

Duke University School Research Partnership
Application process for students wishing to conduct research in
Durham Public Schools

The Duke University School Research Partnership Office (SRP) and Durham Public Schools have developed a process by which undergraduates may seek approval to conduct research in the schools. This document details the requirements for submitting a proposal.

Guiding Principles for Research Proposals

External research proposals should support teaching and learning that ensures all Durham Public Schools (DPS) students an education that will effectively prepare them for life in a changing world. The Research Office has developed the following guiding principles to assist DPS employees and external organizations in identifying external research proposals that are likely to be approved for completion within DPS. All topics listed align with DPS' Graduate Durham initiative and Board of Education goals.

Proposal topics likely to be approved:

- Mental health support, intervention, behavior management
- Science, technology, engineering, and math (STEM) skill development-related strategies and programs
- Literacy skill improvement
- Beginning teacher mentoring programs
- Early learning (Pre-K)
- Dropout prevention, improving graduation rates
- Promoting math and reading skills in EC and LEP students
- School leadership development
- EC teacher recruitment and retention
- Teacher retention
- Local university research partnership development
- Proposals which include professional development for teachers

Proposal topics and methods likely to be denied:

1. Any proposal that would require time from teachers and principals.
2. Any proposal that would result in a loss of instructional time, or would require large amounts of time from students.
3. Any proposal that includes requests for personal and identified information about students or their families. For example, projects dealing with family problems, religious beliefs, sexual behavior or orientation, illegal alcohol and/or drug, and whether students have witnessed or participated in other illegal activities.
4. Proposals that do not comply with FERPA and HIPPA laws and DPS policies on student privacy.
5. Please note that DPS does not approve or distribute surveys or flyers for any outside agencies.

Duke University School Research Partnership Application Process

Students wishing to conduct research in the Durham Public Schools must

1. Submit a preliminary proposal to DPS using the “Preliminary Review Form for Student Research Projects with DPS”
2. Revise the preliminary proposal if/as needed and resubmit to DPS
3. Receive preliminary approval from DPS
4. Submit a final proposal to DPS that includes the approved preliminary proposal, the student’s IRB protocol and confirmation of Duke’s approval of the IRB protocol
5. Receive final approval from DPS

Students are strongly encouraged to consult with the Duke University School Research Partnership office before submitting their proposal to the office or to DPS

Timeline for DPS review of student proposals is:

Preliminary and final proposals submitted to DPS by the 1st of any month will be reviewed within 2-3 weeks. Note that for months during which DPS has extended school closings, the review process may take up to four weeks (i.e. spring and winter school holidays periods).

Also note that students should submit their proposal to Jenni Owen and David Rabiner *at least two weeks before* the first-of-the-month DPS deadline to allow time for Owen’s and Rabiner’s review and the likelihood of needed student revisions. Please note that for proposals that require substantial additional work prior to submission to DPS, two weeks may not be sufficient.

Student research in other school systems

Students wishing to conduct research in other school systems should consult the School Research Partnership manual for information about select school systems. If the district of interest is not included in the manual, contact the SRP office for guidance or contact the school system directly.

For further information:

School Research Partnership Office:

Jenni Owen – jwowen@duke.edu, 919-613-9271

Dr. Leslie Babinski – lb107@duke.edu, 919-613-9296

Durham Public Schools Research and Accountability:

Dr. Julie Spencer, Julie.spencer@dpsnc.net

Dr. J. Brent Cooper, jason.cooper@dpsnc.net, 919-560-2060, Extension 21060

[Approved by Durham Public Schools and Duke School Research Partnership Office, October 2014]

Note: As of October 20, 2014, this form is to be used for student research proposals to DPS.

Preliminary Review Form for Student Research Projects with DPS

Note: If you cannot answer a question completely at the time of completing this form, please answer it to the best of your ability, noting the items for which you will provide more information at a later date. Where applicable, the relevant IRB item is noted in parentheses.

Preliminary proposal may be submitted for review on the 1st day of each month of the year and will be reviewed by DPS within 2-3 weeks. Proposals submitted after the start of the month may not be reviewed until the following month. If the preliminary proposal is approved, DPS will provide you with a letter indicating their preliminary approval and you will be able to approach schools about participating in your study if the study is ultimately approved. DPS could recommend particular schools to approach or schools to avoid. Before your study can begin, you will need to obtain IRB approval and provide DPS with your IRB protocol and confirmation of approval.

1. (IRB 1.1) Project Title:
2. (IRB 1.4) On what date do you plan to begin your research?
3. (IRB 1.5) Student Investigator (include your full name, email address, phone number(s) and date):
4. (IRB 1.7) Responsible investigator/Faculty advisor (include your full name, department, email address, phone number(s) and date):
5. (IRB 3.1) What is your research question?
6. (IRB 3.2) Provide background information that would help the reviewer understand your research. Avoid discipline-specific jargon, because your reviewer's area of expertise may be in a different field.
7. Discuss how your research question fits with the DPS Strategic plan and/or how your study will provide useful information to DPS. You can find the plan at <http://www.dpsnc.net/stratplan/>
8. (IRB 4.1) What are the activities that you will ask participants to do? How long will each activity take, and what is the estimated duration of the study? If the study involves observation, describe the setting and events that you will observe. In addition to describing the activities below, please check all the activities that apply:
 - Interviews (group or one-on-one)
 - Observations
 - Surveys
 - Questionnaire
 - Focus Groups

Other. Please describe: _____

9. (IRB 5.1) Describe your proposed participant population(s). If you are focusing on a particular ethnic/racial group or gender explain why. Then indicate below the numbers of participants required within each category and the number of schools where you would like to collect data.
- 10.

Durham Public School District-

Number of students-
Age/grade of students

Number of teachers:
Number/type of administrators:

Number elementary schools:
Number middle schools:
Number high schools:

If there is a specific school(s) where you would like to conduct your study, indicate this below.

11. (IRB 6.1) How do you plan to recruit potential participants? Describe all recruiting activities that you anticipate using for your study. For example, will you need to send consent forms home with students? Do you have a list of contacts you will email? Will you go to public settings, such as a town market, and approach people? Are local leaders or organization staff helping you to identify potential participants? Will you use an online service, such as Amazon's Mechanical Turk, or a social network site such as Facebook?
12. (IRB 9.1, 9.2, 9.3 and 9.4) Describe any risks that participants in your study may be exposed to. Possible risks include the following:

Loss of Confidentiality

1. Identifiable information could be inadvertently released and the disclosure of the information could harm participants'. These risks are greatest when you will be collecting identifying information on your participants.

If you plan on collecting information, i.e., names, that could be used to identify your participants, what confidentiality procedures will you use? Check all that apply and then describe the specific procedures that you will use.

- Creating a key with unique number that can connect identifiers with research data and securing the key. How will you secure the key?
- Destroying the identifiers as soon as data collection is completed.
- Securing a Certificate of Confidentiality to protect the data from subpoena. (This is required if identifiable information about illegal behaviors is retained. Please contact the IRB staff for details about how to secure the certificate.)

Even when personally identifying information is not directly collected, their confidentiality can sometimes be compromised indirectly. Indirect identifiers are bits of information that can be used to identify research participants. For example, the identity of a sophomore at Duke who is a native Alaskan woman with a double major in economics and theatre could be deduced by many people on campus.

Questions:

Indirect identifiers are especially of concern in small populations.

Could your participants be indirectly identified if you reported data on an individual level?

- No: Go to Section 3: Risks Associated with the Research Topic
- Yes: Would that identification pose a risk of harm?
 - No
 - Yes: Which of the following procedures will you use to mitigate that risk of harm? Check all that apply and then describe the specific procedures you will use.
 - Create misleading or vague identifiers (for example, saying that research took place in a midsize city in Western Africa).
 - Report data in aggregate only with cells of a sufficient size to prevent identification.
 - Depict identifiers in general terms, for example use age or income ranges.
 - Use broad group identifiers such as “trade-people,” rather than a carpenter
 - Other

Risks Associated with your Research Topic

A second type of risk is that your participants could become distressed or upset by participating in your study. For example, they could be upset by the questions you’re asking, such as questions about traumatic experiences or sensitive, personal topics.

Do you think your research questions have the potential to upset or distress subjects?

- No:
- Yes: Which of the following strategies will you employ to mitigate the risk:
 - Ensuring that participants know the specific nature of the questions they will be asked
 - Clarifying in the consent process how participants can tell you that they wish to skip a question or to terminate the interview
 - Checking in with participants during the interview
 - Establishing relationships with participants before asking probing questions that participants might perceive as intrusive
 - Other

12. (IRB 10.1) Will you photograph or video-record your participants?

- No: Skip to 10.2
- Yes: Complete the questions in 10.1

Describe which of your participants you will record and in what setting.

Explain why the images (photos or videos) are necessary to answer your research question.

13. Where do you plan to display, present, or distribute the images, outside of your research team. (Your advisor is a member of your team.) Check all that apply:

- Only my research team will see the images
- In class
- On campus, outside of class (including poster sessions)
- A restricted public archive (restricted entry, password protected)
- An unrestricted public archive, such as Perkins Library or the Center for Documentary Studies
- Online/on the Web

14. (IRB 10.2) Do you plan to audio-record participants either individually or in groups?

- No
- Yes: What will you do with the recordings?
 - Destroy the recordings after I have made transcripts.
 - Save the recordings for further research and education.
 - Make the recordings publically available.
 - Other, please describe:

15. Will any instructional time be required for your study? Be aware that studies that interfere with instructional time are unlikely to be approved. In responding to this question, please provide an estimate of time demands on DPS staff and students.

16. Please provide a clear description of the assistance you will require from a school that participates in your study. For example, will you have space requirements to conduct focus groups? Will you require assistance in distributing and collecting consent forms?

None- only the time for the interview, no assistance required in anything

17. Please confirm that you (student) have completed the DPS volunteer process. This is required *only* if the research involves contact with students and a DPS representative is not present at all times during the contact.

Student Signature _____ Date _____

Advisor Signature _____ Date _____