August 22, 2012

TO: Clyde Sakamoto, Chancellor
    UH Maui College

SUBJECT: Career & Technical Education Award

UH Maui College is awarded $60,690 in 2011-2012 Title I Career and Technical Education Carryover funds to support the entitled project:

    Assistive Technology Lab $60,690

The award period for the project is from July 1, 2012 to June 30, 2013 and the award number for the project is: MAU2011/12(2)-T1-08 and should be referenced on all future correspondence and reports. These funds must be expended and goods received by June 30, 2013. A completion report is due on October 10, 2013.

Please call Dominic (Nic) Estrella at 956-3865 if you have questions.

Sincerely,

[Signature]

Peter Quigley
Assoc. Vice President for Academic Affairs

Cc: J. McKee, VCAA
    D. Tamanaha, VCAS
    D. Grooms, CTE Dean
    C. Yamamoto, FA
    L. Tsuhako, FA
    S. Robinson, Dir. of Academic Programs
CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006

Perkins IV Intervention Strategy Proposal Form
(revised January 2012)

Strategy #
Program Year 2012-13

1. College: UH Maui College

2. (Descriptive) Strategy Title: Assistive Technology Lab

3. Proposer's Name: Lisa Deneen E-Mail: ldeneen@hawaii.edu

   Is this proposal a part of a multiple-year strategy? X Yes No
   If this is a multiple-year strategy, for what year is this proposal requesting funding?
   □ Year 1 X Year 2 □ Year 3

5. Brief Statement of identified problem area and reason for selection:
a) Provide relevant program and/or college data to support the need to address this problem.
b) Describe alignment of problem to one or more Perkins Core Indicators, and as appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pg. 2 of Instructions)
c) Include narrative that is supported by data. Be brief and succinct.

This Perkins grant is a joint effort between Windward CC and UH Maui College and would establish an assistive technology computer lab on both campuses using consortium funds. Currently the disability services program has two computers and a CCTV in a corner of the TLC computer lab. We need to expand the number of computers with assistive technology that are available to students and recently purchased two new computers. We do not have the space in our current location to accommodate this expansion. Expansion is necessary as there are currently 22 registered students using assistive technology on campus and another 37 students registered with the disabilities services coordinator that could benefit, but are not currently using the assistive technology. This is a total of 27% of the students registered with the disability services office (59/213). Of the students who could benefit from this proposal, 54% of them are in CTE programs (32 of 59 students - includes 2 NURS, 2 ABIT, 1 SSM).

One reason given by students who don't utilize the assistive technology made available to them is the lack of privacy where the computers are currently located. For example, students who need to use text to speech software feel as if they are disturbing the other students in the TLC computing lab. For this and other reasons, students who are using the assistive technology are requesting their own space. Additionally, students have asked for assistive technology to be located in other study areas on campus, such as the library. To date, this grant has increased the partnering between disability services and existing campus computer labs as we are installing assistive technology in these other areas. However, it was decided that the room originally agreed upon to become the new AT lab was needed for other
campus needs. As such, we are trying to locate another appropriate space for the AT lab.

This proposal aligns with Perkins core indicator **1P1: Technical Skill Attainment**, the one area where UHMC does not meet the standards in relation to students with disabilities. Increasingly the ability to access the technological components of many CTE programs are difficult without improved assistive technology support. The following are three examples that illustrate the difficulties with accessing science, math, and technology classes over the past year — 1) a STEM student who has low vision is taking a computer class that requires him to use his magnification program on the computer to complete the work, while at the same time magnifying his text book using a CCTV — there is not enough space in the TLC for him to do this while anyone else is using the assistive technology; 2) a nursing student with dyslexia is having difficulty accessing all of the required materials of his program, in part because the majority of the program materials are on Laulima in an inaccessible format; 3) all developmental math classes are now taught via My Math lab — students with visual impairments, physical disabilities, and math learning disabilities have difficulty accessing this computer based learning system. The APT funded under this proposal is working with the instructional designer, web master, and other IT staff to consult and assist in developing educational materials that are universally designed to grant full access to a number of special student population (e.g. ESL and developmental English students are also able to access audio accompanying text to better understand the content of online materials).

As stated in the 1st year's proposal, one goal is to be able to maintain and troubleshoot computer issues without having to completely rely on the IT staff. In our 2nd year of funding, we would like the current APT to seek out training to improve her computer skills in the area of computer troubleshooting and maintenance.

Additionally, this grant aligns with Perkins core indicator **2P1: Credential, Certificate, or Degree 3P1: Student Retention or Transfer** by incorporating the tenants of universal design. In the 1st year of this proposal we expanded the availability of Kurzweil, a literacy tool used by students with disabilities, to a campus-wide web-based system, other student populations, such as developmental English and ESL students, could benefit leading to improved retention and persistence rates across campus. During our 2nd year of funding, we plan to increase the availability of training in using this literacy tool for students who are not identified as students with disabilities. Thus, this strategy also supports the goals of **Achieving the Dream.**
6. Brief Strategy Description: (Typically no more than one or two paragraphs)
   - Answer the question: What do you want to do based on information provided in item #5 above?
   - If this strategy is a continuation of a current strategy, indicate rationale for continuance. Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.
   - Include supporting data i.e. effectiveness measures. Data on student needs, student impact (number served last year and anticipated number to be served in current year), and effectiveness must be provided below.
   - Evidence of industry support.
   - Include a short description on all proposed personnel to be paid for by these funds. The description should include:
     - the position(s) FTE,
     - if the hire will be regular or casual,
     - the position's/positions' classification(s) (e.g., counselor, lecturer, APT, etc.),
     - the position's/positions' job duties and how the duties will benefit the project,
     - the intended number of months of funding for each position. Please take into consideration the recruitment time for new hires.
   - Itemize supplies valued at more than $500 and have a shelf life of 1 year or longer.
   - Itemize equipment, whose description is an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost which equals or exceeds $5,000.
   - For travel, provide a breakdown the estimated cost including airfare, lodging, per diem, conference fees, and ground transportation. Include the conference name, description, location, and dates. If possible, include the conference flyer and/or agenda.
   - For services, if the name of the specific vendor is known, please include that information. Also include a breakdown of service cost (cost per day, hour, etc.)
   - For software, include the type of software package, the estimated costs and how the software will enhance the project.

Action Items Related to #5
   - Establish assistive technology lab
   - Expand disabled student usage of assistive technology
   - Introduce non-disabled students to Kurzweil (literacy tool)
   - Improve technical skills of current APT

Effectiveness of Year 1 proposal
   - Expanded assistive technology access across the campus – now located in three areas of campus, rather than one area.
   - Improved assistance to students using assistive technology by having a full-time, rather than part-time APT. Student who are currently using AT have commented that the available assistance has greatly improved.
   - Improved retention rates of SWDs who use AT from 77% to 78% (goal was to maintain at 77% for 1st year and increase to 80% by 3rd year).

Anticipated Future Needs/Impact
   - Current year is supporting 22 students with disabilities in using assistive technology. To date, I have completed intakes with an additional 4 incoming fall students who are requesting alternative text. Additionally, if we can establish a dedicated AT lab, I anticipate that at least 5 of the 37 potential users identified would use the assistive
technology. This would increase the amount of assistive technology users by 41%.

- Kurzweil for the entire campus will be available for the fall 2012 semester. I anticipate that 10-20% of developmental English students will use this tool, leading to an increase in successful retention of these students by 3% by the end of the 3rd year.

**Personnel**

1.0 FTE, regular hire, 12 month APT – Band A (1) – AT/IT Support - Oversee assistive technology lab, includes set up and monitoring of computers, troubleshooting technical problems, researching assistive technology – keeping updated in new technology and making recommendations for upgrades when needed, working with instructional designer to assist faculty in making technological educational materials accessible (e.g. Laulima content, web pages), converting print text materials into alternate formats when not available elsewhere, collect data regarding assistive technology usage, collect data regarding technology usage as it related to educational materials. This person will need the following skills - Working knowledge of Windows (XP, Vista) and Mac OS X (10.4 and higher) operating systems; Knowledge and experience with assistive technology (AT) tools such as Kurzweil, Dragon Naturally Speaking, Jaws, Assistive Listening devices, and other AT tools built into operating systems; Knowledge of ADA, postsecondary environment; A clear understanding of academic accessibility issues and alternative media with two or more years of production experience, understanding of and experience in the direct management of Learning Management Systems (preferably Sakai), experience designing and producing technical support documentation (Wiki, WordPress, podcast, videos, etc.), knowledge of file format accessibility for PDF, HTML, Microsoft Word, captioning and other publishing formats, experience with both PC and Mac operating systems, and experience with ABBYY Finereader and Adobe Acrobat Professional.

**Itemized Supplies <500 & <1 year shelf life**

I-Pads (2) – to help assist in expanding access to assistive technology w/o additional space $760 each (includes dock & power adapters) - $1520

**Annual Membership fees**

Renew Access Text Network Membership - $500

**Training**

APT to obtain training in areas such as closed captioning, computer trouble shooting, and computer operating systems. Estimated costs of EASI (Equal Access Software & Information) month long workshop (for captioning) $350, classes at UHMC OCET/EdVenture $200 – total $550.

Miscellaneous supplies (CDs, binders, paper, ink, etc) $1214

**Travel**

Disability Counselor to attend Pacific Rim Conference on Disabilities – this is a regional conference for disability professionals, consumers, and consumers’ families that covers a wide range of disability topics – including topics pertinent to the post-secondary setting. Costs are based on 2012 rates.

Conference Registration - $265 (2 day conference, plus ½ day pre-conference workshop, based on 2012 costs)

Airfare - $200

Hotel - $202 X 2 nights = $404 (FAR rate + tax – based on 2012 costs)
Per Diem - $116 x 2.75 days = $319
Shuttle to/from hotel/airport = $28
Total - $1216
7. Calendar of Planned Activities: (add or delete rows as appropriate)
In chronological order, briefly describe the procedures/activities planned to achieve stated goal(s) or outcome(s)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month(s) the Activity will take place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orient students to assistive technology lab, train students in the use of AT, expand AT services, checking accessibility of UHMC educational materials including website and class materials on Laulima</td>
<td>July 2012-June 2013</td>
</tr>
<tr>
<td>Work with instructional designer to assist faculty in creating accessible educational materials</td>
<td>July 2012-June 2013</td>
</tr>
<tr>
<td>Training of APT to further technical skills</td>
<td>July 2012-June 2013</td>
</tr>
<tr>
<td>Presentation of Kurzweil to English faculty</td>
<td>September 2012</td>
</tr>
<tr>
<td>Train developmental English students in use of Kurzweil</td>
<td>Sept 2012-May 2013</td>
</tr>
<tr>
<td>Analyze data on usage and effectiveness of AT lab</td>
<td>June 2013</td>
</tr>
</tbody>
</table>

8. Effectiveness Measures: (Refer to the identified problem – item #5, and describe the anticipated quantitative outcomes expected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one, year two, etc.) **State the effectiveness measures clearly and in assessable terms.** The outcomes stated here must be addressed later in the completion report. Confer with your IR office to ensure the appropriateness of the measurement of outcomes.

Increased usage of assistive technology by students who could benefit – 42% to 45% 1st year, 45% to 50% by 2nd year, and 55% by 3rd year of project.

Expansion is necessary as there are currently 22 registered students using assistive technology on campus and another 37 students registered with the disabilities services coordinator that could benefit, but are not currently using the assistive technology. This is a total of 27% of the students registered with the disability services office (59/213). Of the students who could benefit from this proposal, 54% of them are in CTE programs (32 of 59 students - includes 2 NURS, 2 ABIT, 1 SSM).

Effectiveness of Year 1 proposal
- Expanded assistive technology access across the campus – now located in three areas of campus, rather than one area.
- Improved assistance to students using assistive technology by having a full-time, rather than part-time APT. Student who are currently using AT have commented that the available assistance has greatly improved.
- Improved retention rates of SWDs who use AT from 77% to 78% (goal was to maintain at 77% for 1st year and increase to 80% by 3rd year).
Meet the Perkins core indicators for technical skills attainment by students with disabilities by the end of the 3rd year.

Maintain the current retention rate of students with disabilities in 1st year (77%), Improve retention rate by 3% to 80% by end of 3rd year.

Improve student satisfaction with assistive technology resources and ability to access their course materials as reported by students on surveys and other assessment tools used by the disability services office.

Improved retention and persistence of students in development English by 3% a year.
(\$295)9. Budget Summary: (Insert or delete rows as needed.) For system projects, the budget must include a breakdown of costs by campus along with a total system budget.

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td><strong>PERSONNEL</strong>         (Indicate fringe* percentage and cost as a separate line item)</td>
<td></td>
</tr>
<tr>
<td><strong>A-L</strong></td>
<td></td>
</tr>
<tr>
<td>1.0 APT – Band A (Information Technology Position) (position presently filled, so anticipate 7/1-6/30)</td>
<td>$39,708</td>
</tr>
<tr>
<td>Position is only .75 due to when hired, but is working 10 hrs OT every week, so putting in full time hours</td>
<td></td>
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<tr>
<td><strong>A-1</strong></td>
<td></td>
</tr>
<tr>
<td>Fringe</td>
<td>$11,986</td>
</tr>
<tr>
<td>See note above, officially .75</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL SERVICES</strong></td>
<td>$51,694</td>
</tr>
<tr>
<td><strong>B</strong> OTHER CURRENT EXPENSES</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>$8996</td>
</tr>
<tr>
<td><strong>APT Training</strong></td>
<td></td>
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<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>Would like to pay for AHEAD conference registration fees ($645). Move any balance to supplies, as Pac Rim Conference registration and travel originally proposed is being paid for by UHM – CDS. While the Pac Rim registration fees, flight, and hotel are being paid by CDS, they will not be providing per diem, so some of the travel funds will be used for M., I., &amp; E (excluding meals that are provided as part of the conference). Conference registration is more expensive w/o membership, so I have reflected this change. Any remainder will be used toward supplies.</td>
<td></td>
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<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>TOTAL OTHER CURRENT EXPENSES</td>
<td>$8,996</td>
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<tr>
<td>C EQUIPMENT - itemize (Items exceeding $5,000 per unit)</td>
<td></td>
</tr>
<tr>
<td>TOTAL EQUIPMENT</td>
<td></td>
</tr>
<tr>
<td>M MOTOR VEHICLES</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL OPERATING COSTS</td>
<td>$60,690</td>
</tr>
</tbody>
</table>

*Fringe Benefits Rates (as of July 15, 2011)
   Faculty/Staff 40.25%
   APT 40.25%
   Casual Hire/Overload 2.17%
   Student 0.52%

**Personnel**

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**Itemized Supplies <$500 & <1 year shelf life**

i-Pads (2) – to help assist in expanding access to assistive technology w/o additional space
$760 each (includes dock & power adapters) - $1520

Power Mac computer with large monitor (1) - $3378 – upgrade of one PC in AT lab. Would like to give student option between PC & Mac. Large screen will benefit low vision students.

**Annual Membership fees**

Renew Access Text Network Membership - $500

**Training**

APT to obtain training in areas such as closed captioning, computer trouble shooting, and
computer operating systems. Estimated costs of EASI (Equal Access Software & Information) month long workshop (for captioning) $350, classes at UHMC OCET/EdVenture $200 – total $550.

Software supplies
Update computers to Windows 7 or 8, update Dragon naturally speaking.

Miscellaneous supplies (Smart pens, CDs, binders, paper, ink, etc) $1214

Travel
Disability Counselor to attend Pacific Rim Conference on Disabilities – this is a regional conference for disability professionals, consumers, and consumers’ families that covers a wide range of disability topics – including topics pertinent to the post-secondary setting. Costs are based on 2012 rates.
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Total - $1216

This conference is now being covered for DS counselor (APT not able to attend due to personal obligations). DS counselor would like to attend the Association of Higher Education and Disability (AHEAD) conference in Baltimore, MD. If grant can cover registration fees, DS counselor will cover travel. Membership benefits include professional consultations, access to legal databases containing ADA rulings, as well as conference fees.