



HEALTHY CPS

— OFFICE OF STUDENT HEALTH & WELLNESS —

CHICAGO
PUBLIC
SCHOOLS | CPS

CONDUCTING HEALTH &
WELLNESS RESEARCH AT
CHICAGO PUBLIC SCHOOLS



This document presents guidance on policy and priority areas for conducting health and wellness research at Chicago Public Schools. This includes: Policies and procedures for conducting Health & Wellness research in CPS, including an overview of current Office of Student Health and Wellness priorities; Requirements and timelines for Health & Wellness collaboration projects; and Guidance on “frequently asked questions” for research and practitioners.

Information was developed by representatives from the CPS Research and Review Board and the Office of Student Health and Wellness.



OBJECTIVES

Objective 1 – To help academic researchers and community partners understand the policies and procedures for conducting Health & Wellness related research in Chicago Public Schools.

Objective 2 – To facilitate the understanding of the requirements and timelines for Health & Wellness collaboration projects among academic researchers and community partners.

Objective 3 – To leverage partnerships between CPS and researchers to address Health & Wellness high priority needs.



**HEALTH IMPACT
AT CPS**



HEALTH IMPACTS LEARNING

Poor health impacts students' attendance, grades and ability to learn in school. ^[1]

Students with decreased overall diet quality were significantly more likely to perform poorly academically. ^[2]

Almost 1 in 10 children with asthma missed more than two weeks of school in the past year as a result of their condition. ^[3]

51 million school hours are lost each year due to children missing school due to dental problems ^[4]

^[1] The Critical Connection Between Student Health and Academic Achievement: How Schools and Policymakers Can Achieve a Positive Impact: http://www.calendow.org/uploadedFiles/Publications/By_Topic/Access/General/Critical%20Connection%20between%20Student.pdf Accessed 12.10.12

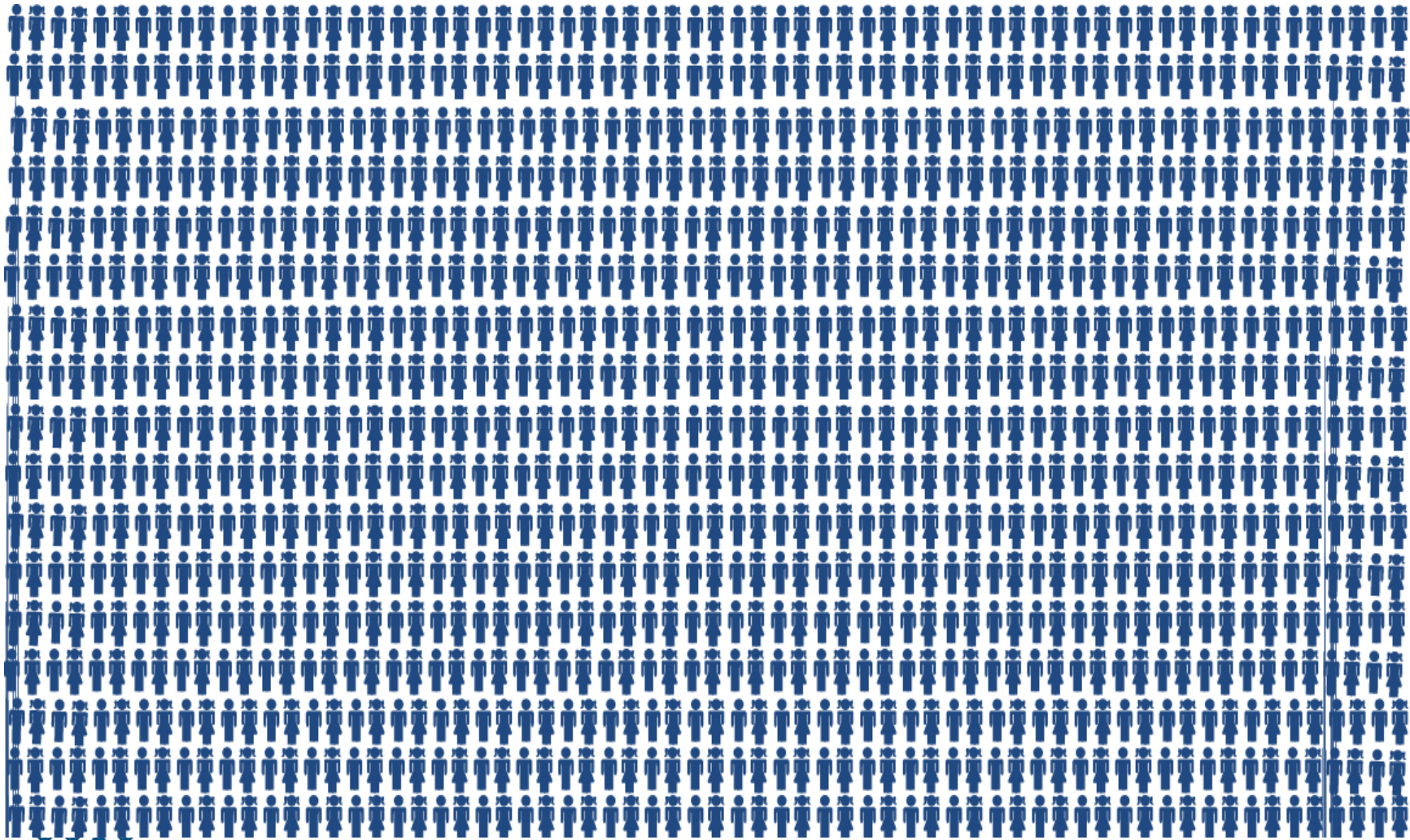
^[2] Journal of School Health, 2008

^[3] Children & Asthma in American Survey, Executive Summary, pg. 4, http://www.srbi.com/CA_exec_sum_9202.pdf

^[4] Surgeon General's Report 2000

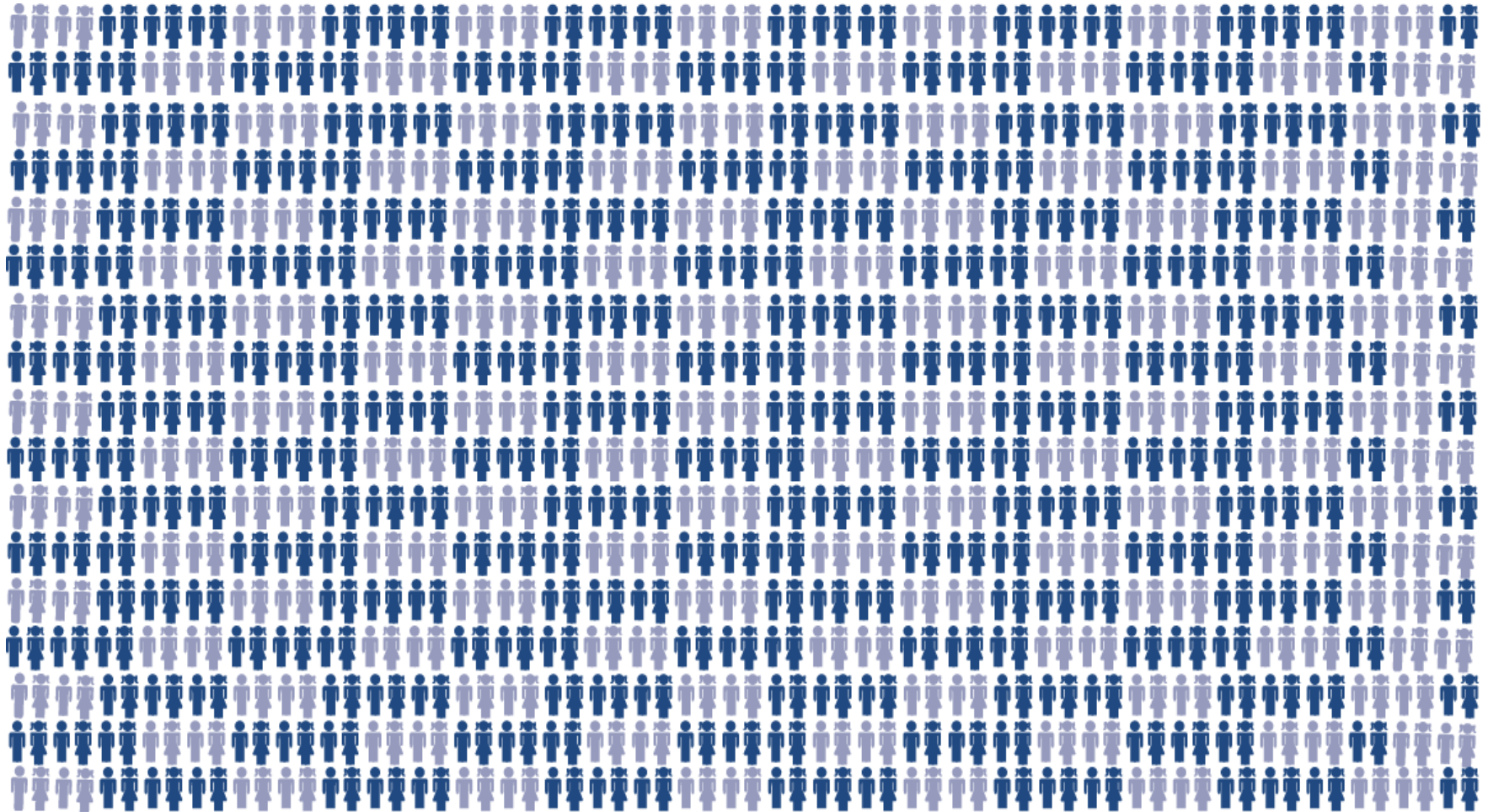


403,000 CPS STUDENT ENROLLMENT



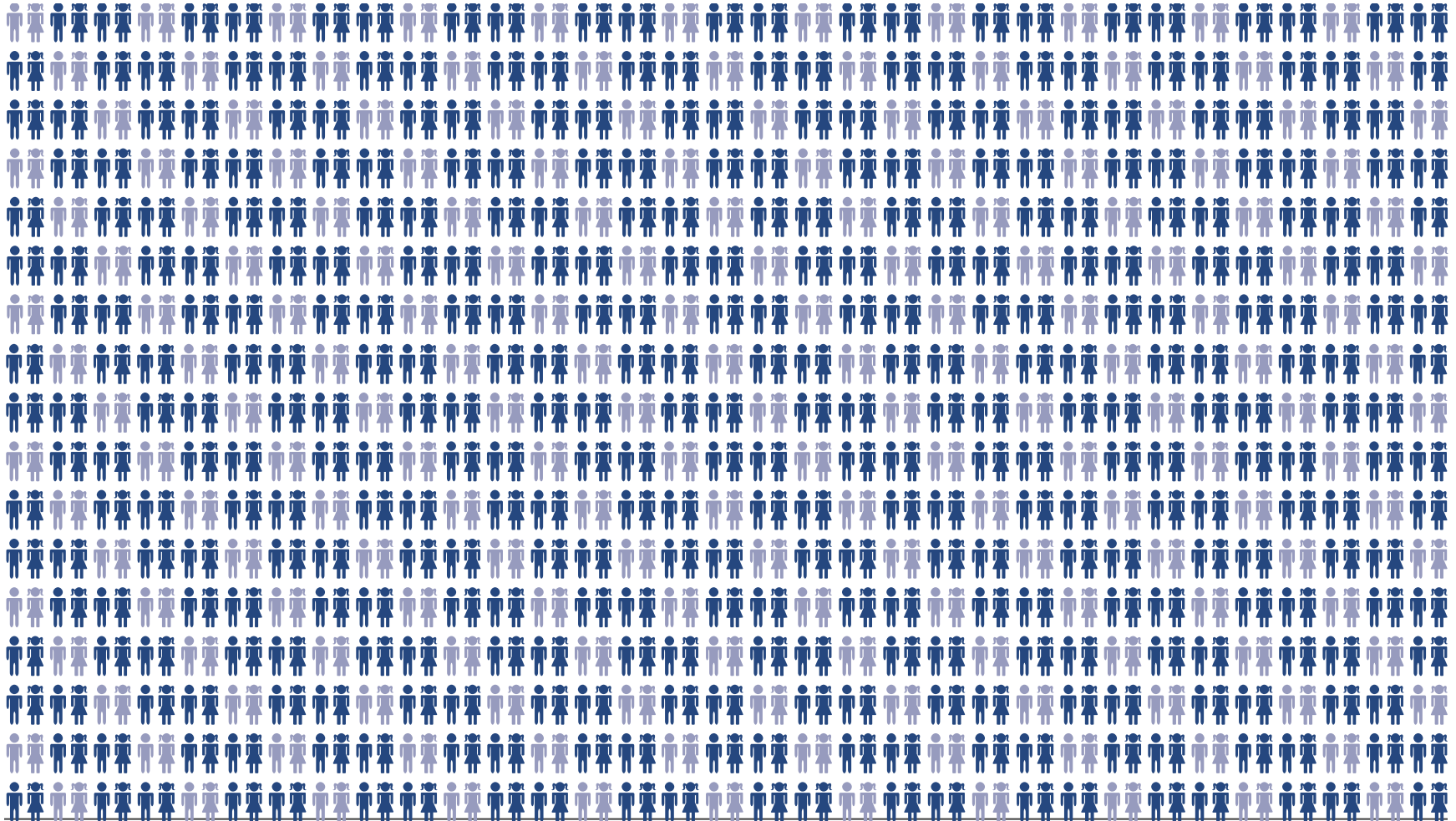


NEARLY HALF OF CPS STUDENTS ARE OVERWEIGHT OR OBESE





MORE THAN 25% ARE IMPACTED BY A CHRONIC DISEASE





87% ARE ENROLLED IN MEDICAID





OSHW MISSION & VISION

The Office of Student Health & Wellness aims to remove health-related barriers to learning such that students may succeed in college and life.

To create a Healthy CPS that serves as a national benchmark for student health and wellness.



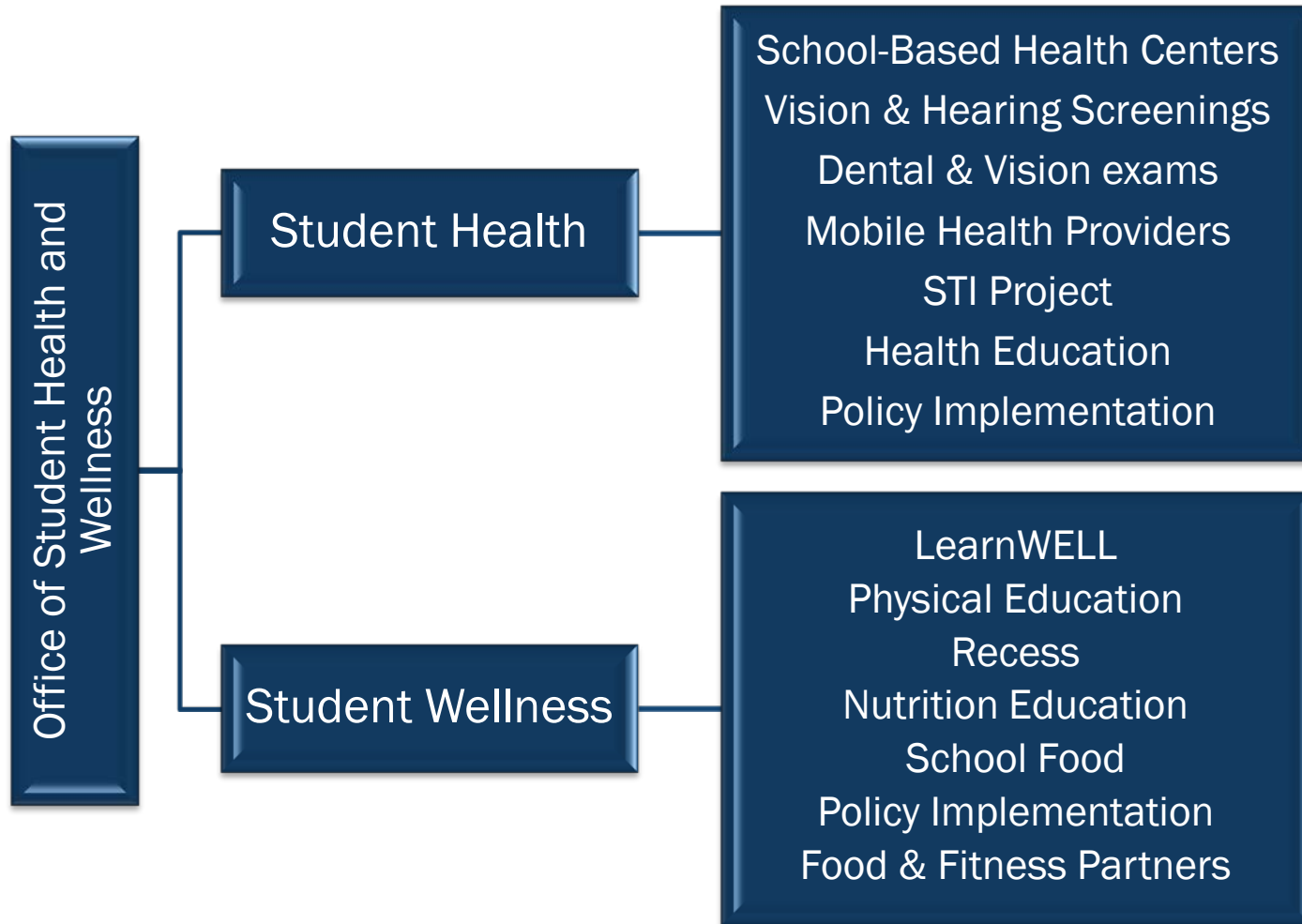
WHAT IS HEALTHY CPS?

Healthy CPS is an initiative of *Healthy Chicago* and led by the Chicago Public Schools Office of Student Health & Wellness. Healthy CPS school supports encompass policy, direct service, partnerships, health and physical education (PE), and health promotion. Healthy CPS includes:

- » Promotion and support for health and wellness during the school day and throughout the school environment
- » Establishment of healthy habits that will continue throughout a student's lifetime
- » Building an infrastructure for student health and wellness within schools
- » Access to school-based healthcare services
- » Assistance for schools on aligning with health policies
- » Assistance for schools on LearnWELL, an initiative of Healthy CPS to support schools in aligning with the CPS wellness policies



OFFICE OF STUDENT HEALTH AND WELLNESS





ADDITIONAL CPS DEPARTMENTS & RESPONSIBILITIES

Clinical & Related Services – ODLSS

- » Nursing, Social Work, Medical Compliance, etc.

Social & Emotional Learning (previously Positive Behavior & Youth Supports)

- » Behavioral Health
- » Teen Pregnancy Prevention
- » PBIS
- » Athletics
- » Bullying
- » School Climate

Safety & Security

- » Violence
- » Crisis Intervention

Nutrition Support Services

- » Food related research is coordinated by Wellness Team (OSHW)



**STUDENT
HEALTH**



STUDENT HEALTH

The Student Health Department aims to address health disparities that impact student learning and school success. Student Health activities are focused on providing direct access to primary and preventive health services including vision and dental exams, hearing and vision screenings, immunizations and physicals, chronic disease management and HIV/STI Prevention. School supports include student health policy and procedural guidance, health education, and community partnerships. Student Health responsibilities include:

- » Build school capacity to connect students with direct health services
- » Manage and promote student health policies
- » Cultivate relationships and partnerships to enhance delivery of health care programs and services
- » Deliver training and technical assistance to school staff related to health initiatives, health education and policy



STUDENT HEALTH SERVICES

Direct Health Services

Chronic Condition Management

HIV/STI Prevention (Sexual Health Education Policy, STI Project)

School supports (school-based health centers, mobile providers, DI EpiPens, & STI Project)

Resources (menu of healthcare services, guidelines, & toolkits)





STUDENT WELLNESS



STUDENT WELLNESS

The Student Wellness Department primary areas of focus include the implementation of LearnWELL and physical education.

- » Promotion and support for wellness during the school day and throughout the school environment
- » Establishment of healthy habits that will continue throughout a student's lifetime
- » Building school capacity for increasing physical activity, physical education, access to healthy foods and nutrition education
- » Support for schools to implement high quality physical education
- » Assistance for schools on LearnWELL





 **LEARN WELL**

— AN INITIATIVE OF HEALTHY CPS —



WHAT IS LEARNWELL?

LearnWELL is an initiative to support schools in aligning with the Chicago Public Schools wellness policies, which promote improved health and academic performance of all students as well as healthier school environments.





LEARNWELL CRITERIA



LeadWELL

Convene a Wellness Team that meets quarterly



EatWELL

Integrate nutrition education in every grade



DineWELL

Provide healthy food and drink options throughout the school day



MoveWELL

Maximize MVPA, schedule **30** minutes of daily PE for elementary school and daily PE for high school



PlayWELL

Schedule at least **20** minutes of recess before lunch



FocusWELL

Integrate **10** minutes of physical activity breaks every school day





LEARNWELL CRITERIA



CelebrateWELL

Focus on healthy celebrations and write a Healthy Celebrations Plan



FundraiseWELL

Fundraise with non-food fundraisers and write a Healthy Fundraising Plan



RewardWELL

Reinforce good behavior with non-food rewards; do not withhold physical activity or food as punishment



EngageWELL

Engage students, parents and partners in wellness initiatives at the school



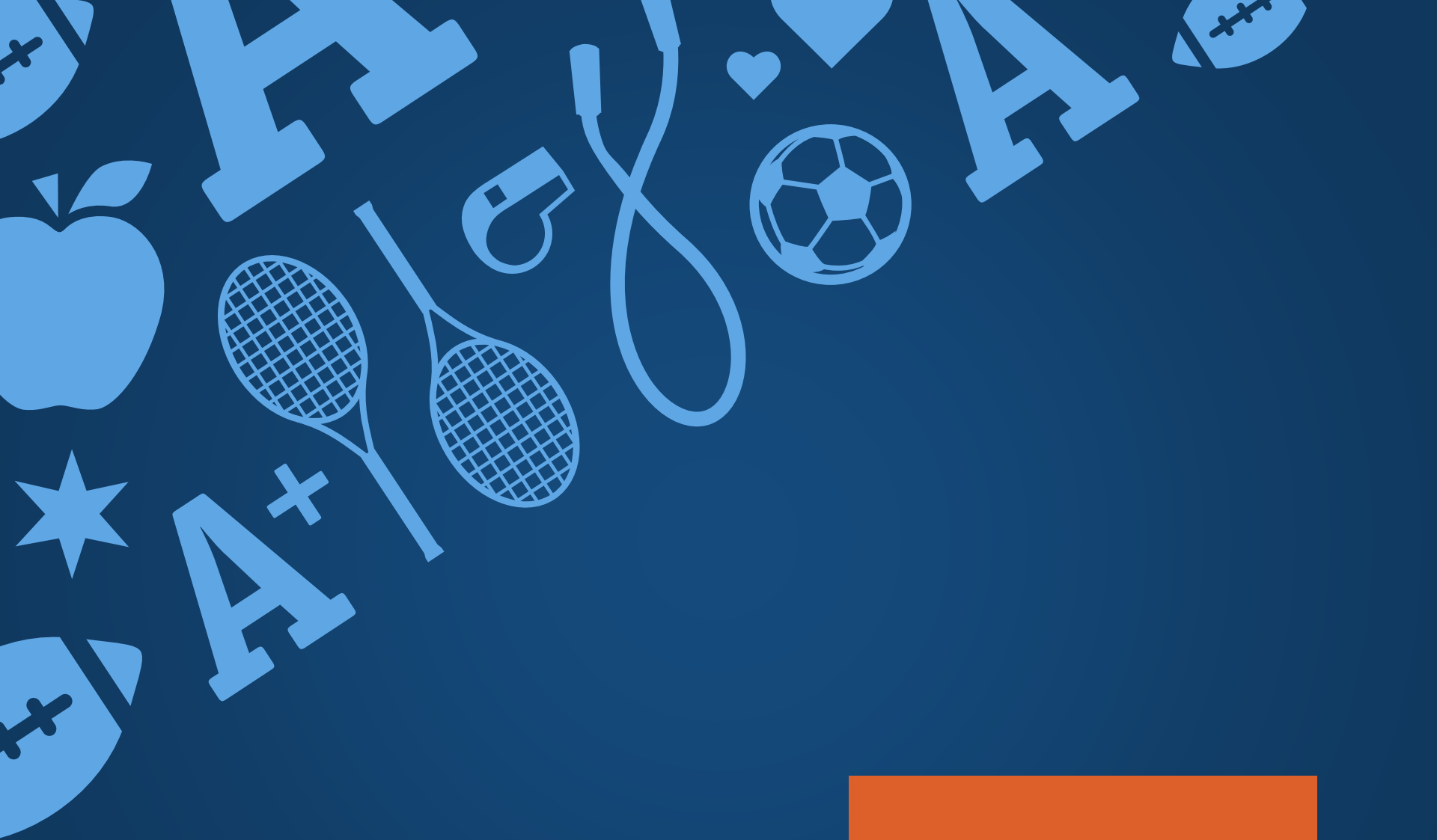
StartWELL

Promote wellness in early childhood programs

GrowWELL

Promote wellness in early childhood programs





**PHYSICAL
EDUCATION**



PE QUALITY

- » Scope and sequence
- » Curriculum map and assessments
- » Framework for Teaching – PE Addendum
- » PExchange
- » Professional development

PE QUANTITY

- » 30+20+10
- » High school PE pilot
- » Draft Policy





PROJECTS & PRIORITIES



CURRENT OSHW PROJECTS

Healthy CPS

HIV/STI Prevention Initiative

Teen Pregnancy Prevention Initiative

District Issued Emergency Epinephrine Initiative

Improving Chronic Disease Verification & Medication Access in CPS

Dental/BMI: BSS Survey

Champions for Wellness



OSHW RESEARCH & EVALUATION PRIORITY AREAS

Health Department

- » Effects of access to care (dental, vision, hearing) on academic achievement
- » Policy evaluation & guideline adherence
- » Sexual Health Edu curriculum & implementation
- » Process and program evaluation of school based health programs
- » Access to care for underrepresented CPS populations – LGBTQ, refugee, immigrant, homeless, etc
- » Health-related absences
- » Cost-benefit analysis

Wellness Department

- » LearnWell implementation evaluation
- » Policy evaluation
- » Effects of healthy school environments (nutrition, physical activity) on academic achievement
- » Program and pilot effectiveness
- » Professional development effectiveness



RRB



CONDUCTING RESEARCH IN CHICAGO PUBLIC SCHOOLS

As defined by CPS policy, “research” includes:

- » **Systematic investigation**, including research development, testing and/or evaluation, designed to develop or contribute to general knowledge;
- » **Collecting and analyzing of information** aimed at discovering new facts and their correct interpretation to draw conclusions; and
- » **Quantitative and qualitative study activities** such as observations, interviews, case studies, ethnographic analysis, analysis of written materials, secondary analysis of data, achievement testing, surveys, experimental designs to examine causal relationships, product testing, and analysis of cost and management records.

In sum, ANY activities where you are collecting data, whether your institution defines it as research or not, are considered by CPS BOE to be research. The policy covers research activities which include participants who are students, students’ family members, and any CPS employees (e.g. teachers, administrators).



CONDUCTING RESEARCH WITHIN CHICAGO PUBLIC SCHOOLS

The Research Review Board (RRB) acts on behalf of the Board of Education to review research proposals

- » The RRB reviews new proposals monthly, every 6 weeks; applications for modifications or extensions to approved research proposals are reviewed on a rolling basis
- » Review our resources which are located at:
<http://cps.edu/Research/Pages/Research.aspx>

**RRB APPROVAL MUST BE ATTAINED
PRIOR TO CONDUCTING ANY
RESEARCH ACTIVITIES WITH IN CPS**





CRITERIA USED BY THE RRB IN EVALUATING PROPOSALS

Every proposal is evaluated on its own merits, however we do look for strengths in the following areas:

Benefit to CPS

- New research question/aim
- Sound research methodology

Minimal disruption

- Protects instructional time
- Does not use CPS resources

Protects participants' rights

- Protects privacy of students and staff
- Follows all legal requirements and CPS expectations for ensuring rights are protected

For comprehensive information regarding proposal requirements, do refer to the guidelines found on our website.



BEFORE YOU SUBMIT TO THE RRB YOU SHOULD ALREADY HAVE....

- » Communicated with OSHW
- » Reviewed the CPS RRB guidelines
- » Planned for timeline
- » Prepared consent forms for all research participants (including translated versions when appropriate)
- » Gotten your Institutional Review Board (IRB) approval

CPS BOARD POLICY REQUIRES ACTIVE PARENTAL CONSENT

Including cases where an IRB determines your research is exempt





RRB SUBMISSION REQUIREMENTS

RRB Application Requirements

- » Executive Summary or Abstract
- » Researcher status and title
- » Purpose of the research and Literature Review/Justification of Research
- » Description of direct benefit to Chicago Board of Education or CPS
- » Research question, hypothesis, and methodology
- » Timeline of research
- » Description of school/student/staff involvement

Additional Requirements

- » IRB review determination (approval/exemption)
- » Consent/assent forms for all research participants
- » Any instruments used to conduct research activities (surveys, assessments, interview questions, observation forms, etc.)
- » Letter of support from OSHW
- » Processing fee - \$50 check or money order



IMPORTANT THINGS TO NOTE

- » For comprehensive information regarding proposal requirements, refer to the guidelines found on our website
- » Anyone conducting research activities with students must follow “volunteer” background check policies and procedures
- » There are restrictions on compensation/incentives for CPS staff participants
- » For new proposals, submit nine (9) hard copies of your complete application before the deadline (deadline calendar on the website)
- » For modifications or extensions, submit one (1) hard copy of your application and relevant materials (do NOT need to wait for deadline)

If the text doesn't appear in a print out of your application form, you can submit an additional word document with the text from the illegible sections.





**FAQS, BEST
PRACTICES, &
LESSONS LEARNED**



USING PUBLICLY AVAILABLE DATA SETS

Health & Wellness Data

- » Illinois Youth Survey,
<http://iys.cprd.illinois.edu/>
- » Youth Risk Behavior Survey,
<http://apps.nccd.cdc.gov/youthonline/App/Default.aspx>
- » School Health Index,
<http://www.cdc.gov/healthyyouth/data/index.htm>
- » School Health Profiles,
<http://www.cdc.gov/healthyyouth/profiles/index.htm>

Non-Health Data

- <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- » Accountability Data
- » Assessment Reports
- » Demographics
- » Metrics
- » Surveys



ADDITIONAL INFORMATION ABOUT SECONDARY DATA REQUESTS

- » Requesting administrative or secondary data (without a data sharing agreement):
 - » You need consent for us to release data (must be specific)
 - » You need student ID numbers of your consented students
 - » Data requested must be related to research questions/methodology
 - » There are fees involved for data requests
 - » Requests take time
- » Research services agreements are possible in cases where you are conducting research on behalf of the district



BEST PRACTICES FOR EFFECTIVE PARTNERSHIPS

- » Timeline – advance notice for LOS, proposal feedback, and narrative. Minimum 2 – 3 weeks.
- » Funding considerations – joint positions, school incentives & resources, etc.
- » Timely and consistent communications, particularly when developing a proposal
- » Understanding CPS and setting reasonable expectations
- » Ongoing submission of project data, program standings, summary reports, & findings before publication
- » Knowledge sharing – external research, resources, & expertise



LESSONS LEARNED & OPPORTUNITIES FOR IMPROVEMENT

- » Writing a proposal for a grant – contact us first!
- » Personal relationships/conflict of interest
- » RRB approval does not ensure participation or support from OSHW or individual schools/principals
- » Student Health Centers and CPS (HIPAAA and FERPA/PPRA)
- » Research for Masters programs/PhDs/Post-Docs (study design, sample size, & research questions)



CONTACT INFORMATION

Office of Student Health & Wellness

- » For health-related inquiries:

Lilliana DeSantiago, Student Health Specialist

ladesantiago@cps.edu

773-553-5135

- » For wellness-related questions:

Jamie Tully, School Wellness Specialist

jmtully@cps.edu

(773) 553-2802

Office of Accountability (formerly REA)

- » Kylie Klein, Research Manager

kklein@cps.edu

(773) 553-3483

- » Stacy Norris, Director of Research and Evaluation

slnorris@cps.edu

(773) 553-5347



Alliance for Research in Chicagoland Communities

www.ARCConline.net

Northwestern University Feinberg School of Medicine



Center for
Community Health
