

Subject: Up to \$3,600 Teacher Stipend, \$150 Student Stipend, Tech Prizes:
Invitation for Title I School Comp Sci, STEM, CTE, TECH, and SPED Teachers, Spring 2022

Dear Computer Science, STEM, CTE, TECH, and SPED Educator,

The Changing Expectations CSforALL RPP Project for African American and Hispanic Students with Disabilities is getting ready to start our Spring 2022 sessions.

For the Spring 2022, we will pay up to \$3,600 in a teacher stipend based on the number of 6-hour sessions held (\$300 per 6-hour student session held and for participation in the project's research and evaluation); \$150 student stipend; gift cards, tech prizes & loan a computer & WiFi hotspot to students participating in the computer science course and project. A teacher and student sign-in sheet needs to be submitted for each Saturday and/or afterschool course session.

We hope to select new Title I high schools to participate on a rolling basis so that we can move quickly to starting the Saturday or afterschool computer science and artificial intelligence course sessions this Spring semester for ten (10) African American and Hispanic students with disabilities. The two attached flyers provide more project info for teachers and students participating in the project.

Each computer science, STEM, CTE, or technology teacher will need to work as a team in this project with a SPED or intervention teacher partner. Each SPED or intervention teacher will need a computer science, STEM, CTE, or technology teacher partner on a team for the project.

Please provide your name, school name, subject area you teach, grade you teach, and your preferred email address. Please recruit your partner teacher based on the team arrangements above, and submit the partner teacher's name, subject area and grade taught, and email info for your proposed partner teacher. This information is needed before being approved to participate and should be submitted at the link below:

<https://form.jotform.com/220054485646053>

Please also plan with your partner teacher and submit Saturday or afterschool student course session dates for 6-hours per week for 12 weeks during the Spring 2022 Semester to

indicate your commitment to join the project. The proposed Spring 2022 student course session dates should also be submitted at the link below:

<https://form.jotform.com/220054485646053>

Before CSforALL RPP participation may be approved, the two teachers per team should recruit a separate group of ten (10) African American and Hispanic students with disabilities to participate in the Saturday or afterschool course sessions and submit the completed attached COVID-19 release forms for each of those ten students, for the teacher team, and for any volunteers and mentors you have recruited to participate. Each group of 10 students may only be taught by a team of 2 teachers as described above.

No CSforALL RPP course sessions should be held until you receive confirmation that all the COVID-19 forms have been submitted and approved.

Please find on the CSforALL RPP website the teacher recruitment flyer, the student recruitment flyer, and the COVID-19 waiver forms for teachers, students, and volunteers. Again, the COVID19 waivers should be completed with all signatures and PDF copies of them submitted at the link below:

<https://form.jotform.com/220054485646053>

Again, a new school site may be approved on the first come, first serve basis.

Here is the VUI Course Session Inclusion Criteria for Student Selection to Participate in the Saturday VUI Course

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).