New RRB Submission

Data Entry
- Submitted 12/19/2024 6:04 PM ET by McGee, Steven PhD

Pertinent CPS Documentation

RRB Number	2024-1994
Study Title	CAFÉCS: AP CSP Access for All
Event Type	New Submission defined 09/22/2024
Schools Participating	*No answer provided.*

Submitter

McGee, Steven PhD

Email: mcgee@lponline.net	**Business:** (708) 710-5963

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

CAFÉCS: AP CSP Access for All

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

Yes

Please select the RPP with which you are affiliated
The Learning Partnership

RPP Point of Contact
McGee, Steven PhD

Email: mcgee@lponline.net   **Business:** (708) 710-5963

Principal Investigator

McGee, Steven PhD

Expirations: **Background Check Level:**

PI Organization
The Learning Partnership

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
Kozlowska, Wiktoria MS **Email:** wkozlowska1@cps.edu **Expirations:** **Background Check Level:**	Chicago Public Schools	Project Team Member	Will engage in primary data collection Will have access to individual-level student/staff data
Duck, Jennifer **Email:** jenn@lponline.net **Expirations:** **Background Check Level:**	The Learning Partnership	Project Team Member	Will have access to individual-level student/staff data
Winkler, Katya BS **Email:** ekaterina.winkler@marquette.edu **Expirations:** **Background Check Level:**	The Learning Partnership	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?

Yes

CPS Affiliation

Central Office Staff Member   *Are you a CPS employee? If so, please select from one of the following.*

Funding and Intervention Information

Is this project contracted by the CPS Board of Education?

No

Is a funding source associated with the proposed research?

Yes

Who is the primary funding source?
NSF

What is the amount of funding awarded?
$1,061,469.00

Please list primary contact information of funder.
Jeff Forbes, jforbes@nsf.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.

> minor discrepancy with consent form: consent form mentions phone as an option
>
> 12/10/2024 • Rasmussen, Andrew • *Not* Internal

AP CSP (Computer Science Principles) was developed to attract broader participation of students underrepresented in computer science coursework; however, access to AP CSP within CPS remains limited, despite the existence of computer. Researchers will gather qualitative data through interviews with principals and guidance counselors. Snowball sampling will be used in cases where it is determined that other school-level actors have relevant information to share. Interviews will be guided by semi-structured protocols, and interview questions will be categorized by topics identified within the literature. Questions will primarily center around how school-level actors are responding to student interest in AP CSP, constrained by capacity issues, and navigating the demands of complementary and competing policies and institutional priorities. The interviews will last no longer than 45 minutes. They will be conducted either in person at the school or online via Zoom.

RESPONSE: The reference to phone interviews has been eliminated from the consent form. In addition, we eliminated the reference to sharing the raw data with other researchers. We update the recruitment email to make clear the project is external and optional.

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

Please describe the protocol for audio/video recording
For in person interviews, the interviews will be audio recorded. For the online interviews, the interviews will be recorded via Zoom. We have removed the reference to phone interviews in the consent form.

Please describe how data will be captured and stored securely
The audio and Zoom recordings will be uploaded to a secure DropBox folder managed by The Learning Partnership.

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

CAFE´CS AP STUDY Consent v4 (Clean).docx	Consent Forms
CAFE´CS AP STUDY Consent v4 (Clean).docx	Consent Forms
CAFE´CS AP CSP STUDY INTERVIEW sy25.docx	Interview Protocols
Staff Interview Flyer [Principals].pdf	Recruitment Materials
Staff Interview Flyer [Teachers].pdf	Recruitment Materials
Staff recruitment email [Principals].pdf	Recruitment Materials
Staff recruitment email [Teachers].pdf	Recruitment Materials

Deleted Attachments: 1 (Most Recent: CAFE´CS AP STUDY Consent v3 (Clean).docx on 12/19/2024 5:22 PM ET)

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

No

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

No

Study Details

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

Other Staff

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

Yes, and it was approved

IRB of Record Name
Solutions IRB

IRB Protocol Number
264

Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).
 Access4All Preliminary IRB Approval.pdf   IRB Letters

IRB of Record Primary Contact Email Address
ccrawford@solutionsirb.com

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.

AP CSP (Computer Science Principles) was developed to attract broader participation of students underrepresented in computer science coursework; however, access to AP CSP within CPS remains limited, despite the existence of computer science in every CPS high school. The goal of this project is to ensure that every Chicago Public Schools (CPS) high school offers AP Computer Science Principles (AP CSP), and success on the AP exam is equivalent by race, ethnicity, and gender. The project will provide systems of support to address the challenges inherent in preparing all students and teachers for success in AP CSP and ensure the course is taught using culturally responsive pedagogy. This research project will examine contexts and conditions around which schools choose to offer AP CSP.

Research Questions and Hypothesis

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

How can we increase the number of CPS neighborhood schools that offer AP CSP?

We will examine the role of principals and other school personnel in creating access to AP CSP.

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?

While AP CSP was developed to attract broader participation of students underrepresented in computer science coursework, access to AP CSP within CPS remains limited, despite the existence of ECS in every CPS high school. Unfortunately, there are too many CPS schools where students do not have access to additional computer science courses. This is particularly acute for AP computer science, where, like other AP subject areas, racial and ethnic disparities remain in terms of access and outcomes. Eight of the eleven specialized, selective enrollment CPS high schools offer AP CSP. In contrast, only about one quarter of the 82 CPS neighborhood high schools offer AP CSP, and these schools serve higher percentages of African American and Hispanic students than the selective schools do. Furthermore, despite the efficacy of ECS in preparing students for AP-level computer science, there still remain significant differences in AP outcomes between white and Asian students, and African American and Hispanic students.

Disparities in AP access and outcomes by race and ethnicity are not unique to computer science. Kolluri's (2018) review of AP research across disciplines found two variables that are consistently correlated with the probability that a school offers any AP classes. (a) School enrollment: smaller schools (<1,250 students) are much less likely to offer any AP classes compared to medium and large schools. Furthermore, those small schools that do offer AP are only able to provide limited AP options. (b) Test scores: the number of students at a school with high 8th grade standardized assessment scores is correlated with the probability of a school offering an AP class. The majority of African American and Hispanic students in CPS attend neighborhood schools that, on average, tend to be smaller and have fewer students with high 8th grade assessments scores than selective enrollment schools. Thus, the majority of African American and Hispanic students attend schools with significant barriers to offering AP courses.

While school size and prior achievement of the student body influence the probability that schools offer any AP classes at all, there is little research on how these factors influence which AP courses are offered within schools that do offer AP. In a study of curriculum decision-making in large vs. small high schools, Lee et al. (2000) found that high schools balance the *interests* of students with the *resources* available to provide options. Large schools tend to have the resources to provide many course options for students, but there can be significant disparities in who accesses advanced course offerings like AP classes. On the other hand, as a result of limited resources, small schools focus on offering the core courses and have difficulty providing additional options, like AP.

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.)

Researchers will gather qualitative data through interviews with principals and guidance counselors. Snowball sampling will be used in cases where it is determined that other school-level actors have relevant information to share. Interviews will be guided by semi-structured protocols, and interview questions will be categorized by topics identified within the literature. Questions will primarily center around how school-level actors are responding to student interest in AP CSP, constrained by capacity issues, and navigating the demands of complementary and competing policies and institutional priorities. The interviews will last no longer than 45 minutes. They will be conducted either in person at the school or online via Zoom.

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.

Qualitative Analysis. The qualitative analysis will entail thematic and content analyses. Interview data will be coded and categorized based on concepts from the literature (e.g., interests and capacity, as and reorganized into matrices through an iterative process to identify meaningful patterns and themes (Saldaña, 2014). During the data analysis, members of the research team will meet regularly with members of the CS Department to collaboratively interpret the interviews and, when necessary, revise the coding framework.

Benefits and Commitment to Equity

Benefit to CPS

Which (if any) of the CPS core values does your research support?
Academic Excellence

Please describe how your project supports each of the core values selected above.
This research will support the goal of expanding access to AP CSP and ensuring academic excellence for all students.

How does this project support the district broadly?
This research supports the CS Team goal of expanding access to AP CSP across all high schools.

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
Rasmussen, Andrew **Email:** arasmussen@cps.edu **Phone:**	Andy will assist with identification of schools that do not provide AP CSP and assist with recruitment.

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 research will help the CS Team understand the barriers that schools face in providing access to AP CSP in order to develop strategies to help expand AP CSP to all schools.

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 research is focused on school administrators. We will accommodate the needs of the administrators for them to be able to participate in the interviews.

Are your research activities translated into languages other than English as appropriate for the community?
We anticipate that all of the administrators will be fluent in English.

How will you share your research findings with the population(s) you are studying?
The findings of the study will be shared with the CS Team to inform the development of strategies for supporting schools in expanding access to AP CSP.

Research Activities

Start Date of Recruitment

01/22/2025

End Date of Recruitment
03/21/2025

Please provide the date that you will begin primary data collection

01/22/2025

Please provide the end date of primary data collection
03/21/2025

Please provide the date that you will begin analysis

02/10/2025

Please provide the end date of analysis
06/30/2025

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

08/15/2025

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

The final report will be in the form of a memo to the CS Team and a technical report.

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

No

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

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

No

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

No

Will this research involve Product Testing?

No

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

No

Does this research involve other research procedures not described previously?

No

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

No

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

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
2024-1994

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

Study Subject Inclusion Criteria

The study will focus on schools that do and do not have AP CSP. The schools will be selected in consultation with the CS Team.

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

There is no exclusion criteria.

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 will be no direct benefit to the school administrators. However, there is potential for indirect benefit when the CS Team is able to develop strategies for supporting schools.

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

The main potential risk is exposure of the detailed interview.

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

The interview recordings will be uploaded to The Learning Partnership's Dropbox that is only accessible to the project team members.

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

The administers can end the interview at any point.

Will you compensate study subjects?

Yes

Detail the proposed compensation (monetary and/or non-monetary) for each research procedure and population
School administrators and schedulers will not receive direct compensation. The project will provide donation of equipment or supplies up to a value of $100 to support the CS program (e.g, purchase robots).

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.

Teacher will receive a $50 Amazon.com gift card.

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.
Upon completion of the interview, teachers will be emailed their gift card. The administrators and schedulers will indicate what equipment or supplies they would like and they will be ordered and delivered to the school.

Describe the compensation schedule for participants that withdraw from the research or that are withdrawn from the research by the study team.
There is no compensation if the participants withdraw from the study during the interview process.

Study Recruitment

Outline every aspect of the recruitment process for non-teacher staff participants.

The principals and other school administrators will be recruited via email by a member of the CS Team. The emails will be followed up with phone call.

RESPONSE: The email will make clear that the study is external research and participation is voluntary.

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

Staff Interview Flyer [Principals].pdf   Recruitment Materials
Staff Interview Flyer [Teachers].pdf   Recruitment Materials
Staff recruitment email [Principals].pdf   Recruitment Materials
Staff recruitment email [Teachers].pdf   Recruitment Materials

Deleted Attachments: 1 (Most Recent: Access4All Email Scripts.docx on 12/19/2024 5:58 PM ET)

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.

Wiktoria Kozlowska
Steven McGee

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

Staff Interview Flyer [Principals].pdf	Support Letters	*Please note that Principals have final authority over what happens in their schools.*
Staff Interview Flyer [Teachers].pdf	Support Letters	
Staff recruitment email [Principals].pdf	Support Letters	
Staff recruitment email [Teachers].pdf	Support Letters	

Deleted Attachments: 1 (Most Recent: Access4All Email Scripts.docx on 12/19/2024 5:59 PM ET)

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.

Only study personnel will be involved in the recruitment, consent, interview, and data analysis. All recordings will be uploaded and stored on The Learning Partnership's Dropbox serve that is only accessible by the study team members.

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

Only study personnel have access to the data on the Dropbox server.

How will you store participant data?

With direct identifiers

These details must be included in all applicable consent forms

List the identifiers that will be stored and explain if identifiers will be deleted at a later date

The interviewee name will be stored initially with the recording and then replaced with an ID number.

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

No

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

No

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

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 retention of study data is required by the IRB.

Attachments

Please attach all miscellaneous attachments

No answer provided.

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

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

No

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

No

Acknowledgements

Acknowledgements

Please acknowledge the following:

✔ All parts of this submission are accurate, complete, consistent, and clear.

✔ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.

✔ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.

✔ This submission adhere to all CPS policies and guidance as outlined in the link below
  https://www.cps.edu/about/district-data/conduct-primary-research/

✔ I have accurately identified all personnel who will be involved in this study.

✔ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.

✔ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.

✔ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.

✔ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):
  https://policy.cps.edu/download.aspx?ID=272

Submission Date

09/22/2024

RRB Number

2024-1994

Ready for Review

Ready for Review

Type of Review

Ad Hoc

Primary Reviewer
Rasmussen, Andrew

Review Due Date
12/10/2024

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:

Computer Science

Secondary Study Subject(s)

STEM Education

Payment Received

Yes

Return for Stakeholder Re-Review

No answer provided.

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

Review Outcome

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Rasmussen, Andrew	Approve	12/02/2024	12/10/2024	12/10/2024

> Would want to see a couple of minor issues addressed with the consent form, recruitment plan, etc. as noted elsewhere, but otherwise the study seems sound.

Reviewer Notes

Would want to see a couple of minor issues addressed with the consent form, recruitment plan, etc. as noted elsewhere, but otherwise the study seems sound.

Office Processing

Verify Reviewer Determination

Revise and Resubmit

Follow-up Required?

Follow-up Not Required

Reason for Rejection

A few minor changes are requested prior to Approval:

1. Consent form mentions phone as an option, where the application only states in person and Zoom interviews occurring. Please clarify.

--

2. Consent form also states: "We may also provide versions of the data without your name to other researchers who are also studying summer educational programs." Please remove this reference.

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3. Recruitment email plan is a little unclear. If Wiktoria is emailing staff for recruitment purposes from their CPS account, it should be made explicit in the email what their CO role is and that, while CPS STEM is a partner in the work, this research is completely voluntary. Submitters should be mindful that without this explicit addendum, the current recruitment script could be viewed as a top-down mandate from Central Office to participate in this research.

Please note: the text you enter here will appear in communications sent to the researcher. Please make sure your feedback is clear, complete, and correct (complete sentences, appropriate grammar, etc.).

Administrative Processing

This submission was previously reviewed at the convened board that had requested revisions prior to approval, as listed below:

This submission had required follow-up by the convened board by the primary reviewer who has required the following revisions.

Re-submission Date

12/19/2024

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

No answer provided.

Administrative Determiniation

Approve

Approval Actions

Simple Approval

Approval Date
12/20/2024

Approval Period in Number of Months
12

Notes for Letter
No answer provided.

Background Check Determination

Reviewer Background Check Recommendation
No

Display Proposed Study Participants
Other Staff

Display Study Interventions
Interviews

Display Study Contacts

Contact Email Address	Contact Organization	Role	Study Responsibility
Kozlowska, Wiktoria MS **Email:** wkozlowska1@cps.edu **Expirations:** **Background Check Level:**	Chicago Public Schools	Project Team Member	Will engage in primary data collection Will have access to individual-level student/staff data
Duck, Jennifer **Email:** jenn@lponline.net **Expirations:** **Background Check Level:**	The Learning Partnership	Project Team Member	Will have access to individual-level student/staff data
Winkler, Katya BS **Email:** ekaterina.winkler@marquette.edu **Expirations:** **Background Check Level:**	The Learning Partnership	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.
CPS Staff Background Check

Justification for Background Check
No Add'l background checks required if CPS staff member is the data collector (Wiktoria)

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

Review Generated Letter and Confirm Before Sending

RRB

2024-1994

Study Title
CAFÉCS: AP CSP Access for All

Principal Investigator
McGee, Steven PhD

Email:	mcgee@lponline.net	**Business:**	(708) 710-5963

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#2024-1994- Steven McGee, PhD 2024-12-20.docx	Determination Letter	12/20/2024	*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 09/22/2024

Output Background Check Level

No

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
Duck, Jennifer	Project Team Member	Missing
Kozlowska, Wiktoria MS	Project Team Member	Missing
McGee, Steven PhD	Principal Investigator	Missing
Winkler, Katya BS	Project Team Member	Missing

Please use the text box above to indicate the background check level required or any other pertinent information.
CPS Staff Background Check

Background Check Level Justification
No Add'l background checks required if CPS staff member is the data collector (Wiktoria)

Other Notes in Letter
N/A

RRB Meeting Date for Acknowledgment of Final Determination

03/07/2025   *Please select the next meeting date of the RRB.*

CONSENT TO PARTICIPATE IN RESEARCH - INTERVIEW

CAFÉCS AP CSP Study

Principal Investigator: Dr. Steven McGee

Institution: The Learning Partnership, Chicago, IL

What is the purpose of this research?
The purpose of this research is to learn about AP and computer science class offerings. This study is being conducted by researchers at The Learning Partnership. The research is funded by the National Science Foundation. Participation in this research is optional.

Why am I being asked to be in the research?
You are invited to participate in this study because your work relates to course offerings and/or computer science classes.

What is involved in being in the research study?
If you agree to be in this study, you will take part in a 45–minute interview. The interview will cover your perceptions of course offerings, computer science teaching, and AP classes.

How much time will this take?
The interview will take about 45 minutes of your time. The interview will be conducted in person or via Zoom. The in person interviews will be audio recorded and the Zoom interviews will be video recorded.

Are there any risks involved in participating in this study?
Being in this study does not involve any risks other than what you would encounter in daily life. You may feel uncomfortable answering certain questions. You do not have to answer any question you do not want to. There is the slight possibility that others may find out what you have said, but we have put protections in place to prevent this from happening.

Are there any benefits to participating in this study?
You will not personally benefit from being in this study. We hope that what we learn will help schools and educators better understand how to choose and implement successful AP and computer science courses.

Are there any costs to me for being in the research?
There is no cost to you for being in the research.

Can I decide not to participate?
Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the research after you begin participating. To withdraw from the study, contact Steven McGee at 708-710-5963 between 8:30 a.m and 5:00p.m. Monday through Friday or email him at mcgee@lponline.net.

Your decision whether or not to be in the research will not affect your employment.

<u>Who will see my study information and how will you protect the confidentiality of the information collected?</u>

The research records will be stored securely and only the researchers at The Learning Partnership will have access to the records that identify you by name. Your information will be combined with information from other people taking part in the study. When we publish a paper to share the research, we will not identify you by name. The Solutions Institutional Review Board may review your information as allowable by law. If they look at our records, they will keep your information confidential.

<u>Who should I contact for more information about the research?</u>

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, concerns, or complaints about the study or you want to get additional information or provide input about this research, you can contact the researcher, Dr. Steven McGee at 708-710-5963.

If you have questions about your rights as a research participant, you may contact Solutions IRB at 855-226-4472 or participants@solutionsirb.com.

_____I agree to be audio/video recorded during the interview.
_____I do not agree to be audio/video recorded during the interview. (Note: You can still participate in the interview even if you decided not to be recorded.)

<u>Statement of Consent</u>

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my consent to be in the research.

Signature:_____

Printed name: _____

Email Address: _____

Date: _____

CONSENT TO PARTICIPATE IN RESEARCH - INTERVIEW

CAFÉCS AP CSP Study

Principal Investigator: Dr. Steven McGee

Institution: The Learning Partnership, Chicago, IL

What is the purpose of this research?
The purpose of this research is to learn about AP and computer science class offerings. This study is being conducted by researchers at The Learning Partnership. The research is funded by the National Science Foundation. Participation in this research is optional.

Why am I being asked to be in the research?
You are invited to participate in this study because your work relates to course offerings and/or computer science classes.

What is involved in being in the research study?
If you agree to be in this study, you will take part in a 45–minute interview. The interview will cover your perceptions of course offerings, computer science teaching, and AP classes.

How much time will this take?
The interview will take about 45 minutes of your time. The interview will be conducted in person or via Zoom. The in person interviews will be audio recorded and the Zoom interviews will be video recorded.

Are there any risks involved in participating in this study?
Being in this study does not involve any risks other than what you would encounter in daily life. You may feel uncomfortable answering certain questions. You do not have to answer any question you do not want to. There is the slight possibility that others may find out what you have said, but we have put protections in place to prevent this from happening.

Are there any benefits to participating in this study?
You will not personally benefit from being in this study. We hope that what we learn will help schools and educators better understand how to choose and implement successful AP and computer science courses.

Are there any costs to me for being in the research?
There is no cost to you for being in the research.

Can I decide not to participate?
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Printed name: _____

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Date: _____

Interview questions

<u>Opening</u>
Ask for permission to record.
I want to talk with you today about how you work with (others in) the school community to choose certain classes, and your experiences (at your school) with computer science courses.

As a reminder, everything you say will be confidential. Only myself and The Learning Partnership researchers will have access to individual responses. In this study, we are working with 12 schools, and when we report data for any audience, including CPS, we will use pseudonyms and other strategies to de-identify individual responses. Nothing you say can impact your employment in any way.

I.   (General) Course Selection

Please describe how (your school) chooses courses.

> Are some courses selected in different ways? (Probe for differences in AP and CS)

> What is your role in course selection?

> Do students have a role in course selection? Any others? (Probe for parents, community)

> How well do you think the process of course selection works?

> > What works well?

> > What could be better?

II.   Computer Science Value

How would you describe computer science learning at (*School Name*)?

Compared to other priorities, how much emphasis do you feel (*School Name*) places on computer science?

> What are (*School Name*)'s goals for computer science?

Are any community members or partners involved in computer science at (*School Name*)?

> How? How do you feel this impacts learning and instruction?

What is needed to have effective computer science education in (*School Name*)?

(For each element listed, e.g. strong teacher preparation):

> What are challenges to enacting (*element)*?

> Has your school worked through this? What has worked? What didn't?

How do you think students perceive computer science at (*School Name*)?

What does it mean for computer science learning to be equitable at (*School Name*)?

> What does it mean for (*School Name*) to have culturally-relevant computer science learning?

> (if relevant) Is computer science education consistent throughout (*School Name*)? How so?

III. **When discussing schools that have AP CSP:**

How did (*School Name*) come to offer AP CSP?

> How was the decision made?

>> What factors were considered?

>> Who had input into the process? (probe for students, staff, others)

>> What other types of AP classes did/have the school consider(ed)?

>> Was there any disagreement about AP classes to enact? How was AP CSP chosen over other disciplines?

IV. **When discussing schools that do not have AP CSP:**

Has (*School Name*) ever discussed offering AP CSP?

>> What was this conversation like?

>> Why hasn't AP CSP been selected to offer?

>> What do you think is necessary for (*School Name*) to offer AP CSP?

V. **CS teachers (some teach AP CSP, some do not):**

What do (would) you need in order to effectively teach AP CSP?

What are your impressions of the AP CSP curriculum?

>> Are (would) you (be) comfortable using AP CSP curriculum?

>> What do (would) you need to be successful with the AP CSP curriculum?

Do you have someone you can speak with curriculum questions?

      (probe for collaboration opportunities)

      If you have questions about the AP CSP curriculum? If so, who?

      If you have general questions about CS content and CS curricula?

What is it like to teach computer science at this school?

      (Probe for perceptions of other staff, leadership support, etc.)

      Do you have opportunities to network with other teachers about CS? What are they? (within and/or between schools?)

      Do you feel well-prepared to teach CS? Why?

      When do you feel like an effective CS teacher?

How do you work with students that have different ability levels?

      Are there other ways you differentiate instruction for students? How so?

      How challenging is it to work with students of different ability levels? How do you cope with this challenge?

      (probe for personalization, incorporating student interests, etc.)

VI. **For Support Staff (leaders, district and network staff)** - where relevant, ask questions for both AP and CS (e.g. network chiefs, principals)

What is the primary function of your role in AP/Computer science education?

What are *your* goals for AP/Computer science

How do you support schools/teachers in AP/CS?

What do you need to effectively support schools/teachers in AP/CS?

Finally, is there anything else you would like to share before we conclude this interview?

Thank you for your time!

(Interviewer provides participant with contact information for any questions they may have.)

Computer Science in Chicago Public Schools

Staff Interview Sign-Up

We are interested in CPS staff experiences with computer science and how staff work with their school communities to offer certain courses.

ELIGIBILITY

All CPS high school **principals and schedulers** are welcome and encouraged to sign up.

INTERVIEWS

Interviews will be scheduled for 45 minutes virtually or in-person at your school - your preference!

For your participation in this interview, CAFÉCS will provide a **$100 gift** to support computer science at your school.

SIGN UP HERE!

calendly.com/wkozlowska1-cps/staffinterview

CAFÉCS
CHICAGO ALLIANCE FOR EQUITY IN COMPUTER SCIENCE

Computer Science EDUCATION
CHICAGO PUBLIC SCHOOLS

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Dear [Recipient's Name],

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We are excited to share that the Chicago Public Schools Department of Computer Science, as part of our CAFÉCS collaboration with The Learning Partnership, is **conducting interviews** to better understand the computer science experiences of school faculty and staff. Our goal is to gather insights on how staff collaborate to make decisions regarding course offerings, ultimately enhancing both staff and student experiences and ensuring **equitable access to computer science education**.

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Thank you in advance for your participation and support. Your insights will play a crucial role in shaping the future of computer science education in Chicago Public Schools.

Warm regards,

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To: Steven McGee
From: Solutions IRB
Subject: Protocol #2022/11/5 REVISIONS REQUIRED REQUEST
Date: 12/04/2022

The following revisions are requested by Solutions IRB to your protocol 2022/11/5 - CAFÉCS: AP CSP Access for All.

This study is conditionally approved. Once the Chicago School's have approved, please submit documentation for full approval.

Please note - final decision letters will not be issued if there is an outstanding balance for the study review unless other arrangements have been made in advance. Payment can be submitted at: https://www.solutionsirb.com/product/pay-your-bill/

If you have any questions, regarding the review please send a message through the Axiom Mentor system, using the red "Messages" button in the upper right hand corner of your study.

Ayn O'Reilly
IRB Reviewer,
reviews@solutionsirb.com

Solutions IRB Team
PO Box 1041
Yarnell, AZ 85362
855.226.4472
reviews@solutionsirb.com
IRB Registration #: IORG0007116   **Federalwide Assurance (FWA) #: IRB00008523**

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Chicago Public Schools

12/20/2024

Steven McGee, PhD

Dear Dr. McGee,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 12/19/2024 to your research project, titled: CAFÉCS: AP CSP Access for All.

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 which can be found on IRBManager.

Please note the following--

Background Check Level Required: CPS Staff Background Check

Other Notes: No Add'l background checks required if CPS staff member is the data collector (Wiktoria)

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 #2024-1994. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

Sarah Dickson
Co-Chair, Research Review Board