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New RRB Submission

Data Entry

- Submitted 10/17/2024 4:27 PM ET by Destin, Mesmin

Amendment Summary

RRB Number	2020-996
Study Title	Supporting Student Motivation
Event Type	Modification/Continuing Review defined 10/17/2024
Schools	610122 - Helen Peirce International Studies ES
Participating	610158 - Harriet E Sayre Elementary Language Academy

Description of Research Activities to Date

The last modification of this project expanded the racial affinity program and evaluation at Peirce School of International Studies. The projects are still progressing successfully. We are proposing this modification to continue to support the schools' racial equity goals by including conversations with educators and students related to school affinity groups and classroom curriculum. This proposed modification builds on our previous work: In 2019-2020, we used funds from a Northwestern - CPS Rapid Impact Grant to test the effects of a series of mentoring workshops designed to support the identities and motivation of 7th and 8th-grade students. Our results, which have been shared with the school, show initial support for the success of the program. Subsequently, we conducted focus groups with students, staff, and community members on issues of race and identity. Initial findings were shared with the school community and are being used to further the aims of the school's improvement goals. One of those goals was to support the development and evaluation of racial affinity groups. This support began in 2023 through the facilitation of a pilot affinity group. The insights from this were used to expand the groups for the larger school community. In 2024, we continued to evaluate and support racial affinity groups at both schools, while also interviewing white students at Peirce to better understand ways to involve white students in school racial equity initiatives and improve school motivation and belonging.

Preliminary Results to Date

In our work, we aim to produce rigorous evidence on the types of experiences and programs that effectively support students with particular attention toward inspiring students in their postsecondary plans and promoting equity. For instance, through an earlier project in partnership with Helen C. Peirce School of International Studies and with Nicholas Senn High School, we have shown that fostering near-peer mentorship experiences between middle school students and high school students that are focused on postsecondary planning significantly improves student motivation with implications for achievement during the transition into high school. In the next version, we expanded our work related to postsecondary plans to directly address issues of equity and determine how the messages students receive about the groups that they belong to can be shaped to support positive academic trajectories. The project demonstrated the effects of a program designed to draw connections between students' beliefs about their social groups and their future aspirations in order to support school engagement.

Our most recent work revealed a number of important insights that have contributed to the next direction of the partnerships. For example, we learned about key experiences within peer interactions that cue students from diverse racial backgrounds to feel a sense of belonging in school or not. Further, we gained insight into the elements of peer support that help students navigate such experiences in ways that strengthen their school motivation. Finally, the affinity groups revealed the importance of peer support dynamics in mediating students' belonging, motivation, and identity development in school, particularly for racially minoritized students. Our interviews with white students also suggested the potential benefits of engaging in discussions around race and identity with all students (not only racially minoritized students). The current modification builds on and extends this prior work.

Type of Request

Modification

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.

Indicate Proposed Modification Areas

Consent Form(s) or Consent Process
Type of Data Collected

After summarizing your proposed modifications on this page, please update the following pages as appropriate. Please update all aspects of your proposal to reflect your proposed modifications. Any changes made within your proposal will be displayed as tracked changes to your assigned reviewer.

Please provide an overview of the proposed modifications to your study consent forms or consent processes

Updated consent forms reflect the goals of the continuation of the project.

Please provide an overview of the proposed modifications to the type of data collected

The previous modification expanded the racial affinity program and evaluation. This modification will continue to support the schools' racial equity goals by including conversations with educators and students related to school affinity groups and classroom curriculum. We plan to measure students' outcomes longitudinally over the course of their academic year by observing classroom discussions, collecting classroom artifacts and interviewing some teachers and students. This approach will allow us to conduct a more thorough evaluation of the effectiveness of school affinity groups and classroom curriculum related to race. The insights from the affinity group, racial equity interviews, and the needs of the school demonstrated this path as an important next step in pursuing the school's goals for racial equity broadly. In consultation with school administrators, members of the Local School Council, and teachers, we are developing a research-based curriculum that will promote the identity development of students and improve school motivation and belonging.

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

No answer provided.

Pertinent CPS Documentation

Submitter

Destin, Mesmin

Email: m-
destin@northwestern.edu

Phone:

Overview of Pertinent CPS Documentation

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

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

External Research Study and Data Policy

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

CPS RRB Guidelines

✓ I have read and understood the CPS RRB Guidelines

CPS Equity Framework

✓ I have read and understood the CPS Equity Framework

CPS Volunteer Policy

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

Study Personnel Details

Study Title

Supporting Student Motivation

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

Yes

Please select the RPP with which you are affiliated

Northwestern SESP

RPP Point of Contact

Lynn Grabarek, Jana

Email: jana.grabarek@northwestern.edu

Phone:

Current Study Contacts

Name	Role
Destin, Mesmin	Coordinator
Destin, Mesmin	Principal Investigator
Dull, Brandon MA	Project Team Member
Lynn Grabarek, Jana	Out of School Research Staff
Rosario, Josiah	Project Team Member
Zaimi, Lorianne	District Supporter

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?

No

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

Harriet E Sayre Elementary Language Academy
Helen Peirce International Studies ES

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.)?

No

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

Classroom Artifacts
Interviews
Observations

Please describe your classroom artifact collection protocol, detailing when, where, duration, frequency, and with whom?

As a part of the study, we will collect classroom artifacts and assignments only during units where students are discussing race and identity. The classroom artifacts will be useful information for understanding how students are engaging and responding to the curriculum in the classroom.

Please describe how data will be captured and stored securely

We will protect anything participants say in the classroom artifacts and all the data will be kept in password-protected files online which are encrypted and protected by university standard security measures. We will keep any identifiable information such as name and any other information collected separately from the classroom artifacts data. We will give each participant an ID number and deidentify all data. This data will only be accessible to the research team.

Please attach all relevant documents here.

Artifacts.docx Classroom Artifacts

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

The project will involve students and teachers participating in interviews with a trained researcher. The interviews will be centered on identity where participants will be asked to discuss two overarching topics: 1) Their experience and understanding of their social identities and racial backgrounds and 2) their experiences in school talking about identity. The specific questions will be created in collaboration with school partners (e.g., teachers, administrators, students), though an example protocol is provided in the appendix. The interviews will be conducted in person at Peirce during the school day in a safe and confidential location designated by the school administrators.

Only teachers who consent, as well as students who assent and whose parents give consent to participate, will be interviewed. Potential participants (e.g., teachers, students and parents) will be sent a flyer, which will detail the information for the interviews including the topics that will be discussed, the amount of time expected to conduct the interviews, and that each interview will be conducted by a trained researcher. All flyers will be distributed by Peirce staff via email directly to parents and their children who attend Peirce. The flyer also contains a notice that participation is voluntary and that there are no penalties for deciding not to participate. The electronic flyer will also have a link to consent and assent forms for parents and their children to complete should they want to participate. The consent and assent forms will be signed via Qualtrics. Both parents and children must sign. The consent and assent forms can be found in the Appendix below. Physical copies of consent and assent forms will be sent home with students and distributed before and after school.

We expect to recruit and conduct individual interviews with teachers as well as students from all racial groups across 5th through 8th grade. Based on current information, this would mean a maximum of 10 teachers and 45 students.

Does this involve video, audio, or photograph recording?

Yes

Please describe the protocol for audio/video recording

If participants provide consent and assent, we will confidentially provide a structured space to discuss their own racial backgrounds, the experiences of race in school, and about current events regarding race in the US. These interviews will be audio-recorded so that the study team may later transcribe the interview. Audio-recording is not mandatory to participation. If participants do not agree to be audio-recorded, they can still participate. This discussion will be led by an adult who shares their racial background.

Please describe how data will be captured and stored securely

We will protect anything participants say in the interview and all the data will be kept in password-protected files online which are encrypted and protected by university standard security measures. We will keep any identifiable information such as name and any other information collected separately from the interview data. We will give each participant an ID number and

deidentify all data. This data will only be accessible to the research team.

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

Parent Permission with Child Assent
Form_10.17.24.docx

Consent Forms

Teacher Consent Form_10.13.24.docx

Consent Forms

Peirce_Student Protocol_10.13.24.docx

Interview
Protocols

Peirce_Teacher Protocol_10.13.24.docx

Interview
Protocols

Deleted Attachments: 3 (Most Recent: Interview Parent Permission with Child Assent Form_.docx on 10/17/2024 4:19 PM ET)

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

A trained researcher will conduct classroom observations during specific units (e.g., units where teachers are discussing race and racism). The researcher will only observe on days that are approved by the teacher and school administrators. During the observations, the focus and attention will be directed toward the teachers, and we will not interact with, or focus on, particular students in the classroom. No audio or video recordings will be used during classroom observations.

Does this involve video, audio, or photograph recording?

No

Please note: Video/Audio classroom observations where students are present is not permitted unless every student present for the observation has active assent and parental consent.

Please describe how data will be captured and stored securely

We will protect anything participants say during the classroom observations and all the data will be kept in password-protected files online which are encrypted and protected by university standard security measures. We will keep any identifiable information such as name and any other information collected separately from the observation data. We will give each participant an ID number and deidentify all data. This data will only be accessible to the research team.

How will you protect individuals who did not consent to participate in the observation, and what will non-consented students be doing during the observation(s)?

During the observations, the focus and attention will be directed toward the teachers, and we will not interact with, or focus on, particular students in the classroom. No audio or video recordings will be used during classroom observations.

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

Parent Permission with Child Assent Form_10.17.24.docx Consent Forms

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?

Students
Teachers

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

Yes

Please be aware that the inclusion of study subjects younger than 18 requires active, written consent from the parent(s) or guardian(s). The consent form needs to explicitly inform parents of their rights to review all materials used with their children as provided for in the Protection of Pupils Rights Act. Please ensure you have added the following statement to your consent form(s) verbatim, with the appropriate personalization for your study:

"Parents please be aware that under the Protection of Pupils Right Act 20 U.S.C. Section 1232 (c)(1)(A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, you should contact [INSERT APPROPRIATE CONTACT] at XXX-XXXX to obtain a copy of the questions or materials."

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

Yes, and it was approved

IRB of Record Name

Northwestern University IRB

IRB Protocol Number

STU00214749

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

Destin NU IRB.pdf IRB Letters

IRB of Record Primary Contact Email Address

irb@northwestern.edu

Study Overview

Executive Summary or Abstract

Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.

The last modification of this project expanded the racial affinity program and evaluation at Peirce School of International Studies. The projects are still progressing successfully. We are proposing this modification to continue to support the schools' racial equity goals by including conversations with educators and students related to school affinity groups and classroom curriculum. This proposed modification builds on our previous work: In 2019-2020, we used funds from a Northwestern - CPS Rapid Impact Grant to test the effects of a series of mentoring workshops designed to support the identities and motivation of 7th and 8th-grade students. Our results, which have been shared with the school, show initial support for the success of the program. Subsequently, we conducted focus groups with students, staff, and community members on issues of race and identity. Initial findings were shared with the school community and are being used to further the aims of the school's improvement goals. One of those goals was to support the development and evaluation of racial affinity groups. This support began in 2023 through the facilitation of a pilot affinity group. The insights from this were used to expand the groups for the larger school community. In 2024, we continued to evaluate and support racial affinity groups at both schools, while also interviewing white students at Peirce to better understand ways to involve white students in school racial equity initiatives and improve school motivation and belonging.

This modification will continue to support the schools' racial equity goals by understanding how racial affinity groups and classroom curriculum related to race impact students' identity and the broader school environment. We plan to measure students' outcomes longitudinally over the course of their academic year by observing classroom discussions and interviewing some teachers and students. The insights from the affinity group, racial equity interviews, and the needs of the school demonstrated this path as an important next step in pursuing the school's goals for racial equity broadly. In consultation with school administrators, members of the Local School Council, and teachers, we are developing a research-backed curriculum that will promote the identity development of students and improve school motivation and belonging.

Research Questions and Hypothesis

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

What are the racialized experiences of students, staff, and parents experience in connection to the school community?

How do teachers talk about race and identity in the classroom?

How do conversations around race and identity in the school curriculum shape students' awareness and school experience?

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 project aims contributes to a growing body of research on theory-based social psychological interventions to address disparities in academic outcomes. For example, Cohen and colleagues (2009) found that a brief values affirmation intervention aiming to counteract stereotype threat (see Steele, 1997) significantly reduced the gap in academic achievement between European American and African American students during middle school. In another intervention study, seventh grade students who were encouraged to believe that intelligence is malleable, rather than fixed, subsequently earned higher grades at the end of the school year (Blackwell, Trzesniewski, & Dweck, 2007). In the most relevant example, Oyserman and colleagues (2006) took an identity-based approach, which focused on the way that students thought about who they are and who they want to become, also known as their possible selves. A ten-session program guided participating students to develop meaningful ideas about the direction of their lives and the steps necessary to reach their desired future identities, which led to positive effects on students' grades.

A series of smaller scale field experiments related to future identities have focused more specifically on socioeconomic considerations that have a particularly strong effect on motivation for students from families with fewer financial resources. In one line of research, Destin and Oyserman (2009) directly addressed how perceived financial barriers can influence students' future identities and school motivation. Low SES seventh grade students who were randomly assigned to learn about need-based financial aid for college subsequently showed greater school motivation than those who were randomly assigned to control conditions. Furthermore, in related work, a similar group of students who were randomly assigned to learn about the long-term financial benefits of college were subsequently more likely to complete schoolwork than students who were randomly assigned to comparison conditions (Destin & Oyserman, 2010). Both of these lines of research suggest that specific thoughts about possible financial challenges or future financial rewards have a significant connection to the types of lives that students from low SES backgrounds imagine for themselves, which affects school motivation. The proposed research aims to contribute to the intervention literature by directly incorporating information about financial aspects of education, which may resonate particularly strongly with low SES students and help to combat socioeconomic disparities in achievement.

Finally, the proposed project provides an opportunity to assess the validity of a hypothesized theory of action connecting workshop materials to achievement and behavioral outcomes. Drawing from the theories of

possible selves and identity-based motivation (Markus & Nurius, 1986; Oyserman & Destin, 2010), the proposed workshop is designed to improve school outcomes by shaping students' ideas about their possible and likely futures (measured as college-bound identities and possible selves), which in turn can be drawn upon as a source of academic perseverance and efficacy (see Zimmerman, Bandura, & Martinez-Pons, 1992) by giving long-term meaning to immediate school tasks.

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 evaluation of the racial affinity program and classroom curriculum will be coordinated in consultation with school administrators. School partners will recruit co-facilitators and teachers to finalize the curriculum alongside parent organizers. As research partners, we will contribute to the organization and facilitation of both activities (e.g., racial affinity groups, classroom curriculum related to race) as requested and develop the evaluation. Participating teachers and students will complete interviews throughout the year (during, and after the affinity groups and curriculum implementation), and with approval from school administrators and teachers, researchers from our team will observe classroom discussions and collect classroom artifacts. Further, to improve the accuracy of the findings, we will recruit students who did not participate in these activities to act as a "control" group to compare their outcomes with students who did participate in these activities. This quasi-experimental approach will provide important insights into the effect of these activities on students' outcomes. Additionally, after the program, we will conduct interviews with program facilitators to understand their experiences in the program as well as their interpretations of its impact on students' experiences. We will assess whether the program effectively developed a safe, enjoyable, and challenging space for participants. In addition, we will assess whether the program facilitated positive identity development. Post-program interviews will be conducted beginning two weeks after the conclusion of the program. The protocol for the interviews, and the details of the program can be found below in the appendix. The interviews will be conducted at Peirce during the school day in a safe and confidential location designated by the school administrators.

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 methodology is qualitative. We plan to measure students' outcomes longitudinally over the course of their academic year by observing classroom discussions, collecting classroom artifacts, and interviewing some teachers and students. To analyze the qualitative data, we will use an inductive approach to generate data-driven codes and themes, following Wolcott's (1994) three-level model of *description* (general landscape of the data), *analysis* (how do the observations fit together?), and *interpretation* (what do these stories reveal about the research question?). Our analysis process will allow us to examine how students' meaning making related to race, identity, and belonging are (or are not) shifting over the course of the academic year.

Benefits and Commitment to Equity

Benefit to CPS

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

Academic Excellence
Community Partnership
Equity
Student Centered
Whole Child

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

The project was designed in collaboration with community partners to engage with students in ways that embrace their multi-faceted identities to support the development of and progress toward self-determined goals.

How does this project support the district broadly?

The project provides new resources for a district school to engage with students as effectively as possible and encourage student success and well-being in ways that emphasize equity.

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
Zaimi, Lorianne Email: LZaimi@cps.edu Phone:	School leader providing ongoing support for the project.
U Adekunle, Folasade Email: fuadekunle@cps.edu Phone:	School leader providing ongoing support for the project.

Link to New Contact Form

User had the option to start a different form here.

Commitment to Equity

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

The project engages with students in ways that embrace the strengths derived from their identities to support their own deeply held motivation.

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

How are your research activities accessible to individuals with disabilities?

All students who participate in everyday school activities will be fully able to participate in the research activities.

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

Materials are available in Spanish as necessary.

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

We provide a written report to the school administration on at least an annual basis.

Research Activities

Start Date of Recruitment

11/15/2024

End Date of Recruitment

06/01/2025

Please provide the date that you will begin primary data collection

12/01/2024

Please provide the end date of primary data collection

06/01/2025

Please provide the date that you will begin analysis

06/01/2025

Please provide the end date of analysis

12/01/2025

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

12/01/2025

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

The project will result in a final report for the school partner in addition to a potential 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?

No

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

No

Will this research involve Product Testing?

No

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

No

Does this research involve other research procedures not described previously?

No

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

No

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

No

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

Study Population

Will you be submitting a secondary Data Request?

No

Study Subject Inclusion Criteria

All interested students from 5th - 8th grade at the partner schools are eligible to participate.

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

All participants must provide consent and assent to participate.

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

The Peirce affinity program extension of the project is a direct request from the school because of its immediate benefit to the school's goals for pursuing racial equity. By assisting in the facilitation and development of this racial affinity program and classroom curriculum we are providing Peirce a strong foundation upon which to build a long-term, self-sustaining program that supports students' identity development and sense of belonging. In addition, this will lend crucial insight to educators and researchers on the necessary elements of this type of program to provide students with effective support to reach their desired futures.

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

There may be a natural discomfort in expressing your views about race to an interviewer you are not close to. While this discomfort may be no more than what you would experience on a day-to-day basis, we are providing safeguards to prevent these risks to the best of our ability.

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

- To make sure these risks have a low chance of affecting participants, we will take the following steps:
 - o Facilitators will be trained to facilitate conversations with expertise and sensitivity.

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

Participants may leave the conversation at any time. Participants and their parents are also encouraged to contact a member of the research team if any concerns emerge during the research process.

Will you compensate study subjects?

Yes

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

Interview participants will receive \$25.

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.

Payment will be mailed to the address of participants' choice. Address information will not be retained after payment is disbursed.

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

Participants will still be compensated if they withdraw from the research at any time.

Study Recruitment

Outline every aspect of the recruitment process for students.

Flyers will be distributed by staff via email directly to parents and their children. The flyer also contains a notice that participation is voluntary and that there are no penalties for deciding not to participate. The electronic flyer will also have a link to consent and assent forms for parents and their children to complete should they want to participate. The consent and assent forms will be signed through DocuSign. Both parents and children must sign through DocuSign. The flyers, consent, and assent forms can be found in the prior attachment.

Outline every aspect of the recruitment process for teacher participants.

Flyers will be distributed by Peirce staff via email directly to teachers. The flyer also contains a notice that participation is voluntary and that there are no penalties for deciding not to participate. The electronic flyer will also have a link to consent forms for teachers to complete should they want to participate. The consent forms will be signed through DocuSign. The flyers, consent, and assent forms can be found in the prior attachment.

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.

Graduate student Brandon Dull and assistant principal Samuel Lee

Will this research involve screening procedures

No

Compliance

FERPA

For more information on FERPA, click here.

Is any aspect of this research subject to FERPA?

Yes

Is the proposed research in compliance with FERPA?

Yes

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?

Yes

Is the proposed research in compliance with ISSRA?

Yes

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?

Yes

Is the proposed research in compliance with PPRA?

Yes

Permission, Confidentiality, and Security

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

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.

Efforts will be made to limit the use and disclosure of participants' personal information, including research study records, to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this institution Unless required by law, only the study investigator, the Northwestern University Institutional Review Board, and representatives from the Office for Human Research Protections (OHRP) have the authority to review participants' study records. They are required to maintain confidentiality regarding participants' identity. Results of this study may be presented at conferences or academic publications. participants' names will never be used. Any and all information in their responses that could potentially be identifying, such as names, will be removed from transcripts and all responses will be deidentified. Participants' responses in the interviews will be anonymous. All names will be replaced with pseudonyms (i.e. replacement names) when referred to in academic publications or conferences.

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

In addition to the privacy provisions, all study data will be stored on a secure system only accessible to study team members.

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.

Coding will be facilitated by Northwestern SESP/CPS partnership personnel, who will retain links on a secured system.

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

Data will be stored for follow-up analyses that may be necessary as findings proceed through the peer-review publication process, an estimated duration of five years.

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
04/29/2022

Load CR/Mod into IRBManager

- Submitted 10/17/2024 4:27 PM ET by System, The

CR/Mod Processing
- Submitted 11/14/2024 12:02 PM ET by Corson, Adam

CR/Mod Processing

Ready for Review

Approve

Approval Date

11/14/2024

Approval Period (in number of months)

12

Existing Background Check Level

Level I

Existing Background Check Justification

Interactions with students.

Does background check level need to be updated?

No

Notes for Letter

No answer provided.

RRB Meeting Date for Notification

12/06/2024

Current School Sites

610122 - Helen Peirce International Studies ES
610158 - Harriet E Sayre Elementary Language Academy

School Sites Chosen Within Data Entry

Harriet E Sayre Elementary Language Academy
Helen Peirce International Studies ES

School Contacts for Sites Chosen

U Adekunle, Folasade

Email: fuadekunle@cps.edu

Phone:

Zaimi, Lorianne

Email: LZaimi@cps.edu

Phone:

Are the Supplementary Sites the same?

False

Administrative Reviewer

Corson, Adam

Email: ACorson1@cps.edu

Phone:

Load Approved Modifications

- Submitted 11/14/2024 12:02 PM ET by System, The

Determination Letter Finalization
- Submitted 11/14/2024 12:03 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB #

2020-996

Study Title

Supporting Student Motivation

Principal Investigator

Destin, Mesmin

Email: m-
destin@northwestern.edu

Phone:

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#2020-996-Mesmin Destin 2024-11-14.docx	Determination Letter	11/14/2024

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

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

Modification/Continuing Review defined 10/17/2024

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
Destin, Mesmin	Coordinator	Missing
Destin, Mesmin	Principal Investigator	Missing
Dull, Brandon MA	Project Team Member	Missing
Lynn Grabarek, Jana	Out of School Research Staff	Missing
Rosario, Josiah	Project Team Member	Missing
Zaimi, Lorianne	District Supporter	Missing

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

Level I

Background Check Level Justification

Interactions with students.

Other Notes in Letter

N/A

Parent Permission with Child Assent Form

Title of Research Study: Race Conversations: A study about race and school

Principal Investigator: Mesmin Destin

Supported By: This research is supported by the Psychology Department

Key Information about this research study:

The following is a short summary of this study to help you decide whether to participate in this research study.

- ***The purpose of this study is*** to understand students' experiences talking about race in the classroom.
- Your child is being asked to participate in a study that involves an interview with a trained facilitator.
- We expect that interviews will last about 30min to 1 hour.
- The primary risk of participation is some discomfort your child might naturally have from sharing their ideas about race with another person. However, we do not believe that this discomfort is more than what you would experience in daily life. We will make sure to minimize this as much as possible.
- We do not promise any benefits to you as a participant.
- You can ask all the questions you want before you decide to participate.

If you say that “Yes, I want to be in this research,” here is what you will be asked to do:

If you agree to have your child participate, they will be asked to participate in a one-on-one interview where they will get to share their experiences and opinions. For example, your child will answer questions about how they think about race and what they are learning in school about race. The interview is expected to take about 45 minutes, and it will be audio-recorded. We also ask for your permission to access your child's classroom assignments during lessons about race. All research activities will take place during school hours.

If you say that you do not want to be in this research:

Participation in research is voluntary. You can decide you do not want to participate in this research, and it will not be held against you in any way. This will not affect your relationship with your child's teachers, with administrators, or any staff at Peirce Elementary School

Is there any way being in this study could be bad for you?

We do not expect the risks of participating in this study to be more than what you would experience on a regular, everyday basis. We expect a possibility of experiencing some discomfort from talking about race with another person but that this discomfort would not be more than you would experience in your everyday life.

You can say “Yes,” but change your mind later:

You can stop and leave the research at any time and it will not be held against you. Your child can choose to withdraw from the study at any time, by leaving the room in which the interview is occurring or by choosing to not do the interview even if they already intended to participate. If this happens, I will ask if any data collected from them until that point may be used in the research.

This is what will happen to the information collected for this research:

Efforts will be made to limit the use and disclosure of your personal information, including research study records, to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this institution. Unless required by law, only the study investigator, the Northwestern University Institutional Review Board, and representatives from the Office for Human Research Protections (OHRP) have the authority to review your study records. They are required to maintain confidentiality regarding you and your child's identity.

Results of this study may be presented at conferences or academic publications. Your child's name will never be used. Any and all information in their responses that could potentially be identifying, such as names, will be removed from transcripts and all responses will be deidentified. Your responses in the interview will be anonymous. All names will be replaced with pseudonyms (i.e. replacement names) when referred to in academic publications or conferences.

Here is some other information that is useful for you and your child to know:

If you and your child agree to take part in this research study, your child will receive \$25 for participating in an interview.

****Parents please be aware that under the Protection of Pupils Right Act 20 U.S.C. Section 1232 (c)(1)(A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, you should contact Mesmin Destin (847) 467-2824 (toll-free within Chicago area) to obtain a copy of the questions or materials.****

All recordings of the interview will be stored on password-locked computers only accessible to members of the research team. After a period of 7 years will the recordings be destroyed and deleted. ***We will not ask about child abuse, but if your child tells us about child abuse or neglect, we are legally obligated to report it to state authorities.***

Here is who you and your child can talk to:

If you have questions, concerns, or complaints, you should call us promptly. Mesmin Destin is the person in charge of this research study and can be reached at (847) 467-2824 (toll-free within Chicago area). Questions about your rights as a research subject may be directed to the Northwestern Institutional Review Board (IRB) Office at (312) 503-9338. This research has been reviewed and approved by an Institutional Review Board ("IRB"). You may talk to them at (312) 503-9338 or irb@northwestern.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

Signature of Consent

Please indicate your permission for your child to participate in these activities by placing your initials next to each activity. Your child will have the opportunity to agree or disagree with the same elements after you have indicated what you are willing to give permission for:

Parent:

Yes, I agree to have my child participate in research

- ☐ Audio-recorded interviews. The researcher will not share these recordings with anyone outside of the immediate study team.
- ☐ Classroom Assignments.

No, I do not give consent for my child to participate in research

- ☐ Audio-recorded Interviews.
- ☐ Classroom Assignments.

Student:

Yes, I agree to participate in research

- ☐ Audio-recorded interviews. The researcher will not share these recordings with anyone outside of the immediate study team.
- ☐ Classroom Assignments.

No, I do not want to participate in research

- ☐ Audio-recorded Interviews.
- ☐ Classroom Assignments.

Your signature documents your permission for the named child to take part in this research.

Signature of student

Date

Printed name of Student

Printed name of parent [] or individual legally authorized []
to consent for the child to participate

Date

Signature of parent [] or individual legally authorized []
to consent for the child to participate

Date

If signature of second parent not obtained, indicate why: (select one)

- ☒ [X] The IRB determined that the permission of one parent is sufficient.
- ☐ [] Second parent is: ☐ [] deceased ☐ [] unknown ☐ [] incompetent ☐ [] not reasonably available
- ☐ [] Only one parent has legal responsibility for the care and custody of the child

Teacher Participant Consent Form

Title of Research Study: Race Conversations: A study about race and school

Principal Investigator: Mesmin Destin

Supported By: This research is supported by Northwestern University.

Key Information about this research study:

The following is a short summary of this study to help you decide whether to be a part of this study or not.

- **The purpose of this study is** to understand your experience as a teacher navigating talking about race and racism in the classroom.
- The risks to participation should not be greater than everyday life. There are no direct benefits to you as a teacher.
- You can ask all the questions you want before you decide.

If you say that “Yes, I want to be in this research,” here is what you will be asked to do:

If you agree to participate in this research, you will be asked to participate in a semi-structured interview that will be facilitated by a trained research team member about your perceptions and experiences talking about race and racism in the classroom. We expect the interview to last between 45 minutes to 1 hour.

If you say that you do not want to be in this research:

Participation in research is voluntary. You can decide you do not want to participate in this research, and it will not be held against you in any way.

You can say “Yes,” but change your mind later:

You can stop and leave the research at any time, and it will not be held against you. We can end participation anytime. If this happens, we will ask you if any data collected from you up until that point may be used in the research.

Here is some other information that is useful for you to know:

If you agree to take part in this research study, we will compensate you \$45. You will still receive this compensation even if participation is ended early.

This is what will happen to the information collected for this research:

Efforts will be made to limit the use and disclosure of your personal information, including research study records, to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this institution.

If you have questions, concerns, or complaints, you can talk to the Principal Investigator, Mesmin Destin at (847) 467-2824 (toll-free within Chicago area). This research has been reviewed and approved by an Institutional Review Board (“IRB”). You may talk to them at (312) 503-9338 or <mailto:irb@northwestern.edu> if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

Consent Section

To consent to participate in this research study, please check the first box and provides your signature below.

- ☐ Yes, I consent to participate in this research study and for the researchers to ask me questions about my thoughts and attitudes about race in school.
- ☐ Yes, I consent to being audio recorded in this research study.
- ☐ No, I do not consent to participate in this research study.

Participant's Full Name (this
constitutes
an electronic signature):

Date:

STUDENT PROTOCOL

Introduction and Framing

Hello! It's really great to meet you. My name is [RESEARCHER]. Today we'll be talking about a few things, but overall, we'll be talking about you: How you feel about yourself and the world! To be more specific, we'll be talking about race and your experiences discussing race in the classroom this year. You will receive \$25 for participating in this interview.

I would like to go over your rights as a participant in this research project before we begin the interview. Please let me know if something I say is confusing to you so I can explain it in a different way. Does that sound good? Okay, great.

- You're being asked to participate in an interview about your identities and your experiences related to those identities. It is expected to take about 30 - 45 minutes to complete the interview but depends a bit on how you answer the questions.
- Your participation in this study is completely voluntary. This means you will not get in trouble with your parents, teachers, or anyone else if you decide not to participate in the study.
- Anything discussed during the interview is **COMPLETELY CONFIDENTIAL**. This means I will not share what you tell me with anyone who works at your school, your parents or your friends who also might be doing an interview.
- We record the interview, so it is easier for me to focus on our conversation. However, you can ask me not to record the interview at any time if you are uncomfortable with being recorded. You can also ask me to turn off the recorder for a portion of the interview if you don't want me to record your response to one of the questions. If there is a time that you wish to be "off the record," I may instead take written notes about the themes of what you share, but this will not include any specifics and will not be tied back to your identity or shared with anyone.
- You can also choose to skip any question that feels too uncomfortable or too personal to answer, and you will not get into trouble or receive less compensation for skipping questions.
- You can also start the interview but decide to stop answering questions at any time, and you will still receive the full \$25 and not get into trouble.

Did you have any questions about your rights as a participant in this research? Did you have any other questions for me?

Last, before we begin, I want to remind you that there aren't any right or wrong answers to the questions in this interview; it is just about you and your opinion! I'm here to listen to your stories and this is basically a conversation between us. I'll ask you questions, and you can feel free to ask me questions, too! Some of the questions I ask might seem easy, others might seem hard; and if it seems like I'm asking the same question again or asking a lot of "why" questions, it is only because I want to make sure I understand your perspective. I hope you'll feel comfortable saying what you think and feel.

[START RECORDING]

BACKGROUND:

Let's start with some of the basics...

- How old are you?
- Who do you live with?
- Do you have any siblings? Older/younger? What is good/not so good about being a 'sibling'?
- What grade were you in when you came to Peirce? How do you get to school in the morning?

SECTION 1: Great! So, first I would like to learn a little about you, your friends, and things you like to do.

1. What kinds of things do you do when you are not in school?
 - Do you play any sports?
 - Hobbies? (art, music, videogames, reading)
2. Can you tell me about what your friends are like at school?
 - Who do you hang out with?
 - What are they like?
 - What do you usually do together?
3. Do you have a closest or best friend? Can you tell me about what they are like?
 - What makes this person your closest or best friend?
 - Can you tell me about a time when [X]

SECTION 2: Thank you! Now let's shift to talking about race.

How would you describe yourself in terms of your racial background?

1. What does it mean to you to be [racial identity]?
2. What are some of the good things about being [racial identity]?
3. What are some of the bad things about being [racial identity]?
4. Do people expect you to act a certain way because you are [racial identity]?
 - a. Can you tell me about a time you felt that way/experienced it...

SECTION 3: Thank you! Now, I'd like to learn more about how your experiences discussing race at school.

1. First, can you tell me what you learned about this year related to race?
2. What did you think of [specific curriculum / content / lesson]? Did it have an impact on how you think about race? Why or why not?
3. How do you feel when you talk about race in classroom?

4. How do you think other students in your classroom feel when you talk about race in the classroom?
5. Is there anything you wish you would have learned about race this year?

Awesome, thank you so much! Those are all the questions I have for you today. Do you have anything additional that you would like to share with me?

[STOP RECORDING]

TEACHER PROTOCOL

Introduction and Framing

Hello! It's really great to meet you. My name is [RESEARCHER]. Today we'll be talking about your experiences teaching this year, and in particular, your experiences teaching about race. You will receive \$45 for participating in this interview.

Before we begin, I want to remind you that there aren't any right or wrong answers to the questions in this interview; it is just about you and your opinion! I'm here to listen to your stories and this is basically a conversation between us. I'll ask you questions, and you can feel free to ask me questions. I hope you'll feel comfortable saying what you think and feel.

[START RECORDING]

SECTION 1: Great! So, first I would like to learn a little more about what influenced you to pursue teaching as a career.

1. Can you tell me why you decided to become a teacher? When did you know you wanted to be a teacher?
2. What are some of the things you enjoy about being a teacher?
3. What are some of the challenging things about being a teacher?

SECTION 2: Thank you! Now let's shift to talking about race.

How would you describe yourself in terms of your racial background?

1. What does it mean to you to be [racial identity]?
2. How does being [racial identity] shape your teaching? Challenges / strengths
3. What things did you learn about race when becoming a teacher?
4. Do you think it's important to talk about race in the classroom? Why/why not?

SECTION 3: Thank you! Now, I'd like to learn more about how your experiences teaching race at school this year.

1. How did you feel talking about race in your classroom this year? Can you give me an example?
2. How did your students respond to you talking about race? Can you give me an example?
3. Did you have any challenging / successful moments talking about race in your classroom? What were they?
4. What type of support do you think would be helpful to continue talking about race in the classroom?

Awesome, thank you so much! Those are all the questions I have for you today. Do you have anything additional that you would like to share with me?

[STOP RECORDING]

Parent Permission with Child Assent Form

Title of Research Study: Race Conversations: A study about race and school

Principal Investigator: Mesmin Destin

Supported By: This research is supported by the Psychology Department

Key Information about this research study:

The following is a short summary of this study to help you decide whether to participate in this research study.

- ***The purpose of this study is*** to understand students' experiences talking about race in the classroom.
- Your child is being asked to participate in a study that involves an interview with a trained facilitator.
- We expect that interviews will last about 30min to 1 hour.
- The primary risk of participation is some discomfort your child might naturally have from sharing their ideas about race with another person. However, we do not believe that this discomfort is more than what you would experience in daily life. We will make sure to minimize this as much as possible.
- We do not promise any benefits to you as a participant.
- You can ask all the questions you want before you decide to participate.

If you say that “Yes, I want to be in this research,” here is what you will be asked to do:

If you agree to have your child participate, they will be asked to participate in a one-on-one interview where they will get to share their experiences and opinions. For example, your child will answer questions about how they think about race and what they are learning in school about race. The interview is expected to take about 45 minutes, and it will be audio-recorded. We also ask for your permission to access your child's classroom assignments during lessons about race. All research activities will take place during school hours.

If you say that you do not want to be in this research:

Participation in research is voluntary. You can decide you do not want to participate in this research, and it will not be held against you in any way. This will not affect your relationship with your child's teachers, with administrators, or any staff at Peirce Elementary School

Is there any way being in this study could be bad for you?

We do not expect the risks of participating in this study to be more than what you would experience on a regular, everyday basis. We expect a possibility of experiencing some discomfort from talking about race with another person but that this discomfort would not be more than you would experience in your everyday life.

You can say “Yes,” but change your mind later:

You can stop and leave the research at any time and it will not be held against you. Your child can choose to withdraw from the study at any time, by leaving the room in which the interview is occurring or by choosing to not do the interview even if they already intended to participate. If this happens, I will ask if any data collected from them until that point may be used in the research.

This is what will happen to the information collected for this research:

Efforts will be made to limit the use and disclosure of your personal information, including research study records, to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this institution. Unless required by law, only the study investigator, the Northwestern University Institutional Review Board, and representatives from the Office for Human Research Protections (OHRP) have the authority to review your study records. They are required to maintain confidentiality regarding you and your child's identity.

Results of this study may be presented at conferences or academic publications. Your child's name will never be used. Any and all information in their responses that could potentially be identifying, such as names, will be removed from transcripts and all responses will be deidentified. Your responses in the interview will be anonymous. All names will be replaced with pseudonyms (i.e. replacement names) when referred to in academic publications or conferences.

Here is some other information that is useful for you and your child to know:

If you and your child agree to take part in this research study, your child will receive \$25 for participating in an interview.

****Parents please be aware that under the Protection of Pupils Right Act 20 U.S.C. Section 1232 (c)(1)(A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, you should contact Mesmin Destin (847) 467-2824 (toll-free within Chicago area) to obtain a copy of the questions or materials.****

All recordings of the interview will be stored on password-locked computers only accessible to members of the research team. After a period of 7 years will the recordings be destroyed and deleted. ***We will not ask about child abuse, but if your child tells us about child abuse or neglect, we are legally obligated to report it to state authorities.***

Here is who you and your child can talk to:

If you have questions, concerns, or complaints, you should call us promptly. Mesmin Destin is the person in charge of this research study and can be reached at (847) 467-2824 (toll-free within Chicago area). Questions about your rights as a research subject may be directed to the Northwestern Institutional Review Board (IRB) Office at (312) 503-9338. This research has been reviewed and approved by an Institutional Review Board ("IRB"). You may talk to them at (312) 503-9338 or irb@northwestern.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

Signature of Consent

Please indicate your permission for your child to participate in these activities by placing your initials next to each activity. Your child will have the opportunity to agree or disagree with the same elements after you have indicated what you are willing to give permission for:

Parent:

Yes, I agree to have my child participate in research

- ☐ Audio-recorded interviews. The researcher will not share these recordings with anyone outside of the immediate study team.
- ☐ Classroom Assignments.

No, I do not give consent for my child to participate in research

- ☐ Audio-recorded Interviews.
- ☐ Classroom Assignments.

Student:

Yes, I agree to participate in research

- ☐ Audio-recorded interviews. The researcher will not share these recordings with anyone outside of the immediate study team.
- ☐ Classroom Assignments.

No, I do not want to participate in research

- ☐ Audio-recorded Interviews.
- ☐ Classroom Assignments.

Your signature documents your permission for the named child to take part in this research.

Signature of student

Date

Printed name of Student

Printed name of parent [] or individual legally authorized []
to consent for the child to participate

Date

Signature of parent [] or individual legally authorized []
to consent for the child to participate

Date

If signature of second parent not obtained, indicate why: (select one)

- ☒ [X] The IRB determined that the permission of one parent is sufficient.
- ☐ [] Second parent is: ☐ [] deceased ☐ [] unknown ☐ [] incompetent ☐ [] not reasonably available
- ☐ [] Only one parent has legal responsibility for the care and custody of the child

Classroom artifacts to be co-designed with teachers.

APPROVAL OF NEW STUDY

DATE: May 12, 2021

TO: Dr. Mesmin Destin
FROM: Office of the IRB

DETERMINATION DATE: 5/12/2021

APPROVAL DATE: 4/21/2021

EXPIRATION DATE:

The Northwestern University IRB reviewed and approved the submission described below:

Type of Submission:	Initial Study
Review Level:	Expedited
Expedited Category:	- (6) Voice, video, digital, or image recordings - (7) Behavioral research/social science methods
Title of Study:	Race Conversations: A focus group about race and the sociopolitical context
Principal Investigator:	Mesmin Destin
IRB ID:	STU00214749
Funding Source:	Name: School of Education and Social Policy (SESP)
Grant ID:	
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> • Student Demo Survey w.o Consent.pdf, Category: Questionnaire/Survey; • CommunityMember_Parent Focus Group Consent Form April26_2021.pdf, Category: Consent Form; • Peirce Protocol for 3rd-6th Grade_v2_April26_2021.docx, Category: Interview; • Written-Assent-for-Minors-7-11_April26_2021.pdf, Category: Consent Form; • Race Conversations_April26_2021_Students and Parents.pdf, Category: IRB Protocol; • Appendix A for research with Children.pdf, Category: Other; • Community Member_Parent Protocol_April26_2021.docx, Category: Interview; • Community Memer_Parent Demo Survey w.o consent.pdf, Category: Questionnaire/Survey; • Parent-Permission-with-Child-Assent_April26_2021-12-14yrs.pdf, Category: Consent Form;

	<ul style="list-style-type: none"> • Student Recruitment Flyer_April14_2021.pdf, Category: Recruitment Materials; • Student Protocol_Pierce School Project_April26_2021.docx, Category: Interview; • Parent Recruitment Flyer.pdf, Category: Recruitment Materials; • Parent-Permission-_7-11yrs_April26_2021.pdf, Category: Consent Form;
Special Determination(s):	Children;
Unaffiliated External Site(s) that rely on NU IRB:	None
Clinical Trial:	No

In conducting this study, you are required to follow the requirements listed in the Northwestern University (NU) Investigator Manual ([HRP-103](#)), which can be found by navigating to the policy section of the IRB website. Additionally, as Principal Investigator (PI) of this research study, you are expected to adhere to the investigator responsibilities outlined in the “What are my obligations as Investigator in order to conduct Human Research” section of the Investigator Manual ([HRP-103](#)).

If your study is a clinical trial, there are additional requirements including trial registration and results reporting on ClinicalTrials.gov. Federally-funded clinical trials are also required to post one IRB approved consent form, used during enrollment, on a publicly available federal website such as ClinicalTrials.gov. Please visit the [clinical trials page](#) on the IRB website for more information. If you would like an account created or need other assistance with ClinicalTrials.gov, please email clinicaltrials.gov@northwestern.edu.

An annual continuing review is not required for this project. The study team must still submit: modifications for project changes; RNIs (reportable new information); and a Continuing Review to close the project when it ends (for guidance on when a project can be closed, see [GUIDANCE on Study Closure – HRP-1901](#)).

All Non-Exempt Human Research, including studies without a continuing review, are subject to routine IRB post-approval monitoring as outlined in the “What are my obligations as Investigator in order to conduct Human Research” section of the Investigator Manual ([HRP-103](#)) and the “Reporting Concerns” section of the Human Research Protection Program Compliance ([HRPP](#)).

NU IRB approval does not constitute or guarantee institutional approval and/or support. Investigators and study team members must comply with all applicable federal, state, and local laws, as well as NU Policies and Procedures, which may include obtaining approval for your research activities from other individuals or entities.

For IRB-related questions, please consult the NU IRB website at <http://irb.northwestern.edu>. For general research questions, please consult the NU Office for Research website at www.research.northwestern.edu.

Additionally, please note that the analyst who you worked with during the initial review and approval of your study is not the analyst that is responsible for the review of any subsequent modifications,

continuing reviews, or RNIs. As such, please direct any further questions about modifications, continuing reviews, or RNIs to the analyst assigned to the subsequent submission.



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

11/14/2024

Mesmin Destin

Dear Destin,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your Modification proposal 10/17/2024 for research, titled: Supporting Student Motivation.

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

Please note the following--

Background Check Level Required: Level I

Other Notes: Interactions with students.

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 #2020-996. 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