UNIVERSAL LEARNING DESIGN & SMARTXT
Submitted by Terria Odom-Wolfer / Kathleen Rozman 12/11/08

This project represents a collaborative effort between Supportive Services & Instruction, TRIO/SSS, English & Study Skills Center, and at least two instructors in the English Department at Monterey Peninsula College. The Smartxt Project will use Kurzweil software to develop students' basic reading, writing, and study skills.

Many of our students, not unlike those elsewhere in the community college system, are at best reluctant readers, struggling to overcome longstanding academic deficiencies, while faculty struggle to overcome student resistance to learning, born out of a history of failure and low self-esteem. As a consequence, many instructors are searching for new strategies to reach these students.

Kurzweil 3000 technology, historically used in support services to support reading instruction for students with learning disabilities is one of these new strategies. Its text-to-speech features combined with electronic study tools energize and motivate students to read and comprehend, while improving their overall study skills and facilitating formulation and editing of their writing. As a colleague notes, "Using the Kurzweil software to embed study strategies within course reading material enables students to better understand course content, enabling them to function within the regular class setting and contributing significantly to their chances of success. Further, it accomplishes this without drawing attention to what are perceived as limitations or "special needs."(Karolyn Van Putten, Laney College) Adapting this technology into mainstream courses benefits all students including those with undiagnosed learning challenges, basic skills needs or ESL, thereby embracing the spirit of universal design and facilitating learning for all students. Not only will this project involve students using technology to advance their basic skills needs, but it will incorporate the effective use of the software and integrate it into regular course curriculum at college level and the corresponding lab components. The technology will be available widely to students in several areas of campus—the ESSC, the TRIO/SSI Lab, and both of the Supportive Services & Instruction labs. In addition, ideally, additional collaborations may be developed to expand the involved instructional areas and locations.

Another colleague has written, "Universally Designed Learning has the potential to be the greatest contribution made from the field of disabled student services to the larger field of education. If we can teach educators in all academic fields how to design and deliver information to their students with universal design concepts, not only will students with disabilities (learning disabilities, attention deficit disorder, brain injuries, etc.) benefit but **all students will increase their learning and understanding of the concepts that faculty are trying to impart** (Scott Hamilton, Cosumnes River College, emphasis added)."

Smartxt projects, integrating Kurzweil technology into mainstream classes, are emerging across the state in the community colleges, and are being adapted to suit the needs of the individual college. Should MPC elect to support this BSI Proposal, we have the opportunity to receive **$4,500** this Spring in other funding available through two grants under the direction of Stacey Kayden, a consultant to the Chancellor's office. These funds will provide the training and consultation support necessary in piloting this project. **We must respond in a timely manner to initiate this plan if we want to be able to access this other funding; funds are limited, and MPC would be the last of 5 colleges to receive this support.**

In order to provide more detail for understanding this project, *a detailed breakdown of the components of the project and the collaborative partners involved is attached following the BSI Funding Request Form*.

BSI FUNDING REQUEST FORM   **TENTATIVE**   **FISCAL YEAR:** _2008-09_

The BSI Committee at MPC Mission Statement:

The BSI Committee is committed to supporting highly coordinated, integrated, and collaborative learning and support environments; raising awareness of basic skills; removing academic barriers; facilitating smooth academic transitions; creating clearer pathways to student success in both academic and vocational areas; and providing student-focused approaches to learning.

GUIDELINES/REQUIREMENTS FOR FUNDING REQUESTS

- Please complete Sections I and II of the form for each activity/item being requested.
- All BSI funds must <u>augment, and not supplant</u>, current expenditures by the college/your department/your area on basic skills, ESL and student services programs.
- The BSI Committee Mission Statement should serve as a guideline by which all funding requests are made (see above).
- All requests must meet at least one BSI Long-Term Goal; in addition, all requests must apply to at least one expenditure item from the BSI Expenditure Plan and corresponding Effective Practice(s) (see Appendix 1).
- Because of the limited amount of funding available each year, not all projects/items will necessarily receive funding. Funding requests will be considered and discussed by the BSI Committee after all requests are received. Subsequently, the committee will forward its recommendations as outlined in the committee by-laws.
- Due to BSI's budgetary limitations, requests for full-time faculty should be made through the college's faculty request process.
- As collaboration and coordination are key elements to success in basic skills programs and projects, funding requests must involve or result in coordination/collaboration between more than one area.
- All BSI-funded expenditures must be accurately tracked and reported.

DEADLINE FOR SUBMISSION:

All completed BSI Funding Request Forms must be submitted to BSI Committee Chairperson (Paula Norton) no later than 5:00pm on December 12, 2008 in order to receive consideration.

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Priority Number (Only for Budget-Dependent Items)	Dept./Area	Description (Please briefly describe the proposed activity/item)	Meets BSI Long-Term Goal(s) (A, B, C, D)	Meets BSI Expenditure Item(s) and Corresponding Effective Practice(s) *(Specify Items/Practices)*	Total Cost	Ongoing (OG) or One-Time (OT) Expense
	Supportive Services, TRIO/SSS, ESSC, English Dept.	Universal Learning Design Smartxt Project	A B D	**Category F #1: Instructional Materials** **A.1.4**: Developmental education is adequately funded/staffed **A.5.1**: Course related learning assistance **Category D #3**: **Supplemental Instruction/Tutoring** **D.10.6**: Tutors receive formal training in subject matter/effective pedagogy for the discipline **Category G #1: Other Purposes** **C.1.2**: Professional development activities for developmental education are actively supported by senior administration		

This is a tentative form as its use is currently being approved by College Council and AAAG.

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Activity/Item	Budget Detail	Rationale	Anticipated Outcomes and Method of Evaluation	Responsible Individual(s)	Timeframe for Implemen-tation
Hold initial college-wide promotional seminar	$1500 (all paid by other funds)	• Inform staff of method to address the diverse skill levels and learning styles of students in general education classes • Demonstrate program that will make instruction engaging, intentional, and inquiry-based	• Interested staff will identify themselves and participate in project	Stacey Kayden Terria Odom-Wolfer	11/07/08
Campus Coordination	$6,500	• A designated person(s) are needed to coordinate a project of this magnitude to organize, oversee, provide support and ensure all aspects of the project are carried out.	• Coordinator(s) will be identified and role(s) and duties will be outlined • Timeline established for project phases • BSI proposal formulated	Terria Odom-Wolfer Kathleen Rozman	Ongoing Spring '09 - Fall '09
College infrastructure	$18,000	• In order to carry out the project, there is negotiation with publishers for digital text permissions; purchasing, trouble-shooting and networking of campus software; consultation among on- and off-campus consultants	• Publisher permission granted • Software upgrade and purchase and • campus networking established	Alexis Copeland	Spring '09
Training	$6500 **($3,000 of this paid by other funds)**	• Coordinator(s), faculty, staff and students will all need to be trained in the use of Kurzweil software and the implementation of the instructional delivery model	• Staff will demonstrate ability to utilize Kurzweil • Faculty will use Kurzweil to help strengthen students' metacognitive skills	Stacey Kayden Terria Odom-Wolfer Kathleen Rozman	Spring '09 - Summer '09
Instructional Implementation	None additional to above	• The diverse needs of students with basic skills inefficiencies and various learning styles will be addressed in the context of general education classes with all students having access to this technology	• Faculty will improve their ability to demonstrate learning expectations • Faculty will use technology to provide support and	Merry Dennehy Laurie Bucholtz Kathleen Rozman Terria Odom-Wolfer Alexis Copeland	Summer 09 - Fall '09

				Jamie Gerard	
		and tools. Thus, the stigma attached to being a "basic skills" student will be minimized. • Instruction will be more diverse, engaging, intentional, and inquiry-based.	strategies to fit students' learning styles • Students will utilize study strategies in core classes • Students will improve reading, writing and critical thinking skills • Method of Evaluation includes class assignments and class participation	Jamie Gerard	
Assessment		• Post-test assessment measures—administer, analyze, interpret & synthesize information • Document Learning Outcomes	• Project participants will utilize assessment information to shape the course of project implementation in subsequent semesters	Merry Dennehy Laurie Bucholtz Kathleen Rozman Terria Odom-Wolfer Alexis Copeland Jamie Gerard	Fall'09

Total Costs = $32,500
Other funds = $4,500
MPC BSI Proposal Cost = $ 28,000

This is a tentative form as its use is currently being approved by College Council and AAAG.

Component	Task	Estimated Cost	Participants
• Develop a campus awareness and understanding of ULD & Kurzweil Technology	• Initial College-wide promotional seminar & consultation fees with setting up the MPC BSI project proposal	**$1500 Other Funding** Part of Coordinator(s) Cost	• 18 attendees representing instruction, services & administration (11/07/08)
• Identify & determine interested parties; develop concept plan or implementation at MPC	• Brainstorming session	Part of Coordinator(s) Cost	• Laurie Buchholz, ESSC Director • Grace Anongchanya, TRIO/SSS Counselor • Merry Dennehy, English Instructor • Terria Odom-Wolfer, LD Specialist • Kathleen Rozman, LD Specialist • Alexis Copeland, Alt Media Specialist, HTC Instructor
• Identify Coordinator(s)	• Define Role of Coordinator(s)	$6,500	• Co-Coordinators: • Terria Odom-Wolfer • Kathleen Rozman
• Write MPC BSI Proposal	• Identify components already in place • Define infrastructure and training requirements & support	Part of Coordinator(s) Cost	• Co-Coordinators: • Terria Odom-Wolfer • Kathleen Rozman
• Infrastructure Development	• Purchase software • Publisher Permissions • Alternate Media Production • Program follow-up support • Campus Software Networking	$16,000 (Software) $500 (Equipment) Part of Coordinator(s) Cost $1500 (Alt Media & Software Management)	Kurzweil 3000 Flash drives & materials • Alexis Copeland

• Training	• Coordinators & Faculty will be trained in the use of Kurzweil & in the instructional model for use in the courses involved • ESSC, TRIO/SSS & SS&I Support Staff will be trained in the basic use of Kurzweil • include pre & post test skill assessment	**$1,500 Other Funding** $75 Stipend for 8 Support Staff (Instructional Specialists) = $600 Instructor Stipend-$1000 Merry Dennehy Instructor Stipend-$500 Jamie Gerard TRIO/SSS Stipend-$250 Part of Coordinator(s) Cost	• Stacey Kayden • Terria Odom-Wolfer Kathleen Rozman • 8 Support Staff—to be determined • Laurie Buchholz, ESSC Director • Grace Anongchanya, TRIO/SSS Counselor • Terria Odom-Wolfer, LD Specialist • Kathleen Rozman, LD Specialist • Alexis Copeland, Alt Media Specialist, HTC Instructor • Merry Dennehy, English Instructor • Jamie Gerard
• Student Training • Potential Student Mentor identification	• --2 student training sessions • Spring 09—After Spring Break offer a student training for any interested student enrolled in the ESSC lab component of English 321/322; goal is to generate interest and motivation of students who will enroll in English 301/302 courses in Fall 09 to register for particular section(s) using Smartxt • include pre & post test skill assessment	**$1000 Other Funding** $200 Mentor Stipends— Laney College Part of Coordinator(s) Cost English 321/322 Instructor(s)	• Stacey Kayden • Kathleen Rozman • Jamie Gerard (321/322 instructor who will embed some assignments for material for the trained students to use)

• Consultation with Statewide Expert—Project support	• 6 hours	**$500 Other Funding** Part of Coordinator(s) Cost	• Stacey Kayden
• Smartxt Implementation in English 301/302 course(s)	• Instructor embeds text(s) with study guides & utilizes Kurzweil technology in class/lab • Ongoing instructor / lab support	Merry Dennehy (stipend above) $200 Mentor Stipends Part of Coordinator(s) Cost	• Merry Dennehy • Laurie Buchholz • Kathleen Rozman • Terria Odom-Wolfer • Alexis Copeland
• Program Evaluation	• Post-test assessment measures— administer, analyze, interpret & synthesize information • Document Learning Outcomes	Part of Coordinator(s) Cost	• Kathleen Rozman, Coordinator • Terria Odom-Wolfer, Coordinator • all collaborators will participate in assessment
		Total Costs = $32,500 Other funds = $4,500 **MPC BSI Proposal Cost = $ 28,000**	

MPC BSI Action Plan Long-Term Goals (2008-2013)

A. Establish an organizational structure that incorporates foundational skills development into all aspects of the campus culture and coordinates support college-wide for basic skills.

B. Strengthen assessment, placement, orientation, counseling, and advisement service structures and processes; promote ongoing, structured follow-up activities and collaboration between counseling and developmental English, ESL, study skills, and math instruction.

C. In collaboration with the existing Staff Development Committee, establish and sustain ongoing, coordinated opportunities for both adjunct and full-time faculty to enhance basic skills instructional and advising methods and practices in order to provide high-level, relevant, and current instruction and support to students.

D. Sustain and enhance sound, learning-centered pedagogical practices in developmental courses and programs; actively support the enhancement of academic learning/support centers, the interconnectivity between classroom and lab instruction, and the interrelationship between basic skills and student success across disciplines and through all other levels of course offerings.

MPC BSI Action Plan 2008-09 Expenditure Items and Corresponding Effective Practices

EXPENDITURE CATEGORY: A. *Program and Curriculum Planning and Development.*	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**
Program Development Item #1	Study the options and then implement the most efficient and effective solution for permanent coordination and coordinator(s) of basic skills programs, support services, and instruction based on the results of the study and in collaboration with the BSI Committee.	A.3.2: Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly defined and accorded responsibility for college-wide coordination of basic skills programs. A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services. A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines. C.1.2: Professional development activities for developmental education are actively supported by senior administration.
Program Development Item #2	Conduct regular instructional and counseling faculty meetings to address educational needs and integrate support/counseling services for students enrolled in ENSL, study skills, and developmental English and math courses.	B.1.5: Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses. B.3.2: Counseling and instruction are integrated into the developmental education program.

EXPENDITURE CATEGORY: B. *Student Assessment.*	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**
Student Assessment Item #1 — Conduct a study of organizational structures, student need, staffing patterns, and available programs and processes with the intention to implement solutions to growing counseling needs in the area of assessment.	A.4.1: Students are required to receive early assessment and advisement for sound educational planning. A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers. B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses. B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.
Student Assessment Item #2 — Based on the study's findings and in collaboration with the BSI Committee, implement solutions to address growing counseling/assessment needs, which may include but are not limited to review and revision of current counseling/assessment practices and provision of additional professional development hours.	A.4.1: Students are required to receive early assessment and advisement for sound educational planning. A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.

EXPENDITURE CATEGORY: C. *Advisement and Counseling Services.*	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**
Advisement and Counseling Item #1 — Conduct a study of organizational structures, student need, staffing patterns, and available programs and processes with the intention to implement solutions to growing counseling needs.	A.4.1: Students are required to receive early assessment and advisement for sound educational planning. A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers. B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses. B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.
Advisement and Counseling Item #2 — Based on the study's findings and in collaboration with the BSI Committee, implement solutions to address growing counseling needs, which may include but are not limited to review and revision of current counseling practices and provision of additional professional development hours.	B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses. B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.

BSI Expenditure Plan Items and Corresponding Effective Practices (continued)

EXPENDITURE CATEGORY: D. _Supplemental Instruction and Tutoring_

EXPENDITURE ITEM(S)		EFFECTIVE PRACTICE(S)
Supplemental Instruction and Tutoring Item #1	Examine organizational structures, facility usage, staffing patterns, and model programs with the intention to develop a plan for increased staffing availability for college academic learning/support centers.	A.1.4: Developmental education is adequately funded and staffed. A.5.1: Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists. D.10.5: Tutoring is available and accessible in response to student needs/desires.
Supplemental Instruction and Tutoring Item #2	Based on the study's findings and in collaboration with the BSI Committee, initiate the plan to increase classified staffing availability for college academic learning/support centers.	A.1.4: Developmental education is adequately funded and staffed. A.5.1: Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists. D.10.5: Tutoring is available and accessible in response to student needs/desires.
Supplemental Instruction and Tutoring Item #3	Study and determine effective tutor/staff training practices, resources, and programs for academic learning/support center staff.	D.10.6: All tutors receive formal training in both subject matter and effective pedagogy for the discipline.
Supplemental Instruction and Tutoring Item #4	Based on the findings of the study and in collaboration with the BSI Committee, initiate and enhance on-going tutor/staff training for academic learning/support centers. This will require paid in-service time for staff to attend training sessions.	D.10.6: All tutors receive formal training in both subject matter and effective pedagogy for the discipline.

EXPENDITURE CATEGORY: F. _Instructional Materials and Equipment_

EXPENDITURE ITEM(S)		EFFECTIVE PRACTICE(S)
Instructional Materials Item #1	Based on the study of effective tutor/staff training practices mentioned in Expenditure Category D, obtain necessary instructional materials for academic learning/support centers.	A.1.4: Developmental education is adequately funded and staffed. A.5.1: Course-related learning assistance (e.g. supplemental instruction, course-based tutoring) exists.

EXPENDITURE CATEGORY: G. _Other Purposes_ directly related to the enhancement of basic skills, ESL instruction, and related student programs.

EXPENDITURE ITEM(S)		EFFECTIVE PRACTICE(S)
Other Purposes Item #1	Provide professional development resources, training, and opportunities for faculty teaching developmental level skills.	C.1.2: Professional development activities for developmental education are actively supported by senior administration. C.2.1: Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.2.4: The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement. C.3.2: Developmental education staff-development activities are not based on "one-shot" workshops; rather, staff development activities are comprehensive and ongoing. C.3.3: Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities
Other Purposes Item #2	Pursue ongoing and regular campus-wide outreach to students in order to enhance student awareness of on-campus support services and resources. This action would require development time and a nominal amount of materials funding.	B.4.1: Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid. D.3.3: Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances. D.3.5: College programs promote basic skills students' social integration into and identification with the college environment. D.10.5: Tutoring is available and accessible in response to student needs/desires.
Other Purposes Item #3	Provide funding for activities that promote the needs of basic skills students through professional development for all faculty and staff concerning basic skills concepts, approaches, and practices. This includes funding for the keynote speaker at campus flex days (Vincent Tinto), activities related to the on-campus BSI Summit, and other related activities.	C.1.2: Professional development activities for developmental education are actively supported by senior administration. C.2.1: Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.3.3: Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities

Need letter from Stacey to attach verifying that training and support equaling $4500 is available as outlined in the project proposal attached. Please state any contingencies—i.e. that the training and consultation is provided by …when?