

Faculty Staff Diversity Mini-Grant Application. Electronic submission is required. A signature page signed by each team member is required; please include a scanned/digitized copy with your submission or send the signature page separately to the Diversity and Inclusion Office.

Project Title (up to 25 words)

Amped Access (A2): A Project to Increase Multimodal Learning Opportunities

List the members of the team and indicate their roles on the project. One member should be identified as Team Leader.

Signatures

- | | |
|--|-------|
| 1. Jason M. Bentley, Team Lead | _____ |
| 2. Ashley Hawley, Technical Liaison | _____ |
| 3. Cindy Smith, Faculty-Instructional Liaison | _____ |
| 4. Kim Dickman, Faculty-Instructional Liaison | _____ |
| 5. Marie Yowitz, Faculty-Instructional Liaison | _____ |

Contact Information for Team Leader:

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Project Summary/Abstract If the application is approved the project summary will be posted on the Diversity and Inclusion Office website.

Amped Access (A2): A Project to Increase Multimodal Learning Opportunities

Project Narrative. Please be Concise. Structure your narrative as follows. Do not omit any section.

1. Discuss the need for this project;

Nationally, eleven percent of undergraduates reported having a disability (U.S. Department of Education, 2016). At Ferris State University (FSU), the number of students reporting a disability averages only two percent. Unlike the individualized education program (IEP) and

504 educational plan processes in primary and secondary education settings, post-secondary institutions follow a self-reporting, iterative process. The self-reporting and registration processes in higher education contribute to underreporting – both nationally and at FSU.

Amped Access (A2): A Project to Increase Multimodal Learning Opportunities seeks to expand services generally reserved for only those students registered for, and approved to receive, accommodated learning support. Specifically, this project will make available optical character recognition (OCR) and text-to-speech software for all FSU students. Through this project, all enrolled students gain access to Kurzweil Assistive Learning Technology, an online platform enabling the conversion of text to digitized audio files. In this way, all students will enjoy the opportunity to consume textbooks, open access materials, PDF and MSWord documents as audio recordings supporting multimodal and auditory learning.

College students with disabilities experience significant challenges during college and those who do not register because they prefer to remain anonymous or believe it's better to seek accommodations with individual instructors find it even more challenging. Through the *Amped Access (A2): A Project to Increase Multimodal Learning Opportunities*, student will gain access to, and the benefit of, accommodation software. In this manner, we further a more inclusive, accessible, and accommodating ethos of learning and student success.

U.S. Department of Education, National Center for Education Statistics. (2016). *Digest of Education Statistics, 2015* (NCES 2016-014), [Table 311.10](#).

2. Provide a detailed description of the project, including how it will be implemented and the specific roles of each member of the team;

Amped Access (A2): A Project to Increase Multimodal Learning Opportunities will make available the Kurzweil Assistive Learning Technology, an online platform enabling the conversion of text to digitized audio files. All students will enjoy the opportunity to consume textbooks, open access materials, PDF and MSWord documents as audio recordings supporting multimodal and auditory learning.

The timeline and associated detail provide implementation specifics.

Specific duties of the project team appear below.

Jason M. Bentley, Team Lead

Responsible for contract negotiation and approval with Kurzweil, budgetary contributions to sustain the two-year project including any expenses that were not anticipated, and dissemination of promotional material and all reporting.

Ashley Hawley, Technical Liaison

Responsible for software updates including, but not limited to, work with FSU IT professionals to ensure seamless access among members of the university's student

community, help-desk support for students, faculty and staff who may experience any challenge accessing the Kurzweil application, and generation of semester-to-semester data through Kurzweil and Clockworks®.

Cindy Smith, Kim Dickman & Marie Yowitz, Faculty-Instructional Liaisons

Responsible for review and feedback concerning the efficacy of the project; advisory recommendations based on KPI data.

3. Provide the timeline for the project. Be sure to specify at what point the grant will be considered complete. Final Report is due within 3 months after completion;

Amped Access (A2): A Project to Increase Multimodal Learning Opportunities will commence immediately and continue until June 30, 2021.

Confirmation of Funding	→	Execute 2-Year Agreement with Kurzweil
Summer 2019	→	Create promotional materials Finalize Key Performance Indicators based on Kurzweil Usage Reporting Capabilities
August/September 2019	→	Distribute promotional materials during new faculty and staff orientations, Blackboard course materials, Athletics Coaching and Student-Athlete Meetings, FSUS, College meetings, UWN messages to students, faculty/staff, etc.
December 2019	→	Prepare and report on Key Performance Indicators including, but not limited to, number of unique users, number of files converted, user satisfaction, change in number of students registered with FSU's Disabilities Services.
January 2020	→	Distribute promotional materials during new faculty and staff orientations, Blackboard course materials, Athletics Coaching and Student-Athlete Meetings, FSUS, College meetings, UWN messages to students, faculty/staff, etc.
May 2020	→	Prepare and report on Key Performance

		Indicators including, but not limited to, number of unique users, number of files converted, user satisfaction, change in number of students registered with FSU's Disabilities Services.
Summer 2020	→	Assess outcomes, revise promotional strategies and outline Fall 2020 and Spring 2021 marketing objectives Update Key Performance Indicator data with initial year findings
August/September 2020	→	Distribute promotional materials during new faculty and staff orientations, Blackboard course materials, Athletics Coaching and Student-Athlete Meetings, FSUS, College meetings, UWN messages to students, faculty/staff, etc.
December 2020	→	Prepare and report on Key Performance Indicators including, but not limited to, number of unique users, number of files converted, user satisfaction, change in number of students registered with FSU's Disabilities Services.
January 2021	→	Distribute promotional materials during new faculty and staff orientations, Blackboard course materials, Athletics Coaching and Student-Athlete Meetings, FSUS, College meetings, UWN messages to students, faculty/staff, etc.
May 2021	→	Prepare and submit FINAL REPORT on Key Performance Indicators including, but not limited to, number of unique users, number of files converted, user satisfaction, change in number of students registered with FSU's Disabilities Services.

4. Describe the target audience and indicate how many participants are expected. Discuss how the project will be publicized and promoted and, if appropriate, how participants will be selected.

The target audience includes all undergraduate, graduate and professional school students at Ferris State University as well as all instructional faculty.

Information about the project and more specifically the Kurzweil Assistive Learning Technology will occur through the distribution of promotional materials during new faculty and staff orientations, Blackboard course shells and materials, Athletics Coaching and Student-Athlete meetings, FSUS courses, advising sessions, College meetings, and University messages (UWNs to students, faculty/staff).

5. Discuss specifically how the project relates to the current Ferris State University Diversity and Inclusion Plan;

Amped Access (A2): A Project to Increase Multimodal Learning Opportunities supports the following priorities areas of the Ferris State University Diversity and Inclusion Plan:

- Goal 1: Create a University that is respectful of differences and civil toward people who are different
 - Objective D. Make faculty and staff more aware of accommodations for students and employees who are religious and individuals with disabilities.
 - Objective F. Investigate the need for and logistics of relocating the Educational Counseling and Disabilities Services Office.
- Goal 2: Build and maintain an infrastructure that supports diversity and promotes inclusion
 - Objective G. Enhance the physical and technological infrastructure to provide accessibility for all University members.
- Goal 3: Recruit, retain, and graduate a diverse student population
 - Objective B. Establish and market processes and resources for translation of key marketing materials into Spanish (print and online). Explore other critical language/translation needs
 - Objective C. Create a Center of Academic Literacies.
- Goal 5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research

This project expands awareness and access to accommodation software in support of accessible, inclusive teaching and learning practices. The project also furthers a university culture that is respectful of difference and understanding that educational counseling and disabilities services is both logistically positioned in a new physical location and also technologically present online in ways beneficial to all.

The Kurzweil software also enables language conversion. Kurzweil can be used in the classroom to support ELL - ESL students. Specific features include support for:

- Reading: Google (TM)Translate, Students practice language skills as they work on curriculum, visual tracking of words as the text is read
 - Writing: talking word processor, auditory spell check, bilingual dictionary & thesaurus
 - Speaking: Students can practice their English fluency by recording themselves reading
 - Listening: Auditory pronunciation along with visual tracking of text read, Play back feature for words and phases
 - Support for test-taking allowing the assessment of content knowledge without the penalty for the inability to read English proficiently.
 - Access to all major digital file formats, online text and scanned print materials.
 - Independence to learn without the need for translators
 - Audible dictionary in English, French, German, Spanish and Italian
 - Integrated Study skills tools for outlining and note taking
6. List at least 3 measurable outcomes for this project/event. For each outcome, identify how it is connected with the Ferris State University Diversity and Inclusion Plan. Include a description of how the outcome will be assessed.

The following Key Performance Indicators (KPIs) will be assessed based on Kurzweil and Educational Counseling and Disabilities Services reporting through Clockworks®.

- Change in e-text accommodations (pre-Kurzweil / post-Kurzweil by semester)
- Change in number of unique readers (pre-Kurzweil / post-Kurzweil by semester)
- Change in registered students (pre-Kurzweil / post-Kurzweil by semester)
- Change in registered students with active/approved accommodations (pre-Kurzweil / post-Kurzweil by semester)

Budget and budget Justification. Use the attached budget form. Required components are:

1. Itemized list of expenses with a brief explanation of each;
2. Itemized list of funds anticipated from other sources;
3. Amount requested from the Faculty and Staff Diversity Mini-Grant.

This application seeks funding for only one expense. The single expense is for a two-year technical agreement that would enable the Kurzweil Assistive Learning Technology to become available beyond only those students with a registered and approved learning accommodation. The total cost for the project is \$8,000.

The total request from the Faculty and Staff Diversity Mini-Grant is \$5,000.

The remaining \$3,000 will be met through support made possible through the budget of the Dean of Retention and Student Success.

Final Report.

A final report is required. Failure to submit the final report will exempt all team members from future mini-grant funding.

Expected completion date: **May 2021**

The final report is due 90 days after the expected completion date. Final reports should be submitted to the Diversity and Inclusion Office.

Budget Overview			
	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
STIPEND			
HONORARIA			
TRAVEL			
FOOD			
RENTALS			
PRINTING & DUPLICATING			
PROMOTION			
SUPPLIES & POSTAGE			
RESOURCE MATERIALS	\$5,000	\$3,000	\$8,000
ASSESSMENT TOOLS			
OTHER			
TOTAL	\$5,000	\$3,000	\$8,000