Somewhere is better than anywhere.
    -- Flannery O'Connor

*I always get to where I'm going by walking away
    from where I've been.*   --Winnie the Pooh

Frank's Contact Information:

Email:	fdbeck@illinoisstate.edu	Mailbox:	SCH 332 and STV 425
Office:	309-438-7770	Office Hours:	
Cell:	309-826-6349 (before 9pm)		

Purpose: This class is one of two skills building courses in the ACED curriculum. The objective of the course is to learn research skills that will benefit you in your future career (and therefore benefit the community you will call home), and to do so while serving local organizations. We want to increase the number of tools in your basket. The class is purposefully in the Spring semester so you have a little time to become familiar with Bloomington-Normal. The course description says you will learn "design, planning, and implementation skills for leadership of community development projects." The focus is on applied research and group process.

The largest goals for the semester are to serve Autism McLean and the School Street Food Pantry. While doing so, we will improve your research and leadership skills. The ACED sequence learning goals are built around a reciprocal relationship between education and service. This course exemplifies that relationship.

Readings: There will be readings required of the whole class and readings pertinent to each group. As far as a text is concerned, we are using Randy Stoecker's *Research Methods for Community Change*. As much as possible, other readings will be in pdf form: online, email, or handed out in class.

CITI Training: Because we are gathering data from human subjects you need to complete CITI training. This is even more important given that some respondents have a developmental disability and others are in line for food. *We don't want anyone to misperceive that service provision is contingent on research participation*.

Training is available at https://research.illinoisstate.edu/ethics/training/irb/index.php. Follow the instructions for getting registered with the CITI program. You should complete the Educational, Social and Behavioral Research with Human Subjects" course. Evidence that you completed the CITI training should be emailed to Frank by Monday, January 20.

We will need to write and seek approval for Institutional Review Board (IRB) protocols. We hope this process is quick, but it might not be. Given that you are students, the IRB protocol we write will list you as co-PIs. Frank is writing the first draft of the protocols.

Research Design: Each group will finalize its own research design, beginning with research questions to analytical strategy to deliverables. The outlines given as part of this syllabus are not final products, but a beginning. Your research plan is due Friday, February 7.

Literature Summaries: Each student will identify 3 intelligent pieces of science regarding autism and housing or college food pantries. Once we are sure there are no duplicates, each student will summarize their three pieces for the rest of the project team. These summaries will guide data collection and analysis.

Interviews and Focus Groups: There are multiple roles for each interview and for each focus group. Each interview will be attended by two class members; they will work as a team (taking notes, managing the recording device, posing questions, asking follow-up questions). However, each student will take lead in at least one interview. Focus groups will be led by a student, another will be the note-taker, and a third will manage the recording equipment. Both interviews and focus groups require logistics work on location, time, consent forms, etc. See Gantt charts below for expectations regarding the beginning and end of qualitative data collection.

Surveys: All members of a team will contribute to the creation and implementation of the survey. See Gantt charts below for expectations regarding survey construction and data collection.

Analysis: The teams will divide into subgroups. Some team members will key data and analyze the survey responses. Other team members will analyze the qualitative data. The window for this is March 18 (after Spring Break) until April 22.

Presentation and Report: During finals week, May 4-8, each group will deliver a presentation to their respective organization. The presentation and report will be written by the entire team—each contributing per their strengths or the portion of the analysis for which they were responsible. Sections of the report and the presentation will go through multiple drafts and each team should practice the presentation once, before going public. Drafting the Presentation and Report is expected to begin the week of April 8 and end by Friday, May 1.

Progress Reports: Two students will write a progress report for each team, every week. The first is due 1/27. The progress reports will be the team's way to track decisions. These will be due every Tuesday by 8am. Each progress report will contain the following elements: team name, names of team members writing report, evidence of progress, decisions made, and questions that need answers. Each report should be no longer than two sides of one piece of paper.

Self-Reports: As the semester progresses, it is likely that you will engage in some self-reflection on your project and this class.

Peer Evaluation: We will decide together how to assess knowledge, skills, and effort contributed by you and your colleagues.

Etiquette: Please do not read materials from other classes, books, or look at your cell phone during class. It is distracting. If you must text or email during class, please let me know ahead of time that there's an urgent matter needing your attention; I do not need to know what the matter pertains to. You can leave class as needed. Each class, we will break for 5-10 minutes at ~7:30. I do not care if you drink or eat during class.

Grading: Your final course grade will consist of what you earn on each of the work products and the evaluative documents. ISU grades are A, B, C, etc. and follow a 90-100, 80-89, and 70-79 scale.

CITI Training	5%
Substantive and Methodological Summaries	15%
Research Design	10%
Contributions to Drafts of the Presentation and Report	20%
Contributions to the Final Presentation and Final Report	20%
Progress Reports and Self Reports	10%
Peer Evaluation	10%
Engagement with the Course	10%

Timeline for Readings:

January 22	Randy Stoecker, Chapters 1 and 2
January 29	Readings on Autism (for that team)
	Randy Stoecker, Chapter 3
February 5	Stoecker, Chapters 4 and 5
February 12	Stoecker, Chapters 6 and 7
February 19	Stoecker, Chapters 8 and 9

More readings are likely, but it will not be over burdening. The focus is on the research tasks.

AUTISM MCLEAN PROJECT
<u>DRAFT</u> RESEARCH DESIGN
(subject to change)

Research Questions for Autism McLean Project:
1. How many persons with autism younger than 22 and 22+ are on the waiting list for services in McLean County?
2. For these populations, is there a match or mismatch between housing needs and housing assets in McLean County?
3. If there is a mismatch, who is most affected (i.e., those higher or lower on the spectrum)?

Training for the Autism McLean Project: This training will have multiple parts (i.e., some training on developmental issues; how to communicate with adult persons with autism; some of the lingo associated with the developmental disabilities and State of Illinois policy). Prior to training, this project team will develop questions they want to ask of Autism McLean's leadership.

Autism McLean Interviews: You will likely interview service providers. It will take some time to understand the kind of information needed, while not getting lost in the detail of state policy or organizational minutia. There may be interviews of parents from contact information provided by Autism McLean. I do not know if there will be interviews of adult children with autism. Lists of potential research participants will be provided by Autism McLean; from there, we will use snowball (convenient) sampling.

Autism McLean Focus Groups: Presently, focus groups could be with service providers, parents, and adult children with autism. The project team, in consultation with Autism McLean will decide what is most useful and the best use of time. Contact information for focus group participants will be provided by Autism McLean and from the snowball sampling affected by interviewees.

Transcription: It is unlikely we will engage in line-by-line transcription; the results are not contributing to theory or a social science literature. The five or six students in this group will each listen to the interview recordings and pull out salient quotes. The group will discuss patterns in the responses and among the quotes such that a coherent narrative is established…useful to Autism McLean.

Survey: Online surveys will be created with Qualtrics. There will be a survey of parents. It is unknown whether we will also survey adult children and/or service providers. Survey responses can automatically populate an Excel file. From there, we can use Excel or SPSS for simple analysis.

Analysis: The analysis will be qualitative, rather than quantitative. However, some responses will be presented in pie graphs, frequency tables, and bar charts. The most complex form of analysis for this project will be cross-classification tables. This research design does not require multi-variate analysis.

Presentation and Report: A printed report will be created for Autism McLean. It will be single-spaced, with photos, quotes, graphs, tables, an executive summary, and other professional components. A public presentation will be made. Both the report and presentation are due during finals week, May 4-8.

Autism McLean Project Goals and Tasks by Week (subject to change)

	Jan 15	Jan 22	Jan 29	Feb 5	Feb 12	Feb 19	Feb 26	Mar 4	Mar 18	Mar 25	Apr 1	Apr 8	Apr 15	Apr 22	Apr 29	May 4-8
Reading	▓	▓	▓													
Meeting Organizations			▓													
Training			▓	▓	▓	▓										
Research Design		▓	▓	▓												
IRB		▓	▓	▓	▓	▓	▓									
Interviews					▓	▓	▓	▓	▓	▓						
Focus Groups					▓	▓	▓	▓	▓	▓						
Surveys							▓	▓	▓	▓	▓	▓				
Analysis									▓	▓	▓	▓	▓	▓		
Presentation												▓	▓	▓	▓	
Report												▓	▓	▓	▓	
Final Presentation and Report															▓	▓

SCHOOL STREET FOOD PANTRY PROJECT
DRAFT RESEARCH DESIGN
(subject to change)

Research Questions for School Street Pantry Project:
1. What are the academic, demographic, and socioeconomic characteristics of the Pantry's student patrons?
2. Are there relationships between the academic, demographic, and socioeconomic characteristics of student patrons?
3. How did student patrons of the food pantry learn of it?
4. How does Illinois State University's student population compare with that of other, similar Illinois state schools?

Training for School Street Food Pantry Project: At least one session will certainly be on-site, Friday afternoons. You will also meet with the Board of the Pantry to gain insight regarding their questions and the mode in which the questions should be asked. We will discuss how to ask questions in a manner that does not shame the participants or make them feel inadequate.

School Street Food Pantry Focus Groups: Some student patrons are prepared to discuss their situation, their use of the food pantry, and related matters. The Board for the Pantry will identify participants; based on contact with these persons, the sample will snowball to other focus group participants and interviewees. In consultation with the School Street Food Pantry Board, you will decide whether additional focus groups or interviews are useful and the best use of time.

School Street Food Pantry Interviews: Interviews of student patrons are possible. Contact information for the first round of interviewees will be provided by focus group participants and the Pantry Board; you will use snowball (convenient) sampling from there.

Transcription: It is unlikely we will engage in line-by-line transcription; the results are not contributing to theory or a social science literature. The five or six students in this group will each listen to the interviews and pull out salient quotes. The group will discuss patterns in the responses and among the quotes, such that the group will establish a coherent narrative…useful to the School Street Food Pantry.

Survey: Paper surveys will be created and distributed to student patrons. Survey responses will be keyed into a spreadsheet. From there, we can use Excel or SPSS for simple and multivariate analysis.

Analysis: The analysis will be qualitative and quantitative (to the extent we analyze patterns in survey responses). Results will be presented in graphs and tables. This research design may benefit from multi-variate analysis of survey responses.

Presentation and Report: A printed report will be created for the School Street Food Pantry. It will be single-spaced, with photos, quotes, graphs, tables, an executive summary, and other professional components. A public presentation will be made. Both the report and presentation are due during finals week, May 4-8.

School Street Pantry Project Goals and Tasks by Week (subject to change)

	Jan 15	Jan 22	Jan 29	Feb 5	Feb 12	Feb 19	Feb 26	Mar 4	Mar 18	Mar 25	Apr 1	Apr 8	Apr 15	Apr 22	Apr 29	May 4-8
Reading	▓	▓	▓													
Meeting Organizations			▓													
Training			▓	▓	▓											
Research Design		▓	▓	▓												
IRB		▓	▓	▓	▓	▓	▓									
Interviews								▓	▓	▓	▓	▓				
Focus Groups						▓	▓	▓	▓							
Surveys							▓	▓	▓	▓	▓	▓	▓			
Analysis									▓	▓	▓		▓	▓		
Presentation												▓	▓	▓	▓	
Report												▓	▓	▓		
Final Presentation and Report															▓	▓