



# CHANGING EXPECTATIONS

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## **Research-Practice Partnership to Improve Computer Science Education for African American and Hispanic Students with Disabilities**

**Project Description:** The CSforALL Research-Practice Partnership (RPP) is a three-year project funded by the National Science Foundation. An RPP consists of education practitioners, policymakers, and researchers working together to solve problems of practice and improve student learning. The project is designed to study and increase middle and high school African-American and Hispanic students with disabilities' interest, engagement, learning, knowledge, and persistence in computer science education and careers. The study will employ quasi-experimental methods to investigate the effects of activities on district CS policies and implementation. The project is implemented by Changing Expectations, an Austin, Texas based 501c(3) nonprofit organization.

### **Are you interested in?**

- Improving computer science teaching and learning for African-American and Hispanic students with disabilities, and increasing their awareness of computer science careers through mentoring with tech professionals who reflect their identities?
- Increasing your school and district's understanding of the problems of practice faced by educators implementing computer science education for underrepresented populations?
- Adding value to your school and district's computer science education goals?

**Incentives:** Participating computer science and special education teachers (or other designated teachers) in the research alliance will receive a **\$7,200 stipend per year** for facilitating the student computer science course on Voice User Interface (designing voice enabled chatbot projects) and attending research alliance meetings, project and evaluation activities. **Participating students will receive a financial stipend (amount TBD) each semester, which is tied to their attendance and their participation in and completion of computer science projects, tech swag, breakfast & lunch, and bus transportation, if needed.**

**Who:** There is still space in the project to include teachers from 3 middle schools and 2 high schools in Central Texas. To prioritize equity and diversity, the SWDCS Research Alliance will focus attention on under-represented populations and under-resourced schools—African-American and Hispanic students with disabilities who attend Title I schools.

**When:** The SWDCS Research Alliance will meet with teachers on Saturdays starting in October 2019. These regular sessions will prepare the alliance members to create project-based lessons for designing voice-enabled chatbots to implement with the students in Spring 2020.

**Next Steps: School site selection is done on a first-come, first-served basis. Please contact Dr. Eaglin ASAP as slots fill up quickly.** Send an email by Friday, October 4, indicating your school's interest. On October 8, selected sites will email the names and contact information of one computer science, tech, math, or science teacher, and one special education, intervention teacher or instructional coach that works directly with special education students, who will participate in the project. To keep administrators in the loop, you will also need to provide the name and contact of your school administrator, counselor, and the district technology or computer science coordinator.

**By Friday, October 4, please send an email indicating your school's interest in participating to Dr. Eaglin at email address [peaglin@austin.rr.com](mailto:peaglin@austin.rr.com) Please see the attached FAQs.**

## **Students with Disabilities Computer Science Research Alliance (SWDCS) Frequently Asked Questions (FAQ)**

- 1. Is the first semester (Fall 2019) twelve 1.5-hour meetings and then in the Spring 2020 semester it would be twelve 6-hour student sessions?**  
YES.
- 2. Would there be compensation for the teachers participating in the project?**  
Yes, the two teachers (computer science & special educator) will each receive a stipend.
- 3. What is the stipend for participating teachers each school year?** \$7,200
- 4. Does the second teacher have to be a Special Ed or Intervention teacher?**  
The second teacher can be a certified special education teacher, or intervention teacher, or instructional coach who has experience working directly with students with disabilities.
- 5. What happens if we have to miss a Saturday?**  
We will deduct the cost of providing a substitute for your class from your \$7,200 annual stipend.
- 6. Will this all be done at our School?**  
YES, for the computer science course for students.  
Some teacher sessions will be conducted off-site, on the phone, and in virtual sessions.
- 7. Will the students be recruited by your organization or by us at our school?**  
School teachers and counselors will recommend students to participate.
- 8. Would we get to choose our own students?**  
YES. We will ask the counselor at each site to identify and submit a list of 10-12 students who meets the project criteria to participate in the project. The teachers will recommend students, and counselors will accept and include them in the list of participants.
  - A. Study Inclusion Criteria for Student Selection:**
    1. African American male student who qualify for special education services in any of these categories: learning disabilities, language disabilities, physical disabilities, and other health impairments (e.g. Attention Deficit Disorder), under the Individuals with Disabilities Education Act of 2004 (IDEA).

2. African American female student who qualify for special education services in any of these categories: learning disabilities, language disabilities, physical disabilities, and other health impairments (e.g. Attention Deficit Disorder), under the Individuals with Disabilities Education Act of 2004 (IDEA).
3. Hispanic male student who qualify for special education services in any of these categories: learning disabilities, language disabilities, physical disabilities, and other health impairments (e.g. Attention Deficit Disorder), under the Individuals with Disabilities Education Act of 2004 (IDEA).
4. Hispanic female student who qualify for special education services in any of these categories: learning disabilities, language disabilities, physical disabilities, and other health impairments (e.g. Attention Deficit Disorder), under the Individuals with Disabilities Education Act of 2004 (IDEA).

**B. Study Exclusion Criteria:**

- Students with sensory impairments (visual impairments, hearing impairments)
- Students with severe and profound cognitive disabilities
- Students with Autism

**9. It could be difficult to get our students to commit to an all-day course on Saturdays, and participation and attendance might be low.**

We will incentivize students with stipends each semester, which is tied to attendance and their participation in and completion of the computer science projects; tech swags; feed them; and cover the cost of transportation.