June 26, 2013

TO: Clyde Sakamoto, Chancellor
    UH Maui College

SUBJECT: Career & Technical Education Award

UH Maui College is awarded $62,263 in 2013-2014 Title I Career and Technical Education funds to support the titled project:

    Assistive Technology Lab                       $62,263

The award period for the project is from July 1, 2013 to June 30, 2014 and the award number for the project is: MAU2013/14(1)-T1-2B and should be referenced on all future correspondence and reports. These funds must be expended and goods received by June 30, 2014. A completion report is due on October 10, 2014.

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

Sincerely,

Peter Quigley
Assoc. Vice President for Academic Affairs

Cc: J. McKee, VCAA
    D. Tamanaha, VCAS
    D. Grooms, CTE Dean
    C. Yamamoto, FA
    L. Tshuako, FA
    S. Robinson, Dir. of Academic Programs
1. College: UH Maui College

2. (Descriptive) Strategy Title: Assistive Technology Lab

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

4. Proposal Period: July 1, 2013 through June 30, 2014
   Is this proposal a part of a multiple-year strategy? Yes
   If this is a multiple-year strategy, for what year is this proposal requesting funding?
   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 pages 2 - 4 of UHCC College Plan Guidelines for FY 2013-14)
   c) Include narrative that is supported by data. Be brief and succinct.

Previous to the establishment of the assistive technology lab on campus, the available assistive technology was located in a corner of the TLC where space was limited. Additionally, students with disabilities (SWDs) who used the assistive technology often did not feel comfortable, frequently citing distraction and lack of privacy. In the Fall of 2012, the Assistive Technology lab opened, expanding the number of workstations from two to four, as well as providing students with a quieter, distraction reduced area that allows for increased privacy. Since the AT lab has opened the number of SWDs actively using assistive technology has increased from 22 to 59, an increase of 168%. This number reflects 24% of the number of students registered with Disability Services (59/241). One reason for this increase was the addition of new technology, such as Smart Pens, which have been very popular with students who have difficulty with note taking. Similar to the results reported by WCC, the sign in sheets at UHMC reflect that many students, particularly those who use Kurzweil and Dragon Naturally Speaking, are repeat visitors who report being satisfied with the services the lab provides. Of the 59 students using the AT lab, 30 (51%) of these students are in CTE programs. In addition to serving a larger number of SWDs, the AT lab has also trained 3 ESL students in the use of Kurzweil, bringing the total number of AT lab users to 62.

A need that the 2012-2013 grant did not address is the need for captioning of video or audio media for use by hearing-impaired students. Currently the Disabilities Services office serves 18 students who are hard of hearing or deaf. Requests for captioned materials have increased with the APT providing transcripts or captioning using free captioning software.
However, this software has limitations that make it a cumbersome process resulting in materials being delivered later than desired. This grant proposal seeks to remedy this situation.

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 maintaining and improving assistive technology support. While previous years’ grants have addressed many of educational access concerns expressed by students (e.g. there is now enough space for more than one student at a time to use the AT resources; improvements made in converting materials on Laulima), access issues still exist for hearing impaired students for online videos and for the visually impaired in the use of Pearson “my labs”, particularly those used in developmental math classes. Additionally, access issues still exist for distance education students. The APT funded under this proposal continues to work with instructional faculty, 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).

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 addition to enhancing the success of SWDs through the use of assistive technology and guaranteeing access to a variety of educational materials, this strategy has proposed using assistive technology to assist other a broader range of students. 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, that other student populations, such as developmental English and ESL students, could benefit from leading to improved retention and persistence rates across campus. During the 2nd year of funding, we increased the availability of training in using this literacy tool for students who are not identified as students with disabilities. Outreach and training targeted instructional faculty who work with developmental English students. While we provided Kurzweil training and conversions to three non-disabled students and to some SWDs who do not qualify as “print disabled”, we have not yet served the expected number of developmental English students. In the 3rd year of funding, we plan to conduct outreach to developmental English students. In addition to Kurzweil, utilizing Smart Pens has enhanced note-taking skills and exam preparation in foundational courses. Dragon Naturally Speaking will continue to enhance writing efficiency for those with dysgraphia. All of these assistive technology strategies coupled with support of a specialist will increase student success and retention, therefore, support the goals of Achieving the Dream

6. Strategy Description:
   • 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:
  o the position(s) FTE,
  o if the hire will be regular or casual,
  o the position’s/positions’ classification(s) (e.g., counselor, lecturer, APT, etc.),
  o the position’s/positions’ job duties and how the duties will benefit the project,
  o 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.

The goal of this proposal is to maintain and improve access to technology based educational material and the technical skills attainment of individuals with disabilities in the educational and work settings. With support students will become increasingly efficient and independent in their use of these strategies. Providing assistive technology to students with disabilities so that they can perform in career fields is an industry and legal standard.

**Action Items Related to #5**
• Maintain Assistive Technology lab
• Establish a process and provide for captioning services
• Outreach to developmental English students

**Effectiveness of Year 2 proposal**
• Assistive technology lab established. Students using assistive technology have commented on the improvement in access and better meeting their needs for quiet, distraction reduced space.
• Increased of use of assistive technology by 168%. This number greatly exceeded the target goal of an increase of 41%.
• Improved accessibility for students by providing Smart Pens & iPad.
• Retention and persistence rates will be calculated at the end of the academic year.

**Anticipated Future Needs/Impact**
• Current year is supporting 59 students with disabilities in using assistive technology. I expect this number to continue to increase, especially as UHMC continues to see increases in returning veterans with disabilities.
• With better outreach to developmental English students, more will take advantage of Kurzweil to help them become better students.

**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. Knowledge of the process and software needed to add captioning to videos needed for students in classes who may require captions for successful usage of class materials.

**Software & Equipment**
Captioning software - $3,000
Smart pens - $1100

*Total Software & Equipment* - $4100

**Supplies**
Miscellaneous supplies (CDs, binders, paper, ink, etc) $900

### 7. Calendar of Planned Activities: (add or delete rows as appropriate)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month(s) the Activity will take place</th>
</tr>
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<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 textbooks, websites, and class materials on Laulima</td>
<td>July 2013- June 2014</td>
</tr>
<tr>
<td>Work with instructional faculty, instructional designer, and web master to assist in creating accessible educational materials</td>
<td>July 2013- June 2014</td>
</tr>
<tr>
<td>Train developmental English students in use of Kurzweil</td>
<td>Aug 2013- May 2012</td>
</tr>
<tr>
<td>Acquire captioning software</td>
<td>September 2013</td>
</tr>
<tr>
<td>Analyze data on usage and effectiveness of AT lab</td>
<td>June 2014</td>
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### 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% 1\textsuperscript{st} year, 45% to 50% by 2\textsuperscript{nd} year, and 55% by 3\textsuperscript{rd} year of project (already exceeded this goal in year 2)

Meet the Perkins core indicators for technical skills attainment by students with disabilities by the end of the 3\textsuperscript{rd} year.

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

9. **Budget Summary:** For system projects, the budget must include a breakdown of costs by campus along with a total system budget. (Double-click to access Excel Worksheet).
<table>
<thead>
<tr>
<th>Personnel (List all positions separately)</th>
<th>Budget</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>1.0 APT – Band A (Information Technology Position)</td>
<td>$39,708</td>
<td>Faculty/Staff</td>
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<tr>
<td>(position presently filled, so anticipate 7/1-6/30)</td>
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<tr>
<td>Personnel Subtotal</td>
<td>$39,708</td>
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<tr>
<td>Fringe Benefits (List per position)</td>
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<tr>
<td>1.0 APT – Band A (Information Technology Position)</td>
<td>$17,555</td>
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<td>Fringe Total</td>
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<td>Personnel Subtotal</td>
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<td>Services</td>
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<td>Material &amp; Supplies</td>
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<td>Travel</td>
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<td>Rentals</td>
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<td>Other</td>
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<td>Equipment</td>
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<td>TOTAL COSTS</td>
<td>$62,263</td>
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Fringe Benefit Rates (as of) 7/20/12
Faculty/Staff 44.21%
Casual Hire/Overload 2.06%
Student 0.46%
10. **Certifications:**
I certify that this proposal, budget, and certifications are accurate and complete and that this project will be conducted in accordance to Perkins policies and Federal, State, and University regulations and requirements.

I also certify that I have consulted with the appropriate Institutional Research, Business Office and Human Resources Office personnel and that they have reviewed all budgets and resource commitments and have found that they comply with Perkins, Federal, State, and University requirements and policies.

Proposer’s Signature: ___________________________ Date: Click here to enter text.
Print name: Lisa Deneen