



View xForm - Research Review Board (RRB) Submission

New RRB Submission

Data Entry

- Submitted 05/23/2022 3:49 PM ET by Zonneville, Hannah

Submission Type

RRB Number 2022-1767

Study Title Enhancing Educational and Environmental Awareness Outcomes Through Photovoice

Event Type New Submission defined 02/04/2022

Schools 609894 - John B Drake Elementary School

Participating 609919 - John Fiske Elementary School

Please read the following carefully:

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

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

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

Type of Submission

New Submission

Pertinent CPS Documentation

Submitter

Zonneville, Hannah

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Mobile: (734) 546-5859

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

Enhancing Educational and Environmental Awareness Outcomes Through Photovoice

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

No

Primary Study Organization/University

Gateway to the Great Outdoors

Principal Investigator

Ekenga, Christine PhD

Expirations:

**Background
Check Level:**

PI Organization

Emory University

If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.

User had the option to start a different form here.

Are there any other study contacts?

Yes

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

Study Contact Information

The names here are incorrect. Something with the xForm labeled the emails with my name, but here are the correct names: Simone Wolynski (simone@gatewayoutdoors.org) and Nadav Sprague (nadav@gatewayoutdoors.org). I apologize for this confusion.

02/04/2022 • Zonneville, Hannah • *Not Internal*

Contact Email Address	Contact Organization	Role	Study Responsibility
Zonneville, Hannah M BA Email: simone@gatewayoutdoors.org Expirations: Background Check Level:	Gateway to the Great Outdoors	Coordinator	Will engage in primary data collection Will have access to individual-level student/staff data
Zonneville, Hannah M MS Email: nadav@gatewayoutdoors.org Expirations: Background Check Level:	Gateway to the Great Outdoors/Columbia University	Out of School Research Staff	Will engage in primary data collection Will have access to individual-level student/staff data

Please click **save** after each contact is added.

If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.

User had the option to start a different form here.

Is the Principal Investigator a Student?

No

Is the researcher a CPS Staff Member?

No

Funding and Intervention Information

Is this project contracted by the CPS Board of Education?

No

Is a funding source associated with the proposed research?

Yes

Who is the primary funding source?

Emory University

What is the amount of funding awarded?

\$10,000.00

Please list primary contact information of funder.

cekenga@emory.edu

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

John B Drake Elementary School
John Fiske Elementary School

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

Yes

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

Focus Groups
Questionnaire

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

Twelve trained research assistants will hold focus groups of two to four students to discuss the photos they took that represent the environment. The research assistants will instruct the youth to tell a story about a handful of their photographs. The interviewer will have the participant select the photograph that was most meaningful for him/her to discuss. The interviewer will ask a series of predetermined questions about the selected photo. These are the questions the SHOWED method: Predetermined Interview Questions for Photovoice Focus Groups

What do you See here?

What is really Happening here?

How does this relate to Our lives?

Why does this condition Exist?

What can we Do about it?

The interviewer will be encouraged to probe the participants with additional questions when appropriate to allow flexibility in discussions. The focus group discussions will last for the entire class period (60 min). Each focus group will be recorded and then later transcribed.

Does this involve video, audio, or photograph recording?

Yes

Please describe the protocol for audio/video recording

The focus group discussions will last for the entire class period (60 min). Each focus group will be recorded and then later transcribed.

Please describe how data will be captured and stored securely

We will capture data through recording. We will assign every student a number and deidentify the data. We also will give inform assent forms as attached. Retain data for three years or longer post-completion, then destroy it.

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

YIEH_Assent_Nov2021 (1).doc Focus Group Protocols

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

Is there an assent for for the focus groups that explains the sessions will be audio recorded?

03/25/2022 • Van Kummer, Deborah • Internal

All study participants will complete a self-administered pre-intervention (pre-), mid-intervention (mid-) and post-intervention (post-) questionnaire (N. L. Sprague & Ekenga, 2021). Please see attached documents for the questionnaire.

Please describe how data will be captured and stored securely

We will capture data through the surveys. We will assign every student a number and deidentify the data. We also will give inform assent forms as attached. Retain data for three years or longer post-completion, then destroy it

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

GGO mid survey_student_Nov2021 (1).pdf Surveys

GGO post survey_mentor_Nov2021 (1).pdf Surveys

GGO post survey_student_Nov2021 (1).pdf Surveys

GGO post survey_teacher_Nov2021 (1).pdf Surveys

GGO pre survey_student_Nov2021.pdf Surveys

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

Paper.

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?

How many students will participate in this study? How will they be selected and assigned to each treatment condition?

03/25/2022 • Van Kummer, Deborah • Internal

Students

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

Yes

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

Yes, and it was approved

IRB of Record Name

Emory University

IRB Protocol Number

STUDY00003661

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

Correspondence_for_STUDY00003661.pdf IRB Letters

YIEH_Assent_Nov2021.doc IRB Letters

IRB of Record Primary Contact Email Address

irb@emory.edu

Please select your primary area of research from the following:

Health

Secondary Study Subject(s)

Early Childhood Education
Equity
General Curriculum and Instruction
Science Curriculum
STEM Education

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.

Inequalities in nature access and environmental education among youth in the United States are drivers of health and quality of life disparities between low-income, non-white youth, as compared to their economically-advantaged, white counterparts. Such disparities have the potential to impact health-related-quality-of-life (HRQoL), nature exposure, and environmental awareness, which have wide-sweeping consequences on both individual development as well as societal functioning. For example, higher HRQoL can lead to lowered risk of chronic diseases later in life, nature exposure can increase time spent outdoors which promotes greater physical activity, and increased environmental awareness can inspire more environmentally-conscious, sustainable behaviors throughout life. Environmental education interventions that place emphasis on nature contact have the capacity to increase youth HRQoL, nature exposure, and environmental awareness, thus improving the health outcomes and STEM-capacity of the students who participate in the intervention. This research seeks to explore ways to ameliorate health and educational disparities among Chicago Public Schools students through the use of Photovoice and general surveys that will quantify HRQoL metrics.

Research Questions and Hypothesis

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

How does a nature-based science education intervention impact the health, environmental awareness, and scientific aptitude of Chicago youth? We hypothesize that students who participate in nature-based science education interventions will see increased STEAM-capacity and improved health-related quality of life outcomes.

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 research is to evaluate the use of Photovoice in improving STEM-capacity and environmental awareness in Chicago Public School students. Past research in general education and environmental education has revealed Photovoice as a tool to enhance students' learning (Chanse et al., 2017; Ciolan & Manasia, 2017; Harkness & Stallworth, 2013). We further seek to utilize surveys to evaluate the impacts of nature based education on the health outcomes of Chicago Public Schools students. As students in Chicago Public Schools may experience health disparities, and such disparities have the potential for long-term adverse health outcomes (Holman DM, Ports KA, Buchanan ND, et al., 2016; Zheng M, Lamb KE, Grimes C, et al., 2018; Wien M., 2010; Dietz WH., 1998; Ward ZJ, Long MW, Resch SC, et al., 2017), it is paramount to investigate potential avenues for improving health outcomes. Past studies have found that engaging in nature-based education interventions improved students' health-related-quality-of-life (Sprague et al., 2020; Sprague et al., 2021; Ekenga et al., 2019), and this research aims to further expand our understanding of how environmental education can increase health outcomes in Chicago Public School students.

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.)

EE Intervention: During 2022 (Spring and Fall semesters), a non-profit organization, Gateway to the Great Outdoors (GGO), in partnership with Emory University, will administer the EE interventions to Chicago Public School District students. The EE intervention includes both weekly interactive environmental education in-class lessons and monthly nature-based outings. A team of professionals with master's or doctoral degrees in education, biology, environmental science, and public health helped to develop the in-class lessons and monthly outings to align with Next Generation Science Standards and the United States Environmental Protection Agency's lesson plans ("Lesson Plans, Teacher Guides and Online Environmental Resources for Educators," n.d.; "Missouri Learning Standards," 2016; "Next Generation Science Standards: For States, By States," n.d.; N. Sprague et al., 2020). Sample learning objectives included understanding the differences between composting, recycling, and trash; investigating different forms of pollution and remediation techniques; and comparing and contrasting renewable energy and nonrenewable energy (N. Sprague et al., 2020). The weekly in-class lessons and monthly outings are facilitated by volunteer undergraduate mentors that are trained and supervised by GGO staff and Chicago School District teachers.

Photovoice: The Photovoice intervention will differ from the traditional EE intervention only in that it includes a Photovoice activity. One intervention class of students will be assigned to a Photovoice intervention group. During the second class of the intervention, students participating in the Photovoice intervention will receive disposable cameras and have a 60-min lesson on how to properly use disposable cameras and how to take photographs with participant consent. These students will then be instructed to take photographs on their own that represent their environment for the next week. During the third class, the disposable cameras will be collected, and the students will participate in the lesson plan designated for week 2. The photos from the disposable cameras will be developed and brought to the classroom for the 4th week of the intervention. Twelve trained research assistants will hold focus groups of two to four students to discuss the photos that represent the environment. The research assistants will instruct the youth to tell a story about a handful of their photographs. The interviewer will have the participant select the photograph that was most meaningful for him/her to discuss. The interviewer will ask a series of predetermined questions about the selected photo. These are the questions the SHOWED method: Predetermined Interview Questions for Photovoice Focus Groups

1.
What do you See here?
2.
What is really Happening here?
3.
How does this relate to Our lives?
4.
Why does this condition Exist?
5.
What can we Do about it?

The interviewer will be encouraged to probe the participants with additional questions when appropriate to allow flexibility in discussions. The focus group discussions will last for the entire class period (60 min). Each focus group will be recorded and then later transcribed.

Questionnaire: All study participants will complete a self-administered pre-intervention (pre-), mid-intervention, and post-intervention (post-) questionnaire (N. L. Sprague & Ekenga, 2021).

Research Activities and Treatment Conditions:

The GGO program is currently being implemented in John B. Drake Elementary School and John Fiske Elementary School. GGO is currently providing programming for one fourth grade classroom at Drake, one sixth grade classroom at Fiske, and sixth/seventh mixed grade classroom at Fiske. The GGO program takes place once a week during classroom science time.

There are currently 63 students participating in the GGO program. Thus, we plan for about 100 students to participate in the study to account for the control group. We hope to expand to more classrooms in our partner schools for the 2022-2023 school year, to three

grades in Fiske and three grades in Drake. Participants of the study will be non-randomly assigned to a Photovoice intervention, a traditional intervention, or a control group based on their school and classroom. School administrators and teachers will select which classrooms participate in the intervention. Control groups will be selected within the same school in order to match socio-economic and racial demographics of the intervention group. Students in the traditional intervention will participate in the GGO program normally. The experience for students in the Photovoice intervention will differ from the traditional intervention only in that they will also participate in a Photovoice activity. The control group will not participate in the intervention (the GGO program). We will recruit control group members from neighboring schools and within Fiske and Drake. The control group from neighboring schools will be a school to whom we can provide our intervention in subsequent years.

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.

For Photovoice: The Photovoice interview transcripts will be analyzed using Braun and Clarke's six-step method of qualitative analysis (Braun & Clarke, 2006). Briefly, these six steps are that the reviewers (1) familiarize themselves with data, (2) develop preliminary codes, (3) search for themes within the preliminary code, (4) evaluate potential themes, (5) label and defined themes, and (6) develop a final report (Braun & Clarke, 2006). We will first have four trained reviewers conduct a preliminary analysis to familiarize themselves with the Photovoice focus group transcripts. Individually, the reviewers will develop potential thematic codes for the transcripts. Then, the four reviewers will collaboratively evaluate the proposed themes and develop the official themes. A fifth reviewer, who purposefully will not attend the meeting, will revise and approve the final set of themes. Two independent reviewers will coded each theme for every transcript. The agreement between the two independent reviewers' sets of codes will be determined through the Kappa statistic. Briefly, scores range from -1.0 to 1.0, where -1.0 indicates complete disagreement and 1.0 indicates complete agreement (Hallgren, 2012). Landis and Koch suggest that scores of 0.61-0.80 represent substantial agreement and scores 0.81-1.0 represent strong agreement (Landis & Koch, 1977).

For the questionnaire: We will calculate the pre-intervention and post-intervention prevalence of environmental awareness for the Photovoice intervention group, the traditional intervention group, and the control group. We will then run two-proportion Z tests to analyze significant differences in the prevalence of environmental awareness. All statistical analyses for the questionnaire analysis will be performed in R and RStudio.

Benefits and Commitment to Equity

Benefit to CPS

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

50% of students will meet college readiness benchmarks on the SAT.
70% of students will be at or above national attainment for reading.
78% of graduates will enroll in college.
90% of freshmen will be on track to graduate high school.

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

Please describe how your project supports each of the Vision Goals selected above.

through partnering with Gateway to the Great Outdoors (GGO), schools will be provided with comprehensive nature-based intervention free of charge. Such a nature-based intervention combines hands-on, inquiry-based classroom STEAM instruction, nature-based field trips, and overnight camping trips. GGO works directly with classroom teachers to ensure that our curriculum augments classroom learning. Through partnering with GGO, students will gain greater accessibility to otherwise limited interactions with green-spaces in their lives. In a 2018 pre-assessment survey given to GGO participants, more than half of the students indicated that they had not been to a park in a month or more. When asked, "What is an issue that is affecting our natural environment?" one-third of the students responded "guns." An additional 25% had answers such as "killing," "mugging," and "weed." For these students, the outdoors may not feel like a safe, exciting place to explore and from which they can learn. GGO's programming includes student-led, community projects to aid students in changing their perspectives on outdoor spaces in and around the city to those of positive and inquisitive sentiments. Deborah Rogers, a Principal at Patrick Henry Downtown Academy, a GGO partner School in St. Louis, Missouri, stated that "GGO provides a critical outdoor experience for our students that we cannot provide during a regular academic program." The GGO program provides students with a toolkit to access the environment and succeed in school through building scientific literacy, STEM-capacity, and overall confidence in their learning abilities. Since implementing GGO's program, 98% of mentors and classroom teachers agreed or strongly agreed that GGO helped students better grasp scientific topics, 72% believed that GGO taught leadership skills, and 87% agreed or strongly agreed that GGO taught teamwork skills. GGO intends to raise or keep these percentages above 80% agreement and will continue monitoring program efficacy with teacher and mentor surveys.

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

Academic Excellence
Community Partnership
Continuous Learning
Equity
Student Centered
Whole Child

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

The GGO program provides students with a toolkit to access the environment and succeed in school through building scientific literacy, STEM-capacity, and overall confidence in their learning abilities. Since implementing GGO's program, 98% of mentors and classroom teachers agreed or strongly agreed that GGO helped students better grasp scientific topics, 72% believed that GGO taught leadership skills, and 87% agreed or strongly agreed that GGO taught teamwork skills. GGO intends to raise or keep these percentages above 80% agreement and will continue monitoring program efficacy with teacher and mentor surveys.

How does this project support the district broadly?

This research study will allow schools to make informed decisions on how to best provide comprehensive, equitable STEAM (science, technology, engineering, art, and math), and specifically environmental awareness, education to their students. It allows schools and educators to understand the STEAM-capacity of their students and to enhance upon this capacity to achieve growth and improvements in learning outcomes. Furthermore, environmental education can improve students' scientific knowledge, environmental awareness, and environmental knowledge (Bergman, 2016; Bradley et al., 1999; Ekenga et al., 2019; N. Sprague et al., 2020; N. L. Sprague & Ekenga, 2021), leading to increased pro-environmental conservation behaviors (Short, 2009; Steffen et al., 2011). Therefore, environmental education can act as a partial solution to human-driven climate change, biodiversity loss, overuse of natural resources, environmental health disparities, deforestation, and other human-caused environmental issues (Ardoin et al., 2013; Jucker, 2002; Steffen et al., 2011).

Commitment to Equity

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

This project progresses the district's commitment to equity in that it will allow schools to make informed decisions on how to best provide comprehensive, equitable STEAM (science, technology, engineering, art, and math), and specifically environmental awareness, education to their students. It allows schools and educators to understand the STEAM-capacity of their students and to enhance upon this capacity to achieve growth and improvements in learning outcomes. To this end, this study challenges policies and systems that may not be contributing to inequities. This research is designed with the holistic humanity of students in mind and the communities involved in the research are viewed as allies. This project provides an environmental education intervention that has been scientifically proven to work in St. Louis to promote STEAM education and health-related quality of life.

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?

Our research activities are accessible to individuals with disabilities in that focus groups are conversation-based and do not require a high level of reading or writing. We will also have on site mentors to help with reading and writing.

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

Our research activities can be easily translated into languages other than English as appropriate for the community with which we are engaging. We will also have on site mentors to help read and translate.

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?

We will construct a presentation for students which delineate our findings in an accessible way, informing them how environmental and nature-based education is beneficial to their health and wellbeing.

Research Activities

Start Date of Recruitment

03/01/2022

End Date of Recruitment

04/01/2022

Please provide the date that you will begin primary data collection

04/30/2022

Please provide the end date of primary data collection

12/15/2022

Please provide the date that you will begin analysis

01/15/2023

Please provide the end date of analysis

04/15/2023

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

09/15/2023

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

Academic journal article

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?

Yes

What will those in the control group receive instead of the intervention during or after the study is conducted? Please explain.

They will not receive an environmental education intervention.

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

No

Will this research involve Product Testing?

No

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

No

Does this research involve other research procedures not described previously?

No

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

No

Does this study involve the use of educational technology?

No

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number
2022-1767

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

Study Subject Inclusion Criteria

Students - Must be enrolled elementary or middle school students in a Chicago Public School with which GGO partners.

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

N/A

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

Economically Disadvantaged
Diverse Learner

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

Through partnering with Gateway to the Great Outdoors (GGO), schools will be provided with comprehensive nature-based intervention free of charge. Such a nature-based intervention combines hands-on, inquiry-based classroom STEAM instruction, nature-based field trips, and overnight camping trips. GGO works directly with classroom teachers to ensure that our curriculum augments classroom learning. Through partnering with GGO, students will gain greater accessibility to otherwise limited interactions with green-spaces in their lives. In a 2018 pre-assessment survey given to GGO participants in St. Louis, more than half of the students indicated that they had not been to a park in a month or more. When asked, "What is an issue that is affecting our natural environment?" one-third of the students responded "guns." An additional 25% had answers such as "killing," "mugging," and "weed." For these students, the outdoors may not feel like a safe, exciting place to explore and from which they can learn. GGO's programming includes student-led, community projects to aid students in changing their perspectives on outdoor spaces in and around the city to those of positive and inquisitive sentiments. Deborah Rogers, a Principal at Patrick Henry Downtown Academy, a GGO partner School in St. Louis, Missouri, stated that "GGO provides a critical outdoor experience for our students that we cannot provide during a regular academic program." The GGO program provides students with a toolkit to access the environment and succeed in school through building scientific literacy, STEM-capacity, and overall confidence in their learning abilities. Since implementing GGO's program, 98% of mentors and classroom teachers agreed or strongly agreed that GGO helped students better grasp scientific topics, 72% believed that GGO taught leadership skills, and 87% agreed or strongly agreed that GGO taught teamwork skills. GGO intends to raise or keep these percentages above 80% agreement and will continue monitoring program efficacy with teacher and mentor surveys.

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

N/A.

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

N/A.

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

We will allow students to cease their participation in the research.

Will you compensate study subjects?

No

Study Recruitment

Outline every aspect of the recruitment process for students.

Students will be recruited by participation in GGO programming through classroom partnership with the GGO organization.

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.

Simone Wolynski

Will this research involve screening procedures

No

Compliance

FERPA

For more information on FERPA, click here.

Is any aspect of this research subject to FERPA?

No

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?

No

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?

No

Permission, Confidentiality, and Security

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

No answer provided.

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

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

We will assign every student a number and deidentify the data. We also will give inform consent forms as attached.

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

We will assign every student a number and deidentify the data. We also will give inform consent forms as attached.

How will you store participant data?

With codes

These details must be included in all applicable consent forms

Describe the coding mechanism, indicate where links to codes will be stored, identify the individuals who will have access to coding keys or links, and clarify if codes will be deleted at a later date.

We will assign every student a number and deidentify the data. Nadav Sprague and Christine Ekenga will have access to the coding keys and they will store the links to codes. The data will be deleted at a later date.

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

We will be storing data after the study for analysis. We will keep data for three years or longer post-completion.

Attachments

Please attach all miscellaneous attachments

No answer provided.

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

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

No

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

No

Acknowledgements

Acknowledgements

Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):
<https://policy.cps.edu/download.aspx?ID=272>

Submission Date

02/03/2022

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

CPS RRB/Data Request ePay System

RRB Protocol #
2022-1767

Payment Confirmation Number
20000016

Load Initial Submission into IRBManager
- Submitted 05/23/2022 3:49 PM ET by System, The

Research Office Pre-Review
- Submitted 03/11/2022 2:06 PM ET by Dickson, Sarah

Pre-Review

RRB Number

2022-1767

Ready for Review

Ready for Review

Type of Review

Full Board

Primary Reviewer

Van Kummer, Deborah

Comments for Reviewer

No comments

Supplementary Site Output

609894 - John B Drake Elementary School

609919 - John Fiske Elementary School

School Contacts

J Golliday, Sydney

Email: SJStewart@cps.edu

Phone:

Unique Underwood, Kenya

Email: KUConner@cps.edu

Phone:

Administrative Reviewer

Dickson, Sarah

Email: skdickson@cps.edu

Phone:

Payment Received

Yes

Return for Stakeholder Re-Review

No answer provided.

Current associated projects

N/A

Associated Projects

No answer provided.

Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.

Primary Reviewer Recommendation
- Submitted 04/01/2022 5:25 PM ET by System, The

Primary Reviewer Recommendation

Primary Reviewer Recommendation

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Van Kummer, Deborah	Approve	01/01/0001	03/16/2022	04/01/2022
Approve. The study promotes CPS vision and values and does not put students at risk.					

Reviewer Notes

Approve. The study promotes CPS vision and values and does not put students at risk.

Post Primary Reviewer Processing
- Submitted 05/23/2022 3:10 PM ET by Corson, Adam

Office Processing

Ready to be Placed on Agenda?

Ready to be Placed on Convened Board Agenda

RRB Meeting Date

03/18/2022

Under Convened Board Review

- Submitted 05/23/2022 3:12 PM ET by Corson, Adam

Post Board Meeting Processing

Do not process this stage until after the board meeting

Post Board Determination

Re-Submit with Changes

Post Board Summary for Researcher

1.) What is the relationship of the researchers to the schools noted? Is the GGO/EE Intervention currently taking place in these schools? Does the GGP/EE Intervention take place as part of the school day, or as an extracurricular activity?

2.) How many students will participate in this study? How will they be selected and assigned to each treatment condition? How does the experience of the control group in GGO differ from that of the treatment group?

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

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

Follow Up Required

No Follow-up required

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

Administrative Processing of Revise and Resubmit
- Submitted 05/23/2022 3:59 PM ET by Corson, Adam

Administrative Processing

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

- 1.) What is the relationship of the researchers to the schools noted? Is the GGO/EE Intervention currently taking place in these schools? Does the GGP/EE Intervention take place as part of the school day, or as an extracurricular activity?
- 2.) How many students will participate in this study? How will they be selected and assigned to each treatment condition? How does the experience of the control group in GGO differ from that of the treatment group?

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

Re-submission Date

05/23/2022

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

No answer provided.

Administrative Determination

Approve

Approval Actions

Simple Approval

Approval Date

05/23/2022

Approval Period in Number of Months

12

Notes for Letter

N/A

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

Background Check Determination

Reviewer Background Check Recommendation

No

Display Proposed Study Participants

Students

Display Study Interventions

Focus Groups

Questionnaire

Display Study Contacts

Contact Email Address	Contact Organization	Role	Study Responsibility
Zonneville, Hannah M BA Email: simone@gatewayoutdoors.org Expirations: Background Check Level:	Gateway to the Great Outdoors	Coordinator	Will engage in primary data collection Will have access to individual-level student/staff data
Zonneville, Hannah M MS Email: nadav@gatewayoutdoors.org Expirations: Background Check Level:	Gateway to the Great Outdoors/Columbia University	Out of School Research Staff	Will engage in primary data collection Will have access to individual-level student/staff data

Office determination of background check level required for this study?

Level I

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

Justification for Background Check

Student involvement

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

Determination Letter Finalization**- Submitted 05/23/2022 4:47 PM ET by Corson, Adam****Review Generated Letter and Confirm Before Sending****RRB #**

2022-1767

Study Title

Enhancing Educational and Environmental Awareness Outcomes Through Photovoice

Principal Investigator

Ekenga, Christine PhD

Email: cekenga@emory.edu**Business:** (404) 727-3956**Redisplayed Board Determination**

Re-Submit with Changes

Determination Letter

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

Name	Type	Date
RRB#2022-1767-Christine Ekenga, PhD 2022-05-23.docx	Determination Letter	05/23/2022

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

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

New Submission defined 02/04/2022

Additional Attachments to Decision Email*No answer provided.***Notes for Determination Email***No answer provided.***Study Site Contact Background Check Expirations**

Name	Role	Background Check Expiration
Ekenga, Christine PhD	Principal Investigator	Missing
Zonneville, Hannah M BA	Coordinator	Missing
Zonneville, Hannah M MS	Out of School Research Staff	Missing

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

Level I

Background Check Level Justification

Student involvement

Other Notes in Letter

N/A

RRB Meeting Date for Acknowledgment of Final Determination

07/11/2022

Please select the next meeting date of the RRB.

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

06/01/2022

**EMORY UNIVERSITY/CHILDREN'S HEALTHCARE OF ATLANTA
ASSENT FORM FOR MINOR SUBJECTS**

Title: Engaging Under-Resourced Youth In Environmental Public Health

Principal Investigator: Christine C. Ekenga, PhD, MPH
Department of Environmental Health
Rollins School of Public Health
Emory University

INFORMATION ABOUT THIS STUDY:

We invite you to participate in a research study being conducted by investigators from the Rollins School of Public Health at Emory University. The purpose of the study is to evaluate the Gateway to the Great Outdoors school program.

If you agree to participate, we would like you to complete three surveys about your experiences with Gateway to the Great Outdoors. If you choose to participate in this study, you will complete one survey at the beginning of the program, one survey during the middle of the program, and one survey at the end of the program. You are free to skip any questions that you prefer not to answer. Each survey will take approximately 60 minutes.

Taking part in this research study is completely voluntary. You may choose not to take part at all. If you decide to be in this study, you may stop participating at any time. Any data that was collected as part of your participation in the study will remain as part of the study records and cannot be removed.

If you do not wish to participate in this study or want to end your participation in the study, you may withdraw by telling the study team you are no longer interested in participating in the study. You will not be penalized or lose any benefits for which you otherwise qualify.

The first set of questions are about you!

- | | | |
|--|-------------|---------------|
| 1. Are you: | Male | Female |
| 2. How old are you? | | |
| 3. What semester was this for you participating in GGO? | 1 | 2 |
| | 3 | 4 |

The second set of questions is about your views on science, sustainability and technology.

4. Do you strongly disagree (sd), disagree (d), agree (a), strongly agree (sa) with the following statements, or don't know (?). Circle the letters that match what you think – for example, if you strongly agree/agree a lot, then circle sd next to the statement

Science is one of my favorite subjects at school	sd	d	a	sa	?
Scientists are active in the community	sd	d	a	sa	?
Scientists are trying to solve problems that are important to me	sd	d	a	sa	?
I like learning new things in science	sd	d	a	sa	?
I believe that I am a leader	sd	d	a	sa	?
Science and technology are too hard for me to understand	sd	d	a	sa	?
It is important to be kept up-to-date on science issues	sd	d	a	sa	?
Science is important in my daily life	sd	d	a	sa	?
Sustainability/nature is important in my daily life	sd	d	a	sa	?
Science is important for the problems in our world	sd	d	a	sa	?
Knowing about science will get me a good job later	sd	d	a	sa	?
I work well in a team/group	sd	d	a	sa	?
I enjoyed the science we at GGO	sd	d	a	sa	?
I enjoyed the science we learned at GGO	sd	d	a	sa	?

3. Have you ever met a scientist?

- ☐ No, I have not met a scientist
- ☐ Yes, I have met a scientist

Now for some questions about GGO, and space for some feedback.

4. Will you tell others about your experience?

- ☐ I will definitely not tell others about this event
- ☐ I may not tell others about this event
- ☐ I don't know whether I will tell others about this event
- ☐ I may tell others about this event
- ☐ I will definitely tell others about this event

5. Do you want to find out more about the topics covered?

- ☐ No, I don't want to find out more about the topics covered at this event
- ☐ I don't know
- ☐ Yes, I do want to find out more about the topics covered at this event

If yes, which topics

6. What was your favorite part of GGO?

7. What was your least favorite part of GGO?

8. What did you learn on your outing trip?

9. What is an issue that is affecting our natural environment?

10. What are the three Rs?

R

R

R

11. Any additional comments on the program?

12. Please circle the answer that best applies to you

- a. During the past month, what is the hardest physical activity that you could do for at least 10 minutes?
 - 1. Run at a fast pace
 - 2. Jog
 - 3. Walk at a fast pace
 - 4. Walk at a regular pace
 - 5. Walk at a slow pace

- b. During the past month, how often have you felt anxious or sad?
 - 1. None of the time
 - 2. A little of the time
 - 3. Some of the time
 - 4. Most of the time
 - 5. All of the time

- c. During the last month of school, how did you do?
 - 1. I did very well
 - 2. I did as well as I could
 - 3. I could have done a little better
 - 4. I could have done much better
 - 5. I did poorly

- d. During the past month, if you needed someone to help you
 - 1. Someone was there when I wanted
 - 2. Yes, most of the time someone was there
 - 3. Yes, some of the time someone was there
 - 4. Yes, a little someone was there
 - 5. No, not at all

- e. During the past month, I talked to my family about my opinion or feelings
 - 1. All of the time
 - 2. Most of the time
 - 3. Some of the time
 - 4. A little of the time
 - 5. No, not at all

1. *What is your job title?*

2. *How many semesters have you been a GGO mentor?*

3. *Do you think GGO is beneficial to your students? Why or why not?*

4. *Do you strongly disagree (sd), disagree (d), agree (a), strongly agree (sa) with the following statements, or don't know (?). Circle the letters that match what you think – for example, if you strongly agree/agree a lot, then circle sd next to the statement*

GGO helped my students better grasp science topics:	sd	d	a	sa	?
Outdoor education helped my student better grasp science topics:	sd	d	a	sa	?
GGO helped with my students mental wellbeing:	sd	d	a	sa	?
Outdoor education helped with my students mental wellbeing:	sd	d	a	sa	?
GGO helped with my students physical wellbeing:	sd	d	a	sa	?
Outdoor education helped with my students physical wellbeing:	sd	d	a	sa	?
GGO taught my students leadership skills:	sd	d	a	sa	?
Outdoor education taught my students leadership skills:	sd	d	a	sa	?
GGO taught my students teamwork skills:	sd	d	a	sa	?
Outdoor education taught my students teamwork skills:	sd	d	a	sa	?
I would recommend my friends to volunteer at GGO:	sd	d	a	sa	?
I would recommend GGO to other schools:	sd	d	a	sa	?

5. *Do you have any suggestions on how we can improve GGO?*

6. *Any other comments?*

1. Are you (CIRCLE):

Male

Female

2. How old are you?

3. What semester was this for you participating in GGO (CIRCLE)?

1 2 3 4

Part A: Nature and natural areas are things or places that are **not made, developed, or caused by humans**. Please circle the answer that best applies to you:

4. How often do you **see nature in your everyday life** (at school, at home, in your neighborhood)?

- (1) **Rarely:** Very little of my everyday life is natural
- (2) **Sometimes:** Some of my everyday environment is natural
- (3) **Half:** About half of my everyday environment is natural
- (4) **Often:** A lot of my everyday environment is natural
- (5) **Most** of my everyday environment is natural

5. How much do you **pay attention to nature** in your everyday life?

- (1) Not much
- (2) A little
- (3) Somewhat
- (4) A good amount
- (5) A great deal

6. When was the last time you **travelled to natural areas** away from your school, home, or neighborhood?

- (1) Sometime this week
- (2) Sometime this month
- (3) Sometime in the past year
- (4) More than a year ago
- (5) Never

7. When **in those natural areas**, how much do you **pay attention to nature**?

- (1) Not much
- (2) A little
- (3) Somewhat
- (4) A good amount
- (5) A great deal

8. When was the last time you **played or exercised in** areas with a lot of nature?

- (1) Sometime this week
- (2) Sometime this month
- (3) Sometime in the past year
- (4) More than a year ago
- (5) Never

9. When you **play or exercise**, how much do you **pay attention to nature**?

- (1) Not much
- (2) A little
- (3) Somewhat
- (4) A good amount
- (5) A great deal

TURN OVER

Part B: Please put a ✓ in the box next to the answer that best applies to you:

10. Have you ever had **asthma**?

- ☐ Yes
☐ No

11. Have you ever had **wheezing** or whistling in the chest at any time in the past?

- ☐ Yes
☐ No

12. I feel safe walking in my neighborhood, day or night.

- ☐ Strongly Agree
☐ Agree
☐ Neutral (Neither agree or disagree)
☐ Disagree
☐ Strongly Disagree

13. Violence is **NOT** a problem in my neighborhood.

- ☐ Strongly Agree
☐ Agree
☐ Neutral (Neither agree or disagree)
☐ Disagree
☐ Strongly Disagree

14. My neighborhood is safe from crime.

- ☐ Strongly Agree
☐ Agree
☐ Neutral (Neither agree or disagree)
☐ Disagree
☐ Strongly Disagree

15. What is your **gender**?

- ☐ Male
☐ Female

16. Were **you** born in the U.S.A?

- ☐ Yes ☐ No

17. Was your **mom** born in the U.S.A?

- ☐ Yes ☐ No

18. Was your **dad** born in the U.S.A?

- ☐ Yes ☐ No

19. Are you **Hispanic or Latino**?

- ☐ Yes ☐ No

20. What is your race?

- ☐ Black or African American
☐ American Indian or Alaska Native
☐ Asian
☐ Native Hawaiian/ Other Pacific Islander
☐ White
☐ Two or more races
☐ Other _____

Part C: Please answer EVERY question by circling the number for your response. If you are not sure about how to answer a question, please give the best answer you can. Remember, there are no right or wrong answers.

Over the past week, how have things been with ...	Very Poor	Poor	Fair	Good	Very Good
1) ... your health?	1	2	3	4	5
2) ... your mood or feelings?	1	2	3	4	5
3) ... school or learning?	1	2	3	4	5
4) ... helping out at home?	1	2	3	4	5
5) ... getting along with friends?	1	2	3	4	5
6) ... getting along with your family?	1	2	3	4	5
7) ... play or free time?	1	2	3	4	5
8) ... getting things done?	1	2	3	4	5
9) ... your love or affection?	1	2	3	4	5
10) ... getting or buying things?	1	2	3	4	5
11) ... the place where you live?	1	2	3	4	5
12) ... paying attention?	1	2	3	4	5
13) ... your energy level?	1	2	3	4	5
14) ... feelings about yourself?	1	2	3	4	5
15) ... Overall, how has your life been?	1	2	3	4	5

1. *How many years have you been teaching?*

2. *What subjects do you teach?*

3. *Do you think GGO is beneficial to your students? Why or why not?*

4. *Do you strongly disagree (sd), disagree (d), agree (a), strongly agree (sa) with the following statements, or don't know (?). Circle the letters that match what you think – for example, if you strongly agree/agree a lot, then circle sd next to the statement*

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Outdoor education taught my students leadership skills:	sd	d	a	sa	?
GGO taught my students teamwork skills:	sd	d	a	sa	?
Outdoor education taught my students teamwork skills:	sd	d	a	sa	?
I would recommend GGO to fellow teachers:	sd	d	a	sa	?
I would recommend GGO to fellow schools:	sd	d	a	sa	?
The mentors were good role models for my students:	sd	d	a	sa	?

5. *Do you have any suggestions on how we can improve GGO?*

6. *Any other comments?*

1. Are you (CIRCLE):

Male

Female

2. How old are you?

3. What semester was this for you participating in GGO (CIRCLE)?

1 2 3 4

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TURN OVER

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☐ Female

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19. Are you **Hispanic or Latino**?

- ☐ Yes ☐ No

20. What is your race?

- ☐ Black or African American
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☐ Two or more races
☐ Other _____

Part C: Please answer EVERY question by circling the number for your response. If you are not sure about how to answer a question, please give the best answer you can. Remember, there are no right or wrong answers.

Over the past week, how have things been with ...	Very Poor	Poor	Fair	Good	Very Good
1) ... your health?	1	2	3	4	5
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3) ... school or learning?	1	2	3	4	5
4) ... helping out at home?	1	2	3	4	5
5) ... getting along with friends?	1	2	3	4	5
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14) ... feelings about yourself?	1	2	3	4	5
15) ... Overall, how has your life been?	1	2	3	4	5



IRB EXPEDITED APPROVAL

February 1, 2022

Dr. Christine Ekenga, PhD

cekenga@emory.edu

Title:	Engaging Under-Resourced Youth in Environmental Public Health
Principal Investigator:	Christine Ekenga
IRB ID:	STUDY00003661
Funding:	Name: Internal - Department
Documents Reviewed:	<ul style="list-style-type: none">• HIPAA, Category: Other;• Letter of Support from participating school, Category: Other;• Mentor Survey, Category: Surveys, Questionnaires, Interview Guides;• Protocol checklist, Category: IRB Protocol;• Student Mid Survey, Category: Surveys, Questionnaires, Interview Guides;• Student Post Survey, Category: Surveys, Questionnaires, Interview Guides;• Student Pre Survey, Category: Surveys, Questionnaires, Interview Guides;• Study Protocol, Category: IRB Protocol;• Teacher Survey, Category: Surveys, Questionnaires, Interview Guides;

Dear Dr. Christine Ekenga:

On 2/1/2022 the Emory IRB reviewed the above-referenced study by expedited process. This research is eligible for expedited review under 45 CFR.46.110 and/or 21 CFR 56.110 because it poses minimal risk and fits expedited review category F[7] as set forth in the Federal Register.

No annual IRB review is required, as permitted under the 2018 Common Rule.

Please note carefully the following items with respect to this approval:



- Attached documents have been stamped.
- **Waiver of documentation of written/signed consent (for whole study):** A request to waive documentation of informed consent (i.e. signature) has been approved.
 - Please note that you are required to consent subjects with the verbal consent script approved with this submission, and document this consent process. Informed consent has not been waived; only the requirement for subject signature has been waived.

In conducting this protocol, you are required to follow the requirements listed in the Emory Policies and Procedures, which can be found at our [IRB website](#).

Sincerely,

Kalifa Alexander, MPH
Research Protocol Analyst

Your stamped consent form is available under the "Documents" tab.

Now that your submission has been approved, please take a few moments to complete the [Emory IRB Satisfaction Survey](#). We will use your responses to improve our service to the Emory research community. We appreciate your feedback!

**EMORY UNIVERSITY/CHILDREN'S HEALTHCARE OF ATLANTA
ASSENT FORM FOR MINOR SUBJECTS**

Title: Engaging Under-Resourced Youth In Environmental Public Health

Principal Investigator: Christine C. Ekenga, PhD, MPH
Department of Environmental Health
Rollins School of Public Health
Emory University

INFORMATION ABOUT THIS STUDY:

We invite you to participate in a research study being conducted by investigators from the Rollins School of Public Health at Emory University. The purpose of the study is to evaluate the Gateway to the Great Outdoors school program.

If you agree to participate, we would like you to complete three surveys about your experiences with Gateway to the Great Outdoors. If you choose to participate in this study, you will complete one survey at the beginning of the program, one survey during the middle of the program, and one survey at the end of the program. You are free to skip any questions that you prefer not to answer. Each survey will take approximately 60 minutes.

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If you do not wish to participate in this study or want to end your participation in the study, you may withdraw by telling the study team you are no longer interested in participating in the study. You will not be penalized or lose any benefits for which you otherwise qualify.



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

05/23/2022

Christine Ekenga, PhD
1518 Clifton Rd
Atlanta, GA 30322

Dear Dr. Ekenga,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 05/23/2022 to your research project, titled: Enhancing Educational and Environmental Awareness Outcomes Through Photovoice.

Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Please note the following--

Background Check Level Required: Level I

Other Notes: Student involvement N/A

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2022-1767. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

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

Sarah Dickson
Co-Chair, Research Review Board