note for research that involves the following:**
- Protected Health Information (PHI) from UIC/UI Health records
- Personal Data from individuals physically located in the European Union Economic Area (EEA)
- Personal Data from individuals physically located in the People's Republic of China (PRC)

Use of applications/platforms other than UIC REDCap, UIC Qualtrics, or UIC Box Health Data Folder for collection and maintenance of data from the sources listed above requires evidence of a business associate agreement (BAA) between the University and the external survey software provider. For more information, refer to the UIC HSPP policy Research Data Security. Please contact OPRS for more information regarding data collected in the EEA and the United Kingdon under General Data Protection Regulations (EU GDPR/UK GDPR), or data collected in the People's Republic of China (PRC) and the Chinese Personal Information Protection Law (PIPL).

b. Describe whether and how social media platforms (e.g., Facebook, Snapchat, Amazon Mechanical Turk, etc.) will be used to collect data and/or communicate with subjects:
☒ Not applicable

3. Data Security

a. Indicate how all types of data will be secured.
i. ☒ Indirectly with a code linked to the identity of the subject.

Describe the coding method, specify who will have access to the code/master key, indicate where the key is stored, and explain how it will be protected against unauthorized access: **The coding method will be based on the date of the interview/focus group and the type of topic/work stream. No names, emails, entities will be attached to the unique identifier, and is kept separately from the data itself. All data and files are uploaded in UIC Box where only the research team has access to, and it is both password protected, and a two-factor authentication is required.**

ii. ☐ Directly, personal or private identifiers (identifiable elements) are maintained with the data.
Justify the inclusion of direct subject identifiers and indicate who will have access to the data: [Insert Protocol Specific Response]

iii. ☐ Limited Data Set [Protected Health Information (PHI) subject to the Privacy Rule that includes elements limited to city, state, ZIP Code, elements of date, and other numbers, characteristics, or codes not considered as direct identifiers]. *Requires a Data Use Agreement.*

b. Describe the plan to protect identifiers from improper use and disclosure (i.e., what measures will be used to protect identifiers during the retrieving and viewing of data from the medical records).

No names or identities will be released in the data. All results will be aggregated and thematic to ensure confidentiality. UIC evaluators will review the material to ensure no identifiers are part of the data files and if so – will be erased. Only UIC evaluators will have access to the UIC box.

Please note:
- *Items a.i. and a.ii. require consent as per UIC policy and/or a Waiver of Authorization (if PHI is involved) from the IRB.*
- *UIC and/or outside agencies may require the use of a data use/materials transfer agreement that outlines the procedures necessary to protect identifiable or coded data or biospecimens that will be transferred or shared between institutions. You must contact the Office of Sponsored Programs (OSP) at 312-996-2862 or awards@uic.edu for additional information and direction.*

c. Indicate the method(s) used to secure each data type.
☒ Password access
☐ Portable devices – Specify encryption software (required): [Insert Protocol Specific Response]
☐ Encryption software will be used – Specify encryption software: [Insert Protocol Specific Response]
☐ Secure network server will be used – Specify secure server: [Insert Protocol Specific Response]

☐ Stand alone desktop/laptop computer will be used to store data
☐ Not connected to server/internet
☐ An organization outside of the UIC will store the code key.
☐ Locked file cabinet
☐ Locked office/lab.
☐ Locked office suite.
☐ Locked refrigerator/freezer
☐ Other - Specify: [Insert Protocol Specific Response]

d. Indicate when **identifiers** (including the master list, which links the study codes to the subject identifiers) will be removed or destroyed.
☐ End of data collection
☐ End of data analysis
☒ Post publication/dissertation defense
☐ Other – Specify: [Insert Protocol Specific Response]

4. Data Sharing

a. Will the data or specimens be shared with persons other than UIC investigators and research staff noted in the Local Study Team Member section of the smart form?
☒ No – **STOP.** ***This document is complete, and you may submit your study materials via UIC Research.***
☐ Yes – Specify with whom the data will be shared: [Insert Protocol Specific Response]

b. Indicate the manner in which the data will be shared:
☐ As a de-identified dataset – **STOP.** ***This document is complete and you may submit your study materials via UIC Research.***
☐ With direct identifiers
☐ With indirect identifiers (i.e., coded dataset) and/or Limited Data Set
Indicate who will have access to the code key or master list: [Insert Protocol Specific Response]

c. Specify how identifiable (coded and/or directly identifiable) data will be transferred:
☐ Non-electronic transfer (hard copy or physical specimens) – Specify: [Insert Protocol Specific Response]
☐ Transmitted over a secure network – Specify network: [Insert Protocol Specific Response]
☐ Via UIC e-mail - Specify encryption: [Insert Protocol Specific Response]
☐ Cloud based data sharing program (*UIC Box Health Data Folder is the only approved method of sharing PHI in this manner*)
Specify: [Insert Protocol Specific Response]
☐ Other - Specify: [Insert Protocol Specific Response]

SHE Asynchronous Training Follow-Up Interview
Recruitment for Interviews

Dear {Name},

The University of Illinois at Chicago (UIC) evaluation team has partnered with CPS's Office of Student Health and Wellness (OSHW) to evaluate their efforts in promoting sexual health education in the district. We are contacting you today because you previously indicated during CPS's OSHW's Sexual Health Education Training that you would be interested in participating in a follow-up interview. We'd like to learn more about your experience and perception of the SHE training, how it influenced your ability to deliver SHE in the classroom, and what has been most useful and what could be improved.

Please click here [insert calendar scheduling link] to schedule a date and time for an interview.

Interviews will be:

- Conducted virtually;
- About 45-60 minutes;
- Recorded and only the audio will be saved;
- Transcribed and all notes and data will be stored securely; only the team at UIC will have access;
- Conducted on a voluntary basis; you do not have to participate and if you do, you do not need to answer any question you do not wish to answer.

Once you schedule a time, you will receive a calendar invite with the virtual meeting link as well as a link to an informed consent form. **All participants will receive a $50 electronic gift card.**

If you have any questions, please contact Kristen Belcher, kbelch3@uic.edu or Thalia Chicojay Moore, tchic@uic.edu.

Outlook

Research Services Agreement for DASH Evaluation

From Simon, Jeremiah <jsimon11@cps.edu>
Date Fri 8/2/2024 2:05 PM
To Jarpe-Ratner, Elizabeth <ejarpe2@uic.edu>; Leider, Julien Thomas <jleide2@uic.edu>
Cc Tarrah DeClemente <tkdeclemente@cps.edu>; Archia Lucas <alucas@cps.edu>; Kathryn Ramirez-Mercado <kramirezmercado@cps.edu>

1 attachments (428 KB)
UIC (08.01.2023-07.31.2024) First Amendment to Extend the Research Services Agreement-7-13(e)(i)(3) - Kendall Matias.pdf;

Hi Elizabeth and Julien,

Now that we've officially received our notice of the DASH grant, we need to work with you all to update our Research Services Agreement with your team for these efforts. The most recent agreement (attached) expired on 7/31.

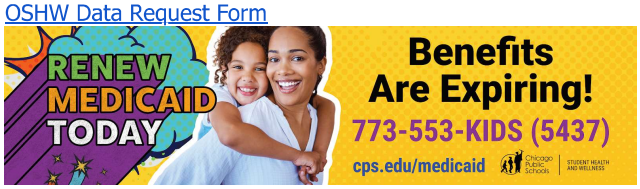
We are going to make a single/sole source request to update and execute a new agreement. To start, we'll need a couple things from you all.

1. Vendor Quote (1 fiscal year of services - the budget from our DASH application should help with this)
2. Contractors Disclosure Form
3. Certificate of Insurance
4. Certificate of Good Standing
5. W-9

These agreements and processes tend to take a while. Is it possible to receive this information from your team by **Friday, August 16th?** If not, let me know what's doable.

Jeremiah

--
Jeremiah Simon, MPH
Senior Epidemiologist | Office of Student Health and Wellness
Chicago Public Schools | 42 West Madison Street | Chicago, IL 60602
Desk: 773-553-1877 | Cell: 312-813-6138 | E: jsimon11@cps.edu
Pronouns: He/Him/His (More information on pronouns here)
OSHW Data Request Form



THIS AGREEMENT WILL BE POSTED ON THE CPS WEBSITE

FIRST AMENDMENT TO EXTEND
THE RESEARCH SERVICES AGREEMENT

(*The Board of Trustees of the University of Illinois*)

This First Amendment to Extend the Research Services Agreement ("**First Amendment**") is effective as of August 1, 2023 ("**Effective Date**") and is entered into by and between the Board of Education of the City of Chicago, a body politic and corporate, commonly known as the Chicago Public Schools (the "**Board**" or "**CPS**") and The Board of Trustees of the University of Illinois, with principal offices located at 1737 W. Polk Street, 304 AOB, M/C 672, Chicago, IL 60612-7227 (the "**Vendor**" or "**UIC"**). The Board and Vendor may be referred to herein individually as a "**Party**" or collectively as the "**Parties**."

RECITALS

A. The Board and Vendor entered into that certain Research Services Agreement (the "**Original Agreement**") for an original term commencing on August 1, 2018 and continuing through July 31, 2019, with the Board having four (4) options to renew for periods of one (1) year each (Board Rule 7-13(e));

B. The Board exercised its first option to renew the Original Agreement pursuant to that certain Agreement Exercising the First Option to Renew the Research Services Agreement ("**First Renewal Agreement**") for a term commencing August 1, 2019 and continuing through July 31, 2020 (authorized by Board Rule 7-13(e));

C. The Board exercised its second option to renew the Original Agreement pursuant to that certain Agreement Exercising the Second Option to Renew the Research Services Agreement Contract ("**Second Renewal Agreement**") for a term commencing August 1, 2020 and continuing through July 31, 2021 (authorized by Board Rule 7-13(e));

D. The Board exercised its third option to renew the Original Agreement pursuant to that certain Agreement Exercising the Third Option to Renew the Research Services Agreement Contract ("**Third Renewal Agreement**") for a term commencing August 1, 2021 and continuing through July 31, 2022 (authorized by Board Rule 7-13(e));

E. The Board exercised its fourth option to renew the Original Agreement pursuant to that certain Agreement Exercising the Fourth Option to Renew the Research Services Agreement Contract ("**Fourth Renewal Agreement**") for a term commencing August 1, 2022 and continuing through July 31, 2023 (authorized by Board Rule 7-13(e)(i)(3). The Original Agreement, the First Renewal Agreement, the Second Renewal Agreement, the Third Renewal Agreement, and the Fourth Renewal Agreement shall be collectively referred to herein as the "**Existing Agreement.**"

F. The Board now desires to extend and amend the Existing Agreement as set forth herein, and Vendor accepts and agrees to this First Amendment on the terms and conditions hereinafter set forth. The Existing Agreement and this First Amendment shall be collectively referred to herein as the "**Agreement**."

NOW THEREFORE, in consideration of the foregoing Recitals, which are incorporated herein as though fully set forth herein, and for good and valuable consideration in hand paid, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Definitions:** Any and all capitalized terms shall have the same meaning as defined in the Existing Agreement unless otherwise defined herein.

2. **The following items in the Existing Agreement are hereby amended:**

a. **Renewal Term Extension:** The parties agree to amend the Existing Agreement and extend the Renewal Term by an additional one (1) year; the Renewal Term is hereby extended beginning August 1, 2023 and continuing through July 31, 2024 ("**Extended Term**"), unless terminated sooner as provided in the Existing Agreement.

3. **Scope of Services:** During the Extended Term, Vendor shall provide the Services set forth in the Amended Scope of Services attached to this First Amendment as **Exhibit A-2**. **Exhibit A-2** replaces **Exhibit A-1** which was attached and incorporated into the Fourth Renewal.

4. **Compensation:** During the Extended Term, Vendor shall be compensated in accordance with the Amended Pricing Schedule attached to this First Amendment as **Exhibit B-2**. **Exhibit B-2** replaces **Exhibit B-1** which was attached and incorporated into the Fourth Renewal. The total compensation for Services to be provided by Vendor during the Extended Term shall not exceed Seventy Five Thousand Dollars ($75,000.00) (the "**Maximum Compensation Amount**"). There shall not be any reimbursement for expenses. Compensation shall be based on actual Services performed during the Extended Term and the Board shall not be obligated to pay for any Services or deliverables not in compliance with this First Amendment.

   In the event of early termination of this First Amendment, the Board will be obligated to pay only for Services actually rendered before the date of termination. The Board will not be liable under any circumstances for any cost of any Services performed on or after the date of termination or expiration of this First Amendment. Vendor shall refund promptly to the Board any payments received for Services and deliverables not provided.

5. **Entire Agreement:** Except as expressly provided in this First Amendment, all terms and conditions of the Original Agreement shall remain in full force and effect during this First Amendment Term.

6. **Counterparts and Electronic Signatures:** This First Amendment may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute but one document. A signature delivered by facsimile or other electronic means shall be considered binding on both parties.

REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK

THIS AGREEMENT WILL BE POSTED ON THE CPS WEBSITE

IN WITNESS WHEREOF, the parties have caused this First Amendment to be executed by their duly authorized representatives as of the Effective Date.

THE BOARD OF EDUCATION OF THE CITY OF CHICAGO

DS ES

By: DocuSigned by: Patricia Hernandez 68F0875FFFDF456...
Patricia Hernandez
Acting Chief Procurement Officer

Date: October 12, 2023 | 7:06:26 PM CDT

Board Rule 7-13(e)(i)(3)

Approved as to legal form: DS DS DS ES

By: DocuSigned by: Ruchi Verma 56B562E0FFA44C9...
Ruchi Verma, General Counsel

THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ILLINOIS

By: Paul N Ellinger

Name: Paul N. Ellinger

Title: Comptroller

Date: 10/9/23

Peggy Diskin 10/9/23
Comptroller Delegate
Peggy Diskin, Director Pre-Award
Office of Sponsored Programs

Attachments:

Exhibit A-2: Amended Scope of Services
Exhibit B-2: Amended Pricing Exhibit

Exhibit A-2

AMENDED SCOPE OF SERVICES

Year 6 Scope of Work

The University of Illinois Policy, Practice and Prevention Research Center (P3RC) will provide evaluation services to Chicago Public Schools (CPS), in accordance with the Cooperative Agreement 1807, awarded to CPS by the Centers for Disease Control and Prevention Division of Adolescent and School Health (CDC-DASH) including but not limited to the following:

- Evaluation of the sexual health education (SHE) curriculum among trained sexual health education instructors in accordance with the CPS Sexual Health Policy;
- Evaluation of the adoption and implementation of a sexual health services (SHS) referral system and protocol among Sexual Health Services designees;
- Evaluation of the implementation of strategies to create safe and supportive environments (SSE) for LGBTQ+ and all youth, including among the Genders and Sexualities Alliance Leadership Committee and its work, the annual Galaxy Summit, and the Gender Inclusivity Professional Learning Community;
- Evaluation of the effectiveness of professional development of school staff members on SHE-, SHS-, and SSE-related knowledge, skills, and strategies; and
- Exploration of the nature and extent to which capacity and connectivity of the sexual health prevention system has been built through the Sexual Health Advisory Committee.

This scope of work entails the following regular meetings during Year 1 and continuing into subsequent program years:

- Monthly evaluation meetings
- Monthly meetings with the CDC-DASH project officer
- Additional meetings with key stakeholders, as needed, including but not limited to other project partners such as CDPH, CPS sexual health education curriculum development consultant, internal CPS partners, etc.

This scope of work entails the following deliverables during Year 6:

- Updated evaluation plan for year 6 to CPS by 9/30/23
- Year 6 preliminary findings memo to CPS by 2/28/24
- Year 6 data collection progress memo to CPS by 6/31/23
- Year 6 findings memo to CPS by 7/31/23

THIS AGREEMENT WILL BE POSTED ON THE CPS WEBSITE

EXHIBIT B-2

AMENDED PRICING EXHIBIT

Verify totals as linked sheets are modified.		Year 1		Year 2		TOTAL
A. Senior/Key PERSONNEL:		$17,422		$0		$17,422
B. OTHER PERSONNEL		$52,426		$0		$52,426
TOTAL SALARIES AND FRINGE:		$69,848		$0		$69,848
C. EQUIPMENT OVER $5,000:		$0		$0		$0
D. TRAVEL:		$3,349		$0		$3,349
DOMESTIC Travel Costs		$3,349		$0		$3,349
IN-STATE	$0		$0		$0	
OUT-OF-STATE	$3,349		$0		$3,349	
FOREIGN Travel Costs		$0		$0		$0
E. PARTICIPANT/TRAINEE SUPPORT COSTS		$0		$0		$0
OTHER DIRECT COSTS:		$1,800		$0		$1,800
1. Materials and Supplies		$0		$0		$0
2. Publication Costs		$0		$0		$0
Consultants		$0		$0		$0
4. ADP/Computer Services		$0		$0		$0
5.1 [Enter name/entity]		$0		$0		$0
5.2 [Enter name/entity]		$0		$0		$0
5.3 [Enter name/entity]		$0		$0		$0
5.4 [Enter name/entity]		$0		$0		$0
6. Equipment or Facility Rental/Use Fees (no		$0		$0		$0
7. Alterations & Renovations		$0		$0		$0
8. Other Items (#8)		$0		$0		$0
9. Other Items (#9)		$0		$0		$0
10. Other Items (#10)		$1,800		$0		$1,800
TOTAL DIRECT COSTS:		**$74,997**		**$0**		**$74,997**
TOTAL DIRECT COSTS less Consortium F&A		$74,997		$0		$74,997
Modified Total Direct Cost (MTDC)		$74,997		$0		$74,997
INDIRECT COST:		**$0**		**$0**		**$0**
TOTAL COST OF PROJECT:		**$74,997**		**$0**		**$74,997**

Evaluation of the Implementation of the CPS Sexual Health Education – Year 1
Timeline: August 1, 2024 – July 31, 2025

The University of Illinois at Chicago Policy, Practice and Prevention Research Center will provide evaluation services to Chicago Public Schools (CPS), in accordance with Cooperative Agreement 1807, awarded to CPS by the Centers for Disease Control and Prevention Division of Adolescent and School Health (CDC-DASH) including but not limited to the following:

- Evaluation of the implementation of health education, with an emphasis on sexual health education, among trained sexual health education instructors in accordance with the CPS Sexual Health Policy;
- Evaluation of the adoption and implementation of a health services referral system and protocol, with an emphasis on sexual health and behavioral health services;
- Evaluation of the implementation of strategies to create safe and supportive environments for LGBTQ+ and all youth, including the evaluation of the Galaxy Summit and efforts to support implementation of Genders and Sexualities Alliance Clubs across the district;
- Evaluation of the effectiveness of professional development of school staff members on related knowledge, skills, and strategies; and
- Exploration of the nature and extent to which capacity and connectivity of the sexual health prevention system has been built through the Sexual Health Advisory Committee.
- Programming of YRBS survey.
- TA and support for YRBS sampling.

This scope of work entails the following regular meetings during Year 1 and continuing into subsequent program years:

- Monthly evaluation meetings
- Monthly meetings with the CDC-DASH project officer
- Additional meetings with key stakeholders, as needed, including but not limited to other project partners such as CDPH, CPS sexual health education curriculum development consultant, internal CPS partners, etc.

Budget Justification Year 1 - TOTAL COSTS Y1 = $98,966
Personnel = $83,415: *Elizabeth Jarpe-Ratner, MPH, PhD* – Dr. Jarpe-Ratner is Clinical Assistant Professor in the School of Public Health Division of Health Policy and Administration. She will provide oversight for the evaluation plan and work with staff and students to ensure all deliverables are met for the project.
Julien Leider, MS – Mr. Leider is Data Analyst in the Institute for Health Research and Policy. He will provide support to Dr. Jarpe-Ratner in the development and execution of evaluation analyses. *Sam Racinski* – Mr. Racinski is Manager of Research Operations in the School of Public Health Division of Health Policy and Administration. Mr. Racinski will provide contractual and budgetary support for

the project. *TBD, Graduate Research Assistants* – Three graduate students will assist the project in completion of data collection, data analysis, and results dissemination.
Fringe Benefits = $10,551: The fringe benefits calculations are based on the current rates published by the university. The current FY25 rate for full-time faculty and staff is 35.56% and includes Retirement; Health, Life & Dental; Workers' Compensation; Term Vacation/Sick; and Medicare. The FY25 rate for graduate student employees is 3.71% and includes Workers' Compensation; Medicare; and OASDI.
Other Costs = $5,000: Funds will be used to provide participant payments to those who take part in interviews and focus groups ($4,000). Funds will also be used for transcription of interviews and focus groups ($1,000).
F&A = 0%: CPS policy does not allow indirect costs for any subcontractor on awards or grants. All indirect costs associated with the contract must be removed from proposed budgets.

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

11/26/2024

Elizabeth Jarpe-Ratner

Dear Elizabeth Jarpe-Ratner,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal dated 10/19/2024 for research, titled: Evaluation of "Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools Program".

The Research Review Board has completed the review of your proposal and has approved your request to conduct this research. Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form through IRBManager.

Please note the following--

Background Check Level Required: Level II

Other Notes: Level 2 background check should be submitted for any in-person staff interviews on CPS grounds. If only virtual interviews with adults will take place, no background check needs to be submitted. n/a

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 ID #2024-2004. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

Sarah Dickson
Co-Chair, Research Review Board