

6-1-2011

The Pace Tech All Kinds of Minds High School Institution: Expanding Outreach and Empowering Under-Represented Populations & Communities

Jonathan Hill

Seidenberg School of Computer Science and Information Systems

Follow this and additional works at: <http://digitalcommons.pace.edu/cornerstone2>

 Part of the [Curriculum and Instruction Commons](#), [Disability and Equity in Education Commons](#), [Other Education Commons](#), and the [Special Education and Teaching Commons](#)

Recommended Citation

Hill, Jonathan, "The Pace Tech All Kinds of Minds High School Institution: Expanding Outreach and Empowering Under-Represented Populations & Communities" (2011). *Cornerstone 2 Reports : Community Outreach and Empowerment Through Service Learning and Volunteerism*. Paper 23.

<http://digitalcommons.pace.edu/cornerstone2/23>

This Report is brought to you for free and open access by the The Thinkfinity Center for Innovative Teaching, Technology and Research at DigitalCommons@Pace. It has been accepted for inclusion in Cornerstone 2 Reports : Community Outreach and Empowerment Through Service Learning and Volunteerism by an authorized administrator of DigitalCommons@Pace. For more information, please contact rracelis@pace.edu.

INTERIM REPORT June 1, 2011

COMMUNITY OUTREACH AND EMPOWERMENT THROUGH SERVICE LEARNING AND VOLUNTEERISM

Cornerstone II – Expanding Outreach and Empowering Under-Represented Populations & Communities

The Pace Tech All Kinds of Minds High School Institution

Jonathan Hill, DPS, Assistant Dean, Seidenberg School of Computer Information Systems

A) Please outline your original goals.

Our original goals include leveraging Pace and Seidenberg resources to provide a valuable educational experience for this underserved population as well as to test the thesis that teenagers on the autism spectrum are often predisposed to successful interaction with technology and computing. In response we are developing *The Pace Tech All Kinds of Minds High School Institute*, a week-long, non-residential technology summer camp for high functioning students with special needs who have a predisposition for technology.

B) What progress have you made towards your original goals on your project to date?

The following has been developed on thus far:

1. Two AHRC (Association for the Help of Retarded Children) have worked as non-matriculated students in sections of CIS 101 taught by Dr. Jonathan Hill with good result. Employing lessons learned from this experience and relying on the expertise of Beth Rosenberg, EdTech Master's candidate and graduate assistant.
2. A week-long 'summer day camp' program was devised based on technology activities.
3. Two teaching artists-in-residence have been hired to teach intro to video game design and intro to working with simple electronics
4. A social worker has been hired to work during the week and assist with emotional issues during the course of the workshop
5. Marketing has been worked on to many listservs and schools and the JCC Manhattan Transitions Program
6. Marketing has been focused on the community of parents of children with Autism. A flyer and registration sheet has been created and presentations have been conducted before parent groups.

C) Has your project impacted students? If so, how many?

The impact on the Seidenberg community has been significant and it has deepened our working relationships with the School of Education as well as AHRC and the NYU ITP Program. We are still in the midst of recruiting students. The ideal number of students

would be 12 although we have room for 16 students total. Thus far, we have approximately seven students signed up.

D) Has your project impacted other faculty members? If so, how many?

Two Seidenberg faculty members will be involved in the July 2011 program—Dr. Jonathan Hill and Dr. Richard Kline and supported by graduate assistant Beth Rosenberg.. As noted, we are collaborating with the School of Education, NYU, NYU Polytechnic as well as professional specialists in the field of Autism education.

E) What are your next steps?

1. Next steps are around intense marketing and registration.
2. Working with teaching artists to develop their curriculum and order supplies.
3. Training undergraduates to work on the program as assistant teachers.
5. Scheduling of professional development for teaching artists and undergraduate assistant teachers by social worker.
6. Assessment and analysis of program success and replicability.