

**PLAN NAME**

Assistive Technology For the Gen Ed Classroom

**ID**

2875535

**LOGO****CREATED DATE**

8/21/17 11:12:26 AM CDT

**LAST UPDATED**

9/15/17 2:45:20 PM CDT

**SUBMISSION FORM****PERSONAL INFORMATION****FIRST NAME**

[REDACTED]

**LAST NAME**

[REDACTED]

**JOB TITLE**

Learning Specialist

**PHONE NUMBER**

[REDACTED]

**EMAIL ADDRESS**

[REDACTED]

**SCHOOL**

Cherokee Trail High School

**GRANT TITLE**

Assistive Technology For the Gen Ed Classroom

**NUMBER OF STUDENTS IMPACTED**

150-300

**SUBJECT YOUR GRANT RELATES TO (CHECK ALL THAT APPLY)**

Literacy

**GRANT APPLICATION QUESTIONS****PROVIDE A TWO-SENTENCE DESCRIPTION OF YOUR GRANT THAT CAN BE USED FOR PUBLICATION**

This grant will be used to increase student engagement and foster growth in literacy development through differentiation and targeting speech to text and text to speech options for all level of learners through the use of school provide headphones and microphones.

**Purpose (Explain what you hope to achieve. What will be different or better if successful: Why it is needed, and how it is INNOVATIVE.)**

The goal of this grant will support students on IEPs who have relative weaknesses in reading, writing and processing in order to close the achievement gap and provide sustainable strategies on a consistent and authentic basis. In order to help students gain comfort with assistive technology, they are in dire need of regular practice, and access to programs that are easy to use while transferring the skill to multiple environments. While text to speech options are more readily available, students aren't taking advantage of them due to simple issues of not having headphones to listen or microphones for speech to text. We would like to implement the use of speech to text and text to speech in classrooms on a regular basis and with more fidelity.

We are currently assessing students using the Universal Protocol for Accommodations, uPAR, an assessment that will help determine the right reading accommodations and help students perform their best in inclusion classrooms and during high-stakes testing. We will be using uPAR to make data-driven decisions for reading accommodations. Furthermore, uPAR is a repeatable and systematic process that outlines evidence-based practices we can use to make decisions about

selecting a suitable reading accommodation for our students. We are in need of the next step. Now that students are being identified as needing computer or human read text to increase their comprehension of grade level text, we need access to headphones that they can use within their classrooms.

The innovative aspect of using headphones within the classroom is simple yet underrated. It allows for extensive differentiation, provides increased comfort of advocating and supporting individual needs, along with providing simple solutions for teachers to place more emphasis on needs they cannot gain through assistive technology.

**Measurable Objectives: (Include the number of students who will benefit.)**

The focus group will be students in my 3 co-taught English class with over 20 students on IEPs. The class consists of 9th graders and the goal for using assistive technology to access the general education curriculum as independently as possible. The goal for this program is tied to the district reading initiative along with our SLO goal that was chosen by the English 9 teachers of "English 9 students will be able to demonstrate proficiency in writing an extended Claim, Evidence, Reasoning multi-paragraph argumentative essay

**How will your grant achieve a District/School goal?**

As a school we have been focusing on improving student reading and writing scores on ACT/SAT standardized assessments. We have focused on streamlining language to support learning across all content areas and promoting literacy skills. Having access to speech to text would help students to listening to books which allows low level readers access to grade level curriculum without the cognitive load of having to decode the material which in turn leads to greater comprehension. It would also allow students who struggle with organization grammar and spelling to benefit from being able to speak their sentences and have them read back to them. Finally, having students listen to stories and then read them aloud contributes to increased reading fluency which is a large factor for timed assessments.

Overall, as with every school, the following will be greatly impacted;

- Improved word recognition skills and vocabulary
- Improved reading comprehension, fluency, accuracy, and concentration
- Improved information recall and learning/memory enhancement
- Increased motivation and more positive attitude with regard to reading
- Increased reading self-confidence and perceived performance

**Implementation of Strategy: (Instructional procedures)**

Students who are identified with the accommodation of text read aloud, oral script, or speech to text, those who are in co-taught English 9 classes, along with students in the ILC program will be given the uPAR assessment to determine the need for text to speech as an accommodations. If the students results indicate a need for assistive technology, headphones with microphones will be made available to them in the Co-taught English 9 classes along with ILC classrooms. Students will be instructed on how to access the accommodation and will be progress monitored throughout the school year to see the effectiveness of the accommodation. Case Managers of all students will be informed to document the use of the accommodation and gather student feedback to the ease of implementation.

**Time Line: (Will additional resources be needed in the future? Outline when your grant will begin and end)**

The use of headphones will be implemented throughout the entire school year and there will be no need for additional funds for the duration of the school year.

**Evaluation Procedures: (Explain how you will measure the success of your program)**

Success will be evaluated during the end of year assessment of uPAR. We will look for growth of access to grade level text given the use of assistive technology of computer or human read text. Scores will be compared to student's initial assessments in uPAR and constant monitoring of use and student feedback will be vital to measure student comfort level.

**School/Community partners involved (Financial or volunteer) in project**

This grant will provide microphones and headphones for all students on IEPs, even those beyond the ILC and co-taught English 9 classes, but will be monitored within those two populations.

**List of additional contacts (if applicable)**

**BUDGET QUESTIONS**

**Budget (not salary or sub-time), guest speakers, etc.) Grant cannot exceed \$1,000 total.**

\*Please obtain the lowest bid for any items purchased.

Personnel:

COST \$

\$0

DETAILS

none.

Equipment/Supplies: What is it, number, title, type purchased"?

COST \$  
\$1000

DETAILS  
100 headsets that include over the ear headphones and microphones

Other: (i.e scholarships, travel, postage)

COST \$  
\$0

DETAILS  
none

Total Request \$:

\$1000

HAS YOUR PRINCIPAL OR PROGRAM DIRECTOR APPROVED THIS GRANT REQUEST?

Yes

NAME OF APPLICANT'S PRINCIPAL OR PROGRAM DIRECTOR

[REDACTED]

EMAIL ADDRESS OF APPLICANT'S PRINCIPAL OR PROGRAM DIRECTOR

[REDACTED]

I have read and agree to the Terms and Conditions of Educator Initiative Grants as listed on the 2017-2018 Guidelines

NAME:

[REDACTED]

EMAIL:

[REDACTED]

ADDRESS

ADDRESS LINE 1

ADDRESS LINE 2

CITY

STATE/REGION

ZIP/POSTAL  
CODE

COUNTRY

Andorra

EDITORS

COMPANY POSITION

PHONE NUMBER

[REDACTED]

[REDACTED]

<

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ATTACHMENTS

NAME

DESCRIPTION

CREATED DATE

No Data

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>

NOTES

FIRST NAME

LAST NAME

NOTES

No Data

QUESTIONS/COMMENTS TO SUBMISSION

QUESTION/COMMENT

RESPONSE

MODIFIED DATE

No Data

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