

WOX Grant Application Form for 2022

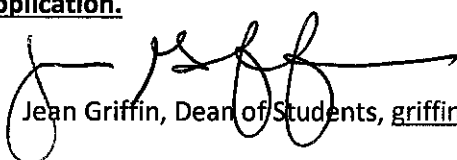
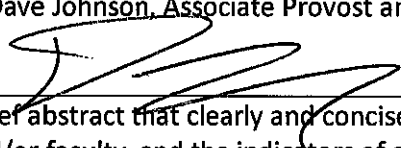
12/6/2021

Use and completion of this Application Form is required for submission of your grant. Only Applications using this template will be considered for an award.

The completed WOX Grant Application must be emailed to cassidycoxs@xavier.edu **and** a paper copy with appropriate signatures mailed or hand delivered to Cyndi Meyer, Alumni Building ML 5630 by 5 p.m. **March 1, 2022.**

NOTE: Applicants are encouraged to seek proposal assistance through the Office of Grant Services. Please contact Shari Howell by phone at 745-1904 or email at howells3@xavier.edu as early as possible and at least 10 business days before the due date.

PROPOSAL FOR WOX GRANT

Title of Proposed Project: Accessing XU
Amount Requested: \$9480.54
Name of each applicant, their position and signature: Cassandra Jones, Director of Disability Services Cindy Stieby, Accommodation and Support Coordinator for X-Path
Add ALL appropriate signatures below as outlined in the Guidelines document for the WOX Grant Awards. For each approval needed, please type the person's name, title, email address, and <u>have them physically sign the Application.</u>  Jean Griffin, Dean of Students, griffinj6@xavier.edu Dr. Dave Johnson, Associate Provost and Chief Student Affairs Officer, johnsond8@xavier.edu 
Provide a brief abstract that clearly and concisely states the aim of your project, anticipated value for XU students and/or faculty, and the indicators of success: (maximum 350 words) The goal of this project is to extend the traditional one hour New Student orientation to two days to provide students using accommodations with a hands-on learning experience on the various software and technology they will be utilizing. The purpose for extending the orientation is to teach students how to access their accommodations, use various technologies for notetaking and reading, and guide them through using CANVAS to access course materials. Additionally, students will have the opportunity to obtain their books from the bookstore and receive assistance with accessing their online books. A secondary goal of this project is to provide a Xavier Occupational Therapy or Education Student with the opportunity to teach technology, study methods, test taking strategies, and time management techniques to students who have accommodations, and thus better prepare them for their professional practice. This extended orientation will allow new students to be better prepared for the semester. By providing training and support prior to the start of classes, students will be able to focus on their classes and have less anxiety around accessing their accommodations and starting classes. They will already have follow-up

appointments scheduled for the first week with the Office of Disability Services to address concerns. The student employee will provide on-going support and assist students with accessing the ODS software to schedule exams, time management and technology support. Indicators for success will be the number of follow-up appointments scheduled and attendance at study table attendance to receive ongoing support.

NARRATIVE

Please provide a detailed project description (in #1) and answer the questions below (#2 - #8) Limit the length of your answers (including project description) to three single-spaced, typed pages.

1. Provide a detailed description of your project; what will take place, where, when, and who will be involved in the project, and the timeline. (maximum 1 page)

Historically, the Office of Disability Services (ODS) has a one to two hour New Student Orientation on move-in day to demonstrate how to log into the ODS management information system to send accommodation letters to professors, request notetaking accommodations and to schedule exams. There is a panel of faculty who share strategies for establishing positive working relationships with their professors as well as a panel of students who have accommodations. These students answer questions and share the importance of utilizing the resources. Over the past several years, it became apparent that students aren't able to fully comprehend and retain all the information being presented to them. By extending the orientation to two days, it will give the ODS staff the time needed to spend with the students to have a hands-on approach for learning the various software and technologies for reading books and exams, taking notes, scheduling exams and requesting accommodations for the semester. They will have the opportunity to obtain their books from the bookstore and receive assistance downloading and accessing online versions. They will be introduced to Canvas so that they are familiar with how to navigate the system. The panel presentations of students and professors will continue as their experiences and perspectives are well received. Information on university resources will be shared and Tutoring Services will demonstrate how to request a tutor. ODS has made arrangements for the students to attend a Resource Fair already scheduled for students participating in the Center for Diversity and Inclusion's Smooth Transitions Program.

New incoming students who complete their Accommodation Planning Meeting prior to August will be invited to attend the extended orientation, which is generally 70+ students. The orientation will start two days before the official University move-in and end before the start of Manresa. Meals and snacks will be provided including a catered dinner the first evening. Sessions will be held in the Conaton Learning Center and other spaces as needed.

Timeline:

July – Invitations sent out in the beginning of July with RSVP due by August 1 to allow for time to confirm plans with campus constituents and for students to make travel plans.

August – Students will start arriving on August 15 for early move in. Schedule of Orientation Activities will begin at 1:00 pm on August 16, 2022 continue through Noon on August 18, 2022

Office of Disability Services Orientation activities will include :

- AIM orientation (Accommodation management system)
- Test taking
- Note taking
- Alternative Texts
- How to Use Canvas
- How and When to Sign up for Tutoring

- How to Study/Study Tables
- Current Student Panel
- Faculty Panel
- Writing Center, Math Lab (Campus resources)
- Textbook access and pick up
- ODS office introductions
- ODS tour
- CDI Resource fair
- Self-advocacy discussion
- Time management/planner tools
- Social activities in evenings (Optional)

August – May – Student coach will follow up with new students for support and questions.

2. How does this proposed project enhance the mission and purpose of Women of Excellence?

The project will enhance the lives of students at Xavier University directly and indirectly in several ways. First, the project will educate students and provide them with life-long skills, including technology and self-advocacy skills-, which will help them be successful at Xavier and in their future workplace. The student coach, who is hired to share this ongoing support will enable other students to be successful and independent, and begin to build a rare skill set which will make them extremely marketable.

3. How will this project further the mission of Xavier University to “engage and form students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success?”

A project goal is to allow our students at Xavier University access to tools that they will be able to draw on as they go forth with life. We are helping students form and engage intellectually with technology and other campus resources. Students will be developing skills to improve opportunities for success; these skills can be used in the workplace as well. This work is helping to make campus a more just place.

4. Why is this project important? Does it address a gap within existing University programs?

The extended orientation provides individuals with the opportunity to learn necessary skills that will mitigate the impact of their disability and participate more fully in the Xavier classroom and community experience. Students are provided with opportunities to learn skills that promote independence and help them develop life-long learning practices. It is still difficult for individuals to know what technology is appropriate and best suited for them and to acquire training and knowledge needed to use the technology effectively.

The long-term vision is to build a program with the focus of aiding students’ efforts to become strong self-advocates aware of resources and aids that can be used beyond Xavier.

5. What is the expected outcome of your project? How many people (faculty, staff, students) will be engaged in your project? If the project will continue beyond the Grant timeline, what are your plans for future funding?

The expected outcome of the project is that students are introduced and trained on technology, skills, and campus resources they will use during their time at Xavier and beyond. Students gain much needed experience articulating their challenges and best practices for support to others.

Approximately 70 students will be invited to the orientation. The Office of Disability Services staff will provide training and support throughout the orientation. Other campus constituents include: Office of Academic Support, Math Lab, Writing Center, faculty panel, current student panel, and peer academic coaches.

Plans for future funding include a combination of growing a small endowment fund, using funding in the current X-Path endowment and funds from the Disability Services budget.

6. How will you measure the success of your project, if funded? What are the qualitative and quantitative measures that you will use to assess impact and effectiveness?

The indicators for success will be measuring the percentage of students who continue to use accommodations in the Spring semester. Orientation effectiveness will be questioned during follow ups with the student coach. Indicators will also include follow up appointments with the student coach and other office staff and students using technology platforms. All orientation participants will receive survey invitation to provide feedback.

7. If your project is funded, how will the WOX Giving Circle be recognized as having played a role in the success / completion of your project? Give specific examples.

The Women of Excellence logo and name will be placed on all print materials distributed and equipment purchased. The Women of Excellence Grant will be introduced and thanked at the beginning and conclusion of orientation and at every student meeting.

8. If you are applying for a 2-year grant, please explain why a 2-year award is important to the success of your project. **(Note: these are projects that will take 2 years to complete, not for 2 years of funding for the same project).**

BUDGET

What is the amount of funding requested?

Below please provide a **detailed** budget with justification/need for each itemized expense.

- If your project requires students to be paid, that payment must be included as an itemized expense. For example, if your project requires 2 student coordinators, the role needs to be specified and included as an itemized expense. [i.e. Student workers: 2 students*\$8.10/hr*10 hrs/week*12 weeks= \$1,944; Student worker fringe benefits - \$1,944*1%(stated fringe benefits rate for full-time students) = \$19.44]. Note: Students must be paid as an employee and cannot be given stipends.
- If more than 25% of your budget is allocated toward food and incentives, specific detailed rationale and explanation for these expenses should be provided.
- Include a detailed list of supplies and equipment necessary to complete your project.
- If your project's total budget is greater than \$10,000 per year, other sources of support must be stated and appropriate documentation from other funding partners must be provided.
- All costs, including student pay rates, must follow University policy. Your budget for these items should take this into account. Please contact Shari Howell (howells3@xavier.edu) to discuss budget questions.

Expense	Amount	Justification
Student Assistant August 2022 – May 2023 : 10 hrs/wk*38 weeks*\$9.80/hr = \$3,724.00	\$3,724.00	The student coach will follow up with orientation attendees and reach out to confirm that students are receiving the support they need. If funded, the project team will work directly with the On-Campus Student Employment Coordinator to establish the appropriate hourly wage and hiring of the student according to University policies.
Fringe Benefits \$3,724.00 *.01 = \$37.24	\$37.24	Fringe benefits for student worker. Estimated at 1% .

Expense	Amount	Justification
<p>Orientation Coaches (5) August 15 – 18, 2022</p> <p>20 hrs * 5 students * \$9.80/hr = \$980.00</p>	<p>\$980.00</p>	<p>Orientation coaches will work with students during the Office of Disability Services Orientation. These coaches will continue to be connected to students if they attend study tables throughout the academic year.</p>
<p>Fringe Benefits</p> <p>\$980.00 *.01 = \$9.80</p>	<p>\$ 9.80</p>	<p>Fringe benefits for student worker. Estimated at 1% .</p>
<p>Meals for Orientation</p> <p>Welcome Cookout \$25/person Breakfast \$7.10/person (2) Lunch \$9.20/person (2) Dinner \$10.99/person (1)</p> <p>Estimating 50 participants</p> <p>Total food costs</p>	<p>\$1250.00 \$710.00 \$920.00 \$549.50</p> <p>\$3429.50</p>	<p>Meals will be provided for all students who attend and for student coaches. Xavier's Dining Service, Chartwells, will be used for all meals on campus. We realize that our food budget is more than 25% of our entire budget but we must offer meals for these invited students who are new to campus and may not have means to get other food options. We also believe that eating together builds connections and community. (Chartwells only charges for meals that are consumed and thus our over budget will be lower than estimated.)</p>
<p>Organization and Planning Resources</p>	<p>\$1300.00</p>	<p>Each student will receive organizational resources and a planning calendar that fits their needs. Planning Calendars, Sticky Notes, Highlighters, etc. will be distributed at appropriate sessions during the orientation.</p>
<p>TOTAL</p>	<p>\$9980.54</p>	