ADDRESSING A

Multi-Billion Dollar CHALLENGE

Advancing Knowledge of How High-Quality School Environments Can Positively Affect Educational Outcomes

FINAL REPORT | DECEMBER 2023

APPENDICES

Study Replication Resources

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BALTIMORE CITY PUBLIC SCHOOLS

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

APPENDIX F

Interview/Focus Group Replication Resources

Parent/Caregiver Focus Groups:

- Recruitment Letter
- Informed Consent Form
- Questions

Community Member Interviews:

- Informed Consent Form
- Questions

The qualitative investigation of this study followed a phenomenological approach, with the goal of understanding stakeholders' lived experiences in relation to their modernized or non-modernized schools. Unfortunately, the COVID-19 pandemic severely hampered the researchers' plans to address this side of the methodology.

As such, there were minimal Community Connectivity-oriented interviews and focus groups, and none to address the study's Educational Adequacy lines of questioning. Under non-pandemic circumstances, the research team recommends conducting EA interviews/focus groups with the sample's school leadership, teachers, and students from both modernized and non-modernized buildings, plus an architect who was part of the design team for the modernized buildings. This qualitative data would supplement the questionnaire and VAT data, providing a more holistic picture of a school's Educational Adequacy.

For the CC portion of the study, the research team conducted focus groups with parents/caregivers of students who attended a select sub-sample of the schools in the study's larger sample; and one-on-one interviews took place with members of the community surrounding those selected schools. As noted in the report, the research team intended to conduct more CC-focused interviews/focus groups than were ultimately possible during the pandemic. Any research team replicating this work needs to consider the resources available for data collection to determine how many focus groups and individual interviews can be conducted for a study. The greater the quantity, the greater likelihood of meaningful results. With that in mind, the following are the steps the researchers would recommend for replicating this study's interviews/focus groups.

Step 1: Obtain Institutional Review Board Approval

Institutional Review Board (IRB) approval is necessary because the interviews/focus groups will engage with human subjects. The IRB will need to approve the interview guide, focus group questions, and data collection protocols —from participant recruitment to ow the sessions will be held. The IRB will likely provide guidance related to such things as participant recruitment and informed consent, working with minors, and data security. Be sure to revise the interview guide/focus group questions, data collection process, data storage procedures, or any other aspect as necessary based on the IRB's requirements.

Step 2: Schedule and Conduct Interviews/ Focus Groups

It does not matter whether interviews or focus groups are held first or concurrently, especially since the timing of data collection is often determined by the availability of the interviewees.

INTERVIEWS WITH COMMUNITY MEMBERS (OR OTHERS)

The goal of the one-on-one interviews with community members from the school's surrounding neighborhood is to obtain perspectives on the school building and its impact on stakeholders from a diverse set of individuals who live or work in the nearby area. The research team from this study recommends consulting with school district personnel and/ or school staff/administrators to determine the appropriate geographic boundaries of this area. These school professionals should be asked to help identify possible interviewees, once the profile of individuals with whom the research team wishes to speak is provided.

The research team should outline an interview guide listing the questions and possible probes to ask participants, particularly if the research team wants different lines of questioning based on the type of community member (e.g., questions for local homeowners versus business owners). For reference, this study's interview questions are available under the Interview/Focus Group Replication Resources section.

The number of interviewees for each school should be determined by the resources available to the research team. The researchers of this study suggest at least one individual from each of the following categories: homeowner who lives in close physical proximity to the school, a local

business owner, a representative from a local civic group, a representative from a local religious institution, and a local politician representing the area. It will not always be possible to schedule an interview with each type of person, but attempting to get the widest range of perspectives should be the goal.

The research team should contact the school's principal as a first step to scheduling these interviews, explaining their interest in holding several one-time interviews to gather community members' perspectives on the school building. The principal may appoint another appropriate staff member or a parent-teacher representative as a point-of-contact to help coordinate these events.

Whether the school's point-of-contact or research team members themselves reach out to potential participants, a one-page description of the purpose of the interviews and the specifics about participation (e.g., time and duration, location, any compensation for participation, if childcare will be provided, etc.) should be prepared for use in recruiting participants.

Once an individual agrees to be interviewed, the research team should provide them with an informed consent form to be signed in advance, or at least read to them out loud prior to beginning an interview. (Refer to the Interview/Focus Group Replication Resources section for a sample informed consent form.) The research team may also opt to share the interview questions in advance so the interviewee can think about their responses beforehand.

Interviews should be held at a time/date that is mutually convenient for the participants and the research team. The sessions may be conducted in-person or via an online meeting platform (e.g., Zoom, WebEx, Microsoft Teams, Google Meet). Interviews should, with the interviewee's permission, be recorded for later transcription for analysis. It is also a good idea to have at least two members from the research team involved in each interview: One to moderate the discussion and another to take notes and be available to address any issues that develop, so the moderator can remain focused on the discussion. Interviews should be scheduled for no more than one hour; this study's research team found that 45 minutes was sufficient.

If possible, provide snacks and beverages, and offer childcare for the in-person interviews. If the study's budget allows, provide a token of thanks for their participation, such as a gift card to a local grocery store.

FOCUS GROUPS WITH PARENTS/ CAREGIVERS (OR OTHERS)

Similar to the interviews, the goal of the focus groups with parents/caregivers of students who attend a sub-sample of the schools participating in the study (or others, as the research team deems necessary) is to understand their perceptions about the school and its impact. When planning these focus groups, the research team must first decide what questions to ask. For reference, this study's focus group questions are available under the Interview/Focus Group Replication Resources section.

For each school participating in the study, the research team should contact the principal to explain interest in conducting a one-time focus group of five to ten parents/caregivers to gather their perspectives on the school building. The principal may appoint an appropriate staff member or a parent-teacher representative as a point-of-contact to help coordinate this event. Whomever the primary contact is, the research team should communicate the need for a diverse array of participants, and that they should be associated with a student who has attended this school for multiple years to ensure meaningful knowledge of the building. Also, if possible, the group should include individuals who are not necessarily the "usual suspects" when it comes to parent/caregiver involvement to improve the chances for a holistic perspective on this group's connections to their children's school.

A one-page description of the purpose of the focus group and the specifics about participation (e.g., time and duration, location, if there will be compensation for participation, if childcare will be provided, etc.) should be prepared and provided to the point-of-contact for use in recruiting participants. (Refer to the Interview/Focus Group

Replication Resources section for a sample recruitment letter.) If the research team receives interest in participation from more than the requisite number of attendees, they can decide how to choose among the potential participants, although simply selecting the first five to ten might may be the most appropriate, or opting to hold more than one focus group session if time and resources allow.

The school's point-of-contact will have the best sense of which conditions will be ideal for hosting the focus group, including the time and date that works best for parents/caregivers and whether it is more convenient to host them in person or online to garner the best attendance.

The focus group should be scheduled for no more than 75 minutes. The research team should hand out informed consent forms for participants to complete at the outset, and also request permission to record the session for later transcription, emphasizing that it is solely for the research team's use during analysis. (For reference, the consent form from this study's focus group is available under the Interview/Focus Group Replication Resources section.) It is also a good idea to have at least two members from the research team involved in each focus group: One to moderate the discussion and another to take notes and be available to address any issues that develop so the moderator can stay focused on the discussion.

If the focus group is in person, provide snacks and beverages, and offer childcare if possible. If the study's budget allows, offer each participant a token of thanks for their participation, such as a gift card to a local grocery store.

Interview/Focus Group Replication Resources

To help replicate this study's interviews and focus groups, the following resources are available herein:

For parent/caregiver focus groups:

- Focus Group — Recruitment letter
- Focus Group — Informed consent form
- Focus Group — Questions

For community member interviews:

- Interview — Informed consent form
- Interview — Questions

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Parent/Caregiver Focus Group – Recruitment Letter

HELP WITH AN IMPORTANT RESEARCH STUDY AND RECEIVE A $25 GIFTCARD!

Dear [Name of School] Family,

We are inviting up to 10 [Name of School] families to participate in an online focus group as part of a study being conducted by a team from Drexel University School of Education and Perkins Eastman, an international architecture firm. The focus group will be held on _____ via Zoom. **The researchers are offering a $25 gift card to each person who participates.**

The requirements are:

1. Only one adult per [Name of School] student can participate
2. Your student must have attended the school during the 2018-19 school year.
3. You are comfortable using Zoom and have good connectivity.
4. You must have your microphone turned on and answer questions.
5. To receive a gift card, you will need to provide the researchers with a valid email address.

This interview is part of a city-wide research project being conducted by the Drexel School of Education and Perkins Eastman, in cooperation with DC Public Schools. We are gathering data from approximately 15 schools in DC and 15 schools in Baltimore City to better understand the relationship between school buildings and all of their stakeholders, including families and the communities the schools serve. [Name of School] was one of the schools in DC designated by DCPS. This focus group will help increase our understanding of how families are engaged with [Name of School].

You will be free to exit the focus group at any point during the session, with no consequences for you except that you will not qualify for the gift card if you do not fully participate in and stay to the end of the focus group. Your identity will be protected. No one will be able to match your responses to you. Only your responses, not your name or any other identifying information, will be studied.

If you are interested, please sign up by _____.

Parent/Caregiver Focus Group – Informed Consent Form

Drexel School of Education

Verbal Assent Form For Participation in a Research Study

You are being asked to participate in a research study because you are the parent of a student attending one of ___ public schools in your City chosen to be part of a research study examining the impacts of school buildings on educational outcomes. We invite you to participate in a focus group with several other parents regarding your personal perspectives on the physical aspects of the relevant school building. The focus group discussion will include open-ended questions and should not last more than one hour.

We would like to audio-tape the focus group discussion to make sure that we can analyze the data. The researchers will keep the tape in in a secure locked file and it will only be used by research team members to transcribe the information shared during the focus groups. We will only audio tape you if you give us permission.

You can choose not to answer any questions that make you feel uncomfortable, and you can end your participation in the focus group at any time.

The results of the focus group will be included in the study results that will be shared with _____. Your identity will be protected. No one will be able to match your responses to you. Only your responses, not your name or any other identifying information, will be studied.

Participant Assent: I have been told about the study and know why it is being done and what to do. I also know that I do not have to do it if I do not want to. If I have questions, I can ask the interviewer. I can stop at any time.

If you have questions, concerns, or complaints, or think the research has caused harm to you, contact _____.

Parent/Caregiver Focus Group – Questions

For Parents:

1. Is the school a positive presence in the community? If so, how, and if not, why not?
2. What efforts does the school make to engage with the community?
3. [Your school] is designated as a "Community school." How many of you knew that? For those who knew that, what do you think being a community school means?
4. How do community members make use of the school building and grounds?
5. What do you think the residents of the neighborhood surrounding this school think about the school?
6. What feeling do you think a first-time visitor gets when they enter the school building?
7. What are your favorite and least favorite parts of the school building and grounds?
8. How does your student make use of the school building outside of normal school hours?
9. What changes could be made to the school building and grounds that would lead you to increase your usage, or your family's usage, of them?
10. Have you or your student engaged with the school building during Covid? How so?
11. Have you engaged with the school building since students returned in person? How so?
12. Has your perception of the school changed since the onset of Covid? How so? Has the community's perception of the school changed since onset of Covid? How so?
13. Who do you consider to the be your primary point of contact with the school? Who would you say most parents/caregivers would say is their primary point of contact?

Community Member Interviews – Informed Consent Form

Research Subject Consent Form (for external community members)

You are being asked to participate in a research study because you are a member of the community surrounding one of the public schools in your City chosen to be part of the research study examining the impacts of school buildings on educational and community outcomes. We invite you to participate in an online interview regarding your perspectives on the physical aspects of the school building in your community.

Upon consenting to participate, you will take part in a one-on-one online interview. You can choose not to answer any questions that make you feel uncomfortable, and you can end the interview at any time. There is no cost for participating in this research.

We would like to record the interview to make sure that we remember all the information correctly. The researchers will keep the recording on a secure server maintained by Drexel University and it will only be used by research team members. We will only record the interview if you give us permission.

The results of the interview will be included in the study results that will be shared with both School District officials and a broad national audience of architects and educators. Your identity will be protected. No one will be able to match your responses to you. Only your responses, not your name or any other identifying information, will be studied.

If you have questions, concerns, or complaints, or think the research has caused harm to you, contact _____.

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RESEARCH CONSENT SUMMARY

You are being asked for your consent to take part in a research study. This document provides a concise summary of this research. It describes the key information that we believe most people need to decide whether to take part in this research. Later sections of this document will provide all relevant details.

What should I know about this research?

- Someone will explain this research to you.
- Taking part in this research is voluntary. Whether you take part is up to you.
- If you don't take part, it won't be held against you.
- You can take part now and later drop out, and it won't be held against you
- If you don't understand, ask questions.
- Ask all the questions you want before you decide.

How long will I be in this research?

We expect that your taking part in this research will last _____ *hours, days, weeks, months, years, or until a certain event.*

Why is this research being done?

The purpose of this research is to _____. *Explain in no more than a few sentences the main purposes of the research.*

What happens to me if I agree to take part in this research?

If you decide to take part in this research study, the general procedures include _____. *Briefly outline in simple terms the procedures that are key to the research and are most likely to affect someone's decision about whether to take part in the research study.*

Could being in this research hurt me?

If the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of than themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests, then state this. Otherwise, the most important risks or discomforts that you may expect from taking part in this research include _____. *In simple language, explain the risks and discomforts that are most likely to affect someone's decision about whether to take part in the research study. Identify the most important risks, like the information that a doctor might deliver in the clinical context. Emphasize how those risks are changed by taking part in the study. Include the complete list of reasonably foreseeable risks in the main body of the consent form.*

Will being in this research benefit me?

The most important benefits that you may expect from taking part in this research include _____. *In simple language, explain the reasonably expected benefits to subjects that are most likely to affect someone's decision about whether to take part in the research study. If*

there are no benefits, state: It is not expected that you will personally benefit from this research.

Possible benefits to others include _____. *In simple language, explain the reasonably expected benefits to others that are most likely to affect someone's decision about whether to take part in the research study.*

What other choices do I have besides taking part in this research?

Instead of being in this research, your choices may include _____. *List the major approved alternative options that are available that may be advantageous to the subject. If this is a study in which there is no disease or condition being treated, you can eliminate this section from the summary, and include it only in the body of the consent. If there are no alternatives, this section can be omitted.*

What else should I know about this research?

Other information that may be important for you to consider so you can decide whether to take part in this research is *Describe any additional information that may be important in this specific study, such as large out of pocket expenses, subject responsibilities that many people might consider burdensome (e.g., abstinence from sexual relations, cigarettes, or alcohol, inability to drive a car while taking study medication, need for overnight stays or admittance to a secure facility), unusual issues related to privacy or confidentiality (e.g., situations where the subject's research participation is likely to be reported in the media), or serious implications for future treatment (e.g., taking the study drug may limit future treatments options.) If there is no other information in this category, this section can be omitted.*

DETAILED RESEARCH CONSENT

*Provide information about why a prospective subject **may or may not want** to participate in the research in enough detail and in readily understandable language that is appropriate to the prospective subjects or their legally authorized representatives. Where it may be helpful, provide information in a graphic manner such as a table, chart or with pictures. Do not merely provide a list of isolated facts, technical or medical terms or abbreviations without explanation.*

You are being invited to take part in a research study. A person who takes part in a research study is called a research subject, or research participant.

When the research involves consent by a legally authorized representative or parent, and this consent is specific to the child (i.e., the parent/guardian is not participating any research activities, including surveys or they are signing a separate consent describing their responsibilities/participation), include the next paragraph:

In this consent form "you" generally refers to the research subject. If you are being asked as the legally authorized representative, parent, or guardian to permit the subject to take part in the research, "you" in the rest of this form generally means the research subject.

What should I know about this research?

- Someone will explain this research to you.
- This form sums up that explanation.
- Taking part in this research is voluntary. Whether you take part is up to you.
- You can choose not to take part. There will be no penalty or loss of benefits to which you are otherwise entitled.
- You can agree to take part and later change your mind. There will be no penalty or loss of benefits to which you are otherwise entitled.
- If you don't understand, ask questions.
- Ask all the questions you want before you decide.

Why is this research being done?

The purpose of this research is to *explain in simple terms the main purposes of the research. You can use simple illustrations, diagrams or figures if they are helpful in the explanation.*

About ____subjects will take part in this research.

How long will I be in this research?

We expect that your taking part in this research will last _____ *hours, days, weeks, months, years, or until a certain event.*

What happens to me if I agree to take part in this research?

Tell the subject what to expect using simple terms. Include all procedures done because the subject is taking part in this research, including procedures to monitor subjects for safety.

Do NOT describe procedures that will be performed regardless of whether the subject takes part in this research.

When appropriate for your research, include the following items:

- *Describe where this research will be done*
- *Provide a time-line description of the tests and procedures that will be done, including screening procedures. You can use tables or charts if they are helpful to explain the schedule.*
  Describe each group or arm
- *If the research involves random assignment describe this and the probability of assignment to each group, For example:*

You will be put into a study group by chance (like a coin toss/ like drawing straws). You have a(n) _____ out of ____ chance (XX%) of being placed in each group. You cannot choose your study group.

If the research involves blinding, include language describing a single (subject only) or double (subject and research team) blind study design, as appropriate. For example:

During the research, you (or you and the study doctor) will not know which group you are in. (Your study doctor can find out in case of an emergency).

- *Identify all visits, including telephone or written follow-up*
- *Indicate the length and duration of visits and procedures*
- *If blood will be drawn, indicate how often and the amount in English and metric units*
- *Identify all questionnaires or diaries and explain what they involve and how long and how often they will need to be completed*
- *Describe any planned future research (extension study, follow-up study, analysis of specimens). Describe them and whether subjects will be asked to sign a separate consent form.*

If applicable, explain whether the subject will be told clinically relevant research results, and if so, under what conditions.

Include if the research may involve whole genome sequencing:

The research might include whole genome sequencing (determining the order of DNA building blocks (nucleotides) in your genetic code).

What are my responsibilities if I take part in this research?

If you take part in this research, you will be responsible to: *Describe the responsibilities of the subject.*

- *Describe any warning or precautions that the subject needs to know*
- *Describe any requirements to avoid certain activities or refrain from taking certain drugs*
- *Describe any requirements to keep research articles out of the reach of children or others*
- *Describe any requirements to promptly report certain side effects to the investigator*
- *Describe requirements to follow the instructions as provided by the study team and to give them any new information about new medications, new medical issues, etc.*
- *Describe any situations where the subjects should immediately contact the investigator or immediately seek medical attention*

Could being in this research hurt me?

If the probability and magnitude of harm or discomfort are not anticipated to be more than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests, then state this. Otherwise, in simple language and in a simple bullet format (whenever possible), explain the known possible risks and discomforts..

List risks and discomforts in order of most common and most likely to occur, with least likely to occur listed last.

If there are many risks, use a bulleted format. If known, provide the percentage or range of occurrence for the risks.

Describe the duration of the risks and discomforts.

Describe any risks of washout, withholding treatment, or randomization.

Consider:

- *Physical risks (for example, medical side effect)*
- *Psychological risks (for example, embarrassment, fear or guilt)*
- *Privacy risks (for example, disclosure of private information)*
- *Confidentiality risk (if identifiable information is being retained, then there is a risk of loss of confidentiality)*
- *Legal risks (for example, legal prosecution or being reported for child abuse)*
- *Social risks (for example, social ostracizing or discrimination)*
- *Economic risks (for example, having to pay money out-of-pocket for research or medical expenses, losing health insurance, or being unable to obtain a job)*

It is unnecessary to list details of previous clinical trials.

Include for research that involves procedures whose risk profile is not well known:

In addition to these risks, taking part in this research may harm you in unknown ways.

Will it cost me money to take part in this research?

If there is no anticipated cost as a result of participation in the research either delete this section or explicitly state: It is not expected that there will be any additional cost associated with your participation in this research.

Include for research that may result in additional costs to the subjects. This should match any terms defined in the contract with the sponsor, if applicable:

Taking part in this research may lead to added costs to you, such as: *Describe these costs.*

Include for research where insurance will be billed. This should match any terms defined in the contract with the sponsor, if applicable:

In some cases, insurance does not pay for services ordinarily covered because these services were performed in a research study. You should check with your insurance to see what services will be covered by your insurance and what you will be responsible to pay.

Will being in this research benefit me?

If there are possible benefits to the subject:

We cannot promise any direct benefits to you or others from your taking part in this research. However, possible benefits to you include _____. *Describe any direct benefits to the subject. If benefits from taking part may not continue after this research has ended, describe them.* Possible benefits to others include _____. *Describe any benefits to others.*

If there are no expected benefits to the subject but possible benefits to others/ scientific knowledge:

There are no benefits to you from your taking part in this research. We cannot promise any benefits to others from your taking part in this research. However, possible benefits to others include _____. *Describe any benefits to others.*

What other choices do I have besides taking part in this research?

If there are alternatives:

Instead of being in this research, your choices may include:

- *List the major approved alternative options*
- *Consider, based on the indication and population*

For student subject pools, describe alternatives for course credit.

If there are no alternatives, delete this section

[Include for research involving prisoners. Otherwise, delete.] Taking part in this research will not improve your housing or correctional program assignments. Taking part in this research will not improve your chance of parole or release.

What happens to the information collected for this research?

If no identifiers, identifiable information or identifiable biospecimens will be collected as part of this research then emphasize then anonymous nature of the research. Otherwise, and only as applicable:

Your private information *(include only if applicable)* and your medical record *(include only if applicable)* will be shared with individuals and organizations (if applicable) that conduct or watch over this research, including:

- The research sponsor(s) *(provide name(s))*
- People who work with the research sponsor(s)
- Government agencies, such as the Food and Drug Administration or the Department of Health and Human Services *(include or delete as applicable)*
- The Institutional Review Board (IRB) that reviewed this research
- Drexel University and its affiliates
- *List others with whom private information will be shared*
- *When the procedures include communicable disease testing, include any disclosures mandated by state-law.*

We may publish the results of this research. However, we will keep your name and other identifying information confidential *(or emphasize the anonymous nature of participation).*

We protect your information from disclosure to others to the extent required by law. We cannot promise complete secrecy.

Data or specimens collected in this research might be de-identified and used for future research or distributed to another investigator for future research without your consent.

For NIH-funded clinical trials add the following language verbatim: (If the research does not require listing on www.clinicaltrials.gov, but will be listed anyway, you may use this language or a variation of this language. The IRB does not require this information when not required by FDA/NIH, even if the study will be listed.)

A description of this clinical trial will be available on http://www.clinicaltrials.gov/, as required by U.S. Law. This Web site will not include information that can identify you. At most, the Web site will include a summary of the results. You can search this Web site at any time.

[Include if a HIPAA authorization is required. Note, self-reported medical history does not require HIPAA Authorization. HIPAA Authorization is required only if medical/psychological records are being accessed, otherwise delete.] Federal law provides additional protections of your personal information. These are described in an attached document titled "Permission to Use Private Identifiable Health Information for Research" to use and disclose your protected health information."

[Include for research involving prisoners. Otherwise, delete.] If you are a prisoner, your medical records may also be given to officials and agencies within the criminal justice system when necessary and permitted by law.

What is a Certificate of Confidentiality?

[Include this section if the NIH has issued a Certificate of Confidentiality for this research (e.g., any new or ongoing research funded by the NIH as of December 13, 2016 that is collecting or using identifiable, sensitive information). Delete entire section of not applicable.]

This research is covered by a Certificate of Confidentiality from the National Institutes of Health. A Certificate of Confidentiality helps protect your identifiable information and biological samples. The researchers with this Certificate may not disclose or use information, documents, or biospecimens that may identify you in any federal, state, or local civil, criminal, administrative, legislative, or other action, suit, or proceeding, or be used as evidence, for example, if there is a court subpoena, unless you have consented for this use. Information, documents, or biospecimens protected by this Certificate cannot be disclosed to anyone else who is not connected with the research except, if there is a federal, state, or local law that requires disclosure (such as to report child abuse or communicable diseases but not for federal, state, or local civil, criminal, administrative, legislative, or other proceedings, see below); if you have consented to the disclosure, including for your medical treatment; or if it is used for other scientific research, as allowed by federal regulations protecting research subjects.

[You may use the following language as applicable] The Certificate cannot be used to refuse a request for information from personnel of the United States federal or state government agency sponsoring the project that is needed for auditing or program evaluation by *[THE AGENCY]* which is funding this project or for information that must be disclosed in order to meet the requirements of the federal Food and Drug Administration (FDA). You should understand that a Certificate of Confidentiality does not prevent you from voluntarily releasing information about yourself or your involvement in this research. If you want your research information released to an insurer, medical care provider, or any other person not connected with the research, you must provide consent to allow the researchers to release it.

[Language such as the following should be included if researcher intends to disclose information covered by a Certificate, such as potential child abuse, or intent to hurt self or others in response to specific federal, state, or local laws.] The Certificate of Confidentiality will not be used to prevent disclosure as required by federal, state, or local law of *[list what will be reported, such as child abuse and neglect, or harm to self or others].*

[Language such as the following should be included if researcher intends to disclose information covered by a Certificate, with the consent of research participants.] The Certificate of Confidentiality will not be used to prevent disclosure for any purpose you have consented to in this informed consent document *[restate what will be disclosed, such as including research data in the medical record].*

Who can answer my questions about this research?

Use the following language verbatim:

If you have questions, concerns, or complaints, or think this research has hurt you or made you sick, talk to the research team at the phone number listed above on the first page.

This research is being overseen by an Institutional Review Board ("IRB"). An IRB is a group of people who perform independent review of research studies. You may talk to them at (267) 359-2471 or HRPP@drexel.edu if:

- You have questions, concerns, or complaints that are not being answered by the research team.
- You are not getting answers from the research team.
- You cannot reach the research team.
- You want to talk to someone else about the research.
- You have questions about your rights as a research subject.

Can I be removed from this research without my approval?

The person in charge of this research can remove you from this research without your approval. Possible reasons for removal include:

Describe reasons why the subject may be withdrawn. Include all reasons for withdrawal described in the protocol. For example:

- *It is in your best interest*
- *You have a side effect that requires stopping the research*
- *You need a treatment not allowed in this research*
- *You become pregnant*
- *You are unable to take the research medication*
- *You are unable to keep your scheduled appointments*

We will tell you about any new information that may affect your health, welfare, or choice to stay in this research.

What happens if I agree to be in this research, but I change my mind later?

If the research participation is anonymous explain why this procedure may or may not be possible.

Otherwise, include if there are procedures for orderly termination of taking part in the research.

If you decide to leave this research, contact the research team so that the investigator can: Describe the procedures for orderly termination by the subject.

Include if there are potential adverse consequences to a subject who withdraws:

If you decide to leave the research early, there may be risks with this decision. These may include: *Describe the adverse consequences.*

[Describe what will happen to data collected to the point of withdrawal. Describe whether subjects will be asked to explain the extent of their withdrawal and whether they will be asked for permission to collect data through interaction or collection of private identifiable information. For example, a subject may wish to withdraw from the experimental procedure because of unacceptable side effects but may agree to undergo follow-up procedures and data collection.]

Will I be paid for taking part in this research?

If subjects will not be paid, either delete this section, or include the following statement:

You will not be paid for taking part in this research.

If subjects will be paid:

For taking part in this research, you may be paid up to a total of $_____ *[if the payment is in gift cards, include this].* Your compensation will be broken down as follows:

- *Describe payment schedule in terms of amount*
- *Describe when payments will be made*
- *Describe the amount of payment if the subject drops out*

Federal tax law requires to you to report this payment as income to the Internal Revenue Service if you are compensated more than $599.00 (in total) this year for participating in research. You may be asked to tell us your social security number or other identifying information (e.g., full name). If payments for this study are more than $599.00, we will report them to the Internal Revenue Service and send you a Form 1099-MISC.

[Include the following 2 sentences if the research data is being stored in a de-identified manner.] This information will not be associated with the information or data you provide for this research. It will be stored separately from your data, it will not be linked in any way, and your identifying information will be destroyed within 1 year of study completion.

If you do not give us your social security number or other identifying information you may take part in this research if you agree to not be paid.

If the subject's biospecimens (even if identifiers are removed) may be used for commercial profit, include the following statement: (Modify if subjects will share in commercial profit.)

Your specimens (even if identifiers are removed) may be used for commercial profit. You will not share in this commercial profit.

What if this research has additional findings about me that were not related to the research questions?

[DELETE THIS SECTION IF THERE ARE NO POSSIBLE INCIDENTAL FINDINGS THAT COULD COME ABOUT DUE TO THE RESEARCH]

[Include if incidental findings <u>may be</u> communicated to the participant]
This *(provide procedure (e.g. imaging procedure such as a MRI))* is done for research purposes rather than for diagnosis. The *(provide procedure)* will not be routinely examined by health professionals for potential structural and functional clinical abnormalities. However, in the event an abnormality is detected by the investigators or the *(administer of the procedure (e.g. MRI technician)),* the *(named procedure* will be further examined by a *(name appropriate clinician (e.g. a radiologist))* and the investigator may encourage you to consult your physician. *[add below language if applicable]*
The blood, saliva, tissue that is obtained from you will be tested and/or stored for future use and potential laboratory, genomic and proteomic studies. The material will have your name, medical record number and other identifying information associated with it. Please indicate if you wish to be contacted in the future regarding any test results that may be obtained.

[Include if incidental findings <u>will not be</u> communicated to the participant] The *(named procedure)* we collect are for research purposes only and we cannot provide a *(name appropriate clinician)* clinical interpretation of the results. However, if your healthcare provider would like to use the *(type of data e.g. scans)* for comparison with another clinical *(applicable types of data)* that has already been obtained or may be obtained in the future, they may request these *(type of data)* if they are still available. *[add the below language if applicable]*

The blood, saliva, tissue that is obtained will be tested and/or stored for future use and potential genomic and proteomic studies. However, the material will be de-identified (will not have your name, medical record number or other identifying information associated with it). Therefore, we will not be able to contact you in the future regarding any test results that may be obtained.

[The IRB typically does not always require subjects to sign a consent document when the research involves no more than minimal risk, by waiving/not requiring documentation of consent. However, if you are accessing health records or consenting subjects that cannot consent for themselves, refer to the Main Informed Consent Template to add the applicable signature blocks. For additional guidance, please see Investigator Guidance: Documentation of Consent (HRP-803).]

Community Member Interviews – Questions

QUESTIONS FOR COMMUNITY MEMBERS EXTERNAL STAKHOLDERS

- Please tell us about your background, and your relationship with the school (including what your organization does, if you are with an organization)?
- What efforts does the school make to engage with the community?
- Is the school a positive presence in the community? If so, how, and if not, why not?
- What are your favorite and least favorite parts of the school building and grounds?
- If the school has been modernized, how has your perception of it changed as a result? How has your usage or the usage of your family since it changed?
- What feeling do you get when you enter the school building? When you look at the building from the outside?
- How do you and others associated with you, such as family members, neighbors, business colleagues, etc., make use of the school building and grounds?
- How do community members make use of the school building and grounds?
- If you are associated with a business or other organization in the community, how does your business or organization benefit from the presence of the school in the community? How do you interact with the school?
-

QUESTIONS FOR INTERNAL STAKEHOLDERS

These questions are present as the range of questions that the interviewer will apply during the interview. Since this is a phenomenology study, the questions below are design to start the conversation with the participant. All questions will not be used depending on the emerging "voice" of the participant. Adult interviews are expected to be an hour or less in length, while student and external stakeholder interviews are expected to be 30 minutes or less.

For Teachers:

- How long have you been teaching?
- What do you teach and where are you teaching spaces located in the building?
- What are your aspirations as a school teacher and teaching?
- Describe your curriculum and the focus of your instructional targets.
- Describe your classroom's design and the layout of the learning environment.
- How does the design of the teaching space either constrict or enhance your instruction?
- Can you describe the impact of the design of your classroom on your students thinking about learning?
- Describe the influence and/or impact that the building has on student performance with the content you deliver.
- Describe the culture and climate of the building.
- What assumptions and/or believes do you hold about newly modernized buildings?
- Why was this building designed; what was the purpose and intention of redesigning?
- Describe your experience navigating the building.
- Related to your vision of education, describe your ideal classroom environment.
- What professional development have you experienced related to the building or the teaching spaces in the building?
- What do you like best/least about the school building/ your teaching space?
- If you could change one thing – what would it be?

For Administrators:

- What is your role and where is your main workspace are you located within the building?
- Describe the building's design and the layout of the learning environments.
- What assumptions or beliefs do you hold about the intentions behind these redesigned spaces? Essentially, why were the spaces designed this way?
- Describe your experience navigating the building.
- Describe the culture and climate of the building.
- Describe the influence and/or impact that the building has on student outcomes.
- What assumptions and/or believes do you hold about this modernized building?

- Why was this building designed; what was the purpose of the redesigning?
- How has this impacted your thinking about leading and managing with this building?
- What are your visions of education and leadership?
- Related to the vision of education and leadership, describe the ideal school environment.
- What professional development, or help of any kind, have you received from the district related to leadership in the building?
- What professional development has the administration conducted for teachers and staff related to the building or the spaces in the building?
- What do you like best/least about the school building/ your teaching space?
- If you could change one thing – what would it be?

For Students:

- What grade level are you in?
- Have you also gone to this school?
- Tell me how you think about your classroom? What is it like to learn in it?
- How does your teacher use this classroom for your learning activities?
- How do you like the entire school building? What don't you like about it?
- Do you feel safe in this building?
- What do you like best/least about the school building/ your classroom space?
- If you could change one thing – what would it be?
- If you could design your ideal school building, what would it be like for you?

For Students' Parents/Caregivers (will be conducted as focus groups instead of one-on-one interviews):

- What efforts does the school make to engage with the community?
- How do community members take advantage of the school building and grounds?
- How does your family spend time in the school or on school grounds? How does your student spend time after school, on weekends, or during the summer?
- What are your favorite and least favorite parts of the school building? Why?
- How do members of the community view the presence of the school building?
- If your school building has been modernized, how has the modernization affected your perception of the school? How has it affected the perception of your student? Your family? Community members?
- What changes to the school building could be made that would increase your usage, or usage by other community members?

QUESTIONS FOR THE SCHOOL'S ARCHITECT

- How long have you been an architect?
- What aspirations lead you to pursue architecture?
- Take a few minutes to reflect upon your time an either an elementary, middle school, or high school student. As you think about this do you remember if the design of your own classrooms impacted your perceptions on your learning?
- How did you become involved in designing schools and how is it related to your personal aspirations?
- What changes have you seen evolved in the design process of school building since you started as an architect?
- Thinking about the school you designed, that is being studied in the Latrobe Award Research Study, what aspirations did you have for it as you started?
- If you had no constraints how would you have designed the school?
- Looking at the whole design process, what constraints or openness did you experience while developing or executing to your design?
- What did you learn from this design process and how has it shaped your thinking about school building designs and educational spaces going forward?
- From a pedagogical viewpoint, what do you think are the most/least successful features of your design of this school building/the learning spaces?

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CONTACT US

We welcome further inquiry about the study and how to apply the findings to the modernization of schools.

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