THE ARTHUR VINING DAVIS FOUNDATIONS

GRANT APPLICATION FORM

Program Area (choose one):

[X] Private Higher Education **[ ] Secondary Education**

[ ] Theological Education **[ ] Health Care** **[ ] Public Television**

Applicant Institution: Landmark College EIN Number: 22-2586208

Address: 19 River Road South

City: Putney State: Vermont Zip: 05346

Phone: 802-387-7199 Fax: 802-387-6778

Email: lynnefealstaub@landmark.edu Web Address: www.landmark.edu

Chief Executive Officer: Dr. Peter A. Eden Date Appointed: July 2011

Phone: 802-387-6725 Email: petereden@landmark.edu

Other primary contact: Lynne Feal-Staub Title: Director of Grants and Sponsored Programs

Phone: 802-387-7199 Email: lynnefealstaub@landmark.edu

My signature certifies that the organization named above has tax exemption under Internal Revenue Service Code Section 501(c)(3) and is classified as "not a private foundation" as defined under Section 509(a). I am authorized to do so on behalf of the applying organization and the signature represents approval of the Chief Executive Officer or other head of organization.

Signature: 

Title: President Date: November 10, 2014

PROPOSED PROGRAM INFORMATION

Program/Project Title: Innovations in STEM Teaching and Learning for Students with LD

Amount requested: $[redacted]

Proposed grant period start date: 7/1/15 Proposed end date: 6/30/16

Program director's name: Manju Banerjee Title: Vice President of Educational Research and Innovation, Director of LCIRT

Phone: 802-387-6807 Email: manjubanerjee@landmark.edu

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City: Putney State: Vermont Zip: 05346

Thank you for submitting your application to The Arthur Vining Davis Foundations.
We look forward to receiving your information.

Innovations in STEM Teaching and Learning for Students with LD

Table of Contents

Abstract

Students with learning disabilities and learning difficulties (LD; e.g. dyslexia, attention deficit hyperactivity disorder [ADHD], autism spectrum disorders [ASD]) too often fail in higher education, with significantly lower enrollment and graduation rates than students within the general college population. This challenge is exacerbated when considering STEM (science, technology, engineering and mathematics)-related courses and programs, and also online course deliveries, both of which can be challenging for students with LD and for educators struggling to reach this student population. Landmark College, a progressive 2- and 4-year degree-granting institution, aims to create an Innovation Center, encompassing a Universal Design for Learning (UDL) model space and an Innovation Research Lab, to meet the needs of students with LD and to help our researchers and educators determine new and best practices in STEM-related teaching and learning. Landmark College's focus on STEM and online learning, as well as its access to nearly 500 residential college-level students with LD, positions it to investigate and develop progressive and more effective pedagogies and methodologies. Dissemination of new approaches and practices in STEM-related teaching and learning in conventional and online settings will be provided to educators across the nation, through conveyance of evidence-based practices via regional and national symposia, webinars, and publications.

Landmark College's *Innovations in STEM Teaching and Learning for Students with LD* project will:

1) Create and equip an Innovation Center that incorporates UDL principles and design, as well as integrated technologies, within a modern STEM facility with close proximity to college students with LD and immersed in STEM subjects.
2) Drive research and development (R&D) in STEM-focused, UDL integrated, conventional and online pedagogies for students with LD. Undergraduate online coursework in STEM areas will be developed for LD learners supporting students at Landmark College and beyond.
3) Provide broad impact by disseminating STEM-related teaching and learning best practices, including novel approaches in online teaching and learning. This will be achieved through existing and future strategic collaborations with other institutions of higher education, and through publications and presentations at regional and national conferences, and direct professional development of educators and researchers including online graduate level coursework and certifications.

Innovations in STEM Teaching and Learning for Students with LD

Project Description

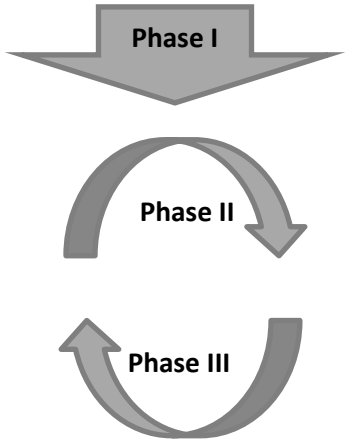
Students with learning disabilities or learning difficulties are often not well served by traditional one-size-fits-all educational models. This is particularly acute in higher education and borne out in fact as only 29% of students with disabilities, including students with learning disabilities, complete college, compared with 42% of the general college population (Sanford, et al., 2011). When challenged with an LD, attempts to learn in an environment that is not designed for diversity can be frustrating and often futile. Consequently, society is not provided with an educated, skilled, work force strengthened by individuals with learning disabilities who often possess compensatory gifts that can lead to major advances (Edie & Edie, 2012). Landmark College provides highly effective approaches to learning that empower individuals who learn differently. We are one of just two colleges in the United States that focuses solely on students with learning disabilities, ADHD, and ASD (referred to herein as *students with LD).* Students who attend Landmark College gain strategies and skills which enable them to be successful, many for the first time in their educational lives, and they do it surrounded by students and faculty who understand their strengths.

In terms of college-to-job outcomes, of particular concern, both at Landmark College and on a national level, are the STEM fields. Students with LD have historically been underrepresented in STEM education at the postsecondary level (Moon, Utschig, Todd, & Bozorg, 2011). Developing innovative pedagogical systems to engage students with LD is critical in supporting these individuals in pursuing STEM careers, and is a priority at Landmark College. Another concern relates to the disruptive innovation in higher education that is online learning, as enrollment in online courses exceeds overall enrollment growth ten to one (Allen & Seaman, 2011). As with STEM-related teaching and learning, online and web-based teaching/learning is an area of rapid growth and potential, yet often an additional challenge for students with LD.

Landmark College currently utilizes and is expanding its UDL framework throughout its traditional and online coursework. The UDL framework offers a set of principles that guide educators toward inclusive instruction that anticipates the diversity of students' needs and each learner's variability (Smith, 2012). UDL principles are intended to minimize the need for "special" accommodations, and UDL operates on the premise that use of these methods can provide an inherently customized environment without compromising academic standards. Ideally, a universally designed classroom, or online learning environment, obviates or limits the need for alternatives as it anticipates diverse approaches to learning and inaccessibility before it occurs. See Attachment B for more details on UDL.

Model for Systemic Change and Innovative Best Practices

In order to set a strategy and structure to approach the challenges and opportunities for students with LD in STEM and online learning areas, three phases of the *Innovations in STEM…* project are envisioned for systemic change, allowing for innovative solutions to arise in STEM learning for students with LD.



Innovation Center

- Creation of Landmark College's Innovation Center (UDL model space and Innovation Research Lab). See Attachment C for details.

Research and Development in Best Practices for Students with LD

- R&D related to progressive approaches to teaching and learning STEM coursework, within a UDL framework, for students with LD.
- Guided efforts to develop optimal online learning experiences in STEM, again with UDL principles, for students with LD at Landmark College and beyond.

Dissemination of Best Practices

- Purposeful dissemination of evidence-based practices in STEM and online learning for students with LD to educators across the nation.

Lasting Value and Impact of Landmark College

Of all students enrolled in colleges and universities, 10.8% report a disability. Of these individuals, 8.8% disclosed a "specific learning disability" and 19.2% report ADHD; which translates to just under 1% and 2.1% of *all college students* reporting respectively (U.S. Department of Education, 2010). Although the same information is not available for college students with ASD, we know that the general prevalence of an autism diagnosis among children approaches 1 in 42 males (and 1 in 68 for all children) (Baio, 2014). Students with disabilities, including students with LD, complete their degrees at a significantly lower rate than the general college population, only 29% vs. 42% respectively (Sanford, et al., 2011). In contrast to these outcomes, four years after transferring to a four-year institution, 73 – 75% of Landmark College graduates have either earned a degree or are still enrolled, based on data tracked through our Office of Institutional Effectiveness.

Landmark College is the only college of its size specifically engineered for only students with LD; ours is an evidence-based, dedicated model. We know from our own data and evidence that students who graduate from Landmark College with an associate degree enroll in more selective colleges, persist to graduation at higher rates, attain higher grade point averages, and complete college more quickly than students with LD nationally. In 2012, Landmark College launched its first baccalaureate program, a B.A. in Liberal Studies. The College currently has proposals pending for NEASC accreditation for two additional bachelor degree programs: a B.A. in Studio Art and a B.S. in Computer Science, both with an anticipated start date of fall 2015. As Landmark College opens baccalaureate opportunities to our students, the impact and value of a Landmark education will grow.

Landmark College's value and impact are not limited to students enrolled, but rather can be felt nationally as Landmark College's Institute for Research and Training (LCIRT) engages in research and broad dissemination of Landmark's evidence-based practices and discoveries. LCIRT offers workshops, consulting services, and webinars, as well as an annual LD Symposium and Summer Institute which draw hundreds of professionals from higher education institutions across the U.S., including Tribal Colleges (such as the College on Menominee Nation, Haskell Indian Nations University, Sinte Gleska University, and others) and large community college systems. LCIRT recently received two grant awards from the National Science Foundation to examine the impact of web-based learning models on students with LD. One of the two awards was granted in collaboration with MIT and TERC (Technical Education Research Centers) and highlights Landmark College's commitment to working with other institutions of higher education in both research and subsequent dissemination of best practices for students with LD.

Efficiency and Stewardship of Resources

Landmark College brings considerable resources to the proposed project, ensuring its success.

- **LD-based Research Capacity.** Landmark College's unique access to a college student enrollment of nearly 500, all with a diagnosed LD, provides a unique and powerful teaching, learning and research space. Landmark College recently received $757,000 of funding from the National Science Foundation for research related to web-based learning (NSF awards 1420198 and 1417456).
- **Focus on STEM.** Landmark College recently introduced two new STEM-based associate degrees, and currently has a proposal in to NEASC for an accredited B.S. in Computer Science (anticipated start date, fall 2015).
- **STI Center.** Landmark College is creating a 28,500 square foot Science, Technology & Innovation Center, construction began August 2014. The Innovation Center will be housed within the STI Center (see Attachments C and D). STEM academic programs will be in the STI Center, ensuring close proximity to the Innovation Center.
- **UDL Expertise.** Landmark College's expertise in UDL, strengthened by partnerships with other UDL experts (see Attachment E), creates the optimal research and application environment.

Primary Aims and Goals

Landmark College has identified three primary goals related to the *Innovations in STEM* project.

Goal 1: To create and equip an Innovation Center (UDL model space and Research Innovation Lab) which fully incorporates UDL principles and design, and technology elements, into STEM teaching and learning.

- Outcome 1A: Landmark College will create an Innovation Center by August 2015 within the Science, Technology & Innovation Center which will be completed at the same time.
- Outcome 1B: Landmark College will build resources and infrastructure for online teaching and learning, with all technology systems updated by January 2016.

Goal 2: To utilize the Innovation Center for research and development of STEM-focused, UDL integrated, face-to-face, hybrid and online pedagogies and courses for students with LD on campus and elsewhere.

- Outcome 2A: Landmark College will increase the number of STEM-based online learning opportunities offered at the undergraduate level by a minimum of three courses within the 2015-16 academic year.
- Outcome 2B: 20% of LCIRT staff time will be directed towards engaging in research in STEM-based conventional and online teaching with our students, as well as our faculty. Students in STEM majors, independent study and faculty-student research activities, as well as those enrolled in our online/hybrid courses will be recruited.
- Outcome 2C: By May, 2016 we will engage at least 25% of all students at Landmark College in STEM majors through the Innovation Center, and involve 50% of LCIRT educator-researchers in initial efforts tied to STEM teaching and learning, in conventional and online environments. Students in select STEM-related course sections (e.g. computer science and life science majors in required statistics course) will cycle through the Innovation Center as part of their course-related learning experiences.

Goal 3: To provide broad impact in UDL STEM-learning and online learning approaches through key future collaborations, publications, and presentations at regional and national conferences, and through direct professional development.

- Outcome 3A: Landmark College will present research findings and best practices in STEM and online learning for students with LD, tied to the Innovation Center programs, at a minimum of one STEM and/or LD-related conference or similar symposium-type event annually in spring 2016 and beyond.
- Outcome 3B: LCIRT will increase the number of professional development offerings involving STEM and online learning by 10% in 2015-16.
- Outcome 3C: LCIRT will track change in practice among those involved in ongoing professional development, and will develop increasingly progressive and effective services for early adopters.
- Outcome 3D: Landmark College will establish new and expand existing collaborations and partnerships with other leading experts in the LD field to further research and/or best practices in STEM fields.

Long-Term Impact and Sustainability Plan

Landmark College is committed to the ongoing support of the Innovation Center and sees this space as an integral part of future STEM, online learning, and UDL initiatives. The long-term impact of the *Innovations in STEM* project will be twofold: (1) the creation of a dynamic discovery and applied research space on campus that will benefit Landmark College students and educators; and (2) the establishment of research and professional development breakthroughs that arise from this newly created space and that will benefit students with LD, and educators, across the country. It is the Innovation Center, coupled with the resources LCIRT brings to this project (five educator-scholars, established track record of grant funding, active strategic alliances with other leaders in the LD field), that will provide Landmark College with the ability to develop best practices for replication across college campuses to support students with LD.

Key sustainability strategies connected to the *Supporting STEM Learning* project and utilizing the Innovation Center:

- **Fundraising.** Landmark College will implement final fundraising steps to raise the funds needed to construct the Science, Technology & Innovation Center (87% of total project cost has been raised as of October, 2014).
- **New STEM Programming.** The College continues to move forward with STEM programming, including a B.S. program in Computer Science to be launched by fall, 2015 (pending approval this fall by accrediting body).
- **Federal Research Funding.** LCIRT will continue to pursue NSF and other federal funding to support research initiatives that complement the aims set forth within this proposal.
- **Fee-for-Service.** LCIRT will continue to raise fee-for-service revenue through traditional and web-assisted professional development workshops and trainings.

Timeline

For the purpose of this proposal, a 12-month timeline is outlined (July 2015 – June 2016), although as outlined within the *Long-Term Impact* section, the effects of this work will persist into the future.

	Task	Currently in Place	Aug. 2014	Sept.2014	Oct. 2014	Nov. 2014	Dec. 2014	Jan. 2015	Feb. 2015	March 2015	April 2015	May 2015	June 2015	July 2015	Aug. 2015	Sept. 2015	Oct. 2015	Nov. 2015	Dec. 2015	Jan. 2016	Feb. 2016	March 2016	April 2016	May 2016	June 2016
PRE-AWARD	$2M Challenge Grant secured from the Tambour Foundation to support construction of the STI Center																								
	87% of total project cost for STI Center secured																								
	Construction begins on STI Center (see Attachment D for details)																								
	Plans created for Innovation Center space within STI Center																								
PHASE I	Purchase and integration of equipment and supplies for Innovation Center																								
	Grand opening of STI Center, with fully functioning Innovation Center																								
PHASE II	LCIRT research and development related to UDL and STEM/online learning; including collaboration with faculty, staff and students																								
	Creation of best practices in STEM learning within UDL design																								
	Creation of best practices in online learning (STEM focus) with UDL design																								
PHASE III	Dissemination of best practices in UDL and STEM/online learning																								
	Increase in the number of STEM-learning professional development opportunities offered through LCIRT																								
	Increase the number of online STEM courses available through Landmark College																								
	Increase in the number of students with LD enrolled in STEM related coursework																								
	Increase in the number of College faculty and LCIRT staff working through the Innovation Center and with students in STEM areas																								

	Total	AVD Request	Other Funding
Personnel			
LCIRT Personnel	$[redacted]	$[redacted]	$[redacted]
Faculty Stipends	$[redacted]	$[redacted]	$[redacted]
Online Instructors	$[redacted]	$[redacted]	$[redacted]
Personnel sub-total	$[redacted]	$[redacted]	$[redacted]
Benefits			
LCIRT Personnel	$[redacted]	$[redacted]	$[redacted]
Faculty Stipends	$[redacted]	$[redacted]	$[redacted]
Online Instructors	$[redacted]	$[redacted]	$[redacted]
Benefits sub-total	$[redacted]	$[redacted]	$[redacted]
Personnel & Benefits sub-total	$[redacted]	$[redacted]	$[redacted]
Dissemination Costs			
LD Symposium	$[redacted]	$[redacted]	$[redacted]
Travel Costs (1 conference, 2 people)	$[redacted]	$[redacted]	$[redacted]
Dissemination sub-total	$[redacted]	$[redacted]	$[redacted]
Innovation Center			
Technology	$[redacted]	$[redacted]	$[redacted]
Equipment	$[redacted]	$[redacted]	$[redacted]
Online Division Infrastructure	$[redacted]	$[redacted]	$[redacted]
Equipment sub-total	$[redacted]	$[redacted]	$[redacted]
Total	$[redacted]	$[redacted]	$[redacted]

Personnel & Benefits

- **LCIRT Personnel ($[redacted]) –** Both the Vice President of Educational Research and Innovation and Director of LCIRT (Dr. Manju Banerjee) and Senior Academic Researcher (Dr. Ibrahim Dahlstrom-Hakki) will dedicate .2 FTE to overseeing the *Innovations in STEM Learning and Teaching for Students with LD* project throughout the 12-month grant period. Benefits are calculated at a rate of 31.6%. Personnel costs requested are $[redacted] (one-half of total cost), plus benefits $[redacted], totaling $[redacted].
- **Faculty Stipends and Online Instructors ($[redacted]) –** Ten stipends at an estimated rate of $$[redacted] per course will be offered to faculty to work with students in semester-long projects focusing on STEM learning that embed UDL principles. An additional three stipends (again at $$[redacted] per course) are budgeted for faculty to develop and deliver online courses in STEM areas. Benefits are calculated at 14.65% (FICA and retirement benefits only).

Dissemination Costs

- **LD Symposium ($[redacted]) –** Landmark's annual LD Symposium brings in nearly 200 educators and researchers from across the U.S. Landmark requests $13,000 of the total budget to cover costs associated with Landmark's 2015 symposium that will focus on innovation in STEM learning and feature the Innovation Center. For more information about Landmark's recently held symposium *Diverse Technologies Diverse Minds*, see: http://www.landmark.edu/institute/professional-development2/landmark-college-ld-innovation-symposium/.
- **Travel Costs ($[redacted]) –** Travel costs associated with Drs. Banerjee and Dahlstrom-Hakki and any other relevant LCIRT staff to present at one national conference have been estimated based on current airfare and per diem rates.

Innovation Center

- **Technology ($[redacted]) –** Technology needs for the Innovation Center include: 2 interactive LCD display systems; 2 digital media players; 2 LCD projectors with ceiling mounts; 2 70" television monitors; and 2 touch-screen PC desktop units and laser printers.
- **Equipment ($[redacted]) –** Equipment needs for the Innovation Center include: one MakerBot Replicator Desktop 3D Printer; one SR Research EyeLink 1000 Plus Eye Tracker; 6 Lego Mindstorm NXT 2.0 kits; one laser cutter; one electric sewing machine; 12 iPad Air units; 12 iPods; and 6 laptop computers.
- **Online Division Infrastructure ($[redacted]) –** Landmark College has identified needs related to the bolstering of online learning opportunities, including: costs associated with the Learning Management System (LMS), software subscriptions, and video equipment.

References

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IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248164798
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LANDMARK COLLEGE INC
PO BOX 820
PUTNEY VT 05346-0820

013124

Employer Identification Number: 22-2586208
Person to Contact: Mr Bayer
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Dec. 16, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in March 1985.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

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LANDMARK COLLEGE INC
PO BOX 820
PUTNEY VT 05346-0820

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

S. A. Martin, Operations Manager
Accounts Management Operations

Landmark College
Innovation Center
Creating a Space for Research and Best Practices

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone – not a single one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. – CAST, 2013

UDL Design

Universal Design for Learning (UDL) is an approach that is anchored in principles of inclusive education. The UDL philosophy is that instructional practices that benefit students at the margins actually benefit *all learners*[i]. Derived from an understanding of neuroscience, UDL specifically promotes the *what* of learning *(recognition networks)*, the *how* of learning *(strategic networks)* and the *why* of learning *(affective networks)*. In pragmatic terms, the principles guiding UDL posit the creation of multiple means of representation, multiple means of action and engagement, and multiple means of instruction in the classroom.

Elements of the Innovation Center

UDL Model Space:

- Flexible seating to allow for use of technology and to create a community of learners
- Interactive LCD Display Systems
- Digital media player and monitor

Innovation Research Lab:

- Round, high-rise tables and chairs on wheels
- 3-D Printer
- Eye Tracker
- Robotics kits
- Laser Cutter and Electronic Sewing Machine
- Mobile Learning Devices (iPads, iPods, laptops)

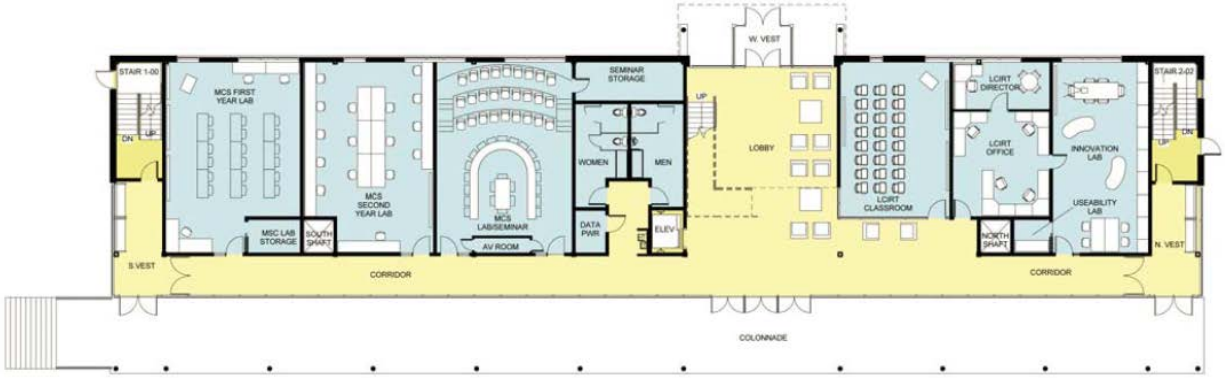
Landmark's UDL Model Space

The UDL model space in Landmark's Science, Technology & Innovation (STI) Center will encapsulate UDL principles and will harvest the affordances innovative technologies provide. It will have all capabilities of a SMART Classroom of just a few years ago, and will include seating that allows for facile use of mobile devices, video, audio, and projection capabilities. Flexible seating will further allow for students to move within the physical space to allow for a community of learners to be created.

Landmark's Innovation Research Lab

The Innovation Research Lab is an activity hub that invites students, faculty, researchers, and educators to naturally congregate to share, experiment, engage, and create in exploration and research. The Innovation Lab space exemplifies the belief that innovation is generated in ideas that are communicated best through face-to-face interactions and will incorporate a Makers Space in which creating is explored. The space is designed to be instantly re-configured to maximize engagement among a community of practice.

The diagram below shows the first floor of the two-story Science, Technology & Innovation Center with the Innovation Center highlighted at right. Computer Science learning and research spaces make up the remainder of the first floor, with Life Sciences spaces on the second floor (not shown). The facility, as a whole, is designed to allow researchers, educators and students to collaborate closely.



[i] Meyer, A. & Rose, D.H. (2005). The future is in the margins: The role of technology and disability in education reform. In D.H. Rose, A. Meyer & C. Hitchcock (Eds.), The universally designed classroom: Accessible curriculum and digital technologies (pp. 13-15). Cambridge, MA: Harvard Education Press.

CAST 25 YEARS OF INNOVATION 1984-2009

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March 25, 2014

Dr. Nancy J. Cable, President
The Arthur Vining Davis Foundations
225 Water Street, Suite 1510
Jacksonville, Florida 32202

Dear Dr. Cable:

I am writing to express my strong support for Landmark College in their application to the Arthur Vining Davis Foundations for funding to create an Innovation Center and develop UDL-based STEM and online best practices within this space. CAST has worked in partnership with Landmark College over the years, both on projects and collaborative grant proposals, and I can unequivocally say that these collaborative efforts have always yielded interesting and powerful information for the LD field. I have every reason to believe that the creation of the proposed Innovation Center will yield more exciting developments.

It is our understanding that the proposed Innovation Center will house both a UDL model classroom and a Research Innovation Lab, both of which will focus on STEM and online learning. Although CAST is not directly involved in the work proposed by Landmark to the Arthur Vining Davis Foundation, we are confident that the creation of the proposed Innovation Center will provide an infrastructure for strong, future partnerships. The potential to collaborate with Landmark around projects and research aimed at meeting the needs of students with learning disabilities within an intentionally-designed environment holds much interest for CAST.

Please allow me to reiterate my heartfelt support for Landmark College and work they have proposed. Should you have any questions, please feel free to contact me. Thank you for your time and consideration.

Sincerely,

David H. Rose
Founder and Chief Education Officer