



YORK COUNTY COMMUNITY FOUNDATION

PART I GRANT APPLICATION SUMMARY FORM

APPLICANT INFORMATION

Organization: West York Area School District EIN #
Address: 2605 West Market Street
City: York State: PA ZIP Code: 17404
Phone: 717-792-2796 E-mail: bulldogmail@wyasd.k12.pa.us Fax: 717-792-5114
Date Received 501(c)3 Status: Total Operating Budget: \$8,137.39

Major Sources of Operating Funds (%):

Contact Person's Name & Title: Megan Kemmery, Graduate Studies Assistant/Doctoral Student at University of North Carolina at Greensboro
Mission and Purpose of Organization: West York Area School District's philosophy is centered on increased academic rigor, safe schools, and motivating students to fulfill their learning potential.

PROJECT INFORMATION

Type of Application: [X] Competitive Grants Program; [] Other (Describe)

Project Description (25 words or less):

Time to HEAR: Helping Elementary Schools Amplify Rooms
Provide sound field amplification systems in WYASD that streamlines and updates technology offered to students in LIU#12's Deaf/Hard of Hearing Support Program

Anticipated Project Timetable (month/year format): Start Date: November 2011 End Date: March 2012

Client Group to be Served by Project: West York Area School District and Lincoln Intermediate Unit#12

Geographical Area to be Served by Project:

- [] York City [] All York County [] Northern York County [] Eastern York County [X] Western York County
[] Southwestern York County [] Southern York County [] Southeastern York County

List Goals & Objectives Addressed by Project:

- 1. Obtain more uniform and technologically advanced sound field amplification systems to be offered in their elementary classrooms to better serve their students.
2. Install sound field amplification systems in the elementary classrooms and train faculty, staff, and students in that school to use the equipment.
3. Monitor the functioning of sound field amplification equipment periodically through random direct checks and teacher feedback.
4. Improve the grades, levels of attention to task in class, and the listening and self-advocacy skills of students who are Deaf and Hard of Hearing (D/HOH).

PROJECT FUNDING

Table with 2 columns: A. COMMITTED To Date From: and B. Additional Funding SOUGHT From:
A. TOTAL COMMITTED: \$ B. TOTAL ADDITIONAL FUNDS SOUGHT: \$
C. REQUESTED FROM YORK COUNTY COMMUNITY FOUNDATION: \$ 8,137.39
D. TOTAL PROJECT COST: A+B+C=D \$ 8,137.39

SIGNATURES

Staff Officer Signature:

Date:

Printed Name:

West York Schools

Attention: Jane Conover

or

Sandy Aulbach

Re: Grant Application

From: Meg Kemmery
email: makemmer@uncg.edu
cell: 717-421-9129

Thank you!

PART II – PROPOSAL NARRATIVE

Introduction

West York Area School District (WYASD) is a district located in York County, in the south central region of Pennsylvania. There are approximately 3,150 students who live in the West York Borough and West Manchester Township and attend one of the six West York schools. The district is made up of one high school, one middle school, and four elementary schools.

The Lincoln Intermediate Unit #12 (LIU # 12) is an organization that partners with school districts and agencies to deliver the highest quality education for students, staff, and communities. The Deaf/Hard of Hearing (D/HOH) Support Program provides itinerant and classroom hearing support teachers to districts in York, Adams, and Franklin Counties.

The purpose and rationale of Time to HEAR: Helping Elementary Schools Amplify Rooms is to seek funding for newer and more technologically advanced sound field amplification systems for students who receive D/HOH support itinerant services. Such systems will provide more equitable access to communication and instruction within the classroom for all students, not just the students with hearing loss. Time to HEAR will also teach students, who are D/HOH, to advocate for themselves so they can make teachers aware of their hearing losses and advocate for the proper use of equipment. Upon utilizing self advocacy skills, students will make teachers aware of hearing loss, advocate for proper use of new sound field amplification equipment by explaining type and degree of hearing loss, and ask teacher to use equipment if teacher is not using it (i.e., in small group instruction or during transition periods). If these self advocacy skills are taught to elementary age students, they will be better prepared to advocate for themselves by the time they reach the middle and high school level, when more student independence is expected.

Research shows that classroom audio technology (CAT) has been shown to both reduce costs and support student needs within the classroom. For example, more students with hearing loss are able to remain in the regular education classrooms with their peers when CAT is successfully implemented (Long & Flexer, 2001). Further, teachers experience *reduced* vocal strain and student attention is *improved*. This last point is of importance because up to 75% of the school day is spent engaged in listening activities (Dahlquist, 1998).

Need/Opportunity

At the beginning of the 2010/2011 school year, West York Area School District had three high school students, five middle school students, and three elementary school students eligible to receive itinerant D/HOH support services from LIU # 12. WYASD currently offers inconsistent and multiple outdated sound field amplification systems in their elementary school buildings to students who receive D/HOH support itinerant services. Additionally, the elementary school students, who receive D/HOH support itinerant services in the WYASD, are lacking in self advocacy skills, neither making teachers aware of their hearing losses nor advocating for proper use of equipment.

DiSarno, Schowalter, & Grassa argue that *all* students in the classroom appear to benefit from the use of CAT, not just the students with hearing loss (2002). Implementing the most recent technologically advanced sound field amplification systems in classrooms that serve ESL learners, students with special

needs, as well as typically functioning children has the potential to achieve many long lasting positive benefits within the West York Area school district which has 32 English Language Learners (ELL) and 486 students with disabilities (National Center for Educational Statistics, 2008/2009).

In the average classroom, the teacher's voice usually reaches the children at a level of **6 dB** above background sounds. Classroom audio technology provides an **extra 8, 10, or 12dB** of amplification for a more suitable speech/signal to noise ratio within the classroom (Ross, 2002). While use of CAT is beneficial, the cost of some of the systems is rather high as systems can range from \$900 to \$2,000 per classroom. By purchasing these particular five sound field amplification systems from Phonak, WYASD is getting more for their money including a 2-year warranty, the guarantee of noninterference with other technology in the classroom, and the capability of being used as both an FM system (for hearing aid users) and a sound field amplification system (for non hearing aid users). This dual capability means the district would only purchase one Phonak system compared to needing to purchase both a sound field and an FM system in the past. With the assistance of the York County Community Foundation, WYASD will be able to meet the goal of Helping Elementary Schools Amplify Rooms.

Project Activities

West York Area School District will obtain more uniform and technologically advanced sound field amplification systems to be offered in their elementary classrooms to better serve their students.

Activity	Person Responsible	Timeline
1. Collect pre-installation data	D/HOH Support Itinerant Teacher from LIU # 12 and General Education Classroom Teachers	November, 2011
1. Purchase five sound field amplification systems from Phonak	WYASD Special Education Office and principals of Trimmer and Wallace Elementary Schools	December, 2011
2. Install systems in four classrooms (2 in Norman A. Trimmer and 2 in Charles B. Wallace Elementary Schools)	WYASD Custodial Staff and External Consultant from Phonak	January, 2012
3. Train faculty and staff to use equipment	External Consultant from Phonak and Educational Audiologist from LIU # 12	December, 2011 before installation January, 2012 upon installation Follow-up March, 2012
4. Train students to use equipment	External Consultant from Phonak, Classroom Teachers using the systems, D/HOH Support Itinerant Teacher from LIU # 12	January, 2012
5. Purchase fifth spare system	WYASD Special Education Office	January, 2012
6. Train students to	D/HOH Support Itinerant	Ongoing process (please see

advocate for themselves	Teacher from LIU # 12 and Doctoral Student from UNCG	<i>Outcome Activities Table</i>)
7. Collect post performance data	D/HOH Support Itinerant Teacher from LIU # 12 and General Education Classroom Teachers	March, 2012
8. Monitor Sound Field Amplification Equipment	D/HOH Support Itinerant Teacher from LIU # 12, General Education Classroom Teachers, Educational Audiologist from LIU # 12	Every two weeks in January, 2012 and February, 2012 Monthly in March, 2012

Anticipated Results and Assessment

Proposed Outcome	Proposed Indicator	Measures
Teachers will increase use of sound field amplification system during large group instruction time.	Teachers will use sound field amplification systems 100% of the time during <i>large group instruction</i> in their classrooms.	<ul style="list-style-type: none"> ➤ Teachers will keep a log that documents how often they use CAT. This data will be compared to frequency of use of the older equipment. ➤ Observations
Student academic and behavior performance will increase after implementation of new sound field amplification systems.	Students will pass all their classes with at least an 80% average. Students' on-task behaviors will reach levels of at least 90%. The number of incidents of inappropriate behavior (i.e., calling out of turn, not following directions, talking with peers during instruction) will decrease. Student listening skills will increase.	<ul style="list-style-type: none"> ➤ Teacher records ➤ Classroom observations ➤ Teacher and student checklists & surveys ➤ Teacher ratings/interviews ➤ The Listening Comprehension Test 2 results
Students will increase self advocacy skills after implementation of new sound field amplification systems.	Students will make teachers aware of hearing loss, advocate for proper use of new sound field amplification equipment by explaining type and degree of hearing loss, and ask teacher to use equipment if teacher is not using it (i.e., in small group instruction or during transition periods).	<ul style="list-style-type: none"> ➤ Student hearing loss rubrics ➤ Teacher logs ➤ Student/teacher checklists

Leadership

Dr. Garfinkel, LIU#12, Principal Investigator, is an Educational Audiologist who has been with LIU#12 for 28 years. Dr. Garfinkel will assist with monitoring of sound field amplification systems. Dr. Lisa Zoladkiewicz, another Educational Audiologist from LIU#12, will also assist with this project.

Ms. Megan Kemmery, Graduate Studies Assistant/Doctoral Student at University of North Carolina at Greensboro, former LIU#12 Deaf/Hard of Hearing Support Itinerant Teacher in WYASD for the previous 7 years: Due to research interest being in the areas of learned helplessness and self determination/self advocacy, will carry out the self advocacy component of Time to HEAR.

Ms. Lauren Hillier, LIU#12 Deaf/Hard of Hearing Support Itinerant Teacher for the last six years is currently assigned to WYASD and will oversee pre and post implementation student performance comparisons.

Phonak External Consultants will provide staff training, and implement and monitor use of sound field amplification systems.

Trimmer and Wallace Elementary School staff will attend trainings and participate in the Time to HEAR project.

WYASD / LIU # 12 resources

Collaborations

Adding the newer classroom audio technology will be just the first step in the process of obtaining future funding to focus further on developing student self advocacy skills (e.g., implementing cognitive behavior therapy in addressing self advocacy issues). Upon successful completion of the Time to HEAR project within WYASD, LIU#12 also plans to implement this project in other districts in York County to provide students elsewhere with equal listening opportunities.

PART III – PROPOSAL BUDGET

Itemize all anticipated project expenditures and sources and amounts of support. For each source other than York County Community Foundation, indicate amounts received, committed, requested, and/or to be requested.

PART IV – ORGANIZATION'S GOVERNING BOARD

Provide a copy of the applicant nonprofit Board of Directors membership list.

PART V – CORRESPONDENCE FROM PARTNER ORGANIZATIONS

If a collaborative project, provide correspondence from organizations cited in the proposal narrative, confirming the scope and type of resource-sharing or other cooperative arrangements.

PART VI – ATTACHMENTS

- Copy of applicant organization's IRS determination letter as evidence of 501(c) (3) tax status (*this does not apply to government agencies or public school districts*).
- Copy of organization's PA Department of State Bureau of Charitable Organizations certificate (*this does not apply to government agencies or public school districts*).
- Copy of organization's most recent year-end financial statements (*preferably audited*).
- Copy of organization's most recent strategic plan (*if available*).

PHONAK**life is on**

DATE: August 29, 2011

ACCOUNT NUMBER:
CONTACT: Megan Kemmery, M. Ed.
PHONE: 717-421-9129
EMAIL: makemmer@uncg.eduMegan A Kemmery M. Ed.
Graduate Studies Assistant/Doctoral Student
Specialized Education Services
444 School of Education Building
P O Box 26170
Greensboro, NC 27402-6170**Phonak Hearing Systems**4520 Weaver Parkway
Warrenville, IL 60555-3927
P: 888-777-7316, 6293
Fax: 630-393-7400
www.phonak.com

Description	Part Number	Qty	Unit Cost	Total
inspiro transmitter dSFFM	052-0633	5	\$ 789.00	\$ 3,945.00
<i>Includes:</i>				
<i>(1) inspiro dSFFM transmitter (2yr warranty)</i>				
<i>(1) Power Supply</i>				
<i>(1) miniUSB programming cable</i>				
<i>(1) EasyBoom microphone</i>				
<i>(1) Audio Cable</i>				
<i>Less Trade-Up</i>				
Dynamic FM microphone	TIN100	5	\$ (100.00)	\$ (500.00)
<i>"For use with inspiro's MultiTalker Network only"</i>	052-0597	5	\$ 300.00	\$ 1,500.00
SoundField Speaker	052-0630	5	\$ 625.00	\$ 3,125.00
<i>(1) Dynamic dSF Speaker (2 yr wty)</i>				
<i>(1) Floor Stand</i>				
<i>(1) Wall Mount</i>				
<i>(1) Allen Wrench #5 & #6</i>				
<i>(1) Power Supply</i>				
Handling Charge 0-9 units Fed EX Ground	001-5006	1	\$	49.00
Shipping Charge		1	\$	18.39
Total			\$	8,137.39

Right-of-Return Policy:All hearing instruments may be returned up to 60 days from date of invoice unless otherwise stated on the invoice.
Open cartons of hearing aid batteries are not returnable for credit.Payment Terms: Net 30 days from date of invoice.
Delivery: 14 days after receipt of purchase order.
Quotation valid until December 31, 2011

NOTE: This quotation is for equipment to be purchased for school use only. Resale to consumers is not intended. Children with hearing loss should always be directed to an audiologist for evaluation and rehabilitation. FM/HA systems should always be fitted and adjusted by a certified audiologist. After fitting, performance must be monitored on a regular basis.

Should you have any questions, please do not hesitate to contact us at 1-888-777-7316. X5293

Sincerely,

Aggie Henry
Account Executive/Team Lead

References

- Crandell, C., Flexer, C., & Smaldino, J. (2004). *Sound field amplification: Applications to speech perception and classroom acoustics*. Clifton Park, NY: Thomson Delmar Learning.
- Dahlquist, L.H. (1998). *Classroom Amplification: Not Just for the Hearing Impaired Anymore*. Paper presented at the California State University Northridge Center Conference, Los Angeles, CA, March 1998.
- DiSarno, N., Schowalter, M. & Grassa, P. (2002). Classroom amplification to enhance student performance. *Teaching Exceptional Children*. 24(6), 20-26.
- Lincoln Intermediate Unit # 12. (2011). Retrieved from <http://www.iu12.org/default.asp>
- aLong, S. & Flexer, C. (2001). Sound field amplification for all. *Advance for Speech-Language Pathologists & Audiologists*, 10-11.
- National Center for Education Statistics. (2011). *Common Core of Data, 2009*. Retrieved April 4, 2011 from http://nces.ed.gov/ipeds/datasearch/district_detail.asp?Search=1&details=1&InstName=West+York&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=4225980
- Ross, M., & Levitt, H. (2002). Classroom Sound-Field Systems. In *Rehabilitation Engineering Research Center on Hearing Enhancement*. Retrieved from http://www.hearingresearch.org/Dr.Ross/classroom_sound_field_systems.htm
- West York Area School District. (2011). Retrieved from <http://www.wyasd.k12.pa.us/wyasd>



August 17, 2011

Megan A. Kemmery, M. Ed.
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Specialized Education Services
School of Education
444 School of Education Building
PO Box 26170
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Dear Ms. Kemmery,

This letter provides our agreement to be a partner with the University of North Carolina at Greensboro for the Time to **HEAR: Helping Elementary Schools Amplify Rooms** project. During the 2011-2012 school year, the Lincoln Intermediate Unit # 12 system (LIU #12) will work with West York Area School District in York, Pennsylvania to carry out this project.

With this letter, we agree for the Deaf/Hard of Hearing Support Itinerant Teacher from LIU # 12 assigned to West York Area School District to collect pre-installation data, to assist in training students on how to use the equipment, to assist in teaching self advocacy skills to students, to collect post performance data, and to assist in monitoring of sound field amplification equipment in the classrooms. We also, with this letter, agree for the Educational Audiologist from LIU # 12 assigned to West York Area School District to assist with training West York Area School District faculty and staff on use of equipment and to assist in monitoring of sound field amplification equipment in the classrooms.

I understand that LIU # 12 will not receive a stipend for completion of grant work and I also understand that West York Area School District will be expected to maintain equipment obtained from the grant. West York Area School District faculty and staff and LIU # 12 staff will be provided training from Phonak, the company from which the sound field amplification systems will be purchased.

We realize that adding newer classroom audio technology to these four classrooms in West York Area School District will be just the first step in the process of obtaining future funding to focus further on developing student self advocacy skills (e.g., implementing cognitive behavior therapy in addressing self advocacy issues). Upon successful completion of the Time to HEAR project within West York Area School District, Lincoln Intermediate Unit # 12 also plans to implement this project in other districts in York County to provide students elsewhere with equal listening opportunities.

Sincerely,
Dr. Roz R. Garfinkel, CCC-A, F-AAA
Dr. Lisa A. Zoladkiewicz, F-AAA
Lincoln Intermediate Unit #12
Audiology

