



View xForm - Research Review Board (RRB) Submission

New RRB Submission

Data Entry

- Submitted 04/01/2024 12:22 PM ET by Becker, Mireya

Submission Type

RRB Number	2022-1784
Study Title	Museums + You: Personalized Learning and Community Engagement Partnership Program Evaluation
Event Type	Modification/Continuing Review defined 04/12/2024
Schools Participating	No answer provided.

SUBMISSION TYPE INSTRUCTIONS AND OPTIONS

"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.

"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.

"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

Modification/Continuing Review of a RRB project previously approved outside of IRBManager

Please enter your RRB Protocol number below. If you're unable to find your RRB Protocol number, please indicate this in the following question.

2022-1784-CPS

If you're having problems looking up your RRB submission number, a "%" can be used in front of a sequence of numbers to find a RRB number containing that sequence. For example, inputting "%123" would bring up studies "2025-7123" and "2026-9123" (these numbers are examples and do not exist in the system.)

Were you able to find your RRB Protocol Number using the previous lookup function?

Yes

Amendment Summary

Description of Research Activities to Date

The Field Studies program is a collaboration between the Chicago Public Schools (CPS) Department of Advance Learning and Specialty Programs and the Field Museum's School Learning Experiences team with the overarching goal of connecting inquiry learning in classrooms with museum assets and learning expertise. The program was formerly titled MY PLACE, but has changed due to shifts from a focus on personalized learning to inquiry learning. There are currently four schools engaging in the program; Talcott Fine Arts and Museum Academy, Louis Pasteur Elementary School, Aldridge Elementary School, and Hurley Elementary School. Field Studies (then known as MY PLACE) began in the spring of 2019 when the Field Museum and three partnering schools collaborated together to develop a program plan to integrate museum resources and expertise into classroom instruction. Through this participatory design process, each school developed a unique program plan to be implemented in select classrooms during the 2019-2020 school year. The schools and Field Museum modified the implementation plan going into the 2020-2021 academic year, taking lessons learned from the previous year and considering the COVID-19 health crisis and impact on school structures. For the 2021-2022 school year, the program shifted again to meet the needs of teachers and students as the COVID-19 health crisis continues to affect the dynamics of schools. As a result, each school engaged in a highly flexible plan designed to build upon the program outcomes and support teachers in navigating the school year. The 2022-2023 academic year saw the Field Museum fully implementing all facets of the program including student-facing workshops, teacher professional development, and science nights at schools. For the 2023-2024 school year, we are working with the identified partnership schools to implement inquiry-based workshops for students, teacher professional development on using museum resources in the classroom, and hosting Inquiry Nights at the partner schools. We are also expanding the workshop curriculum to include topics in science and social science.

As a result of the success of the previous years, we are looking to continue the program at the identified schools and work with additional schools. In order to understand the impact of the implementation of the program activities as selected by the schools, the Field Museum and CPS Department of Advance Learning and Specialty Programs seek to conduct an evaluation project that collects data from participating Field Studies teachers and parents. The evaluation project will bring to light the current impact of the program and will support the program team and partnering schools in determining shifts for the following school year program.

Preliminary Results to Date

In the 2022-2023 academic year, Talcott Fine Arts and Museum Academy had 560 students in 1st-5th grade, 8 teachers, and two school administrators participate in the program. Louis Pasteur Elementary School had 323 students in 3rd and 4th grade, and 7 teachers, and two school administrators participated in the program. Hurley Elementary School had 326 students in 1st-5th grade, 6 teachers, and 2 school administrators participate in the program.

The program goals for the 2022-2023 academic year included:
Experiential learning opportunities for students through Museum educator-led classroom workshops.

Focus on inquiry-based learning and using specimens and objects from the Museum's collection to enhance and support student learning.

Teacher professional development at schools as well as embedded within the classroom workshop experience; modeling inquiry-based instruction and using different skills within each workshop.

School-wide field trip to the Field Museum.

Science Night at each school with museum educators and scientists leading activities for students and families as well as teachers from each school facilitating Museum-related content at their tables.

All three targeted schools Talcott, Hurley, and Pasteur participated in the classroom workshop experiences and embedded professional development for teachers, school-wide customized field trips, as well as Family Science Nights at each of the participating schools.

Type of Request

Continuing Review

Please select continuing review if no changes have been made to your study protocol. If you plan on proposing a modification AND a continuing review, please select modification, as an approved modification will extend your approval period.

Optional Attachments - please attach any reports/publications that have been created thus far here.

No answer provided.

Pertinent CPS Documentation

Submitter

Becker, Mireya

Email: mbecker@fieldmuseum.org

Phone:

Overview of Pertinent CPS Documentation

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

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

External Research Study and Data Policy

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

CPS RRB Guidelines

✓ I have read and understood the CPS RRB Guidelines

CPS Equity Framework

✓ I have read and understood the CPS Equity Framework

CPS 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

Field Studies: School Partnerships and community engagement which was formerly known as, Museums + You: Personalized Learning and Community Engagement (MY PLACE)

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

No

Primary Study Organization/University

The Field Museum

Principal Investigator

Becker, Mireya

Expirations:

**Background
Check
Level:**

PI Organization

The Field Museum

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?

Symons Charitable Trus

What is the amount of funding awarded?

\$50,000.00

Please list primary contact information of funder.

Marshall Front
122 S Michigan Ave Ste 1220
Chicago, IL 60603-6263
United States

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

Edward N Hurley Elementary School
Henry H Nash Elementary School
Ira F Aldridge Elementary School
Laura S Ward Elementary School
Louis Pasteur Elementary School
Mancel Talcott Elementary School

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

Yes

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

Yes

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

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



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

Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>

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

Questionnaire

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

The research method will be in the form of a participation survey. The survey is comprised of questions designed to collect both quantifiable and qualitative data. These surveys focus on the student workshop experience as well as teacher professional development. By developing surveys that focus on questions that cross all four schools' experiences, the Field Studies program team hopes to collect data that informs program impact on multiple levels both within and across the partnering schools. This data will be used to guide not only program planning for next academic year but also future evaluation questions.

The research method will use two data collection forms including: a post-family event survey for parents, and a summative program survey for teachers. Methods will be conducted via on-line tool Alchemer. By developing a suite of data collection methods that are composed of both quantifiable and qualitative data, the Field Studies team seeks to gain a holistic understanding of the program's effectiveness on both teachers and students. Utilizing opportunities to capture snapshots of data throughout the program will allow for more in-depth analysis of the specific program components and provide a sense as to how the components create broader impact when layered together. The overall data will be used to guide not only program planning for next academic year but also support a thesis as to how this program model might be scaled in the future. The data collection will begin in Quarter 4 of the school year (April 2, 2024) and will end just prior to the end of the school year (June 7, 2024). During the course of this time frame, teachers will complete and submit: post-workshop questionnaires, one post-family event survey, and one summative program survey.

Please describe how data will be captured and stored securely

No personally identifiable information (like the name of the respondent, email address) will be shared in any distribution of the analysis of the evaluation. Participants with the appropriate consent will be given a four-digit number code to connect their identity to an anonymous data set. The evaluation data collected through Alchemer and participant code information will be stored in an independent Google Drive Folder, only accessible by two Field Museum staff members, the PI and a Field Museum co-PI on the project. All evaluation data, once retrieved and analyzed from the protected platforms, will be maintained on password protected cloud storage via Google Drive. All data will be securely stored for 3 years after completion of the study. Any data that is shared with the school partners, funders, or any additional reporting outlets will be stripped from all identifying information and presented in aggregate form to ensure as much confidentiality as possible.

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

Consent_ 2023-2024 Encuesta de Field Studies para los
Padres.pdf

Consent
Forms

Consent_ 2023-2024 Field Studies Parent Survey-

Consent

English.pdf

Consent_ 2023-2024 Summative Field Studies Program
Survey.pdf

Forms

Consent
Forms

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

The research method will use two data collection forms including: a post-family event survey for parents, and a summative program survey for teachers. Methods will be conducted via on-line tool Alchemer. By developing a suite of data collection methods that are composed of both quantifiable and qualitative data, the Field Studies team seeks to gain a holistic understanding of the program's effectiveness on both teachers and students. Utilizing opportunities to capture snapshots of data throughout the program will allow for more in-depth analysis of the specific program components and provide a sense as to how the components create broader impact when layered together. The overall data will be used to guide not only program planning for next academic year but also support a thesis as to how this program model might be scaled in the future.

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

No

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

No

Study Details

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

Parents
Teachers

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

Yes, and it was approved

IRB of Record Name

Field Studies school partnership program evaluation

IRB Protocol Number

#240117

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

2024 Becker IRB Extension Approval (1).pdf IRB Letters

IRB of Record Primary Contact Email Address

mbecker@fieldmuseum.org

Please select your primary area of research from the following:

Program Evaluation

Secondary Study Subject(s)

General Curriculum and Instruction
Science Curriculum
STEM Education
Teaching and Learning

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.

The Field Studies program is a collaboration between the Chicago Public Schools (CPS) Department of Advance Learning and Specialty Programs and the Field Museum's School Learning Experiences team with the overarching goal of connecting inquiry learning in classrooms with museum assets and learning expertise. The program was formerly titled MY PLACE, but has changed due to shifts from a focus on personalized learning to inquiry learning. There are currently six schools engaging in the program; Talcott Fine Arts and Museum Academy, Louis Pasteur Elementary School, Aldridge Elementary School, Laura Ward Elementary School, Nash Elementary School, and Hurley Elementary School. Field Studies (then known as MY PLACE) began in the spring of 2019 when the Field Museum and each partnering school collaborated together to develop a program plan to integrate museum resources and expertise into classroom instruction. The 2023-2024 academic year saw the Field Museum fully implementing all facets of the program including student-facing workshops, teacher professional development, and science nights at schools. As a result of the success of the previous year, we are looking to continue the program at the identified schools and work with additional schools. In order to understand the impact of the implementation of the program activities as selected by the schools, the Field Museum and CPS Department of Advance Learning and Specialty Programs seek to conduct an evaluation project that collects data from participating Field Studies teachers and parents. The evaluation project will bring to light the current impact of the program and will support the program team and partnering schools in determining shifts for the following school year program.

Research Questions and Hypothesis

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

The overarching research question of this evaluation project is: To what extent does the Field Studies program impact teacher practice, behavior, and attitude? This research question is connected to the Field Studies Theory of Change (see Attachment 1) in that by impacting teacher practice and modeling inquiry, student learning increases. Our overall hypothesis is that the Field Studies program will lead to increased student learning through changes in teacher practice and the integration of museum resources into learning experiences.

The evaluation methodology for this project will be as follows: a summative program survey designed for each of the partnering schools according to the goals the participating teachers at each school set for the Field Studies program, and a post-family event survey for parents (see Attachment 2 - Survey Instruments). The data, consisting of both quantitative and qualitative information, will be analyzed by the program team, composed of Field Museum staff and CPS staff.

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 evaluation project is fundamentally to support the Field Studies program team and partnering schools in order to understand 1) program impact within individual schools as it relates to the contextualized program goals of that school and 2) program impact across schools as it refers to common program elements such as the use of specific museum resources selected by all three schools. The compiled data will be primarily utilized within the programming team and with partnering schools to support informed program decision making for the next academic year. Secondary use cases will be in grant reporting and with potential program funders.

Seeing as this is the fifth year of program implementation, the team is very interested in building on the data collected in the previous year, specifically how the program is impacting teaching behaviors and how the program meets the needs of teachers in this new age of education.

We recognize that this project is founded on previous research in both the fields of museum education and personalized learning (See Attachment 3 - Literature Review), in that there is clear data about the importance of leveraging in and out of school learning opportunities for students and common elements to effective personalized learning instruction.

We hope the Field Studies research project contributes to the larger field of education in that through this particular research project, we seek to invite our school partners into the evaluation discussion by measuring impact according to what the school is interested in researching. By folding each school's unique program goals into the evaluation, we look to provide our partner schools with an opportunity to participate in the evaluation process much like they contributed to the program design process. Collaborating with schools in a participatory manner on program evaluation could yield interesting insights into how schools use data to perceive impact and how school partners, like museums, can be more responsive to individual school contexts.

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.)

The research method will be in the form of a participation survey. The survey is comprised of questions designed to collect both quantifiable and qualitative data. These surveys focus on the student workshop experience as well as teacher professional development. By developing surveys that focus on questions that cross all four schools' experiences, the Field Studies program team hopes to collect data that informs program impact on multiple levels both within and across the partnering schools. This data will be used to guide not only program planning for next academic year but also future evaluation questions.

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.

The research method will use two data collection forms including: a post-family event survey for parents, and a summative program survey for teachers. Methods will be conducted via on-line tool Alchemer. By developing a suite of data collection methods that are composed of both quantifiable and qualitative data, the Field Studies team seeks to gain a holistic understanding of the program's effectiveness on both teachers and students. Utilizing opportunities to capture snapshots of data throughout the program will allow for more in-depth analysis of the specific program components and provide a sense as to how the components create broader impact when layered together. The overall data will be used to guide not only program planning for next academic year but also support a thesis as to how this program model might be scaled in the future.

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?

Community Partnership
Continuous Learning

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

The Field Studies program will bring Field Museum resources to the in-classroom learning environment. Our experts will lead hands-on science lessons using objects from the Museum's collection. Built around topics like patterns in nature, animal discovery, and conservation in Chicago, these sessions will create a field trip-like experience for students. Museum educators will work with teachers to ensure these experiences align with their curriculum, goals, and national teaching standards. This coordination will help students make deeper connections with science subjects, and provide teachers valuable support and the chance to observe and facilitate inquiry learning first-hand.

The Field Studies program will lead convenient and accessible professional development programs in select CPS schools. Through this neighborhood-based approach, the Museum hopes to engage a broader, more diverse group of Chicago Public School teachers, by offering time and location options most convenient for them.

The Field Studies program hopes to develop stronger, well-rounded relationships with community stakeholders in Chicago's West and South side neighborhoods. In addition to professional development and hands-on classroom experiences, the Field Museum supports community science nights and family field trips, engaging entire families and the broader community in learning. Many schools already host STEM nights when each grade level completes a science activity with family members. When appropriate, Field Museum educators will participate in STEM or Science nights at participating schools, setting up natural history science stations for families to engage in together. We will also offer family field trips to the Field, either by inviting each child to bring a parent on a weekday field trip or encouraging all family members to join the class field trip on a weekend. By offering our stakeholders multiple avenues for connection, the Museum seeks to foster holistic, trusted partnerships with local community members.

To inform this program, the Field Museum completed community mapping and surveyed Chicago neighborhoods that lacked access to STEM programs. After conversations with 33 community groups and significant research, the Museum identified opportunities to work more closely with South and West side neighborhoods and engage schoolchildren in science through a collaborative, holistic education model. Working with new and existing partners, this community-centered education initiative will bring science

inquiry into classrooms, embrace all learning styles, and provide teachers with professional development to support their students' growth. Further, this initiative will help make the Museum's robust natural history resources more accessible and functional for Chicago Public School students.

How does this project support the district broadly?

Participating in the evaluation will be of direct benefit to the participants in that the data collected will be used to inform program shifts for the next academic year. Ideally the program shifts will lead to positive impacts in the teachers' practice, behavior, and attitude as well as positively impact student learning related to the Field Studies program. Information collected from this project will help CPS learn more about the depth of inquiry-based learning practice in these schools. In terms of the broader application to Chicago Public Schools, the Field Studies program is looking to expand and scale to reach more teachers and more schools in subsequent years. The evaluation data collected in the 2023-2024 school year will support the development of a plan for program growth as the Field Museum and Chicago Public Schools' better understand the program's impact on teachers, students, and schools at large. (See Attachment 4 - Field Museum Internal Review Board Approval and CPS Letter of Support)

The Field Studies program hopes to develop stronger, well-rounded relationships with community stakeholders in Chicago's West and South side neighborhoods. In addition to professional development and hands-on classroom experiences, the Field Museum supports community science nights and family field trips, engaging entire families and the broader community in learning. Many schools already host STEM nights when each grade level completes a science activity with family members. When appropriate, Field Museum educators will participate in STEM or Science nights at participating schools, setting up natural history science stations for families to engage in together. We will also offer family field trips to the Field, either by inviting each child to bring a parent on a weekday field trip or encouraging all family members to join the class field trip on a weekend. By offering our stakeholders multiple avenues for connection, the Museum seeks to foster holistic, trusted partnerships with local community members.

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Commitment to Equity

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

This project reflects the district's commitment to equity by creating positive and equitable access to science through inquiry workshops and family science events. To inform this program, the Field Museum completed community mapping and surveyed Chicago neighborhoods that lacked access to STEM programs. After conversations with 33 community groups and significant research, the Museum identified opportunities to work more closely with South and West side neighborhoods and engage schoolchildren in science through a collaborative, holistic education model. Working with new and existing partners, this community-centered education initiative will bring science inquiry into classrooms, embrace all learning styles, and provide teachers with professional development to support their students' growth. Further, this initiative will help make the Museum's robust natural history resources more accessible and functional for Chicago Public School students.

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

How are your research activities accessible to individuals with disabilities?

The Field Studies program focuses on using inquiry-based learning and uses a hands-on approach to science education. This project's activities have modifications in place for the student workshops to help ensure equity and accessibility. Inquiry-based learning sparks curiosity and offers multiple modalities of learning to increase the accessibility for diverse learners and students with all ability levels. This hands-on inquiry model also supports language development in multilingual students. During the hands-on workshops, students participate in object-based inquiry lessons that focuses on including everyday phenomena and supports learning with real items from the Field Museum's collection such as fossils, animal skulls, and plants. Learning through these unique collection items supports how science ideas and language development occurs naturally through discussion, question-asking, and scientific drawing.

Are your research activities translated into languages other than

English as appropriate for the community?

Yes, the Field Studies partner schools have student populations that speak both English and Spanish. To support students and parents, the Field Studies workshops are facilitated by Spanish-speaking educators and the materials used within this program have been translated into Spanish. The parent surveys and science night materials have also been translated into Spanish.

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?

The data collection will begin in Quarter 4 of the school year (March 20, 2024) and will end just prior to the end of the school year (June 7, 2024). During the course of this time frame, the Field Studies team will administer the survey at the end of three workshop sessions held at 3 schools in the spring semester; each participating teacher will take the survey once after the workshop they attend at their school Parents will complete one post-family event questionnaire during this time frame.

The Field Studies team will collaboratively review the data collected from the evaluation instruments. The data, comprised of both quantitative and qualitative information, will be compiled in descriptive statistics and open-ended response trends in order to understand 1) program impact within individual schools as it relates to the contextualized program goals of that school and 2) program impact across schools as it refers to common program elements such as the classroom workshops and the use of museum resources.

Relevant data in aggregate form will be shared at the end of the 2023-24 school year with each Field Studies school. The data will be compiled into a brief analysis document in order to preserve anonymity yet still provide valuable information regarding each schools' program plan. The program team and participating administration and teachers will discuss the data together in order to inform what changes should be made to the program goals and/or program plan for the next academic year. It is important to the nature of this collaborative school partnership model that the schools are empowered to make decisions regarding the program direction that are guided by data, and therefore sharing the survey results will ensure that the schools are in a position to identify program changes that will lead to the greatest impact.

While use of the data with the Field Studies school partners is an important factor in distributing the survey results, we also plan to share the analysis with both current and prospective program funders and in future conference

presentations. Any data presented in these contexts will also be in aggregate form and will be stripped of any identifying information, and will be used to ultimately share the program's effectiveness with key stakeholders.

Research Activities

Start Date of Recruitment

04/02/2024

End Date of Recruitment

06/07/2024

Please provide the date that you will begin primary data collection

04/02/2024

Please provide the end date of primary data collection

06/07/2024

Please provide the date that you will begin analysis

04/02/2024

Please provide the end date of analysis

08/31/2024

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

09/16/2024

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

The information gathered through these surveys will be used to improve the program and make adjustments to better serve teachers and students. Information from this survey will be gathered into a document for review purposes.

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

No

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

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

No

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

No

Will this research involve Product Testing?

No

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

No

Does this research involve other research procedures not described previously?

No

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

Yes

Please describe

The Field Studies program is a collaboration between the Chicago Public Schools and the Field Museum's School Learning Experiences team with the overarching goal of connecting classroom learning with museum assets and learning expertise. Our experts will lead hands-on science lessons using objects from the Museum's collection. Built around topics like patterns in nature, animal discovery, and conservation in Chicago, these sessions will create a field trip-like experience for students. Museum educators will work with teachers to ensure these experiences align with their curriculum, goals, and national teaching standards. This coordination will help students make deeper connections with science subjects, and provide teachers valuable support and the chance to observe and facilitate inquiry learning first-hand. The Field Studies program will lead convenient and accessible professional development programs in partner CPS schools. This project involves teacher professional development and student workshops covering science topics aligned with NGSS standards, C3 standards, and Common Core standards.

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

No

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

No

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

Study Population

Will you be submitting a secondary Data Request?

No

RRB Number

2022-1784-CPS

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

Study Subject Inclusion Criteria

47 teachers will be invited to participate in the study: 11 teachers from Talcott Fine Arts and Museum Academy, 12 teachers from Pasteur Elementary, 4 teachers from Aldridge Elementary School, and 8 teachers from Hurley Elementary School, 8 Nash Elementary School, and 4 Laura Ward Elementary School. Participants range in age, ethnicity, and number of years in the classroom. Participants are selected due to their participation in the Field Studies program and all participating teachers are invited to complete the program-related evaluation instruments.

An estimated 500 parents of students attending Science Night events will be asked to complete the survey. Participants are limited to parents and/or guardians from each participating school. Participants range in age, ethnicity, and number of years in the classroom. Participants are selected due to their participation in the Field Studies program and all participating teachers are invited to complete the program-related evaluation instruments.

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

47 teachers will be invited to participate in the study: 11 teachers from Talcott Fine Arts and Museum Academy, 12 teachers from Pasteur Elementary, 4 teachers from Aldridge Elementary School, and 8 teachers from Hurley Elementary School, 8 Nash Elementary School, and 4 Laura Ward Elementary School. Participants range in age, ethnicity, and number of years in the classroom. Participants are selected due to their participation in the Field Studies program and all participating teachers are invited to complete the program-related evaluation instruments.

An estimated 500 parents of students attending Science Night events will be asked to complete the survey. Participants are limited to parents and/or guardians from each participating school. Participants range in age, ethnicity, and number of years in the classroom. Participants are selected due to their participation in the Field Studies program and all participating teachers are invited to complete the program-related evaluation instruments.

An estimated 500 parents of students attending Science Night events will be asked to complete the survey. Participants are limited to parents and/or guardians from each participating school. Participants range in age, ethnicity, and number of years in the classroom. Participants are selected due to their participation in the Field Studies program and all participating teachers are invited to complete the program-related evaluation instruments.

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

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

No answer provided.

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

Participating in the evaluation will be of direct benefit to the participants in that the data collected will be used to inform program shifts for the next academic year. Ideally the program shifts will lead to positive impacts in both teachers' practice, behavior, and attitude as related to the Field Studies program as well as parents' attitudes. In terms of the broader field of education, the Field Studies program is looking to expand and scale to reach more teachers and more schools in subsequent years. The evaluation data collected in the 2023-24 school year will support the development of a plan for program growth as the Field Museum and CPS Department of Advance Learning and Specialty Programs better understand the program's impact on teachers, parents, and schools at large.

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

Loss of time completing the survey.

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

Surveys will be administered online and participants will be encouraged to complete the surveys when they are available. Consent forms are attached to each survey and indicate the amount of time needed for completing the surveys which are indicated below:

Post Program Survey: administered once and an estimated 10-15 minutes for completion

Parent Survey: administered once and an estimated 10-15 minutes for completion

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

Participants may elect to end the survey at any time.

Will you compensate study subjects?

Yes

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

Teachers who participate in all evaluation activities will be eligible for a drawing to win a \$50 Amazon Gift Card (to be awarded at the end of the 2023-24 school year).

Parents who participate in all evaluation activities will be eligible for a drawing to win a \$50 Amazon Gift Card (to be awarded at the end of the 2023-24 school year).

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

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

Participants will be eligible for a drawing to win a \$50 Amazon Gift Card. At the end of the 2023-24 school year, eligible participants will be entered into a drawing. Winning participants will receive a \$50 Amazon Gift Card at the end of the 2023-24 school year.

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

Participants will be eligible for a drawing to win a \$50 Amazon Gift Card. At the end of the 2023-24 school year, eligible participants will be entered into a drawing. Winning participants will receive a \$50 Amazon Gift Card at the end of the 2023-24 school year.

Study Recruitment

Outline every aspect of the recruitment process for parent participants.

Participants must be a parent and/or guardian of a student at a participating school. Parents must attend the Science Night events held at each individual school.

Outline every aspect of the recruitment process for teacher participants.

Teachers must be a teacher at a participating school and have participated in a Field Studies workshop.

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.

Mireya Becker

Will this research involve screening procedures

No

Compliance

FERPA

For more information on FERPA, click here.

Is any aspect of this research subject to FERPA?

No

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?

No

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?

No

Permission, Confidentiality, and Security

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

Field Studies 2023-2024.pdf

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.

No personally identifiable information (like the name of the respondent, email address) will be shared in any distribution of the analysis of the evaluation. Participants with the appropriate consent will be given a four-digit number code to connect their identity to an anonymous data set. The evaluation data collected through Alchemer and participant code information will be stored in an independent Google Drive Folder, only accessible by two Field Museum staff members, the PI and a Field Museum co-PI on the project. All evaluation data, once retrieved and analyzed from the protected platforms, will be maintained on password protected cloud storage via Google Drive. All data will be securely stored for 3 years after completion of the study. Any data that is shared with the school partners, funders, or any additional reporting outlets will be stripped from all identifying information and presented in aggregate form to ensure as much confidentiality as possible.

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

No personally identifiable information (like the name of the respondent, email address) will be shared in any distribution of the analysis of the evaluation. Participants with the appropriate consent will be given a four-digit number code to connect their identity to an anonymous data set. The evaluation data collected through Alchemer and participant code information will be stored in an independent Google Drive Folder, only accessible by two Field Museum staff members, the PI and a Field Museum co-PI on the project. All evaluation data, once retrieved and analyzed from the protected platforms, will be maintained on password protected cloud storage via Google Drive. All data will be securely stored for 3 years after completion of the study. Any data that is shared with the school partners, funders, or any additional reporting outlets will be stripped from all identifying information and presented in aggregate form to ensure as much confidentiality as possible.

How will you store participant data?

Without any identifiers or codes

These details must be included in all applicable consent forms

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

The research method will be in the form of a participation survey. The survey is comprised of

questions designed to collect both quantifiable and qualitative data. These surveys focus on the our schools' experiences, the Field Studies program team hopes to collect data that informs program impact on multiple levels both within and across the partnering schools. The research method will use two data collection forms including: a post-family event survey for parents, and a summative program survey for teachers. Methods will be conducted via on-line tool Alchemer. No personally identifiable information (like the name of the respondent, email address) will be shared in any distribution of the analysis of the evaluation. The evaluation data collected through Alchemer will be stored in an independent Google Drive Folder, only accessible by two Field Museum staff members, the PI and a Field Museum co-PI on the project. All evaluation data, once retrieved and analyzed from the protected platforms, will be maintained on password protected cloud storage via Google Drive. All data will be securely stored for 3 years after completion of the study.

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

No

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

No

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

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

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

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

The evaluation data collected through Alchemer will be stored in an independent Google Drive Folder, only accessible by two Field Museum staff members, the PI and a Field Museum co-PI on the project. All evaluation data, once retrieved and analyzed from the protected platforms, will be maintained on password protected cloud storage via Google Drive. All data will be securely stored for 3 years after completion of the study.

Attachments

Please attach all miscellaneous attachments

No answer provided.

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

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

Yes

Please attach any contract or agreement associated with this research

Data Security Agreement for External Researchers
(2).pdf

Contract/Agreement

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

01/22/2024

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

CPS RRB/Data Request ePay System

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

RRB #

2022-1784-CPS

Payment Confirmation Number

20000262

Verification of Previously Approved RRB
- Submitted 04/12/2024 3:58 PM ET by Corson, Adam

Office Verification

Ready for processing?

Ready for processing

Verify RRB #

2022-1784-CPS

Please indicate which of the following applies.

Project Currently Exists within IRBManager

Office RRB # Lookup

2022-1784-CPS

Load Initial Submission into IRBManager
- Submitted 04/12/2024 3:58 PM ET by System, The

Load CR/Mod into IRBManager

- Submitted 04/12/2024 3:58 PM ET by System, The

CR/Mod Processing
- Submitted 04/12/2024 4:04 PM ET by Corson, Adam

CR/Mod Processing

Ready for Review

Approve

Approval Date

04/12/2024

Approval Period (in number of months)

12

Existing Background Check Level

No Background Check

Existing Background Check Justification

N/A

Does background check level need to be updated?

No

Notes for Letter

No answer provided.

RRB Meeting Date for Notification

05/10/2024

Current School Sites

609848 - Ira F Aldridge Elementary School
610006 - Edward N Hurley Elementary School
610092 - Henry H Nash Elementary School
610117 - Louis Pasteur Elementary School
610133 - Laura S Ward Elementary School
610197 - Mancel Talcott Elementary School

School Sites Chosen Within Data Entry

Edward N Hurley Elementary School
Henry H Nash Elementary School
Ira F Aldridge Elementary School
Laura S Ward Elementary School
Louis Pasteur Elementary School
Mancel Talcott Elementary School

School Contacts for Sites Chosen

A Byrd, Marcie

Email: mabyrd@cps.edu

Phone:

Aguirre, Angel

Email: AAguirre@cps.edu

Phone:

B Trujillo, Gerardo

Email: gbtrujillo@cps.edu

Phone:

Bahena, Olimpia

Email: obahena@cps.edu

Phone:

L Treadwell, Cynthia

Email: cltreadwell1@cps.edu

Phone:

R Bush, Rhea

Email: rrbush@cps.edu

Phone:

Are the Supplementary Sites the same?

False

Administrative Reviewer

Corson, Adam

Email: ACorson1@cps.edu

Phone:

Determination Letter Finalization

- Submitted 04/12/2024 4:14 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB

2022-1784

Study Title

Museums + You: Personalized Learning and Community Engagement Partnership Program Evaluation

Principal Investigator

Becker, Mireya

Email: mbecker@fieldmuseum.org

Phone:

Redisplayed Board Determination

Determination Letter

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

Name	Type	Date
RRB#2022-1784-Mireya Becker	Determination Letter	04/12/2024
2024-04-12.docx		

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

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

Modification/Continuing Review defined 04/12/2024

Output Background Check Level

N/A

Additional Attachments to Decision Email

No answer provided.

Notes for Determination Email

No answer provided.

Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Becker, Mireya	Principal Investigator	Missing
Disabatino, Lydia	District Supporter	Missing
Disabatino, Lydia	Project Team Member	Missing

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

No Background Check

Background Check Level Justification

N/A

Other Notes in Letter

N/A

RRB Meeting Date for Acknowledgment of Final Determination

05/10/2024

Please select the next meeting date of the RRB.

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

05/23/2024

2023-2024 Encuesta de Field Studies para los Padres

Encuesta de Field Museum para los Padres

Con el fin de apoyar la implementación del programa Field Museum en su escuela, esperamos obtener información sobre su experiencia con la Noche de Ciencias en Familia y Field Museum.

Propósito y Procedimiento: Le pedimos que complete una breve encuesta sobre sus experiencias con el programa MY PLACE. El propósito de la encuesta es conocer más sobre su experiencia, incluyendo el aprendizaje y sus percepciones del programa. Los padres que participen en la actividad de evaluación serán elegibles para ganar una tarjeta de regalo de Amazon de \$50 (que se entregará al final del curso escolar 2023-2024).

Consideraciones de Tiempo: Le tomará unos 5 a 10 minutos completar la encuesta.

Riesgos/Beneficios: La participación en esta evaluación presenta un riesgo mínimo. La participación en esta investigación no implica riesgos previsible. La información que se recopile aquí se utilizará en beneficio del programa para los participantes actuales y futuros.

Confidencialidad: La confidencialidad se mantendrá en la medida en que lo permita la tecnología utilizada. Su participación en esta encuesta en línea implica riesgos similares a los del uso diario de internet. Las declaraciones individuales no se atribuirán a los participantes individuales en los informes. Los resultados de la evaluación que se compartan no incluirán ninguna información que lo pueda identificar individualmente. Los resultados no se publicarán de ninguna manera que pueda relacionarse con los participantes individuales. Los datos se almacenarán en un servidor en la nube protegido con contraseña. Los datos solo se utilizarán con fines de investigación y evaluación.

Participación Voluntaria: La participación en esta investigación de evaluación es voluntaria. Si no quiere participar en este estudio, no es obligatorio que lo haga. Aunque decida participar, tiene la libertad de dejar cualquier inciso en blanco o de cancelar su participación en cualquier momento sin ser sancionado.

Contactos y Preguntas: Si tiene preguntas, no dude en comunicarse con la administradora del programa: Mireya Becker, Field Museum al 312-665-7507, mbecker@fieldmuseum.org.

1. Al seleccionar "Sí" a continuación, confirma que ha leído y comprende la información proporcionada. Usted entiende que su participación es voluntaria y puede retirarse en cualquier momento sin penalización. Usted acepta participar en esta investigación. *

- ☐ Sí, acepto participar.
- ☐ No, no acepto participar.

Next

0%

2023-2024 Field Studies Parent Survey- English

Field Studies Parent Survey

In order to support the implementation of the *Field Studies* program at your school, we are hoping to capture information about your experience with the Family Science Night and the Field Museum.

Purpose and Procedure: We ask for you to complete a short survey regarding your experiences with the *Field Studies* program. The purpose of the survey is to learn more about your experience, including learning and your perceptions of the program. Parents who participate in the evaluation activity will be eligible to win a \$50 Amazon Gift Card (to be awarded at the end of the 2023-24 school year).

Time Considerations: The survey should take about 5-10 minutes to complete.

Risks/Benefits: Participation in this evaluation poses minimal risk. There are no foreseeable risks involved in participating in this research. The information gathered here will be used to benefit the program for current and future participants.

Confidentiality: Confidentiality will be maintained to the degree permitted by the technology used. Your participation in this online survey involves risks similar to a person's everyday use of the internet. Individual statements will not be attributed to individual participants in reporting. Results of the evaluation that are shared with anyone will include no information that can identify you individually. Results will not be released in any way that can be matched to individual participants. Data will be stored on a password protected cloud server. The data will only be used for research and evaluation purposes.

Voluntary Participation: Participation in this evaluation research is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free to leave any items blank or to withdraw from participation at any time without penalty.

Contacts and Questions: If you have questions, please feel free to contact the program administrator: Mireya Becker, Field Museum at 312-665-7507, mbecker@fieldmuseum.org.

1. By selecting "Yes" below, you confirm that you have read and understand the information provided. You understand that your participation is voluntary and you may withdraw at any time without penalty. You agree to participate in this research. *

☐ Yes

☐ No

Next

0%

2023-2024 Summative Field Studies Program Survey

Summative Field Studies Program Survey

In order to support the implementation of the Field Studies program at your school, we are hoping to capture information about your experience with the program and the Field Museum resources used in the Field Studies program.

Purpose and Procedure: We ask for you to complete a short survey regarding your experiences with the Field Studies program. The purpose of the survey is to learn more about your experience, including learning and your perceptions of the program. Teachers who participate in evaluation activities (Summative Program Survey) will be eligible to win a \$50 Amazon Gift Card (to be awarded at the end of the 2023-2024 school year).

Time Considerations: The survey should take about 10-15 minutes to complete.

Risks/Benefits: Participation in this evaluation poses minimal risk. There are no foreseeable risks involved in participating in this research. The information gathered here will be used to benefit the program for current and future participants.

Confidentiality: Confidentiality will be maintained to the degree permitted by the technology used. Your participation in this online survey involves risks similar to a person's everyday use of the internet. Individual statements will not be attributed to individual participants in reporting. Results of the evaluation that are shared with anyone will include no information that can identify you individually. Results will not be released in any way that can be matched to individual participants. Data will be stored on a password protected cloud server. The data will only be used for research and evaluation purposes.

Voluntary Participation: Participation in this evaluation research is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free to leave any items blank or to withdraw from participation at any time without penalty.

Contacts and Questions: If you have questions, please feel free to contact the program administrator: Mireya Becker, Field Museum at 312-665-7507, mbecker@fieldmuseum.org.

1. By selecting "Yes" below, you confirm that you have read and understand the information provided. You understand that your participation is voluntary and you may withdraw at any time without penalty. You agree to participate in this research. *

☐ Yes

☐ No

Next

0%



Field Museum IRB Review #240117

Mireya Becker
Field Museum

January 17, 2024

Re: IRB Application Extension for *Field Studies school partnership program evaluation*

Dear Mireya:

I am writing to indicate that I have reviewed your Institutional Review Board application extension for your project entitled *Field Studies school partnership program evaluation*. The project, as described in the application, qualifies for expedited review.

Your request for extension is granted under the same conditions as your original IRB application was approved. Please contact the IRB committee if your protocol changes during the conduct of your project. At the end of your project, please submit a letter describing your progress to the IRB Chair. I may be reached by email at MCowan@FieldMuseum.org if you have any questions.

Best regards,

A handwritten signature in black ink that reads 'M. Cowan'.

Mimi Cowan
Chair, Institutional Review Board

Cc: Sarah Ebel
Thorsten Lumbsch

APPLICATION TO USE HUMAN SUBJECTS IN RESEARCH
• Institutional Review Board

- ☐ New project ☐ Revised Project ☒ Project Renewal
- ☐ Full Board Review ☒ Expedited Review ☐ Exempt from Review

Study Title: Field Studies school partnership program evaluation

Data Collection Dates: 01/8/2024 to 06/6/2024
mm/dd/yyyy mm/dd/yyyy

Mireya Becker Field Museum of Natural History 312-665-7507 mbecker@fieldmuseum.org
Principal Investigator Affiliation Telephone E-mail

Field Museum 1400 S DuSable Lake Shore Drive Chicago, IL 60605
Business Address (1) Business Address (2) City, State, Zip

Eleanor Sweeney Field Museum of Natural History 312-665-7425 esweeney@fieldmuseum.org
Co-investigator Affiliation Telephone E-mail

Field Museum 1400 S DuSable Lake Shore Drive Chicago, IL 60605
Business Address (1) Business Address (2) City, State, Zip

Aimee Davis Field Museum of Natural History 312-665-7536 adavis@fieldmuseum.org
Co-investigator Affiliation Telephone E-mail

Field Museum 1400 S DuSable Lake Shore Drive Chicago, IL 60605
Business Address (1) Business Address (2) City, State, Zip

Symons Foundation Funding period: 09/01/2018 to 08/31/2024
Funding Agency mm/dd/yyyy mm/dd/yyyy

All applicants must complete the CITI Course in Human Subjects Online Training
(<https://www.citiprogram.org/rcrpage.asp>) before submitting this application.


☒ Completed Date 2/28/22

AFFIRMATION OF COMPLIANCE

Investigators are required to notify the IRB of substantive changes to protocol, unanticipated adverse events, and project completion.

I agree to follow the procedures herein, as well as additional instructions from the IRB, and to ensure that the rights and welfare of human participants are properly protected. I will commence the study only after receiving written approval from the IRB and have complied with required modifications. I will promptly report to the IRB additions, changes, or problems involving the rights and welfare of human participants.


I affirm the accuracy of this application and accept responsibility for the ethical conduct of this research, supervision of human participants, and maintenance of data and informed consent as required by the IRB.



Signature of Principal Investigator

1/18/2024

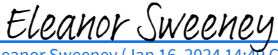
Date


[Aimee Davis \(Jan 16, 2024 13:50 CST\)](#)

Signature of Co-investigator

16/01/2024

Date


[Eleanor Sweeney \(Jan 16, 2024 14:49 CST\)](#)

Signature of Co-investigator


16/01/2024

Date

INSTITUTIONAL REVIEW BOARD CERTIFICATION

☐ Full Board Review ☒ Expedited Review ☐ Exempt from Review

The Institutional Review Board has reviewed the proposed research for its compliance with Field Museum of Natural History policy.


[Mimi Cowan](#) 01/17/2024
Institutional Review Board Chair Date

PROJECT DESCRIPTION

The Field Studies program is a collaboration between the Chicago Public Schools (CPS) Department of Advance Learning and Specialty Programs and the Field Museum's School Learning Experiences team with the overarching goal of connecting inquiry learning in classrooms with museum assets and learning expertise. The program was formerly titled MY PLACE, but has changed due to shifts from a focus on personalized learning to inquiry learning. There are currently four schools engaging in the program; Talcott Fine Arts and Museum Academy, Louis Pasteur Elementary School, Aldridge Elementary School, and Hurley Elementary School. Field Studies (then known as MY PLACE) began in the spring of 2019 when the Field Museum and each partnering school collaborated together to develop a program plan to integrate museum resources and expertise into classroom instruction. The 2022-2023 academic year saw the Field Museum fully implementing all facets of the program including student-facing workshops, teacher professional development, and science nights at schools. As a result of the success of the previous year, we are looking to continue the program at the identified schools and work with additional schools. In order to understand the impact of the implementation of the program activities as selected by the schools, the Field Museum and CPS Department of Advance Learning and Specialty Programs seek to conduct an evaluation project that collects data from participating Field Studies teachers and parents. The evaluation project will bring to light the current impact of the program and will support the program team and partnering schools in determining shifts for the following school year program.

BACKGROUND

The Field Studies program (known then as MY PLACE) was granted approval from the IRB review for the evaluation plan conducted in the Fall of 2023, which consisted of a summative survey for participating teachers to indicate overall program effectiveness. The collected data was reviewed by the Field Studies programming team as well as members of the Field Museum's Audience Insights and Research Team and the Data Analysis Team for the CPS Department of Advance Learning and Specialty Programs. The analyzed data was compiled for a series of briefs that were shared with the schools and funders and supported the programming team in recognizing where key shifts could be made to amplify the program's supports and outcomes.

HYPOTHESIS

For the 2023-24 school year evaluation plan, the overarching research questions are: 1) To what extent does the Field Studies program impact teacher practice, behavior, and attitude as it relates to classroom learning and the use of museum resources? 2) To what extent do parents' attitudes and comfort level in engaging in learning conversations with their child shift as a result of the Field Studies program? and 3) To what extent do teachers' perceive Field Studies has impacted student learning? The research questions are connected to the Field Studies Theory of Change (see Attachment 1) in that by impacting teacher practice and collaborative teacher culture, student learning increases. The evaluation project will provide important data to consider in this

phase of the program including not only to what degree teachers have identified impacts to their practice, behavior, and attitude but how have those shifts impacted student learning.

RESEARCH METHODS

The research method will be in the form of a participation survey. The survey is comprised of questions designed to collect both quantifiable and qualitative data. These surveys focus on the student workshop experience as well as teacher professional development. By developing surveys that focus on questions that cross all four schools' experiences, the Field Studies program team hopes to collect data that informs program impact on multiple levels both within and across the partnering schools. This data will be used to guide not only program planning for next academic year but also future evaluation questions.

The research method will use two data collection forms including: a post-family event survey for parents, and a summative program survey for teachers. Methods will be conducted via on-line tool Alchemer. By developing a suite of data collection methods that are composed of both quantifiable and qualitative data, the Field Studies team seeks to gain a holistic understanding of the program's effectiveness on both teachers and students. Utilizing opportunities to capture snapshots of data throughout the program will allow for more in-depth analysis of the specific program components and provide a sense as to how the components create broader impact when layered together. The overall data will be used to guide not only program planning for next academic year but also support a thesis as to how this program model might be scaled in the future.

DURATION

The data collection will begin in Quarter 3 of the school year (January 8, 2024) and will end just prior to the end of the school year (June 6, 2024). During the course of this time frame, teachers will complete and submit: post-workshop questionnaires, one post-family event survey, and one summative program survey.

COORDINATION

The Field Museum's School Learning Experiences team has collaborated with partnering staff at the CPS Department of Advanced Learning and Special Programs in the development of the evaluation instruments and necessary consent forms for both teachers and parents/guardians. The Field Museum will submit the evaluation plan through the CPS Research Review Board in order to comply with CPS research considerations.

LOCATION OF RESEARCH

Evaluation instruments will be conducted both on-line, via Alchemer and in-person at Talcott Fine Arts and Museum Academy, Louis Pasteur Elementary School, Aldridge Elementary

School, Hurley Elementary School, Nash Elementary School, and Laura Ward Elementary School. This is to provide teachers and parents with flexibility in completion and to not impede classroom instruction time. The post-workshop questionnaire, post-family event, and program summary questionnaire will be developed using the Alchemer platform.

SUBJECTS

47 teachers will be invited to participate in the study: 11 teachers from Talcott Fine Arts and Museum Academy, 12 teachers from Pasteur Elementary, 4 teachers from Aldridge Elementary School, and 8 teachers from Hurley Elementary School, 8 Nash Elementary School, and 4 Laura Ward Elementary School. as well as an estimated total of 500 parents of students. Participants range in age, ethnicity, and number of years in the classroom. Participants are selected due to their participation in the Field Studies program and all participating teachers are invited to complete the program-related evaluation instruments.

RECRUITING METHODS

There are no specific recruitment methods planned for this project outside of the program participants. Participating teachers will receive the post-workshop questionnaire after completion of the workshop activity and they will receive email invitations to complete the post-workshop or post-family event survey, and summative survey.

EXCLUSION OF WOMEN, MINORITIES AND/OR CHILDREN

Not applicable – no rationale for exclusion is necessary.

CONSENT

Participants will be asked to provide consent before engaging in any evaluation activities (see Attachment 2 for consent language for teacher and parent participants)

PRECAUTIONS AND CONFIDENTIALITY

No personally identifiable information (like the name of the respondent, email address) will be shared in any distribution of the analysis of the evaluation. Participants with the appropriate consent will be given a four-digit number code to connect their identity to an anonymous data set. The evaluation data collected through Alchemer and participant code information will be stored in an independent Google Drive Folder, only accessible by two Field Museum staff members, the PI and a Field Museum co-PI on the project. All evaluation data, once retrieved and analyzed from the protected platforms, will be maintained on password protected cloud storage via Google Drive. All data will be securely stored for 3 years after completion of the

study. Any data that is shared with the school partners, funders, or any additional reporting outlets will be stripped from all identifying information and presented in aggregate form to ensure as much confidentiality as possible.

CONTROLS

All teacher and parent participants across schools will receive the same questionnaire and rubrics to complete. All teachers from the same school will receive the same survey in the same form, an on-line survey. All teacher participants from the same school will be given the same time frame to complete the survey. All participants from across the two schools will be given the same opportunity to consent to participation in the research and will be informed of how the collected data will be used to inform future program iteration.

METHODOLOGY, DATA COLLECTING, AND STATISTICAL ANALYSIS

The evaluation methodology for this project will be as follows: a post-workshop questionnaire for teachers, a post-family event questionnaire, and a summative program survey. (See Attachment 3 - Survey Instruments). The data, consisting of both quantitative and qualitative information, will be analyzed by the program team, composed of Field Museum staff and CPS staff. The data will be compiled in descriptive statistics and open-ended response trends in order to understand 1) program impact within individual schools as it relates to the contextualized program goals of that school and 2) program impact across schools as it refers to common program elements such as the use of specific museum resources selected by all three schools. The compiled data will be utilized in grant reporting and within the programming team and with partnering schools to support informed program decision making for the next academic year.

RISKS

There are no anticipated risks to the subjects.

COSTS

There are no costs for the subjects.

BENEFITS

Participating in the evaluation will be of direct benefit to the participants in that the data collected will be used to inform program shifts for the next academic year. Ideally the program shifts will lead to positive impacts in both teachers' practice, behavior, and attitude as related to the Field Studies program as well as parents' attitudes. In terms of the broader field of education, the Field Studies program is looking to expand and scale to reach more teachers and more schools in subsequent years. The evaluation data collected in the 2023-24 school year will

support the development of a plan for program growth as the Field Museum and CPS Department of Advance Learning and Specialty Programs better understand the program's impact on teachers, parents, and schools at large.

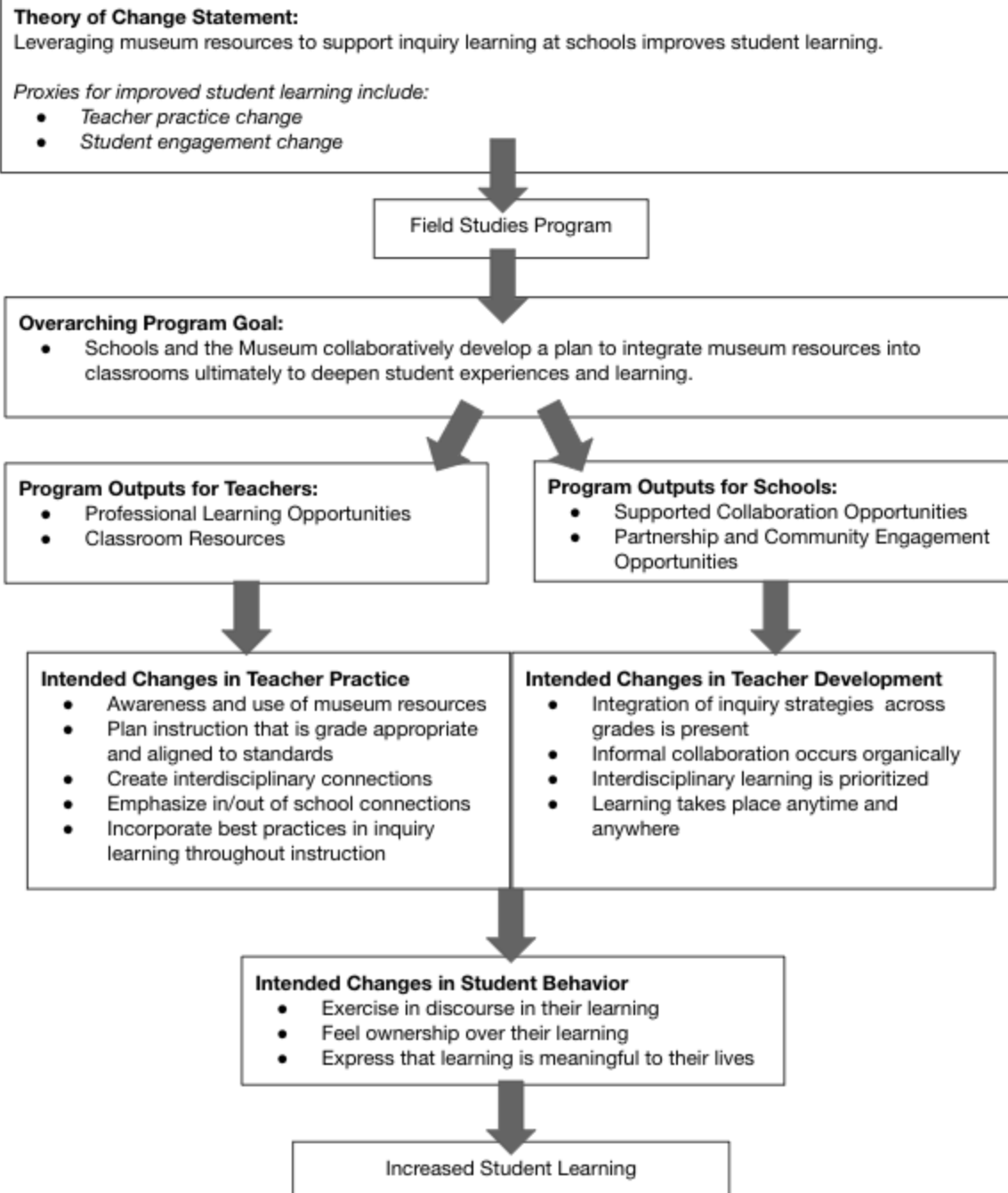
PAYMENT

Teacher and parent participants who complete evaluation activities will be entered to win a \$50 gift card, one gift card awarded per school.

Attachment 1 – Theory of Change



Field Studies Theory of Change



Attachment 2 - Consent Language

Teacher Survey - Consent in Survey

Introduction: In order to support the implementation of the Field Studies program at your school, we are hoping to capture information about your experience with the program and the impact of Field Museum resources.

Purpose and Procedure: As a teacher at a Field Studies participating school, we ask that you engage in the following evaluation activities:

1. Summative Program Survey (once per academic year)
2. Family Science Event Survey (once per academic year)

The purpose of the evaluation activities is to learn more about your experience and your students' experiences with the Field Studies program, including learning outcomes and perceptions of the program. Teachers who participate in all evaluation activities will be eligible for a drawing to win a \$50 Amazon Gift Card (to be awarded at the end of the 2023-24 school year).

Time Considerations: Each evaluation activity should take no more than 10-15 minutes to complete. The Science Workshop Survey and Family Science Night Survey will be administered between January 2024 and June 2024. The Summative Program survey will be administered in May 2024.

Risks/Benefits: Participation in this evaluation poses minimal risk. There are no foreseeable risks involved in participating in this research. The information gathered here will be used to benefit the program for current and future participants.

Confidentiality: Confidentiality will be maintained to the degree permitted by the technology used: Google Forms. Your participation in the Field Studies evaluation activities involves risks similar to a person's everyday use of the internet. Individual statements will not be attributed to individual participants in reporting. Results of the evaluation that are shared with anyone will include no information that can identify you individually. Results will not be released in any way that can be matched to individual participants. Data will be stored on a password protected cloud server. The data will only be used for research and evaluation purposes.

Voluntary Participation: Participation in this evaluation research is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free to leave any items blank or to withdraw from participation in any of the evaluation activities at any time without penalty.

Contacts and Questions: If you have questions, please feel free to contact the program administrator: Mireya Becker, Field Museum at 312-665-7507, mbecker@fieldmuseum.org

Statement of Consent: By checking "Yes" below, you confirm that you have read and understand the information provided. You understand that your participation is voluntary and you may withdraw at any time without penalty. You agree to participate in this research.

- ☐ Yes, I consent to participating in this study
- ☐ No, I choose not to participate

Parent Survey- Consent in Survey

Introduction: In order to support the implementation of the Field Studies program at your school, we are hoping to capture information about your experience with the program and the impact of Field Museum resources.

Purpose and Procedure: As a parent at a Field Studies participating school, we ask that you engage in the following evaluation activities:

1. Family Science Event Survey (once per academic year)

The purpose of the evaluation activities is to learn more about your experience and your students' experiences with the MY PLACE program, including learning outcomes and perceptions of the program. Parents who participate in the evaluation activity will be eligible for a drawing to win a \$50 Amazon Gift Card (to be awarded at the end of the 2023-24 school year).

Time Considerations: Each evaluation activity should take no more than 5-10 minutes to complete. The Family Science Night Survey will be administered between January 2024 and June 2024.

Risks/Benefits: Participation in this evaluation poses minimal risk. There are no foreseeable risks involved in participating in this research. The information gathered here will be used to benefit the program for current and future participants.

Confidentiality: Confidentiality will be maintained to the degree permitted by the technology used: Google Forms. Your participation in the Field Studies evaluation activities involves risks similar to a person's everyday use of the internet. Individual statements will not be attributed to individual participants in reporting. Results of the evaluation that are shared with anyone will include no information that can identify you individually. Results will not be released in any way that can be matched to individual participants. Data will be stored on a password protected cloud server. The data will only be used for research and evaluation purposes.

Voluntary Participation: Participation in this evaluation research is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free to leave any items blank or to withdraw from participation in any of the evaluation activities at any time without penalty.

Contacts and Questions: If you have questions, please feel free to contact the program administrator: Mireya Becker, Field Museum at 312-665-7507, mbecker@fieldmuseum.org

Statement of Consent: By checking "Yes" below, you confirm that you have read and understand the information provided. You understand that your participation is voluntary and you may withdraw at any time without penalty. You agree to participate in this research.

- ☐ Yes, I consent to participating in this study
- ☐ No, I choose not to participate

Attachment 3 – Evaluation Instruments

See attached documents for the following evaluation instruments:

1. Summative Program Survey (["2023-2024 Summative Field Studies Program Survey"](#))

2. Post-Family Event Survey for Parent (English: “[2023-2024 Field Studies Parent Survey](#)”
Spanish: “[2023-2024 Encuesta de Field Studies para los Padres](#)”)



Field Museum Field Studies

Experiential Workshops for Classrooms

The Field Museum is excited to offer inquiry-based, phenomena driven learning experiences in classrooms. Learners will engage in questioning, observation, sketching, and hands-on sensory workshops grounded in NGSS, CCSS, and C3 standards. Below are some examples of science and social science focused workshops we provide.

Experiential Workshop Program Guide **Science Focused**

Hands-on Fossil Exploration	Patterns in Nature
<p>Learners will explore what classifies a fossil as a holotype. They will observe different exact replica fossil bones of dinosaurs and think about how they helped them survive. (Series of 3 workshops)</p> <p>Standards: NGSS: 3-LS-4-1, 4-ESS1 CCSS: R.I.3.1, SL 3.1.1D, SL 4.1.C</p>	<p>Nature's colors hold meaning. They evoke emotion, signal alarm, create disguise and illusion. Learners will explore how animals' patterns and colors help them survive in nature.</p> <p>Standards: NGSS: 2-LS4-1, 3-LS4-2, 4-LS1-1 CCSS: S.L. 2.1, S.L.2.2, R.I.3.1,</p> <ul style="list-style-type: none"> • <i>Best adapted for 3rd grade</i>
Animal Adaptations	Wild Chicago
<p>What's a machine that's built to survive, move, and discover? All Living Things! Learners will explore adaptations of animals and some of the inventions they inspire through biomimicry.</p> <p>Standards: NGSS: 3-LS2-1, 3-LS4-2, 4-LS1-2 CCSS: R.I.3.1, SL 3.1.1D, SL 4.1.C</p>	<p>Learn about coyotes and dissect owl pellets. They will discuss the importance of protecting native species and our local ecosystem.</p> <p>Standards: NGSS: 2-ESS1-2, 3-LS3-2, 3-LS4, 4-ESS3-2 CCSS: S.L. 2.1, S.L.2.2, R.I.3.1, SL 3.1.1D, SL 4.1.C</p>
Weird and Wonderful Fungi	Geologic Wonders
<p>Learners will explore why fungi are called "nature's recyclers" and the secrets of the "wood wide web." They will dissect a mushroom and observe its form and function and learn about the vast diversity of fungi.</p> <p>Standards: NGSS: 5-LS2-1- 5-LS2-2 CCSS: S.L. 2.1, S.L.2.2, R.I.3.1, SL 3.1.1D, SL 4.1.C</p> <ul style="list-style-type: none"> • <i>Best Adapted for 5th grade</i> 	<p>Learner's will explore why the same fossils have been found in England and the Great Lakes region but nowhere else. Through hands-on inquiry they will observe how land and climate have changed over time.</p> <p>Standards: NGSS: 3-LS4-1, 4-ESS1-1, 4-ESS2-, 5-ESS2-1 CCSS: RI.4.7</p>

Experiential Workshop Program Guide **Social Studies Focused** (5th and 6th Only)

Patterns in the Sky	Land
<p>Learners will study the big dipper constellation and engage with texts and media to deepen their understanding of astronomy, Indigenous ways of knowing, and storytelling.</p>	<p>Learners will be asked to think about what land and home mean to them and explore how land is synonymous with home for native communities. Through storytelling, art, interactive maps, and a local podcast, learners will explore how the land that makes up Chicago was a thriving metropolis before colonization.</p> <p>Standards: D2.Geo.5.3-5., D2.Geo.6.3-5. D2.Geo.8.3-5. D2.His.10.3-5.</p>
Ancient Egypt	Create Workshop with Museum Educator
<p>Ancient Egypt: (5th grade) Learners will study how historians have learned ways in which the Nile River helped shape the culture of Ancient Egypt to today.</p> <p>Standards: D2.Geo.5.3-5., D2.Geo.6.3-5. D2.Geo.8.3-5. D2.His.10.3-5.</p>	

Data Security Agreement for External Researchers

Introduction

Pursuant to the Board's [External Research Study and Data Policy](#) (19-1211-PO3), as amended, the external researcher ("External Researcher") signing this Data Security Agreement ("Agreement") has requested access to Confidential Data ("Data") defined below which may include, but is not limited to, student data in order to conduct external research as noted in the attached Data Request # ____ or Research Review Board Proposal # ²⁰²²⁻¹⁷⁸⁴____ ("RRB Proposal") that is designed to understand and improve education or the general well-being of students, teachers, parents, schools, and the community at large.

The External Researcher must obtain written parental consent prior to Chicago Public Schools providing personal identifiable student data (data), allowing student survey data or completing school staff surveys about students.

External Researcher

The External Researcher signing this Agreement is responsible for ensuring that all Data provided or authorized by CPS, is securely stored and that staff researchers and analysts abide by this Agreement. Data **may not be shared** with any third parties, including but not limited to, other researchers or analysts.

Data may include but is not limited to proprietary Data, Student Data as further described below, employee data, unpublished school Data, and approved CPS artifacts. "Student Data" means any data, metadata, Data, 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.

Restrictions on the Use of Data

Data is to be used for approved research purposes only.

The External Researcher agrees to use the Data for the sole purpose of performing Research set forth the RRB Proposal. The Data is not to be used in product marketing studies, student recruitment studies, or in other commercial ventures.

Only aggregate data is to be reported.

The External Researcher may analyze individual level data for the purpose of obtaining or reporting aggregate Data across individuals or subgroups. It is inappropriate to seek out or report individual-level data for the purpose of obtaining Data about or identifying specific students, even for research purposes

Data Security Procedures

The External Research must abide by the Data Security Procedures in [Appendix 1](#).

Unauthorized Access, Use or Disclosure.

If External Researcher has knowledge of any unauthorized access, use and/or disclosure of Data, it shall: (i) notify the Board immediately, which in no event shall be longer than twenty-four (24) hours from External Researcher receiving notice of the unauthorized access, use, or disclosure; (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 direct to remedy such unauthorized access, use, or disclosure, including, if required under any federal or state law, providing notification to the affected persons. External Researcher shall bear the losses and expenses (including attorneys' fees) associated with a breach of External Researcher's obligations regarding Data as set forth in this Agreement, 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. External Researcher shall include this provision in any and all agreements they execute with subcontractors performing Services under this Agreement.

Return or Destruction of Data

The External Researcher shall, at the Board's option, destroy or return all Data to the Board within five (5) business days of demand, or if no demand is made, it shall destroy or return all Data to the Board after completion of the external research

Additional Obligations Regarding Treatment of Student Data

In addition to the above stated obligations for the treatment and handling of Confidential Data, the External Researcher shall abide by the following obligations when handling, receiving, storing, transmitting or otherwise accessing Student Data:

- (a) **Student Data Use.** The External Researcher shall not use Student Data, including persistent unique identifiers, data created or gathered by External Researcher's site, Products, Services, and Products, for any purpose, including but not limited to amassing a profile about a CPS student or otherwise identify a CPS student except in furtherance of specific Services as set forth in this Agreement. External Researcher will use Student Data only for the purpose of fulfilling its duties and delivering Products and Services under this Agreement.
- (b) **Student Data Collection.** The External Researcher shall not collect Student Data except as specifically permitted hereunder and as necessary to fulfill its duties as outlined in this Agreement.
- (c) **Marketing and Advertising.** The External Researcher shall not advertise or market to schools, students or their parents/guardians when the advertising is based upon any Student Data that External Researcher has acquired because of the use of that External Researcher's site, Products, Services, or this Agreement.
- (d) **Student Data Mining.** The External Researcher 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/guardians is prohibited.
- (e) **Student Data Transfer or Destruction.** The External Researcher will ensure that all Student Data in its possession and in the possession of any subcontractors, or agents to whom External Researcher may have transferred Student Data, are destroyed or transferred to the Board under the direction of the Board when Student Data is no longer needed for its specified purpose.

(f) Rights in and to Student Data. All rights, including all intellectual property rights, associated with such Student Data shall remain the exclusive property of the Board. This Agreement does not give External Researcher any rights, implied or otherwise, to Student Data, content, or intellectual property. External Researcher does not have the right to sell or trade Student Data.

(g) Sale of Student Data. External Researcher is prohibited from selling, trading, or otherwise transferring Student Data.

(h) Access. Any Student Data held by External Researcher will be made available to the Board upon request of the Board. The identity of all persons having access to Student Data through External Researcher will be documented and access must be logged.

Signature of the External Researcher

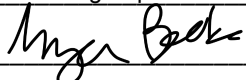
If Data is to be used by an organization, the director of the organization should sign on behalf of the organization.

I, Mireya Becker (print or type name), agree to comply with all applicable statutes and rules pertaining to school student records and to abide by the Agreement above for using Data provided by the Chicago Public Schools. I will only use the Data as outlined in the Data Request or RRB Proposal. I understand that I am responsible for assuring that all users within my organization abide by the conditions in this Agreement. I also agree to the following:

- I will require each user of this Data within my organization to read and sign a document stating that they have read and abide by the terms of this Agreement.
- I will keep records of each use of this Data within my organization.
- If I leave this organization, I will make sure that either: (a) all copies of the Data provided by CPS are destroyed or returned to the CPS; or, (b) that another person in the organization will sign an Agreement.

Print Name of External Researcher: Mireya Becker

Title: School Learning Experiences Director, Field Museum

Signature: 

Dated: January 22, 2024

Acknowledgment and Receipt of the Agreement from Director of External Research

Name: Sarah Dickson

Signature: _____ Dated: _____

APPENDIX 1

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

- i. When mailing physical copies of Confidential Data, send the Confidential Data in a tamper-proof, labeled container, with a tracking number and a delivery confirmation receipt;
- ii. Not store any Confidential Data on portable or removable electronic media, such as CDs, DVDs, electronic tape, flash drives, etc.;
- iii. Not leave Confidential Data in any medium unsecured and unattended at any time;
- iv. Keep all physical copies (paper, portable or removable electronic media, or other physical representations) of Confidential Data under lock and key, or otherwise have sufficient physical access control measures to prevent unauthorized access;
- v. Password protect any laptop or other electronic device that contains Confidential Data. Additionally, any laptop or other electronic device that contains Confidential Data shall have its full hard drive encrypted with an encryption key of no less than 256 bits. External Researcher 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. External Researcher shall ensure that no password or other Data sufficient to access a laptop or electronic device containing Confidential Data is attached to or located near the laptop or other electronic device at any time.
- vi. Secure the Confidential Data stored on its systems, including but not limited to any servers, by employing adequate security measures to prevent unauthorized access, disclosure and use of that Data. These measures include appropriate administrative, physical, and technical safeguards, policies and procedures relating to data access controls. All Confidential Data must be secured in transit using secure FTP services or https/TLS 1.0+. External Researcher must maintain industry recognized security practices to establish secure application(s), network, and infrastructure architectures.
- vii. Ensure that the manner in which Confidential Data is collected, accessed, used, stored, processed, disposed of and disclosed within External Researcher's Products, Services, and supporting enterprise complies with applicable data protection and privacy laws, as well as the terms and conditions of this Agreement.
- viii. Conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. External Researcher 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 Data security practices. External Researcher agrees to share its incident response plan upon request.
- ix. Assure that its systems, Products and Services include at least the following safeguards:

1. Include component and system level fault tolerance and redundancy in system design.
2. Encrypt user passwords in any data storage location and obfuscate password entry fields in any entry interface controlled by the discloser.
3. Encrypt Confidential Data at-rest and in-transit.
4. Authentication of users at login with a 256-bit or higher encryption algorithm.
5. Secure transmission of login credentials.
6. Automatic password change routine.
7. Trace user system access via a combination of system logs and Google Analytics.
8. 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.
9. 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.
10. Employ an in-line intrusion protection system that inspects incoming data transmissions.
11. Prevention of hostile or unauthorized intrusion.
12. Backup of all Confidential Data at least once every twenty-four (24) hours. Perform content snapshots at least daily and retain for at least ninety (90) days.
- x. Confidential Data shall be stored, backed up, and served only on servers located in the continental United States. External Researcher's network where Confidential Data may be stored shall have an in-line intrusion prevention system that inspects incoming data transmissions. External Researcher shall have a documented disaster recovery plan for the electronic systems where Confidential Data may be stored. Data stored in cloud-based systems must be protected in the same manner as local data as described throughout the Agreement.



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

04/12/2024

Mireya Becker

Dear Becker,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your Continuing Review proposal 04/12/2024 for research, titled: Museums + You: Personalized Learning and Community Engagement Partnership Program Evaluation.

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

Please note the following--

Background Check Level Required: No Background Check

Other Notes:

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 #2022-1784. 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", written in a cursive style.

Sarah Dickson
Co-Chair, Research Review Board