Budget Detail Request - Fiscal Year 2016-17

Your request will not be officially submitted unless all questions and applicable sub parts are answered.

1. Title of Project: <u>Learning Ally's Learning Through Listening</u>
2. Date of Submission: <u>12/08/2015</u>
3. House Member Sponsor(s): <u>Dennis Baxley</u>

4. DETAILS OF AMOUNT REQUESTED:

a. Has funding been provided in a previous state budget for this activity?   <u>Yes</u>

   If answer to 4a is ?NO? skip 4b and 4c and proceed to 4d

b. What is the most recent fiscal year the project was funded? <u>2015-16</u>
c. Were the funds provided in the most recent fiscal year subsequently vetoed? <u>No</u>
d. Complete the following Project Request Worksheet to develop your request (Note that Column E will be the total of Recurring funds requested and Column F will be the total Nonrecurring funds requested, the sum of which is the Total of the Funds you are requesting in Column G):

FY:	Input Prior Year Appropriation for this project for FY 2015-16 (If appropriated in FY 2015-16 enter the appropriated amount, even if vetoed.)			Develop New Funds Request for FY 2016-17 (If no new Recurring or Nonrecurring funding is requested, enter zeros.)			
Column:	A	B	C	D	E	F	G
Funds Description:	Prior Year Recurring Funds	Prior Year Nonrecurring Funds	Total Funds Appropriated (Recurring plus Nonrecurring: Column A + Column B)	Recurring Base Budget (Will equal non-vetoed amounts provided in Column A)	INCREASED or NEW Recurring Requested	TOTAL Nonrecurring Requested (Nonrecurring is one time funding & must be re-requested every year)	Total Funds Requested Over Base Funding (Recurring plus Nonrecurring: Column E + Column F)
Input Amounts:	1,141,704	0	1,141,704	1,141,704	198,296	0	198,296

e. New Nonrecurring Funding Requested for FY 16-17 will be used for:
☐Operating Expenses   ☐Fixed Capital Construction   ☐Other one-time costs

f. New Recurring Funding Requested for FY 16-17 will be used for:
☑Operating Expenses   ☐Fixed Capital Construction   ☐Other one-time costs

5. Requester:

a. Name: Edward Bray
   b. Organization: Learning Ally
   c. Email: eBray@LeaningAlly.org
   d. Phone #:   (609)243-7610

6. Organization or Name of Entity Receiving Funds:
   a. Name: Learning Ally
   b. County (County where funds are to be expended)   Statewide
   c. Service Area (Counties being served by the service(s) provided with funding) Statewide

7. Write a project description that will serve as a stand-alone summary of the project for legislative review.   The description should summarize the entire project?s intended purpose, the purpose of the funds requested (if request is a sub-part of the entire project), and most importantly the detail on how the funds requested will be spent - for example how much will be spent on positions and associated salaries, specifics on capital costs, and detail of operational expenses. The summary must list what local, regional or statewide interests or areas are served. It should also document the need for the funds, the community support and expected results when applicable.   Be sure to include the type and amount of services as well as the number of the specific target population that will be served (such as number of home health visits to X, # of elderly, # of school aged children to receive mentoring, # of violent crime victims to receive once a week counseling etc.)

Through the Learning Through Listening discretionary project with the Florida Department of Education, Bureau of Exceptional Education and Student Services, Learning Ally provides digital audio textbooks and supplemental materials, including literature, original source documents as recommended for the Florida Standards, and materials relevant for lifelong learning and employment, in an accessible format that enables students with print disabilities, such as specific learning disabilities, dyslexia, visual impairments, traumatic brain injuries, and other physical disabilities, to listen to the audio format of textbooks and literature to learn the core course content and keep pace with their non-disabled peers. The project also provides support services to administrators, teachers, parents, and students on the use of audiobooks along with technical support for current technology and accessibility options provided by Learning Ally. Learning Ally's audiobooks provide advanced navigation and accessibility features allowing students with print disabilities to interact with the materials with the same flexibility as conventional text. Learning Ally services improve student academic success. 1. Statewide accessible educational materials access.   a. Provide access to over 80,000 titles of accessible instructional materials (AIM) to all Florida public and   charter school students with qualifying print disabilities through school site licenses.   Site license includes: Unlimited student access accounts for qualified students - allows access at-school   and at-home. Unlimited access for qualified students to the collection of AIM. Unlimited teacher, certifier,   and administrator accounts to manage students and support individualized instruction through the online   management system - Teacher Ally. Unlimited access to the Learning Ally playback methods, including   the IDevice Operating System (iOS) and Android applications and LINK software for personal computers   (PCs) and Macs computers, allowing playback at school and at home. Unlimited access to Learning Ally   Member Support Specialists available Monday through Friday 8:30 AM - 8:00 PM. 2. Statewide program awareness and education campaign: Disseminate information on the program to Florida public and charter schools through an on-going   collaboration with the Bureau of Exceptional Education and Student Services (BEESS). Collaborate with   BEESS to distribute BEESS mass email messages. Learning Ally,

BEESS and other discretionary projects   will collaborate to promote regional trainings. Ongoing support and awareness building through open   invitations to Learning Ally Expert Speaker Webinar Series and National Training Awareness Webinars. 3. Deliver live alternative virtual trainings: Provide regional trainings for educators, digital rights managers, and other school personnel to support   implementation of AIM program in Florida schools, including, no less than five training sessions in   collaboration with other BEESS discretionary project selection, and assignment of AIM and playback   software. 4. Support Florida non-public school students through their host public school districts and the existing   special education services agreements. This expanded discretionary project is to support Florida public and charter schools in educating students with disabilities in the least restrictive environment. Attending the approximately 3,400 public schools in Florida are 121,521 students who have specific learning disabilities and 1,115 who have visual impairments. The vast majority of these students - 97,153 with learning disabilities and 764 with visual impairments - learn in a regular classroom 80 percent of the time. In addition, a substantial portion of the students are in a regular classroom for at least 40 percent of the school day - 16,562 with learning disabilities and 72 with visual impairments. This support department goal SPP 5A. Access to the general education curriculum requires access to educational materials, yet for students with print disabilities, such as blindness, visual impairments, and learning disabilities, standard print materials present a barrier to educational achievement. Learning Ally's accessible digital audiobooks eliminates that barrier and produces proven and measurable growth in student learning. With accountability standards focusing on elementary and secondary schools, efforts to improve outcomes for students with disabilities and research-based accommodations with clearly demonstrated results are critical to success. Learning Ally's digital audiobooks overcome this barrier by: 1. Providing access to the general education, or special education curriculum, as appropriate, for the   individual student, helping schools meet accountability measurements under the federal Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Section 504 of the   Rehabilitation Act, and the need to provide effective communications. 2. Facilitating student's inclusion in the least restrictive environment (State Performance Plan [SPP] 5A.) 3. Promoting students' independent learning. 4. Improving students' reading comprehension, fluency, vocabulary that is supported by the National   Reading Panel standards of the effective components of a reading program (SPP 3C.) 5. Providing an accommodation solution suitable for transition into post-secondary education (SPP 1.) 6. Enhancing educational equality, opportunity, and success. VoiceText titles allow for increasing Braille literacy when combined with the use of a refreshable Braille device. Learning Ally uses these specific measures to document performance data for the project. 1. Pre/Post survey: Teachers and digital rights managers at all renewing schools will be asked to complete a pre-service   survey during September 2015. New schools enrolled during the project period will be asked to complete   the survey within the first 30 calendar days of service as part of the onboarding orientation process. The   survey will measure teachers' perceptions of student performance and the teachers' knowledge of the   Learning Ally program. A post-survey will be circulated starting May 1, 2016 for all enrolled teachers and   digital rights managers to complete by the month's end, focused on re-evaluating the perceptions of student performance. A comparison of the pre and post survey will be reported at the end of the schools year, in   addition to other program measures such as number of books distributed to students, number of schools   enrolled, and number of teachers trained. 2. Co-operative training attendees survey: Attendees of each of the five cooperative training events will be asked to complete a survey at the   conclusion of the event. The year-end post survey described above will include a set of questions for   those attendees to respond to, related to the changes in teaching practice post training event. 3. Teacher Ally Online Learning Management Tool   The Teacher Ally tool will generate a report on the number of schools enrolled, students added to the   program, books selected by both teachers and students, and grade levels of students. Performance will   be measured on growth in the number of schools enrolled over prior program year, increases in the   number students registered, and books selected.

8. Provide the total cost of the project for FY 2016-17 from all sources of funding:
   Federal: 0
   State: 1,141,704 (Excluding the requested Total Amount in #4d, Column G)
   Local: 0
   Other: 0

9. Is this a multi-year project requiring funding from the state for more than one year?
   Yes