



View xForm - Research Review Board (RRB) Submission

New RRB Submission

Data Entry

- Submitted 08/31/2022 4:36 PM ET by Casanova, Domingo X IV

Submission Type

RRB Number	2022-1760
Study Title	This is not a research project.
Event Type	New Submission defined 02/04/2022
Schools	609870 - Daniel J Corkery Elementary School
Participating	609929 - Robert Fulton Elementary School 610158 - Harriet E Sayre Elementary Language Academy 610219 - George Washington Elementary School

Please read the following carefully:

-Select "New Submission" if this is a brand new RRB proposal OR you need to make requested revisions to an RRB submission that is NOT yet approved.

-Select "Entry of RRB project that was previously-approved outside of IRBManager" if you would like to enter a project into IRBManager that was reviewed and approved outside of IRBManager (i.e. before IRBManager was implemented at CPS). For this selection, there must be no changes in your study protocol from when your study was previously approved.

-Select "Modification/Continuing Review of RRB Project Previously approved outside of IRBManager" if you would like submit a modification for a study that was approved outside of IRBManager (i.e. before IRBManager was implemented at CPS).

Type of Submission

New Submission

Pertinent CPS Documentation

Submitter

Casanova, Domingo X IV

Email: domingocasanova325@gmail.com **Mobile:** (708) 600-9538

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 Vision

✔ I have read and understood the CPS Vision

CPS Volunteer Policy

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

Study Personnel Details

Study Title

21CCLC MAS Project.

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

No

Primary Study Organization/University

Envision Community Services

Principal Investigator

Miller, Derek

Expirations:

**Background
Check
Level:**

PI Organization

Envision Community Services

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?

No

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

Is the Principal Investigator a Student?

No

Is the researcher a CPS Staff Member?

No

Funding and Intervention Information

Is this project contracted by the CPS Board of Education?

No

Is a funding source associated with the proposed research?

Yes

Who is the primary funding source?

ISBE

What is the amount of funding awarded?

\$600,000.00

Please list primary contact information of funder.

Illinois State Board of Education

Kathryn Elvidge

(217) 782-5270

21stcclc@isbe.net

Select the option that applies to your study

My study will involve a selection of individual schools

Please select all potential school sites involved with this study

Daniel J Corkery Elementary School

George Washington Elementary School

Harriet E Sayre Elementary Language Academy

Robert Fulton Elementary School

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

Yes

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

Focus Groups

Questionnaire

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

Focus groups will occur with teachers/instructors of the program. Focus groups will be conducted near the end of the normal school year (April – June) either in a participating school or via virtual means (Zoom or Microsoft Team Meetings). Focus groups will last 1 hour, and will only once per participating school.

Does this involve video, audio, or photograph recording?

No

Please describe how data will be captured and stored securely

Focus groups will be transcribed by one of the Evaluators in order to gain general comments (feedback, advice, and criticism) about the program. These comments will be incorporated into the final report. Virtual and in-person meetings will NOT be recorded under any circumstance, as this may hinder respondents true feelings and responses. As well, instructor's names will not be mentioned or explicitly said.

These general comments will be written in a Google Document placed within a secure Google Folder. These comments will be arranged via school in order to discern differences in school environments across the program, if they are evident. Once a focus group is over, the evaluators will sit and discuss to see if the comments described are accurate or need to be further clarified. This will better the accuracy and reporting of the program.

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

MAS Focus Group Protocols Focus Group Protocols

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

The surveys to be administrated for MAS are the following: a teacher survey (required by ISBE), a parent survey, a survey for school coordinators funded by the grant, a technology survey, a socio-emotional survey, an academic learning survey, and a high school readiness survey.

Student surveys will be administered once at the beginning and end of programming of each school year. These surveys and evaluations will take place annually for the five years of the grant (2021 - 2025). These surveys will be conducted online through Google Forms to increase the spread of the surveys and save organization resources/time.

Please describe how data will be captured and stored securely

Data will be captured via Google Forms. Google Form data is encrypted both at rest and in transit. These forms will be held securely on Google servers, whose access will be closely monitored. Access will only be given to appropriate officials and individuals within Envision Community Services, such as the Evaluation Team, MAS Project Director, and Parent Coordinator. Access will not be given out unless deemed essential to the organization's duties, and access will be revoked once an individual, who is outside of this core team, is done with the information.

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

Parent Consent Form	Consent Forms
Student Consent Forms (over 18 and under 18)	Consent Forms
Teacher Consent Form	Consent Forms

Deleted Attachments: 3 (Most Recent: Student Consent Forms (over 18 and under 18) on 08/25/2022 3:13 PM ET)

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

Survey administration will be done online via Google Forms. Online sharing of these Forms will done by the appropriate School Site Coordinator at each of the four school sites named in this application. Sharing will only be done with participants/students and teachers of the program. Paper surveys will not be conducted to save both resources and increase efficiency of time, while allowing maximum reach of surveys.

Survey administration will begin at the beginning and near the end of each programmatic year to gather all appropriate responses, and for proper data analysis and comparison from the beginning and end of the year. Once sharing of the surveys are completed by the eligible group of participants (students, teachers, parents) access will be limited to Evaluation Team members, MAS Project Director, and other relevant MAS staff.

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

Yes

Detail all existing CPS data that will be analyzed in the research. If applicable, include links to the data in question and attach all applicable authorization agreements for private data

Survey administration will be done online via Google Forms. Online sharing of these Forms will be done by the appropriate School Site Coordinator at each of the two school sites named in this application. Sharing will only be done with participants and teachers of the program. Paper surveys will not be conducted to save both resources and increase efficiency of time, while allowing maximum reach of surveys.

Attached is the CPS Memorandum of Agreement that Envision signed in 2020 at the beginning of the grant. This MoU is updated each grant year, and includes mention of how CPS data will be promptly analyzed and protected.

Attach all applicable authorization agreements for CPS data

CPS MoU District Agreement

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

No

Study Details

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

Students
Parents
Teachers
Other Staff

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

Yes

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

This application is not in connection with any college/university. This is done strictly for ISBE grant reporting purposes.

02/01/2022 • Casanova, Domingo X IV • *Not Internal*

No, it has not been reviewed by an IRB

IRB of Record Name

There is none.

IRB Protocol Number

There is none

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

MAS IRB Statement Misc/Other

IRB of Record Primary Contact Email Address

derek.miller@complementconsulting.com

Please select your primary area of research from the following:

Teaching and Learning

Secondary Study Subject(s)

Arts Curriculum
Education Leadership
General Curriculum and Instruction

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.

As a recipient of the Illinois State Board of Education's Nita S. Lowey 21st Century Community Learning Centers grant, Envision Community Services (ECS) will be providing after-school programming at four elementary schools: Washington G, Sayre, Fulton, and Corkery. The grant requires ECS to evaluate student growth and success over the course of the grant, through 4 individual student surveys, 1 parent survey, 1 teacher survey, evaluation of student grades and test scores, and surveying students' school-day teachers to understand the impact of the program. These surveys will be conducted at the beginning and end of after-school programming each year of the program.

Envision has provided all necessary survey templates and the data collection parent release form for the Research Review Board's review and approval. Parties included in the data collection for this evaluation are students and teachers. The length of the project is for five years; from 2021 - 2025, and the data collected will be used only for evaluation of the project and yearly reports required by the Illinois State Board of Education.

Research Questions and Hypothesis

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

N/A.

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?

The purpose of this application is for the approval of 21st Century Community Learning Centers grant evaluation tools. The surveys that are included with this application are to be used only for evaluating the MAS project outcomes. This evaluation is required by the Illinois State Board of Education as part of the 21st CCLC grant. Evaluation data will only be provided to ISBE.

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.)

CPS Student and/or Staff involvement will be contained to the attached surveys that will be used for evaluating purposes. Surveys will be administered electronically to students and teachers by the external evaluator. Data will be stored securely in Google Forms; which requires two-factor authentication. Data will only be retained for the life of the project and will then be destroyed. The surveys take, at most, twenty minutes to be administered each. Students are recruited by school staff according to need. Teachers from the schools were recruited in order to provide after-school services. An attached parental consent form is being used for parents to provide to consent for their children's responses to these surveys to be used as required by the Illinois State Board of Education and Chicago Public Schools.

Evaluation methods include:

- Administration of surveys to participating students and their teachers.
- Administration of focus groups for instructors and teaching artists
- Collection of student achieve data in reading and mathematics, i.e. grades
- Collection of student data on NWEA/MAPP/IAR/etc. scores
- Collection of data on student demographics and needs

The 7 surveys to be administered are the following (at the beginning and end of after-school programming): a yearly teacher survey, a school coordinator survey, a parent survey, a technology survey, a personal learning survey for elementary, a academic learning survey, and a high school preparation survey.

A separate teacher survey, required and created by ISBE, will be given to participant's day-time teachers to discern any improvement in students academic and behavior since enrolling in the program.

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.

MAS 21CCLC will use student data such as grades, attendance, standardized tests, and survey responses. Then we take pre-data (Q1 Grades) and post-data (Q4 grades) and do a paired-sample t-test to demonstrate that there has been a significant statistical increase in performance ($p < .05$) from pre to post.

This evaluation only uses aggregate data such as means and percentages within our report to ISBE. There is no identifiable student data that will go within the report. The answers to our surveys that students, teachers, and parents complete will assist us in our report in determining changes in attitudes and the overall effectiveness of the program/staff/admin from year-to-year. Survey responses will undergo the same pre-to-post analytical method (from the beginning of the year versus the end of the year) to see the difference in changes at the beginning of the program year versus at the end of the program year.

Benefits and Commitment to Equity

Benefit to CPS

Which (if any) CPS vision goals does your research support?

No answer provided.

Click here to access more information on the CPS Vision Goals.

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

Academic Excellence

Student Centered

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

The main goal of the 21CCLC grant is to increase academic performance for 400 students per year in targeted schools. This goal will be accomplished through academic enrichment, including providing tutorial services to help students from low-achieving schools meet the challenging state academic standards.

Through the MAS program, students will receive arts-integrated material and arts enrichment that combines the arts with both mathematics and reading. The integration of arts into these main disciplines has been proven to increase learning and achievement, socioemotional skills, and increased readiness for college-level material.

How does this project support the district broadly?

21st Century Community Learning Centers grants provide additional after-school programming for CPS students, in addition to providing adult programming and resources to larger school communities. Alongside 400 students served every year, 200 families will also be served by MAS through various classes and workshops. These classes and workshops will help parents better support their student's learning, increase digital literacy, and assist the parent as they prepare for college. This project has already been discussed with CPS' 21stCCLC Department when the grant was applied for in 2020. As apart of the proposal process, Envision Community Services received a Memorandum of Understanding from CPS.

Commitment to Equity

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

The MAS program is committed to the district's vision of equity in our program, per our obligation to GEPA 427. MAS and Envision Community Services has ensured equity is present in Year 1 of programming, and will continue to do so in Year 2 and beyond.

This includes allowing equal access to the MAS program to all interested participants, especially those with IEPs, students with disabilities, and English Learners. As well this extends to Professional Development and Family opportunities. All teachers at MAS' project schools are invited to PD sessions based on the needs of the school's students. Equitable access is ensured through the promotion and publication of these events. Protocols are taken before family events and workshops to ensure equitable access, especially with communities that have low-English proficiency. This includes distribution of brochures in English and Spanish and promotion on social media through trusted community leaders.

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?

All surveys will be available to individuals with disabilities based on their need. For example, if online surveys are accessible for them to use, it will be provided. If not, surveys will be adjusted to whatever medium or form needed to allow these individuals to properly complete surveys apart of ISBE reporting.

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

All surveys will be provided in English and Spanish regardless due to the high population of non-speaking students and families within the MAS project schools. This will be done to ensure equitable access and maximum reach.

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.

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

ISBE will be the only recipients of the grant report for the MAS 21CCLC program.

Research Activities

Start Date of Recruitment

10/03/2022

End Date of Recruitment

07/10/2023

Please provide the date that you will begin primary data collection

04/10/2023

Please provide the end date of primary data collection

09/01/2023

Please provide the date that you will begin analysis

08/22/2023

Please provide the end date of analysis

09/09/2023

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

09/30/2023

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

Final product will be sent to ISBE as required by the 21st CCLC grant at the end of the year.

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?

No

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number

2022-1760

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

Study Subject Inclusion Criteria

Any students selected for the MAS program will be based on need and will target at-risk students, such as EL learners, students with disabilities, and those with IEPs. Information gathered will be for grant reporting purposes in line with ISBE requirement.

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

Any students selected for the MAS program will be based on need and will target at-risk students, such as EL learners, students with disabilities, and those with IEPs. Information gathered will be for grant reporting purposes in line with ISBE requirement.

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

Bilingual
Economically Disadvantaged
Diverse Learner
English Language Learner
Immigrant Populations
Refugees
Multilingual Learners
Non-English Speaking
Undocumented

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

All surveys will be administered to acquire information for grant reporting purposes in line with the ISBE requirement.

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

All surveys will be administered to acquire information for grant reporting purposes in line with the ISBE requirement.

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

All surveys will be administered to acquire information for grant reporting purposes in line with the ISBE requirement.

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

All surveys will be administered to acquire information for grant reporting purposes in line with ISBE requirement. All surveys will be thoroughly reviewed by Envision Community Services staff to ensure surveys will not ask traumatic, invasive, or otherwise unnecessary questions.

Will you compensate study subjects?

No

Study Recruitment

Outline every aspect of the recruitment process for students.

Students apart of the MAS 21CCLC program are selected by school staff according to need. Envision collaborated with MAS school's principals and teachers to identify and recruit low-achieving students and those in most need of academic assistance. Other factors include those with low-income status and those with the greatest need (i.e. IEPs, English Learners, and those with disabilities).

To market to these students, marketing materials in English and Spanish were given out to assist students and parents who wish to participate in MAS. Other marketing methods included emails, kick-off events, and informal marketing via teachers and administration at each school.

Once interested, students completed an online application detailing their interest in the program, their demographic background, and other student information.

Outline every aspect of the recruitment process for parent participants.

Parents that have students already with the MAS program were heavily recruited as they are individuals who will take an active, engaged interest in the program due to their children being involved. Envision collaborated with MAS school's principals and teachers to identify and recruit parents who could be active members of the MAS parent program. Other factors included any involvement in prior parent programs, parent council involvement, and recommendations based on principals and teacher feedback.

Outline every aspect of the recruitment process for teacher participants.

All teachers from MAS project schools will be offered professional development from the program. Recruitment of teachers will be done based on interest of teachers to increase arts-integrated knowledge. Teachers who will be emphasized will be those who will take an active interest in integrating material into their own classroom and those who are willing to present their curriculum to other MAS teachers.

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

All non-teacher staff from MAS project schools will be offered professional development from the program. Recruitment of these non-teacher staff (paraprofessionals, SECAs, and others) will be done based on their interest to increase arts-integrated knowledge. Non-teacher staff who will be emphasized will be those who will take an active interest in integrating material into the classroom they are assisting and those who are willing to present their curriculum to other MAS teachers.

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

No answer provided.

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

No answer provided.

Identify study team members who will recruit subjects.

Students and parents of the MAS 21CCLC program will be selected by site coordinators and teachers.

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?

Yes

Is the proposed research in compliance with FERPA?

Yes

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?

Yes

Is the proposed research in compliance with ISSRA?

Yes

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?

Yes

Is the proposed research in compliance with PPRA?

Yes

Permission, Confidentiality, and Security

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

Per the MAS-CPS MoU, principals of all 4 school sites signed and approved this project and its contents during the original grant submittal in 2020. Each principal provides a letter of commitment to the project at the beginning of every program year. This process is required by ISBE for continuation grant approval.

02/01/2022 • Casanova, Domingo X IV • *Not Internal*

Principal Permission
Letter

Support
Letters

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

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

The privacy of prospective research subjects under Envision Community Services' 21st Century Community of Learners programs will be protected in the following ways:

- 1) During recruitment, screening, and the administration of surveys, names of teachers and families will be kept confidential and only the project's evaluation team will have access to the raw data. No survey data will identify individual students. Student-identified data (e.g. grades, attendance, standardized test scores) will be coded according to the system described below to ensure the privacy of those individuals.
- 2) All survey data collection will be conducted using Google Forms. Google Forms is both HIPAA and BAA compliant and meets FERPA protection standards. Google Forms data is encrypted both at rest and in transit.
- 3) All data will be encrypted and stored on the project evaluator's password-protected computer. Only electronic data will be collected.
- 4) Only anonymous, aggregate data will be reported.
- 5) All participation will be voluntary.

Study populations will be limited to project participating students, teachers, and student's families.

In order to participate in the project's evaluation, all participants will complete an informed consent form granting permission of the collection of evaluation data.

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

All survey data collection will be conducted using Google Forms. Google Forms is both HIPAA and BAA compliant and meets FERPA protection standards. Google Forms data is encrypted both at rest and in transit. All data will be encrypted and stored on the project evaluator's password-protected computer. Only electronic data will be collected.

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

Survey data will be collected using Google Forms, a HIPAA, BAA, and FERPA compliant platform. Google Forms data is encrypted both at rest and in transit. All data will be encrypted and stored on the project evaluator's password-protected computer. Only electronic data will be collected.

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

No

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

No

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

Destroy the data immediately after study conclusion.

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

Attachments

Please attach all miscellaneous attachments

Learning in School Survey - Google Form	Surveys
MAS High School Prep Survey	Surveys
MAS Parent Survey	Surveys
Personal Learning Survey - Google Form	Surveys
School Coordinator Survey - Google Forms	Surveys
Teacher and Instructor Survey - Google Forms	Surveys
Technology Survey - Google Form	Surveys

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

Deleted Attachments: 17 (Most Recent: MAS Parent Survey on 08/27/2022 4:01 PM ET)

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

01/28/2022

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

RRB Protocol #

2022-1760

Payment Confirmation Number

20000013

Load Initial Submission into IRBManager
- Submitted 08/31/2022 4:36 PM ET by System, The

Research Office Pre-Review
- Submitted 03/11/2022 2:05 PM ET by Dickson, Sarah

Pre-Review

RRB Number

2022-1760

Ready for Review

Ready for Review

Type of Review

Full Board

Primary Reviewer

Barry, Erin

Comments for Reviewer

Despite the title, this IS research.

Supplementary Site Output

609870 - Daniel J Corkery Elementary School

609929 - Robert Fulton Elementary School

610158 - Harriet E Sayre Elementary Language Academy

610219 - George Washington Elementary School

School Contacts

Denise Butler, Elwanda

Email: edbutler@cps.edu

Phone:

Manuel Ramirez, Sergio

Email: SMRamirez@cps.edu

Phone:

Rose Devens-Falk, Carol

Email: CRDevensfalk@cps.edu

Phone:

U Adekunle, Folasade

Email: fuadekunle@cps.edu

Phone:

Administrative Reviewer

Dickson, Sarah

Email: skdickson@cps.edu

Phone:

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.

Primary Reviewer Recommendation
- Submitted 03/24/2022 2:15 PM ET by System, The

Primary Reviewer Recommendation

Primary Reviewer Recommendation

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Barry, Erin	Revise and Re-Submit	01/01/0001	03/16/2022	03/24/2022

The proposal itself is missing key documents, including parental consent forms (for parents), teacher consent forms (for themselves) and student consent forms (for students 18 years old). Additionally, there is some confusion regarding the proposal itself. At one point the proposal says, "surveys will only be completed by teachers and student's families; no students will complete surveys", though survey materials are provided that are clearly aimed at students, and it is noted earlier in the proposal that surveys will be distributed to participating students. Additional concerns about the student level data (captured primarily via Cityspan) will be analyzed as a part of larger evaluation in addition to the survey responses -- this is not addressed at any point in the proposal.

Reviewer Notes

The proposal itself is missing key documents, including parental consent forms (for parents), teacher consent forms (for themselves) and student consent forms (for students 18 years old). Additionally, there is some confusion regarding the proposal itself. At one point the proposal says, "surveys will only be completed by teachers and student's families; no students will complete surveys", though survey materials are provided that are clearly aimed at students, and it is noted earlier in the proposal that surveys will be distributed to participating students. Additional concerns about the student level data (captured primarily via Cityspan) will be analyzed as a part of larger evaluation in addition to the survey responses -- this is not addressed at any point in the proposal.

Post Primary Reviewer Processing
- Submitted 03/28/2022 12:20 PM ET by Dickson, Sarah

Office Processing

Ready to be Placed on Agenda?

Ready to be Placed on Convened Board Agenda

RRB Meeting Date

03/25/2022

Under Convened Board Review

- Submitted 04/07/2022 3:40 PM ET by Dickson, Sarah

Post Board Meeting Processing

Do not process this stage until after the board meeting

Post Board Determination

Re-Submit with Changes

Post Board Summary for Researcher

The proposal itself is missing key documents, including parental consent forms (for parents), teacher consent forms (for themselves) and student consent forms (for students 18 years old). Additionally, there is some confusion regarding the proposal itself. At one point the proposal says, "surveys will only be completed by teachers and student's families; no students will complete surveys", though survey materials are provided that are clearly aimed at students, and it is noted earlier in the proposal that surveys will be distributed to participating students. Additional concerns about the student level data (captured primarily via Cityspan) will be analyzed as a part of larger evaluation in addition to the survey responses -- this is not addressed at any point in the proposal. Please reach out directly to Erin Barry (ebarry1@cps.edu) at your earliest convenience for support in addressing these concerns.

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

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

Follow Up Required

No Follow-up required

After you click "Next" and "Submit", this form will automatically send an email with the post-board summary included to indicate the revisions required to this application.

Administrative Processing of Revise and Resubmit
- Submitted 09/20/2022 2:28 PM ET by Corson, Adam

Administrative Processing

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

The proposal itself is missing key documents, including parental consent forms (for parents), teacher consent forms (for themselves) and student consent forms (for students 18 years old). Additionally, there is some confusion regarding the proposal itself. At one point the proposal says, "surveys will only be completed by teachers and student's families; no students will complete surveys", though survey materials are provided that are clearly aimed at students, and it is noted earlier in the proposal that surveys will be distributed to participating students. Additional concerns about the student level data (captured primarily via Cityspan) will be analyzed as a part of larger evaluation in addition to the survey responses -- this is not addressed at any point in the proposal. Please reach out directly to Erin Barry (ebarry1@cps.edu) at your earliest convenience for support in addressing these concerns.

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

Re-submission Date

08/31/2022

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

N/A

Administrative Determination

Approve

Approval Actions

Simple Approval

Approval Date

09/20/2022

Approval Period in Number of Months

12

Notes for Letter

N/A

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

Background Check Determination

Reviewer Background Check Recommendation

No

Display Proposed Study Participants

Students

Parents

Teachers

Other Staff

Display Study Interventions

Focus Groups

Questionnaire

Display Study Contacts

Office determination of background check level required for this study?

Level I

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

Justification for Background Check

Interactions with students and staff

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.

Determination Letter Finalization

- Submitted 09/20/2022 2:32 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB

2022-1760

Study Title

This is not a research project.

Principal Investigator

Miller, Derek

Email: derek.miller@complementconsulting.com **Mobile:** (773) 517-8013

Redisplayed Board Determination

Re-Submit with Changes

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	<i>This determination letter will be automatically attached to an email being sent to the principal investigator.</i>
RRB#2022-1760-Derek Miller 2022-09-20.docx	Determination Letter	09/20/2022	

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 02/04/2022

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
------	------	-----------------------------

Miller, Derek	Principal Investigator	Missing
---------------	------------------------	---------

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

Level I

Background Check Level Justification

Interactions with students and staff

Other Notes in Letter

N/A

RRB Meeting Date for Acknowledgment of Final Determination

11/18/2022

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.

10/31/2022



Project MAS

Focus Group Protocols 21CCLC Evaluation Purposes

Focus Group Arrangements

In order to gather more data and improve 21CCLC programming, focus groups will be conducted with teachers, teaching artists, and instructors of the MAS 21CCLC program. Focus group meetings will be done near the end of after-school programming (generally from April to June). Focus groups will last 1 hour, and be done once per participating school in the program. Evaluators will lead the meeting and ask questions from participants about program success, shortcomings, and feedback.

Conducting Focus Groups

Focus groups will be coordinated with each school's school coordinator in order to determine the availability of instructors. Dependent on this availability, focus groups will be done either via in-person meetings at the school location or via virtual means (Zoom or Microsoft Teams). The Evaluators will conduct the meeting following set questions that will examine the program.

Responses from these focus groups will be recorded via written means (physically or via a secure Google Document). **Under no circumstances should a virtual or in-person meeting be recorded**, as this may hinder respondents true feelings and responses. As well, instructor's names will not be mentioned or explicitly said. The goal is to make the focus group a conversation between the evaluators and instructors of the program. Evaluators are advised to make the participants comfortable and at-ease with giving their responses to the evaluators. All data will be transcribed by one of the evaluators, and these general comments (feedback, advice, and criticism) and feelings about the program will be incorporated into the final report.

Focus groups will end exactly an hour after they begin, whether in-person or virtually.

After the focus group is over, the evaluators will sit together and discuss what was said. They will use the general comments that was written to see if all feelings and feedback was accurately described. Any comments that feel need to be added, or clarify a general feedback, will be done to better the accuracy when incorporated into the final report.

Project MAS

Data Collection of MAS Parent Participants For 21CCLC Evaluation Purposes

EVALUATION AND DATA

I understand that information gathered during the course of this evaluation will be used to determine the effectiveness of Project MAS. This evaluation is required apart of being funded under 21st Century Community Learning Centers (21CCLC). Results from this evaluation will be shared with program planners and administrators as well as my school and the 21CCLC program funders (Illinois State Board of Education and U.S. Department of Education). All the information obtained for Project MAS will be kept completely confidential and secure. No identifying information will be used when reporting results to program planners, school administration, and 21CCLC program funders.

MAS Parents (who have participants enrolled in the program) will be asked to complete one survey – **MAS Parent Survey** – that will ask about their perception of programming, their interactions with their child regarding their education, and how they interact with their child's school. This survey should take 15 minutes or less to complete. These surveys will be conducted twice, at the beginning and end of afterschool programming.

I understand what this survey is about that I will be asked to complete as a parent of a MAS participant.

Your Initials _____

PARTICIPATION

Participation in Reporting

I give consent for my responses and answers in this survey to be collected and used for evaluation purposes. I understand that my responses will only be used for program reporting to the Illinois State Board of Education and the U.S. Department of Education, and that my responses will be kept anonymous. I understand that my participation in Project MAS' Evaluation is completely voluntary. My choice whether to participate in the project's evaluation will not impact my child's involvement in the MAS program. There is no known risk involved in participating in this project's evaluation activities.

Your participation will contribute in valuable ways to the effectiveness of Project MAS. If you have any questions about the program evaluation, you may contact the Project Director, Roberto Montejano, Sr. at rmontejano@envisioncs.org.

Your Initials _____

Full Name of Participating Parent (Please print)

Participating Parent Signature

Date



Project MAS
Student Approval Form for MAS Student Participants (Over 18)
For Media (photography/audio/video) and 21CCLC Evaluation Participation

MEDIA

Photography/Videotaping/Audiotaping

I give consent to be photographed/videotaped/audiotaped during Project MAS Activities. I understand that these photos/videos/audio recording will only be used for program promotion and reporting.

Your Initials _____

EVALUATION AND DATA

I understand that information gathered during the course of this evaluation will be used to determine the effectiveness of the MAS Project. This evaluation is required apart of being funded under 21st Century Community Learning Centers (21CCLC). Results from this evaluation will be shared with program planners and administrators as well as my school and the 21CCLC program funders (Illinois State Board of Education and U.S. Department of Education). All the information obtained for Project will be kept completely confidential and secure. No identifying information of any participants will be used when reporting results to program planners, school administration, and 21CCLC program funders.

MAS 21CCLC Participants will be asked to complete four surveys at two separate times, at the beginning and end of after school programming. Two surveys – **Technology Survey and Personal Learning Survey** – will ask about participants own skills and abilities with technology, academics, and social-emotional skills. One survey – **Learning in School** – will ask about the participants attitudes and academic abilities in a classroom environment. A final survey – **High School Preparation Survey** – will focus on the preparation of the participant for high school academics and the environment. These surveys should take around 10 minutes to complete each.

I give consent for my student data to be used apart of this MAS Evaluation, and I consent for my responses and answers in questionnaires and surveys to be collected and used for evaluation purposes.

Your Initials _____

PARTICIPATION

Participation in Reporting

I give consent to participate in this MAS 21CCLC Evaluation. I understand that my responses will only be used for program reporting to the Illinois State Board of Education and the U.S. Department of Education, and that my responses will be kept anonymous. I understand that my participation in MAS 21CCLC Evaluation is completely voluntary. There is no known risk involved in participating in this project's evaluation activities.

Your Initials _____

Your participation will contribute in valuable ways to the effectiveness of Project MAS. Please be aware that under the Protection of Pupil Rights Act. 20 U.S.C Section 1232(c)(1)(A), you have the right to review a copy of the questions asked or materials that will be used. If you have any questions about the program evaluation, you may contact the Project Director, Roberto Montejano, Sr. at rmontejano@envisioncs.org

Full Name of Participating Student (Please print)

Participating Student Signature

Date



Project MAS
Student Information and Approval Form for MAS Student Participants
For Media (photography/audio/video), Evaluation, and Participation

MEDIA

Photography/Videotaping/Audiotaping

I give consent for my child to be photographed/videotaped/audiotaped during Project MAS Activities. I understand that these photos/videos/audio recording will be used for program promotion and reporting.

Parent/Legal Guardian Initials _____

EVALUATION AND DATA

I understand that information gathered during the course of this evaluation will be used to determine the effectiveness of the MAS Project. This evaluation is required apart of being funded under 21st Century Community Learning Centers (21CCLC). Results from this evaluation will be shared with program planners and administrators as well as my school and the 21CCLC program funders (Illinois State Board of Education and U.S. Department of Education). All the information obtained for Project will be kept completely confidential and secure. No identifying information of any participants will be used when reporting results to program planners, school administration, and 21CCLC program funders.

MAS 21CCLC Participants will be asked to complete four surveys at two separate times, at the beginning and end of after school programming. Two surveys – **Technology Survey and Personal Learning Survey** – will ask about participants own skills and abilities with technology, academics, and social-emotional skills. One survey – **Learning in School** – will ask about the participants attitudes and academic abilities in a classroom environment. A final survey – **High School Preparation Survey** – will focus on the preparation of the participant for high school academics and the environment. These surveys should take around 10 minutes to complete each.

I give consent for my child's student data to be used apart of this evaluation, and I consent for their responses and answers in questionnaires and surveys to be collected and used for evaluation purposes.

Parent/Legal Guardian Initials _____

PARTICIPATION

Participation in Reporting

I give consent for my child's participation in this MAS 21CCLC Evaluation. I understand that my responses will only be used for program reporting to the Illinois State Board of Education and the U.S. Department of Education, and that my responses will be kept anonymous. I understand that my participation in MAS 21CCLC Evaluation is completely voluntary. There is no known risk involved in participating in this project's evaluation activities. I understand that I have the right to discuss any aspect of this form, evaluation, and my child's participation with program personnel.

Parent/Legal Guardian Initials _____

Your participation will contribute in valuable ways to the effectiveness of Project MAS. Please be aware that under the Protection of Pupil Rights Act. 20 U.S.C Section 1232(c)(1)(A), you have the right to review a copy of the questions asked or materials that will be used for your child to complete. If you have any questions about the program evaluation, you may contact the Project Director, Roberto Montejano, Sr. at rmontejano@envisioncs.org

Full Name of Participating Student (Please print)

Participating Student Signature

Date



Project MAS

Data Collection of MAS Instructor Participants For 21CCLC Evaluation Purposes

EVALUATION AND DATA

I understand that information gathered during the course of this evaluation will be used to determine the effectiveness of Project MAS. This evaluation is required apart of being funded under 21st Century Community Learning Centers (21CCLC). Results from this evaluation will be shared with program planners and administrators as well as my school and the 21CCLC program funders (Illinois State Board of Education and U.S. Department of Education). All the information obtained for Project MAS will be kept completely confidential and secure. No identifying information will be used when reporting results to program planners, school administration, and 21CCLC program funders.

MAS Instructors will be asked to participate in focus groups (in-person or through online meetings) that will involve a Project Evaluator who will ask questions about the MAS program and their perception of the program. MAS Instructors will also be asked to complete one survey – **MAS Teacher and Instructor Survey** – that will ask about the MAS program over the past year, their perception of programming, and any improvements that can be made. This survey should take 15 minutes to complete. MAS Instructors who are also daytime teachers at the school they are instructing at will be asked to complete an additional survey for the Illinois State Board of Education – **21CCLC Annual Performance Survey** – about a 21CCLC participant in their homeroom (if any) and their overall performance since enrolling in 21CCLC. This survey should take 10 minutes to complete. Focus groups will be conducted near the end of the normal school year (April – June). Both surveys will also be sent out to MAS Instructors at the same time.

I understand what focus groups and surveys I will be asked to complete as a MAS Instructor and what these activities will ask from me.

Your Initials _____

PARTICIPATION

Participation in Reporting

I give consent for my responses and answers in focus groups, questionnaires, and surveys to be collected and used for evaluation purposes. I understand that my responses will only be used for program reporting to the Illinois State Board of Education and the U.S. Department of Education, and that my responses will be kept anonymous. I understand that my participation in Project MAS' Evaluation is completely voluntary. My choice whether to participate in the project's evaluation will not impact my contract with MAS. There is no known risk involved in participating in this project's evaluation activities.

Your participation will contribute in valuable ways to the effectiveness of Project MAS. If you have any questions about the program evaluation, you may contact the Project Director, Roberto Montejano, Sr. at rmontejano@envisioncs.org.

Your Initials _____

Full Name of Participating Teacher (Please print)

Participating Teacher Signature

Date

21st CENTURY COMMUNITY LEARNING CENTERS

Memorandum of Understanding

This Memorandum of Understanding ("MOU") is by and between the Board of Education of the City of Chicago, commonly known as the Chicago Public Schools (the "**Board**" or "**CPS**"), and the non-Local Educational Agency ("**LEA**") partner Envision Community Services ("**Fiscal Agent**"), with offices located at 4324 West 63rd Street, Ste 4, Chicago, IL 60629.

RECITALS

Fiscal Agent is submitting a grant application to the Illinois State Board of Education ("**ISBE**") to receive funds for the 21st Century Community Learning Center ("**21st CCLC**") program in which CPS is named as a co-applicant. The 21st CCLC program described in the grant application submitted by the Fiscal Agent proposes to establish 21st CCLC community learning centers to provide academic, social, mental, and physical services to meet individual, family, and community needs (the "**Program**" or "**21st CCLC Program**"). This MOU describes the relationship between the parties to design, develop, implement, and evaluate the 21st CCLC program in accordance with any CPS Community Schools Initiative ("**CSI**" or "**CPS CSI**") and 21st Century Community Learning Centers Grant awarded funds ("**Grant**").

This MOU details the collaboration among CPS, the CPS school principal(s) for the CPS school(s) being served through the Grant, and the Fiscal Agent that is applying for the Grant and providing services to the CPS school(s). If Fiscal Agent is not awarded the Grant, this MOU will automatically terminate and be null and void.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, including but not limited to those recitals set forth above, which are incorporated herein, and other good and valuable consideration, the receipt and sufficiency of which the parties acknowledge, the parties agree as follows:

1. **TERM:** This MOU is for a term commencing on July 1, 2020 ("**Effective Date**") and ending at the end of the FY25 ISBE Grant period (June 30, 2025 or August 31, 2025) ("**Term**"), unless terminated sooner as provided herein. The Board shall have the right to terminate this MOU for any reason by providing fifteen (15) calendar days prior written notice.
2. **PROGRAM GUIDELINES:** The above-mentioned parties agree that:

The 21st CCLC Program is to be developed in collaboration with the CPS principal(s) of the CPS schools that are participating in the Grant, with the oversight provided by the CPS CSI staff;

The Fiscal Agent in collaboration with school administration and staff must conduct needs and asset assessments prior to selecting programming for the school's 21st CCLC Program.

If the CPS school is a designated community school, the Fiscal Agent must recognize the community school model, helping to ensure that all programming and services are linked to a needs assessment of the students, and implemented with a clear aim to solve specific problems as manifested by demonstrated needs of the students and their families.

The Fiscal Agent, CPS school principal(s), and teachers are to agree on a process for aligning 21st CCLC Program activities to the regular school day and the school's Continuous Improvement Work Plan ("CIWP");

The Fiscal Agent, CPS school principal(s), and teachers for the 21st CCLC Program are to agree on the method(s) for selecting students for the Program described to be implemented at the respective schools;

The Fiscal Agent will prepare and submit to the CPS at regular intervals the following items and such other items as reasonably requested by CPS including, but not limited to, the following: attendance information (via the CPS online attendance reporting system option, or other system as may be directed by the Board), number of active Program participants, summary of Program effectiveness, and annual evaluations reports as submitted to ISBE;

The Fiscal Agent and Fiscal Agent's community school coordinator and school staff for each CPS school participating in the Grant will participate in meetings and professional development activities associated with the CSI;

The CPS school and Fiscal Agent must agree to utilize the common best practices of the CPS community school strategy including, but not limited to:

- Extension of the time in which the school building is open and in use;
- Forming a Community School Advisory Committee or other governing structure, so that the needs of students and families guide the selection of programming in the school;
- Hiring a Community School Resource Coordinator who is responsible for developing and managing student and adult programs in partnership with key school and Fiscal Agent staff;

The Fiscal Agent will work cooperatively with all stakeholders to present the stipulations of the Grant and to monitor the fulfillment of Grant requirements;

3. **SERVICES:** If Fiscal Agent is awarded the Grant to provide services to CPS students, Fiscal Agent agrees to provide the services in accordance with the terms and conditions contained in this MOU. "Services" means, collectively, the services, deliverables, duties and responsibilities and any and all work necessary to complete them or carry them out fully and to the standard of performance required hereunder. Fiscal Agent must provide CPS with a

copy of the program description which Fiscal Agent will provide within ten (10) calendar days of when requested by the Board's program officer.

The list of Services that are available to the Fiscal Agent by the Board to support the 21st CCLC Program shall include, but not be limited to, the following categories: data, professional development and technical assistance.

As a part of the Services, the Board shall outline a commitment to providing the Fiscal Agent with a timeline and the requirements for data requests, both ad hoc and standing requests (data needed quarterly, annually, etc.). The Fiscal Agent shall receive a memo from the Board that will be updated annually to communicate these items to the Fiscal Agent.

4. **COMPENSATION PAYABLE TO BOARD:** Fiscal Agent agrees to pay the Board the cost for a license to CitySpan and the professional development services that are offered as part of the CSI in which Fiscal Agent requests to participate. The option to participate in such services is solely at the discretion of the Fiscal Agent. Such costs shall be paid no later than thirty (30) days from Fiscal Agent's receipt of invoice from the Board.
5. **STAFF:** Fiscal Agent shall assign and maintain during the Term of this MOU, an adequate staff of competent personnel that is fully equipped, licensed as appropriate, available as needed, qualified and assigned to perform the Services. "Staff" shall include, individually and collectively, each employee, agent, subcontractor, volunteer and other person providing Services hereunder for the Fiscal Agent. If the Board determines, in its sole discretion, that any of Fiscal Agent's Staff is not performing in accordance with the performance standards or other requirements of this MOU, the Board shall have the right to direct the Fiscal Agent to remove that person from performing Services under this MOU. Fiscal Agent agrees that it shall bear any costs associated with the removal of such persons.
6. **BACKGROUND CHECK.** Fiscal Agent shall comply with the following requirements and such other procedures as may be determined necessary by the Board from time to time for each Staff who may have contact with a CPS student as a result of this MOU ("Background Check"). For purposes of this Section, contact via text messages, live chats, emails, any other digital or online media, telephone, in person, or through any other means shall be considered "contact". Fiscal Agent shall not allow any Staff to have contact with students until Fiscal Agent has confirmed with the Board that each respective Staff has successfully completed the Background Check in accordance with the following requirements:
 - A. **Do Not Hire List.** The Board will perform a check of eligibility of each Staff who may have contact with a CPS student pursuant to this MOU by checking the Board's "Do Not Hire" ("DNH") records ("DNH Check"). The Board will utilize the same DNH Check process that the Board uses for its own prospective staff. Staff with a DNH designation shall not provide Services hereunder.

B. **Criminal History Records Check.** Fiscal Agent shall, at its own cost and expense, have a complete fingerprint-based criminal history records check conducted on each Staff who may have contact with a CPS student pursuant to this MOU through the process established by the Board, including using the Board's contracted vendor for conducting such checks, and otherwise in accordance with the Illinois School Code (105 ILCS 5/34-18.5), which refers to and incorporates the Sex Offender and Child Murderer Community Notification Law (730 ILCS 152/101 et seq.), and the Murderer and Violent Offender Against Youth Registration Act (730 ILCS 154/1 et seq.) (collectively "**Criminal History Records Check**"). A complete Criminal History Records Check includes the following:

- (1) Fingerprint-based checks through the Illinois State Police and the Federal Bureau of Investigation;
- (2) A check of the Illinois Sex Offender Registry and the Nationwide Sex Offender Registry; and
- (3) A check of the Illinois State Police Murderer and Violent Offender Against Youth Registry.

The results of each Criminal History Records Check shall be adjudicated by the Board. Staff shall not have contact with CPS students prior to successfully completing the Criminal History Records Check. When the Board determines that any Staff has not passed a Criminal History Records Check, such Staff shall not access any Board facility and shall not have contact with any CPS student hereunder.

C. **Department of Children and Family Services Check.** At Fiscal Agent's cost and expense, the Board shall have the right to check for Staff who may have contact with a CPS student pursuant to this MOU for indicated reports of child abuse and/or neglect with the Illinois Department of Children and Family Services ("DCFS") State Automated Child Welfare Information System (or a comparable determination of child abuse or neglect by a government agency in another jurisdiction) for each Staff ("**DCFS Check**"). Fiscal Agent shall follow the directives and processes of the Board for initiating any DCFS Check, and the results of each DCFS Check shall be adjudicated by the Board. Staff determined by the Board not to have passed a DCFS Check shall not access any Board facility and shall not have contact with any CPS student hereunder.

D. **Background Check Representations and Warranties:** With respect to each Background Check, Fiscal Agent further represents and warrants that Fiscal Agent shall:

- (1) Utilize the process established by the Board for completing each Background Check and immediately initiate all action, as directed by the Board, to have such Background Check performed;
- (2) Obtain from each of its prospective and current Staff and provide to the Board a signed copy of any release and consent required to conduct the Background Check in the form determined by, and as directed by the Board;

- (3) Confirm with the Board's Chief of Safety and Security that each respective Staff has successfully completed the Background Check through the process established by the Board and complied with the Board's directives regarding the results of each Background Check before any contact with a CPS student may occur;
- (4) When contact with a CPS student may occur, not allow any Staff to provide Services until a DNH Check, Criminal History Records Check, and DCFS Check have been completed by the Board and the results of the Background Check satisfy for the Board, at a minimum, the requirements of 105 ILCS 5/34-18.5 and the requirements of all other Acts and Laws referenced in this Section, as may be amended;
- (5) Comply with and require compliance of all Staff with directives from the Board relating to any updates to any Background Check (which updates shall be received and adjudicated by the Board) and provide any other information requested by the Board necessary for the performance of the Background Check and its update process; and
- (6) Immediately remove from any contact with any CPS student pursuant to this MOU and otherwise terminate access for any Staff determined by the Board not to have passed a Background Check or update for any matters arising after an initial Background Check.

E **Allocation of Costs and Liquidated Damages.** Fiscal Agent is obligated to cause the Background Check to be performed for all Staff, who may have contact with any CPS student pursuant to this MOU, and Fiscal Agent shall be responsible for the costs of such Background Check. Whether or not Fiscal Agent allocates the costs to its subcontractors shall not affect Fiscal Agent's obligations in this Section.

If Fiscal Agent fails to comply with this Section, in whole or in part, then, in addition to the Remedies set forth in this MOU, the Board may exercise additional remedies, including but not limited to: (i) withholding payments due under this MOU, and any other agreement Fiscal Agent may have or enter into with the Board until Fiscal Agent remedies such non-compliance to the Board's reasonable satisfaction; (ii) immediately terminating this MOU without any further obligation by the Board of any kind (other than payment for Services previously rendered pursuant to the terms herein); (iii) seeking liquidated damages; (iv) or taking any other action or remedy available under this MOU or by law.

Liquidated damages shall be calculated as \$5,000.00 per breach of this Section, which, for purposes of clarity, for the aggregate calculation of liquidated damages, will include each instance of contact with CPS students by Staff as a separate breach. It is understood and agreed that Fiscal Agent's non-compliance with this Section shall constitute a material breach of this MOU.

7. **INDEMNIFICATION:** Fiscal Agent agrees to defend, indemnify, and hold harmless the Board, its members, employees, agents, officers and officials from and against liabilities, losses, penalties, damages, and expenses, including costs and attorney fees, arising out of all

claims, liens, damages, obligations, actions, suits, judgments or settlements, or causes of action, of every kind, nature, and character (collectively "**Claims**") arising or alleged to arise out of the negligent acts or omissions or willful misconduct of Fiscal Agent, its officials, agents and employees and subcontractors in the performance of this MOU. The foregoing obligation extends to and is intended to encompass any and all Claims that the Services infringe, misappropriate, or otherwise violate any confidentiality, proprietary, or intellectual property rights of a third party.

And, in the event of unauthorized access, use, or disclosure of the Board's Confidential Information arising or alleged to arise from the acts or omissions of Fiscal Agent, its employees, agents, and subcontractors, in addition to the obligations provided in this Section, Fiscal Agent shall cover any costs or fees associated with (i) providing notices of data breach to affected persons and to regulatory bodies and (ii) remedying and otherwise mitigating any potential damages or harm from the data breach, including but not limited to call centers and providing credit monitoring or credit restoration services as may be requested by the Board.

Fiscal Agent shall, at its own cost and expense, appear, defend and pay all attorney fees and, other costs and expenses arising hereunder. In addition, if any judgment shall be rendered against the Board in any such action, the Fiscal Agent shall, at its own expense, satisfy and discharge such obligation of the Board. The Board shall have the right, at its own expense, to participate in the defense of any suit, without relieving the Fiscal Agent of any of its obligations hereunder. The Board retains final approval of any and all settlements or legal strategies which involve the interest of the Board.

However, if Fiscal Agent, after receiving notice of any such proceeding, fails to immediately begin the defense of such claim or action, the Board may (without further notice to Fiscal Agent) retain counsel and undertake the defense, compromise, or settlement of such claim or action at the expense of Fiscal Agent, subject to the right of Fiscal Agent to assume the defense of such claim or action at any time prior to settlement, compromise or final determination thereof. The cost and expense of counsel retained by the Board in these circumstances shall be borne by Fiscal Agent and Fiscal Agent shall be bound by, and shall pay the amount of, any settlement, compromise, final determination or judgment reached while the Board was represented by counsel retained by the Board pursuant to this paragraph, or while Fiscal Agent was conducting the defense.

To the extent permissible by law, Fiscal Agent waives any limits to the amount of its obligations to defend, indemnify, hold harmless, or contribute to any sums due under any losses, including any claim by any employee of Fiscal Agent that may be subject to the Workers Compensation Act, 820 ILCS 305/1 *et seq.* or any other related law or judicial decision (such as *Kotecki v. Cyclops Welding Corporation*, 146 Ill. 2nd 155 (1991)). The Board, however, does not waive any limitations it may have on its liability under the Illinois Workers Compensation Act, the Illinois Pension Code, any other statute or judicial decision.

The indemnities set forth herein shall survive the expiration or termination of this

MOU.

- 8 **CONFIDENTIAL INFORMATION:** In the performance of the MOU, Fiscal Agent may have access to or receive certain information that is not generally known to others (“**Confidential Information**”). Such Confidential Information may include but is not limited to: Student Data as defined below, employee data, technical data or specifications, software, ideas, budget figures, operational details, unpublished school information, CPS financial information, and CPS business plans. It is understood and agreed that Confidential Information also includes proprietary or confidential information of third parties provided by the Board to Fiscal Agent. Confidential Information will not include information that is: (i) or becomes part of the public domain through no fault of Fiscal Agent; (ii) made available to Fiscal Agent by an independent third party having the legal right to make such disclosure; and (iii) information that can be established and documented by Fiscal Agent to have been independently developed or obtained by Fiscal Agent without violating the confidentiality obligations of this MOU and any other agreements with the Board.

A **Student Data:** “Student Data” means any data, metadata, information, or other materials of any nature recorded in any form whatsoever, that is generated, disclosed, transmitted, created, or provided by the Board, either directly or through its students, employees, agents, and subcontractors, including all information used, created, or generated through the use of any technology by the Board, through its employees, agents, subcontractors, or the parent or legal guardian of any CPS student, that is directly related to a CPS student. For purposes of this MOU, Student Data is Confidential Information hereunder; additional requirements regarding Student Data specifically are described below.

B **De-Identified Data:** De-identified Data will have all direct and indirect personal identifiers removed. This includes, but is not limited to, persistent unique identifiers, name, ID numbers, date of birth, demographic information, location information, and school ID. Fiscal Agent agrees not to attempt to re-identify De-identified Data. For the purposes of this MOU, De-Identified Data will still be considered Confidential Information and treated as such.

C **Use of Confidential Information:** Fiscal Agent shall only use Confidential Information for the sole purpose of providing the Services to the Board hereunder and shall not disclose the Confidential Information except to those of its officers, agents, employees, and subcontractors who have a need to access the Confidential Information for the performance of the obligations set forth in this MOU. Fiscal Agent shall not copy or reproduce in any manner whatsoever the Confidential Information of the Board without the prior written consent of the Board, except where required for its own internal use in accordance with this MOU. Fiscal Agent shall use at least the same standard of care in the protection of Confidential Information as Fiscal Agent uses to protect its own confidential information, but in any event, such Confidential Information shall be protected in at least a commercially reasonable manner. Notwithstanding the foregoing, it is understood and agreed that such protection of Confidential Information may be subject to the special

requirements of Family Educational Rights and Privacy Act and the Illinois School Student Records Act as set forth in the Compliance with Laws Section.

D. **Handling of Confidential Information:** Fiscal Agent shall protect against the unauthorized access, use or disclosure of Confidential Information by employing security measures that are no less protective as those used to protect Fiscal Agent's own confidential information. When handling Confidential Information which may include, but is not limited to Student Data, Fiscal Agent shall:

- (1) When mailing physical copies of Confidential Information, send the Confidential Information in a tamper-proof, labeled container, with a tracking number and a delivery confirmation receipt;
- (2) Not store any Confidential Information on portable or removable electronic media, such as CDs, DVDs, electronic tape, flash drives, etc.;
- (3) Not leave Confidential Information in any medium unsecured and unattended at any time;
- (4) Keep all physical copies (paper, portable or removable electronic media, or other physical representations) of Confidential Information under lock and key, or otherwise have sufficient physical access control measures to prevent unauthorized access;
- (5) Password protect any laptop or other electronic device that contains Confidential Information. Additionally, any laptop or other electronic device that contains Confidential Information shall have its full hard drive encrypted with an encryption key of no less than 256 bits. Fiscal Agent shall not leave any laptop or other electronic device unattended without enabling a screen-lock or otherwise blocking access to the laptop or other electronic device. Fiscal Agent shall ensure that no password or other information sufficient to access a laptop or electronic device containing Confidential Information is attached to or located near the laptop or other electronic device at any time.
- (6) Secure the Confidential Information stored on its systems, including but not limited to any servers, by employing adequate security measures to prevent unauthorized access to, disclosure and use of that information. These measures include appropriate administrative, physical, and technical safeguards, policies, procedures, and technical elements relating to data access controls. All Confidential Information must be secured in transit using secure FTP services or https/TLS 1.0+. Fiscal Agent must maintain industry recognized security practices to establish secure application(s), network, and infrastructure architectures.
- (7) Ensure that the manner in which Confidential Information is collected, accessed,

used, stored, processed, disposed of and disclosed within Fiscal Agent's Services and supporting enterprise complies with applicable data protection and privacy laws, as well as the terms and conditions of the MOU.

- (8) Conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. Fiscal Agent will also have a written incident response plan, to include prompt notification of the Board in the event of a security or privacy incident, as well as best practices for responding to a breach of Confidential Information security practices. Fiscal Agent agrees to share its incident response plan upon request.
- (9) Assure that its systems and Services include at least the following safeguards, where applicable:
 - (i) Include component and system level fault tolerance and redundancy in system design;
 - (ii) Encrypt user passwords in any data storage location and obfuscate password entry fields in any entry interface controlled by Fiscal Agent;
 - (iii) Encrypt Confidential Information at rest and in transit;
 - (iv) Authentication of users at logins with a 256-bit or higher encryption algorithm;
 - (v) Secure transmissions of login credentials;
 - (vi) Automatic password change routine;
 - (vii) Trace user system access via a combination of system logs and Google Analytics;
 - (viii) Secure (encrypt) the audit trails and system generated logs and ensure that they are stored in locations that are inaccessible to automated content discovery software;
 - (ix) Conduct or undergo system level testing whenever new functionalities are added to the system to reconfirm system security measures are retained and functional, and that interaction with the Board systems is not degraded or compromised;
 - (x) Employ an in-line intrusion prevention system that inspects incoming data transmissions;
 - (xi) Prevention of hostile and unauthorized intrusion; and
 - (xii) Backup of all Confidential Information at least once every twenty-four (24) hours. Perform content snapshots at least daily and retain for at least ninety (90) days.
- (10) Confidential Information shall be stored, backed up, and served only on servers located in the continental United States. Fiscal Agent's network where Confidential Information may be stored shall have an in-line intrusion prevention system that inspects incoming data transmissions. Fiscal Agent shall have a documented disaster covered plan for the electronic systems where Confidential Information may be stored. Data stored in cloud-based systems

must be protected in the same manner as local data as described throughout the MOU. Also, the prior approval of the Board's ITS Program Manager or designee for any hosting solution may be required.

E. **Dissemination of Information:** Fiscal Agent shall not disseminate any information obtained in performance or delivery of Services and/or materials for the Board to a third party without the prior written consent of the Board. Fiscal Agent shall not issue publicity news releases or grant press interviews during or after the performance or delivery of the Services and/or materials, except as may be required by law or with the prior written consent of the Board. If Fiscal Agent is presented with a request for documents by any administrative agency or with a *subpoena duces tecum* regarding any Confidential Information which may be in Fiscal Agent's possession as a result of Services and/or materials provided under this MOU, Fiscal Agent shall immediately give notice to the Board and its General Counsel with the understanding that the Board shall have the opportunity to contest such process by any means available to it prior to submission of any documents to a court or other third party. Fiscal Agent shall not be obligated to withhold delivery of documents beyond the time ordered by a court of law or administrative agency, unless the request for production or subpoena is quashed or withdrawn, or the time to produce is otherwise extended. Fiscal Agent shall cause its personnel, staff, subcontractors, agents, and volunteers, if any, to undertake the same obligations regarding dissemination of information as agreed to by Fiscal Agent under this MOU.

F. **Injunctive Relief:** In the event of a breach or threatened breach of this Section, Fiscal Agent acknowledges and agrees that the Board would suffer irreparable injury not compensable by money damages and would not have an adequate remedy at law. Accordingly, Fiscal Agent agrees that the Board shall be entitled to immediate injunctive relief to prevent or curtail any such breach, threatened or actual. The foregoing shall be in addition and without prejudice to such rights that the Board may have in equity, by law or statute.

G. **Ownership:** Fiscal Agent agrees that all Confidential Information as well as any as well as any trademarks, trade dress, copyrights, and other intellectual property rights (collectively "**Intellectual Property**") arising therefrom and any Work Product as defined below, shall at all times be and remain the property of the Board. Any Intellectual Property or other documents and materials created by the Board either alone or in cooperation with Fiscal Agent in connection with the Services, including but not limited to such materials that were adapted or reproduced from Fiscal Agent's materials ("**Board Materials**"), shall be the property of the Board. Any and all finished or unfinished documents, screens, reports, writings, procedural manuals, forms, source code, object code, work flow, charts, methods, processes, drawings, maps, files, records, computer printouts, designs or other materials prepared in the performance of Services ("**Work Product**") is exclusively deemed to be "works for hire" within the meaning and purview of the United States Copyright Act, 17 U.S.C. § 101 *et seq.* To the extent that any Work Product does not qualify as a work for hire, the Fiscal Agent irrevocably grants, assigns, and transfers to the Board all right, title, and interest in and to the Work Product in all media throughout the world in perpetuity and all

intellectual property rights therein, free and clear of any liens, claims, or other encumbrances, to the fullest extent permitted by law. Fiscal Agent shall execute all documents and perform all acts that the Board may request in order to assist the Board in perfecting or protecting its rights in and to intellectual property rights as defined in this Section. Board Materials shall exclude any and all (i) third party intellectual property and (ii) pre-existing Fiscal Agent Intellectual Property that is delivered to the Board as part of the Services. Upon written agreement between the parties, Fiscal Agent may be licensed to use the Board's Intellectual Property for specifically defined uses and terms.

H **Turnover of Board Documents and Records:** Upon demand of the Board, after termination of this MOU for any reason or the expiration of this MOU by its terms, Fiscal Agent shall turn over to the Board or its designee within three (3) business days of demand, all Intellectual Property, materials, supplies, equipment owned or purchased by the Board, completed or partially completed Work Product and any other information relating in any way to this MOU or the performance or furnishing of Services hereunder and pursuant to the Grant award, except that Fiscal Agent may keep a copy of such information for its own records, subject to the use and ownership provisions of this MOU. If any of the above items are lost or damaged while in the Fiscal Agent's possession, such items shall be restored or replaced at Fiscal Agent's expense.

I **Data:** Fiscal Agent shall follow the CPS Office of Research and Evaluation "External Data Request" process to attain student data for students whose parents have provided specific consent for the release of that data. Fiscal Agent shall submit a sample copy of the consent form, CPS External Data Request form, and the list of CPS student identification numbers of students whose parents have provided consent for the release of 1st and 4th quarter reading and math course grades and the prior year and current year state reading and math results. For questions or support, Fiscal Agent shall email research@cps.edu or consult the information on the website at <http://www.cps.edu/research/Pages/Research.aspx>. CPS shall return a report that will display the consented students' data, specifically: 1st and 4th quarter reading and math course grades and the prior year and current year Illinois State Assessment reading and math scale scores, proficiency levels, and national percentile ranking.

As mentioned above, the Board shall outline a commitment to providing the Fiscal Agent with a timeline and the requirements for data requests, both ad hoc and standing requests (data needed quarterly, annually, etc.). The Fiscal Agent shall receive a memo from the Board that will be updated annually to communicate these items to the Fiscal Agent.

J. **Additional Obligations Regarding Treatment of Student Data** In addition to the above stated obligations for the treatment and handling of Confidential Information, Fiscal Agent shall abide by the following obligations when treating and handling Student Data:

- (1) **Student Data Use.** Fiscal Agent shall not use Student Data, including persistent unique identifiers, data created or gathered by Fiscal Agent's Services, and

technology, to amass a profile about a student or otherwise identify a student except in accordance with Section 8.I. above and in furtherance of specific school purposes as may be agreed upon in writing between the Fiscal Agent and the Board. Fiscal Agent will use Student Data only for the purpose of fulfilling its duties and delivering Services under this MOU.

- (2) Student Data Collection. Fiscal Agent will collect only Student Data necessary to fulfill its duties as outlined in this MOU.
- (3) Marketing and Advertising. Fiscal Agent shall not advertise or market to schools, students or their parents/legal guardians when the advertising is based upon any Student Data that Fiscal Agent has acquired because of the use of that Fiscal Agent's Services, or technology.
- (4) Student Data Mining. Fiscal Agent is prohibited from mining Student Data for any purpose. Student Data mining or scanning of user content for the purpose of advertising or marketing to students or their parents is prohibited.
- (5) Student Data Transfer or Destruction. Fiscal Agent will ensure that all Student Data in its possession and in the possession of any subcontractors, or agents to whom Fiscal Agent may have transferred Student Data, are destroyed or transferred to the Board when Student Data is no longer needed for its specified purpose.
- (6) Rights in and to Student Data. Parties agree that all rights, including all intellectual property rights, associated with such Student Data shall remain the exclusive property of the Board. Nothing in this MOU is meant and nothing shall be interpreted to mean that the Board releases any ownership or control of Student Data during the performance of the Services under this MOU. Student Data shall remain under the control of the Board throughout the Term of this MOU, including any Renewal Terms. This MOU does not give Fiscal Agent any rights, implied or otherwise, to Student Data, content, or intellectual property, except as expressly stated in the MOU. Fiscal Agent does not have the right to sell or trade Student Data.
- (7) Sale of Student Data. Fiscal Agent is prohibited from selling or trading Student Data. Fiscal Agent is prohibited from transferring Student Data except to ISBE and in accordance with Section 8.I. above.
- (8) Access. Any Student Data held by Fiscal Agent will be made available to the Board upon request of the Board. The identity of all persons having access to Student Data through Fiscal Agent will be documented and access will be logged.

K Unauthorized Access, Use or Disclosure of Confidential Information: If the Fiscal Agent becomes aware of any unauthorized access, use, or disclosure of the Confidential Information, it shall: (i) notify the Board immediately, which shall be no more than twenty-four hours from the Fiscal Agent receiving notice of the unauthorized access, use, or disclosure of the Confidential Information; (ii) take prompt and appropriate action to prevent further unauthorized access, use, or disclosure; (iii) cooperate with the Board and any government authorities with respect to the investigation and mitigation of any such unauthorized access, use, or disclosure, including the discharge of the Board's duties under the law; and (iv) take such other actions as the Board may reasonably require to remedy such unauthorized access, use or disclosure, including if required under any federal or state law, providing notification to the affected persons. Fiscal Agent shall bear the losses and expenses (including attorneys' fees) associated with a breach of Confidential Information including, without limitation, any costs: (1) of providing notices of a data breach to affected persons and to regulatory bodies; and (2) of remedying and otherwise mitigating any potential damage or harm of the data breach including, without limitation, establishing call centers and providing credit monitoring or credit restoration services, as requested by the Board. Fiscal Agent shall include provisions consistent with this Section in contracts with any subcontractors providing any Services under the MOU.

L Return and/or Destruction of Confidential Information: Upon (i) the expiration or termination of the MOU or (ii) receipt of Confidential Information that is not necessary for the performance of Fiscal Agent's obligations under the MOU ("triggers"), Fiscal Agent shall promptly cease using and shall return or destroy all copies thereof in its possession including copies stored in any computer memory or storage medium. In the absence of a demand from the Board, Fiscal Agent shall return the Confidential Information to the Board within thirty (30) days of the occurrence of one of the foregoing triggers. In the event that the Board elects to have Fiscal Agent destroy the Confidential Information, Fiscal Agent shall provide an affidavit attesting to such destruction. Destruction shall include, without limitation, the process of expunging, to the extent reasonably practicable, all such Confidential Information from any computer, hard drive, word processor, server, backup tape or other electronic device containing such Confidential Information. Notwithstanding the foregoing, Fiscal Agent may retain one archival copy of the Confidential Information in its confidential files for the purpose of complying with applicable laws or established company procedure regarding the preservation of business records, but such Confidential Information shall not be used and shall be stored in accordance with the terms of this MOU.

M Survival: The provisions of this Section shall survive the termination or expiration of this MOU.

9. **INSURANCE:** Fiscal Agent, at its own expense, shall procure and maintain Insurance covering all operations under this MOU, whether performed by Fiscal Agent or by subcontractors. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A.M. Best or a comparable rating service and policies shall not contain non-standard exclusions. Fiscal Agent shall submit to the Board satisfactory evidence of insurance coverage prior to the performance of any Services and upon request, shall

promptly provide a certified copy of any applicable policy of insurance. Minimum insurance requirements are:

A. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance affording workers' compensation benefits for all employees as required by law and Employers' Liability Insurance with limits of not less than One Million Dollars (\$1,000,000.00) per occurrence. The workers' compensation policy must contain a waiver of subrogation clause.

B. **Commercial General Liability Insurance (Primary).** Commercial General Liability Insurance or equivalent with limits of not less than One Million Dollars (\$1,000,000.00) per occurrence and Two Million Dollars (\$2,000,000.00) in the aggregate for bodily injury, personal injury and property damage liability. Coverage shall include, but not be limited to: all operations, contractual liability, independent contractors, products/completed operations (for a minimum of two (2) years following completion), and defense. General Liability must include coverage for sexual abuse and molestation. If Fiscal Agent's Commercial General Liability policy excludes claims for sexual abuse and molestation, then Fiscal Agent shall furnish separate Sexual Abuse & Molestation Insurance as specified below.

C. **Sexual Abuse & Molestation Insurance:** Sexual Abuse & Molestation Insurance or equivalent with limits of not less than One Million Dollars (\$1,000,000.00) per claim and Two Million Dollars (\$2,000,000.00) in the aggregate. If coverage is claims-made, the policy shall have a retroactive date effective upon the Effective Date of the MOU and have extended reporting period of not less than two (2) years following completion of the MOU. Any retroactive date or prior act exclusion must predate the Effective Date of this MOU and any earlier commencement of Services.

D. **Automobile Liability Insurance.** Automobile Liability Insurance when any motor vehicle (whether owned, non-owned or hired) is used in connection with this MOU, with limits of not less than One Million Dollars (\$1,000,000.00) per occurrence for bodily injury and property damage.

E. **Professional Liability/Errors and Omissions Insurance.** If professional services are rendered, Fiscal Agent shall maintain such coverage with limits of not less than Two Million Dollars (\$2,000,000.00) per claim for errors and omissions in conjunction with professional services. The policy shall have a retroactive date effective with the commencement of professional services and have an extended reporting period of not less than two (2) years following completion of such professional service.

F. **Cyber Liability and Privacy & Security Insurance.** If Fiscal Agent is transmitting Confidential Information, Cyber Liability and Privacy & Security Coverage is required for damages arising from a failure of computer security, or wrongful release of private information, including expenses for notification as required by local, state or federal guidelines, with limits of liability not less than Two Million Dollars (\$2,000,000.00) per claim

and Four Million Dollars (\$4,000,000.00) in the aggregate. Coverage shall include failure to prevent transmission of malicious code. The policy will be a claims-made program with any prior acts exclusion predating both the date of the MOU and any earlier commencement of Services. Such coverage shall either be maintained continuously for a period of two (2) years after expiration or termination of the MOU or Fiscal Agent must secure a 2-year extended reporting provision.

G. **Umbrella/Excess Liability Insurance.** Umbrella or Excess Liability Insurance with limits not less than Two Million Dollars (\$2,000,000.00) per occurrence, which will provide additional limits for employers' general and automobile liability insurance and shall cover the Board and its employees, subject to that of the primary coverage.

H. **Additional Insured.** Fiscal Agent shall have its General, Umbrella and Automobile Liability Insurance policies endorsed to provide that "the Board of Education of the City of Chicago, a body politic and corporate, and its members, employees and agents, and any other entity as may be designated by the Board are named as additional insured on a primary basis without recourse or right of contribution from the Board".

The insurance company, or its representative, shall submit an insurance certificate evidencing all coverage as required hereunder and indicating the Additional Insured status as required above. The Board reserves the right to stop all work this MOU pending receipt of satisfactory proof of insurance meeting the requirements set forth herein. The Certificate must provide thirty (30) days prior written notice of material change, cancellation, or non-renewal be given to:

Risk Management
Board of Education of the City of Chicago
42 W. Madison Street, 2nd Floor
Chicago, Illinois 60602
riskmanagement@cps.edu

Any failure of the Board to demand or receive proof of insurance coverage shall not constitute a waiver of Fiscal Agent's obligation to obtain the required insurance. The receipt of any certificate does not constitute agreement by the Board that the insurance requirements in this MOU have been fully met or that the insurance policies indicated on the certificate are in compliance with all MOU requirements. Fiscal Agent's failure to carry or document required insurance shall constitute a breach of the Fiscal Agent's MOU with the Board. In the event Fiscal Agent fails to fulfill the insurance requirements of this MOU, the Board reserves the right to stop all work until proper evidence of insurance is provided, or this MOU may be terminated.

Any deductibles or self-insured retentions on referenced insurance coverage must be borne by Fiscal Agent. Any insurance or self-insurance programs maintained by the Board do not contribute with insurance provided by the Fiscal Agent and subcontractors under this MOU. All Fiscal Agent and subcontractor insurance are considered by the parties to this MOU to

be primary and collectible above all other coverage, including, but not limited to, the Board's insurance and self-insurance.

All subcontractors are subject to the same insurance requirements of Fiscal Agent unless otherwise specified in this MOU. The Fiscal Agent shall require any subcontractors under this MOU to maintain comparable insurance naming the Fiscal Agent, the Board inclusive of its members, employees and agents, and any other entity designated by the Board, as Additional Insureds. The Fiscal Agent will maintain a file of subcontractor's insurance certificates evidencing compliance with these requirements.

The coverages and limits furnished by Fiscal Agent in no way limit the Fiscal Agent's liabilities and responsibilities specified within this MOU or by law. The required insurance is not limited by any limitations expressed in the indemnification language in this MOU, if any, or any limitation that might be placed on the indemnity in this MOU given as a matter of law.

The Fiscal Agent agrees that insurers waive their rights of subrogation against the Board.

10. **RIGHT OF ENTRY AND PRINCIPAL'S RIGHT TO DIRECT:**

A. **Right of Entry:** Fiscal Agent and any of its officers, employees, subcontractors, volunteers or agents performing Services hereunder shall be permitted to enter upon Board property in connection with the performance of Services hereunder, subject to the terms and conditions contained herein and those rules established by the Board and the subject school principal. Fiscal Agent shall provide advance notice to the Board whenever applicable, of any such intended entry. Consent to enter upon a site given by the Board shall not create, nor be deemed to imply, the creation of any additional responsibilities on the part of the Board. Fiscal Agent shall use, and shall cause each of its officers, employees, subcontractors, volunteers and agents to use, the highest degree of care when entering upon any property owned by the Board in connection with the Services. Any and all claims, suits or judgments, costs, or expenses, including reasonable attorney fees, arising from, by reason of, or in connection with any such entries shall be treated in accordance with the applicable terms and conditions of this MOU, including without limitation, the indemnification provisions contained in this MOU.

B. **Principal's Right to Direct:** The principal at each school receiving Services has the authority, to the maximum extent possible, to direct Fiscal Agent and its Staff when performing the Services on the school site.

11. **REPRESENTATIONS AND WARRANTIES OF FISCAL AGENT:** Fiscal Agent represents and warrants that the following shall be true and correct as of the Effective Date of this MOU and shall continue to be true and correct during the Term of this MOU.

A. **Compliance with Laws:** Fiscal Agent is and shall remain in compliance with all applicable federal, state, county, and municipal, statutes, laws, ordinances, and regulations

relating to this MOU and the performance of Services in effect now or later and as amended from time to time, including but not limited to the Drug-Free Workplace Act, the Illinois School Student Records Act ("ISSRA"), the Family Educational Rights and Privacy Act ("FERPA"), the Protection of Pupil Rights Amendment, the Health Insurance Portability and Accountability Act of 1996, as set forth in Title 45, Parts 160 and 164 of the Code of Federal Regulations ("HIPAA"), and any others relating to non-discrimination. Further, Fiscal Agent is and shall remain in compliance with all applicable Board policies and rules. Board policies and rules are available at <http://www.cps.edu/>.

B **Licensed Professionals:** Fiscal Agent is appropriately licensed under Illinois law to perform Services required under this MOU and shall perform no Services for which a professional license is required by law and for which Fiscal Agent, its employees, agents, or subcontractors, as applicable, are not appropriately licensed.

C **Research Activities and Data Requests:** Fiscal Agent shall not conduct research in the Chicago Public Schools or use CPS Confidential Information for research purposes, unless specifically at the request of the Board in accordance with the terms of this MOU. In the event Fiscal Agent seeks to conduct research activities in the Chicago Public Schools or use CPS student data for research, Fiscal Agent shall comply with the Board's External Research Study and Data Policy (19-1211-PO3) adopted on December 11, 2019, as may be amended from time to time. Fiscal Agent acknowledges and agrees that it may not begin any research activities or obtain data for research purposes without the prior written consent of the Board's Chief Education Officer or his/her designee.

D **Authorization:** In the event Fiscal Agent is an entity other than a sole proprietorship, Fiscal Agent represents that it has taken all action necessary for the approval and execution of this MOU, and execution by the person signing on behalf of the Fiscal Agent is duly authorized by Fiscal Agent and has been made with complete and full authority to commit Fiscal Agent to the all terms and conditions of this MOU which shall constitute valid, binding obligations on Fiscal Agent.

E **OMB Circular A-133 Assurances:** Fiscal Agent assures the Board that it complies with A-133 and that it will notify the Board of completion of required audits and of any adverse findings which impact this MOU.

F **Compliance with Grant.** In performing its responsibilities under this MOU, the Fiscal Agent shall fully comply with the regulations and costs principles, including subsequent amendments, set forth in any Grant Award Notification made by ISBE and the requirements set forth in any Grant agreement pursuant to that Grant award which are incorporated herein as if set forth in their entirety.

G **Grant Reporting.** Fiscal Agent shall complete any necessary reports upon completion of Services in the format as requested by ISBE. Fiscal Agent is responsible for the expenditure of funds and maintaining adequate supporting records consistent with generally accepted accounting practices. Fiscal Agent shall supply the Board with copies of

all reports required by ISBE which are submitted by Fiscal Agent pursuant to the Grant requirements.

- 12 **USE OF BOARD'S NETWORKS:** If at any time, Fiscal Agent has access to the Board's computer network, Fiscal Agent warrants that it is and shall remain in compliance with the Board's Information Security Policy adopted August 28, 2019 (19-0828-PO1), and the Board's Staff Acceptable Use Policy, adopted August 28, 2019 (19-0828-PO3), both as amended, during the term of the MOU and any renewals thereof. Fiscal Agent shall not act or fail to act in any manner that will cause any CPS student to not comply with the Board's Student Acceptable Use Policy, adopted August 28, 2019 (19-0828-PO2), as may be amended.
- 13 **NON-LIABILITY OF BOARD OFFICIALS:** Fiscal Agent agrees that no Board member, employee, agent, officer or official shall be personally charged by Fiscal Agent, its members if a joint venture, or any subcontractors with any liability or expense under the MOU or be held personally liable under this MOU to Fiscal Agent, its members if a joint venture, or any subcontractors.
- 14 **GOVERNING LAW:** This MOU shall be governed as to performance and interpretation in accordance with the laws of the State of Illinois. Fiscal Agent irrevocably submits itself to the original jurisdiction of those courts located in the County of Cook, State of Illinois, with regard to any controversy arising out, or relating to, or in any way concerning the execution or performance of this MOU. Fiscal Agent agrees that service of process on the Fiscal Agent may be made, at the option of the Board, by either registered or certified mail addressed to the office identified on the first page of this MOU, by registered or certified mail addressed to the office actually maintained by the Fiscal Agent, or by personal delivery on any officer, director, or managing or general agent of the Fiscal Agent. If any action is brought by the Fiscal Agent against the Board concerning this MOU, the action shall only be brought in those courts located within the County of Cook, State of Illinois.
- 15 **AUDIT AND DOCUMENT RETENTION:** Fiscal Agent shall permit and cooperate in good faith in any audits by the Board or its agents for compliance by Fiscal Agent with this MOU. Fiscal Agent will furnish the Board with such information as may be requested relative to the progress, execution, and costs of the Services. Failure of Fiscal Agent to comply in full and cooperate with the requests of the Board or its agents shall give the Board, in addition to all other rights and remedies hereunder, the right to charge Fiscal Agent for the costs of such audit. Fiscal Agent will maintain all records under the MOU. As used in this Section, "records" shall include all correspondence, receipts, vouchers, memoranda, and other data, regardless of type or medium (including emails or other electronically stored data) relating to this MOU and Fiscal Agent's performance of the Services. All records referenced above will be retained for at least five (5) years after the expiration or termination of this MOU and shall be subject to inspection and audit by the Board. If any audit, litigation, or other action involving the records is being conducted or has not been resolved, all applicable records must be retained until that proceeding is closed. Fiscal Agent will include, in all of its subcontractor agreements for Services, provisions

requiring subcontractors to maintain the above-described records and allowing the Board and/or its contractors the same right to inspect and audit said records as set forth herein.

16. **Notices:** All notices, requests, consents, approvals, acknowledgements and waivers under this MOU will be in writing and delivered to the applicable party, addressed to the designee for notification purposes set forth below:

To Fiscal Agent, at:

Envision Community Services
4324 West 63rd Street, Ste 4
Chicago, IL 60629
Attention: Roberto Montejano
Email: rmontejano@envisioncs.org

and if to the Board, at:

Chief of College and Career Success
Board of Education of City of Chicago
42 West Madison Street
Chicago, IL 60602

with a copy to:

General Counsel
Board of Education of City of Chicago
One North Dearborn, Suite 900
Chicago, IL 60602

Notice will be deemed given when verified by written receipt if sent by personal courier, overnight courier, or when received if sent by postal mail or electronic mail. A party may change its address or designee for notification purposes by giving the other party written notice of the new address or designee and the date upon which it will become effective.

17. **ETHICS:** No officer, agent or employee of the Board is or shall be employed by Fiscal Agent or has or shall have a financial interest, directly, or indirectly, in this MOU or the compensation to be paid hereunder except as may be permitted in writing by the Board's Code of Ethics adopted May 25, 2011 (11-0525-PO2), as amended from time to time, which policy is hereby incorporated by reference into and made a part of this MOU as if fully set forth herein.
18. **INSPECTOR GENERAL:** Each party to this MOU hereby acknowledges that in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General will have access to all information and personnel necessary to conduct those investigations.
19. **CONFLICT OF INTEREST:** This MOU is not legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3, which restricts the employment

of, or the letting of contracts to, former Board members within a one-year period following expiration or other termination of their office.

20. **SURVIVAL/SEVERABILITY:** All express warranties, representations and indemnifications made or given in this MOU shall survive the completion of the Services or the termination of this MOU for any reason. Invalidity of any provision, term or condition of this MOU for any reason shall not render any other provision, term or condition of this MOU invalid or unenforceable.
21. **FREEDOM OF INFORMATION ACT:** Fiscal Agent acknowledges that this MOU and all documents submitted to the Board related to this MOU are a matter of public record and are subject to the Illinois Freedom of Information Act (5 ILCS 140/1) and any other comparable state and federal laws and that this MOU is subject to reporting requirements under 105 ILCS 5/10-20.44. Fiscal Agent further acknowledges that this MOU shall be posted on the Board's website at www.cps.edu.
22. **COUNTERPARTS AND ELECTRONIC SIGNATURES:** This MOU 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 instrument. A signature delivered by electronic means shall be considered binding.

[SIGNATURE PAGES TO FOLLOW]

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

**BOARD OF EDUCATION
OF THE CITY OF CHICAGO**

ENVISION COMMUNITY SERVICES

DocuSigned by:
By: Janice K. Jackson July 10, 2020
7070DEEE02FD40F
Janice K. Jackson, Ed.D.
Chief Executive Officer

By: [Signature]
Name: Roberto Montejano, Sr

DocuSigned by:
Date: [Signature]
B24F1583AD84188

Title: President/CEO
Date: 7/7/2020

Approved as to Legal Form: ^{DS}
AR
DocuSigned by:
Joseph T. Moriarty
571EC59C33144C5
Joseph T. Moriarty
General Counsel

Elwanda Butler
Principal's Name

Elwanda Butler
Principal's Signature

Robert Fulton Elementary
School Name

5300 S. Hermitage Ave Chicago, IL 60609
School Address

7/07/2020
Date

Carol Devens-Falk
Principal's Name

Carol Devens-Falk
Principal's Signature

Corkery School
School Name

2510 S. Kildare
School Address

7/7/20
Date

Folasade Adeunle
Principal's Name

Folasade Adekunle
Principal's Signature

Sayre Language Academy
School Name

1850 N. Newland Ave Chicago IL 60707
School Address

7/7/2020
Date

124

Sergio Ramirez

Principal's Name

Sergio Ramirez

Principal's Signature

George Washington Elementary

School Name

3611 E. 114 St., Chicago, IL

School Address

7-7-2020

Date

125

23

This is not a research project. The MAS 21CCLC is not in any way connected with a college or university's IRB, and will report all data to ISBE for the purposes of grant reporting. This attachment is only meant to complete the "Required" tab to complete this application.



Dear School Principal,

As you are aware, Envision Community Services is providing an after-school program for at-risk students at your school during the 2021-2022 school year as part of an ISBE funded 21st Century Community of Learners project. The purpose of this program is to improve the academic achievement of at-risk students at your school by providing after-school activities focused on the arts, technology, homework preparation, science, and innovative inquiry and project-based instruction. This after-school program will be coordinated with instructional activities offered during the regular school day.

The purpose of this letter is to obtain your permission to submit surveys to teachers, students, and parents at your school who are involved in this 21st Century program. These surveys are critical to enable the project's evaluator to assess the impact of the after-school program on students and their families.

In return for your participation, we offer you a copy of a report that is derived from the data we collect. In this report, only aggregate will be provided and the individual identities of teachers, students, and family members will not be revealed.

Participation of teachers, students, and families in this program and its evaluation is entirely voluntary and can be withdrawn at any point without any loss or penalty. All information we collect will be kept confidential and used strictly for program evaluation purposes.

To indicate your permission for these evaluation activities, please sign and return below.

Signature

Date

Thank you for your time and collaboration.

Sincerely,

ECS Learning in School

As a participant in your school's 21CCLC after-school project with Envision Community Services, you are invited to participate in a survey that will ask you some questions about your thoughts and opinions. This survey should take no more than 15-20 minutes of your time.

There are no right or wrong answers. We are interested in how you think and feel. Your individual answers will be kept private and not shared with your parents or your teachers. Your participation will help improve after-school programs. Thank you for participating!

1. What school are you located?

Mark only one oval.

- ☐ Corkery Elementary
- ☐ Sayre Elementary Language Academy
- ☐ Fulton Elementary
- ☐ Washington G Elementary

2. What grade are you in?

3. I....

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
complete school work on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often participate in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work well with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
follow directions well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
set goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have good study habits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enjoy being in the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ask questions to make sure I understand my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen carefully to what is talked about in the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
can move well from one task to the next.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do not get into trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enjoy discussing ideas with other classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

feel more comfortable discussing difficult ideas.

can better explain what I mean.

can work on my own without help.

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Google Forms

MAS High School Prep

As a participant in your school's after-school project with Envision Community Services, you are invited

to participate in a survey that will ask you some questions about your thoughts and opinions. This

survey should take no more than 15-20 minutes of your time.

There are no right or wrong answers. We are interested in how you think and feel. Your individual

answers will be kept private and not shared with your parents or your teachers. Your participation will

help improve after-school programs. Thank you for participating!

1. What school are you located?

Mark only one oval.

- ☐ Corkery Elementary
- ☐ Sayre Elementary Language Academy
- ☐ Fulton Elementary
- ☐ Washington G Elementary

2. How are your feelings about high school?

Mark only one oval per row.

	Not well at all	A Little Bit	Neutral	Well	Extremely Well
How well do you think you will get along with other students at high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well do you think you will get along with your teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How anxious or worried are you about going to high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How excited are you about going to high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Which of the following do you think is more likely to happen?

Mark only one oval.

- ☐ I will not graduate from high school
- ☐ I will graduate from high school

4. How prepared do you think you are for...

Mark only one oval per row.

	Not Prepared At All	A Little Prepared	Neutral	Well	Extremely Well
Writing short papers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a leader in your high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading high school-level material?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning independently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing group projects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and applying mathematical principles or ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology for academic or learning purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking tests?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing and delivering in-class presentations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How prepared do you think you are for...

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I plan to attend a college/university after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting a good college education is a very important goal in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to do something else other than attend college after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Google Forms

MAS Parent Survey

As a participant in your school's after-school project with Envision Community Services, you are invited

to participate in a survey that will ask you some questions about your thoughts and opinions. This

survey should take no more than 15-20 minutes of your time.

There are no right or wrong answers. We are interested in how you think and feel. Your individual

answers will be kept private and not shared with your parents or your teachers. Your participation is completely voluntary. Thank you for participating!

1. What school is your child enrolled at?

Mark only one oval.

- ☐ Corkery Elementary
- ☐ Sayre Elementary Language Academy
- ☐ Fulton Elementary
- ☐ Washington G Elementary

2. What language is primarily spoken in your home?

Mark only one oval.

- ☐ English
- ☐ Spanish
- ☐ Polish
- ☐ Arabic
- ☐ Other: _____

3. What is your ethnicity/race?

Mark only one oval.

- ☐ White
- ☐ Latino(a)/Hispanic
- ☐ African-American/Black
- ☐ Arab/Middle Eastern
- ☐ Asian or Pacific Islander
- ☐ Native American
- ☐ Bi-Racial/Multi-Racial/Other
- ☐ Other: _____

4. During this school year, how often have you...

Mark only one oval per row.

	Never	A Few Times a Year	A Few Times a Month	A Few Times a Week	Daily
talk to your child's teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
call your child's teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attended a parent-teacher conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attended Local School Council (LSC) or other parent-teacher organization meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped/volunteered with an event at your child's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped plan an event at your child's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collaborated with other parents at your child's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped develop school policy changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to other parents about educational issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped your child with homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talked to your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**about their school
day**

**talked to your child
about what he/she
reads**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**monitored your
child's television
and video game
use**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**monitored your
child's internet and
its use to
communicate with
friends**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**read a book in your
spare time**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

5. You and Your Child

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel comfortable assisting my child with his/her homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my child's report card.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can help my child avoid fights and arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can help child progress from one grade to another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a space for my child to do his/her homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable having a conversation with my child's teacher in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of opportunities for supplemental education services for my child (i.e. tutoring).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can help my child handle pressure from friends his or her age to use drugs/alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts play an important role in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**providing my child
with a well-rounded
education.**

6. You and School

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel comfortable assisting my child with his/her homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable talking with my child's teacher about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school is a good place for my child to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have confidence in the people at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school is doing a good job of preparing children for their futures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about programs for youth and families in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of activities and programs going on at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of activities of the Local School Council (LSC).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always know how my child is doing in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My child's schoolwork is displayed in my home (e.g., papers on refrigerator).

☐

☐

☐

☐

☐

I know how to obtain information that will help me in getting my child ready for high school.

☐

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Personal Learning Survey

As a participant in your school's 21CCLC after-school project with Envision Community Services, you are invited to participate in a survey that will ask you some questions about your thoughts and opinions. This survey should take no more than 15-20 minutes of your time.

There are no right or wrong answers. We are interested in how you think and feel. Your individual answers will be kept private and not shared with your parents or your teachers. Your participation will help improve after-school programs. Thank you for participating!

1. What school are you located?

Mark only one oval.

- ☐ Corkery Elementary
- ☐ Sayre Elementary Language Academy
- ☐ Fulton Elementary
- ☐ Washington G Elementary

2. What grade are you in?

3. Personal Learning. Please click your responses on the provided rating scale, in each of the sections below. You may skip any question you feel uncomfortable answering. Otherwise, check over your answers to make sure you have not unintentionally missed a response.

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I work well with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can tell others how I feel without getting mad, excited, or yelling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to talk to my parents and teachers about problems I have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how my family, school, and others in the community help me with school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep track of my progress to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand other people's feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know different ways to make and keep friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I figure out different ways to work well in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what causes problems among my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can help solve problems among my friends in a helpful way.

☐☐☐☐☐

I understand that I am responsible for my own actions.

☐☐☐☐☐

I understand the need for rules in school.

☐☐☐☐☐

I can figure out ahead of time how certain situations may cause me problems.

☐☐☐☐☐

I figure out different ways to solve school problems

☐☐☐☐☐

I figure out different ways to solve personal problems.

☐☐☐☐☐

I help out at my school.

☐☐☐☐☐

4. Activities and Health. How often have you participated in the following activities?

Mark only one oval per row.

	Never	A Few Times a Year	A Few Times a Month	A Few Times a Week	Daily
Music, band, choir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering in community activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School team sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to museums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to concerts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to plays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How much time do you spend playing video games (i.e. Xbox, Playstation, computer) daily?

Mark only one oval.

- ☐ None
- ☐ 30 Minutes or Less
- ☐ 1 Hour or Less
- ☐ 1 to 2 Hours
- ☐ 2 to 3 Hours
- ☐ 3 or more Hours

6. How much time do you spend using apps and being on the Internet?

Mark only one oval.

- ☐ None
- ☐ 30 Minutes or Less
- ☐ 1 Hour or Less
- ☐ 1 to 2 Hours
- ☐ 2 to 3 Hours
- ☐ 3 or more Hours

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MAS School Coordinator Survey

We very much appreciate your teaching in the MAS program for the 2022-2023 school year.

We would like to know what you learned during your time being a School Coordinator in the program and what your plans are for coordinating in MAS in 2023-2024. Your responses will help us improve the program for students and families. Information provided in this survey will only be shared in an unidentified format and only be used for grant reporting purposes and for MAS team members to improve programming and services.

1. What is your name? What school do you serve?

2. How were students identified and selected for your specific school program?

3. What (if any) special actions were taken to recruit/include students with the greatest needs? (Ex. ELs, DLs, low academic achievers, at-risk students, etc.)

4. Describe any special student retention strategies that your site employed?

5. How was staffing of your program impacted by COVID-19? Describe any challenges finding teachers, instructors, partners, other staff, etc.

6. Please describe the strengths of your program in Year 3.

7. Please describe the challenges of your program in Year 3.

8. Describe any modifications/changes you've made or will make in Year 4.

9. Describe any strategies for targeting and retaining students, or areas of your program, of the overall project that you feel need to be addressed or improved.

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MAS Teacher and Instructor Survey

We very much appreciate your teaching in the MAS 21CCLC program. We would like to know what you learned during your time teaching in the program. Your responses will help us improve the program for students and families. Information provided in this survey will only be used for grant reporting purposes and for MAS team members to improve programming and services.

This survey is completely voluntary for all teachers and your response will be made anonymous.

* Required

1. Full Name (optional)

2. School where you provided MAS instruction: *

Mark only one oval.

- ☐ Corkery
- ☐ Fulton
- ☐ Sayre
- ☐ Washington

3. List classes you provided MAS instruction for: *

4. Please check grade(s) you provided MAS instruction for: *

Check all that apply.

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

☐ 5th

☐ 6th

☐ 7th

☐ 8th

☐ All

☐ Other: _____

5. If you also work/worked at your school site, what is/was your role during the school day?

Check all that apply.

- ☐ Teacher
- ☐ Instructional/Classroom Assistant
- ☐ SECA
- ☐ Librarian
- ☐ Media Arts/Technology Specialist
- ☐ Security
- ☐ Lunchroom Personnel
- ☐ Office Personnel
- ☐ Recess Personnel
- ☐ Counselor/Case Worker
- ☐ School Nurse
- ☐ Bilingual Program Coordinator
- ☐ Other: _____

6. If you are/were a Teacher during the school day, what subject(s) do/did you teach?

Check all that apply.

- ☐ ELA
- ☐ Math
- ☐ Science
- ☐ Social Studies
- ☐ Library Science
- ☐ Physical Education
- ☐ Technology/Media Arts
- ☐ Arts
- ☐ Music
- ☐ Dance
- ☐ Drama/Theater
- ☐ World Language
- ☐ All subjects
- ☐ Other: _____

7. If you are a Teacher during the school day, what grades do/did you teach?

Check all that apply.

☐ PreK

☐ K

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

☐ 5th

☐ 6th

☐ 7th

☐ 8th

☐ All

☐ Other: _____

**Program
Questions**

Using the rating scale below, please provide a response to the following items.

Rating scale: 5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never NA = Not Applicable

8. *

Mark only one oval per row.

	5 = Always	4 = Often	3 = Sometimes	2 = Rarely	1 = Never	Not Applicable
I enjoyed teaching my MAS classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A goal of my teaching was to encourage students to ask questions and to learn about things that interest them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A goal of my teaching was to help students know their classmates and collaborate on projects together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We did activities to help students appreciate their abilities and talents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We did activities to help students appreciate their culture and/or family background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I guided students in reflecting upon and discussing what they were learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provided opportunities for students to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

document (photo, video, audio) their activities and projects in order to tell stories of their learning

We worked on projects connected to subjects that students were studying during the day, like reading, writing, social studies, science, etc.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

I collaborated with other MAS teachers in planning or carrying out my class

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My students set goals in order to accomplish class tasks

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My students came to class ready to learn

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My students were easily distracted in class

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My students had their cameras on during our remote/virtual class

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My students helped one another in

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

working on class projects

My students' parents/guardians supported their child's remote/virtual learning

☐

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9. What did you most enjoy about teaching in the MAS program? *

10. How did students respond to your classes? What projects/activities did they most enjoy? *

11. What were some challenges you encountered in your teaching in MAS? *

12. To what extent did you help students select topics they wanted to learn? *

13. What suggestions do you have to welcome more parent/family involvement in the MAS program? *

14. What suggestions do you have for improving the MAS program? *

15. Please add any other comments you would like to share with project leadership.

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Technology School Survey

As a participant in your school's 21CCLC after-school project with Envision Community Services, you are invited to participate in a survey that will ask you some questions about your thoughts and opinions. This survey should take no more than 15-20 minutes of your time.

There are no right or wrong answers. We are interested in how you think and feel. Your individual answers will be kept private and not shared with your parents or your teachers. Your participation will help improve after-school programs. Thank you for participating!

1. What school are you located?

Mark only one oval.

- ☐ Corkery Elementary
- ☐ Sayre Elementary Language Academy
- ☐ Fulton Elementary
- ☐ Washington G Elementary

2. What grade are you in?

3. Social Media Usage

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use social media to share things I have learned or find interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can share thoughts with people online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can find resources online and do online research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can determine if information I find online is accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Overall, how often do you use the following technology

Mark only one oval per row.

	Never	A Few Times a Year	A Few Times a Month	A Few Times a Week	Daily
Word processing tools(for example: Word, Google Docs, andPages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreadsheet tools (forexample: Excel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation tools (for example: Powerpoint, Google Slides, and Prezi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maps (for example: Google Maps, Google Earth, andMapquest)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youtube/Vevo/Tiktok	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web editing/development tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movie production tools (for example: iMovie)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photo editing tools (for example, Photoshop and iPhoto)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instant messaging/videoconf erencing tools (for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**example: Skype,
Zoom and Facetime)**

**Text messaging (for
example: mobile
phone texts and
Whatsapp)**

☐☐☐☐☐

**Web searching (for
example: Google)**

☐☐☐☐☐

**Audio or voice editing
software/apps**

☐☐☐☐☐

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09/20/2022

Derek Miller
51585 Winding Waters Lane
North Elkhart, IN 46514

Dear Mr. Miller,

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 08/31/2022 to your research project, titled: This is not a research project..

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: Level I

Other Notes: Interactions with students and staff 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 #2022-1760. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

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

Sarah Dickson
Co-Chair, Research Review Board