

Budget Proposal Narrative

2023 Strategic Budgeting Process

Please carefully review the [Call for Proposals](#) with particular attention to the evaluation criteria before beginning this application. Criteria should be addressed throughout the proposal narrative.

Section 1: Proposal Title and Department Contact

Proposal Title: **Funding for American Sign Language and Deaf Education**

Division: Academic Affairs

College/Unit: College of Humanities and Social Sciences/Woodring College of Education

Department Contact: Paqui Paredes

Section 2: Proposal Summary and Problem Statement

Check the most relevant box (one selection only).

Priority Program and Service Areas:

- Graduate Programs
- Inclusive Student Success

Identified Structural or Legacy Funding Needs (to be used sparingly and in conjunction with Division VP)

- Core Infrastructure, Safety, and Regulatory Compliance
- Remaining funding needs from partially funded prior request
If checked, please identify original funding request amount and actual funding received in narrative section
- Other [Click here to enter text](#)

Statement of Purpose (One Page or Less):

What are the challenges or opportunities being addressed? How will the new investment(s) in this proposal address this challenge or opportunity? What are the expected outcomes if this proposal is funded?

We request funding to address the critical statewide need for teachers of the deaf and American Sign Language (ASL) interpreters. WWU will use the funding to offer courses in ASL, Deaf studies, and Deaf education. Specifically, we request funding to offer first- and second-year American Sign Language courses, to be housed in the Special Education program in Woodring and the Department of Modern and Classical Languages (MCL) in CHSS. We also request funding to offer a minor in Deaf Studies, to be housed in the Department of Communication Sciences and Disorders (CSD). Prior to COVID, the Legislature had funded this proposal through supplemental funding, awarding \$215,000 in base funding. However, Governor Inslee vetoed this funding in April of 2020, due to the COVID-19 pandemic.

CHALLENGE #1

WWU is currently the only four-year public university in the State of Washington that does not offer an established American Sign Language (ASL) sequence. The absence of such a language sequence from the university's course catalog has not gone unnoticed; during the 2016-17 and 2017-18 academic years, students from across campus campaigned heavily for the establishment of an ASL program in the Department of Modern and Classical Languages. Besides a formal written request from two students, the former chair received, on average, one call or email a week about the availability of ASL courses. The current chair also regularly receives inquiries. While multiple sections of an Elementary ASL/Culture course are now offered in Woodring, they are funded through the NTT section allocation request process and not through permanent funding. The demand is also very high: In Spring 2022, for example, 82 students remained on the course waitlists although two sections were offered (total capacity of 45 students).

This strong demand for ASL is unsurprising, as it aligns with nation- and statewide trends in ASL program enrollments. To wit: the 2007 Modern Language Association reports a nearly 600% increase in ASL enrollment at the post-secondary level between 1998 and 2006, [a trend in growth that has continued](#); ASL is the fourth-most enrolled language at the collegiate level after Spanish, French, and German; and the number of Washington counties in which ASL is offered has increased from [17 to 25 between 2009 and 2017](#).

CHALLENGE #2

The [U.S. Bureau of Labor Statistics](#) expects the employment of interpreters and translators to grow 24% from 2020 to 2030. This is much faster than the average for all other occupations. The BLS predicts an increased demand for ASL interpreters in particular as more organizations use video relay services. These services allow for conducting video calls and using a sign language interpreter for effective communication.

However, hand in hand with this, we find ourselves in a shortage of ASL interpreters that has been particularly felt in postsecondary institutions. The [National Deaf Center](#) has described this shortage in ASL interpreters as a "crisis for deaf college students". Currently, WWU is not in a position to be able to meet this challenge.

Challenge #3

Washington State remains one of the few states in the U.S. that does not have a program for training teachers of the deaf; this has created a professional vacuum in the state for the free and appropriate education of deaf and hard of hearing students.

Opportunity #1

During the 2017-2018 academic year, MCL faculty approved a test trial that would entail offering a second-year sequence (i.e., ASL 201, 202, 203) for two consecutive years, on the condition that no money would be diverted from existing MCL programs to fund the ASL courses. There were no funds available for the trial at that time, and it has since been on hold. By offering ASL, MCL will not only meet the demand of students coming to WWU from Washington high schools with previous knowledge of the language, but will also allow students to gain further insight into the cultural values, beliefs, and practices of a minority group - the Deaf community - and open up a career path for which there is great demand, namely ASL/English interpretation. The two-year basic program that WWU would offer will give students the firm basis that they need to move into specialized interpreter training programs. According to the Bureau of Labor Statistics, [employment of interpreters of languages such as ASL is expected to increase by 18% between 2016 and 2026](#), a rate much higher than average. If students are able to complete interpreter training programs, offered in the state by a variety of postsecondary

institutions, this will address an enormous workforce need. As for the Department of Modern and Classical Languages itself, the addition of ASL will bring greater diversity to its profile and could potentially lead to ties with other academic units on campus such as the Department of Communication Science and Disorders, similar to the establishment of the Arabic program, which resulted in stronger links to Global Humanities and Religions through the inclusion of Arabic courses in the Arabic and Islamic Studies minor.

Opportunity #2

We have an opportunity to increase diversity and interprofessional education in our undergraduate program and improving educational access to children with disabilities in Washington State by adding a deaf education minor. The purpose of this minor is to prepare students for a graduate degree in Deaf Education. Many of our undergraduate majors apply to graduate programs for speech language pathology or audiology. However, some students are not interested in or well-suited for either of those fields but *would* like to work with children that are deaf or hard of hearing in an educational setting. We would like to hire one additional faculty member to teach undergraduate deaf education courses. This faculty member would be housed in CSD, supervise practicum experiences for undergraduate students in the Speech Language Pathology clinic in the department, and serve as a liaison to regional practicum sites for training teachers of the deaf. Students completing this track would then be eligible to apply to CED graduate programs in deaf education (Council for Education of the Deaf) and return to Washington to complete their practical (student teaching) experience. Students in Woodring who are completing teacher training might also be able to enroll in Deaf Education in CSD to add an endorsement in Deaf Education to their general education degree (depending on their plan of study). Finally, graduate students in CSD would be able to participate in Interprofessional Educational experiences in our clinics with students that are training to become teachers of the deaf.

Western is uniquely positioned to create this minor through collaboration among the Woodring School of Education, the Department of Communication Sciences and Disorders, and the Department of Modern and Classical Languages. The program would prepare students broadly (basic courses in deaf education, technology use at home and in the classroom, communication choices, etc.) with the potential for students to specialize (ASL focus, listening and spoken language focus) through specific coursework and field/classroom placements.

The Department of Education Leadership & Inclusive Environments in Woodring College of Education has been offering first year introductory level ASL courses since the fall of 2020. These courses serve as prerequisite courses for students pursuing teacher training in special education, serve as electives for the Exceptionality & Disability major in Woodring, and fulfill GUR requirements. The second-year ASL courses offered in MCL can be part of a Deaf Studies Minor with an ASL focus.

To sum up, support of the Deaf Studies component of this budget proposal is important because it directly impacts the training of future teachers, especially those enrolled in the SPED Endorsement, thereby addressing a workforce need. It also impacts the capacity of members of our larger community in terms of a greater awareness and exposure to Deaf Studies, the acquisition of a skillset to communicate with members of our community, and the completion of GUR requirements towards graduation from college.

Summary of Proposed New Investments:

Summarize the new investments included in this proposal (total monetary amount, number of FTE and type of positions, and other expenses). Explain the need for any goods and services or professional contracts.

Total new investments for year one are \$192,472. Year two will add the investment of a new TT faculty in deaf education for an additional investment of \$114,918.

2.0 FTE, ASL instructors, salary and benefits (2 @ (46,340 + 23,916 = 70,256) = 140,511)

1.0 FTE, TT Faculty in Deaf Studies, salary and benefits (1 @ 70,000 + 28,202 = 98,202)

3 computer work stations (3 @ 1500 = \$4,500)

One-time instructional materials, curriculum development, consultants (\$5,000)

Department Professional Development funds (3 @ 2,500 = \$7,500) added to dept operating

Library funds (3 @ 10,000 = \$30,000)

Add to department operating funds (copy, phone lines, office supplies, instructional supplies, etc) (3 @ \$2000 = \$6,000)

One-time funds for office furniture, sit/stand desk and ergonomic chair (3 @ \$1500 = \$4,500)

Impact of New Investment on ADEI and Sustainability:

Please provide data or an analysis to support this request and illustrate the anticipated impact of this investment, including in advancing accessibility, diversity, equity, inclusion, and sustainability.

There have been constant requests on the part of students to be able to take ASL at Western for the last ten years. There is also an interest on the part of the state, as demonstrated in representative Laurie Dolan's interest in helping support funding for ASL and deaf education instruction. This was a successful proposal that got permanent funding through the state in March 2020 prior to the governor's veto. There is a clear vacuum of services in the public schools system for deaf and hard of hearing children as well as a need for higher numbers of ASL interpreters in the state. This proposal would help address both of these workforce needs. Most immediately, students at Western would finally be able to take two years of ASL courses, students training to be teachers would be able to get additional education that would enable them to better support students who are deaf and hard of hearing, and students in CSD who have a desire to work with children who are deaf or hard of hearing in educational settings could receive the necessary training. All of this would translate into direct impact in ADEI for these children in their schools. At Western, students would have better understanding about the language, culture, and educational needs of populations that are deaf and hard of hearing.

Section 3: Performance Outcomes and Risk Mitigation

Expected Outcomes and Evaluation of Success:

Please explain how the success of the proposal will be measured, if funded. What metrics might indicate that the intended impact was achieved? How can the expected outcomes be directly tied to the investment being proposed?

Specifically, provide the targets and explain which method(s) will be used to track progress (refer to the Provost's [Overall Metrics to track progress toward University's Strategic Plan](#)), estimated return on investment (such as enrollment increases or efficiencies), divisional KPI's, recruitment and retention especially specifics for historically marginalized populations.

ASL courses enrolled to capacity in both Woodring and MCL. Deaf Studies courses enrolled to capacity in CSD. Anticipated 30 minors in the first two years in the Deaf Studies Minor. It's unclear how many of them will choose to have a focus in ASL, but the CSD department anticipates that it will most likely be the majority of them, since students in the program have shown a high level of interest in being able to access this type of content and skills. Impact will also be measured through exit interviews with internship coordinators in those settings in which students in the minor track will be serving the community and completing internship credits.

Impact on Recruitment, Retention, and Satisfaction of Diverse Faculty, Staff, and Administrators:
For proposals that include personnel resources, explain how the proposal improves recruitment, retention, and satisfaction of diverse faculty, staff, and administrators.

Hiring faculty who are able to teach ASL and courses in deaf studies, as well as having these courses in the curriculum, will impact awareness on campus regarding deaf culture and deaf studies in general. It will contribute to creating greater visibility for this segment of the population on campus and a more aware and supportive community for those students, staff, and faculty who are deaf and hard of hearing themselves.

Risk to Desired Outcomes:

What might occur to prevent the desired outcomes even if funding is obtained? How will these risks be mitigated? Beyond new funding, what other criteria or external factors need to occur in order for this proposal to be successful (e.g., economic or demographic factors, etc.).

We cannot anticipate a situation in which outcomes would not be met if funding is provided. There has been a clear and constant demand from students for ASL curriculum at Western, and the lack of training for deaf education in the state indicates that this would become an attractive offering with high demand.

Anticipated Consequences if Proposal is Not Funded:

What are the anticipated consequences of not funding this proposal?

Students will continue to demand ASL instruction. The state will continue to lack ASL interpreters and educators trained to serve deaf and hard of hearing children.

Section 4: Process and Development

Describe Collaborations and Stakeholder Engagement:

What stakeholders were involved, and in what role/capacity? Which groups were engaged and at what stages? How were concerns addressed? What process have you followed to identify unintended consequences that may result from this proposal? Is the issue being addressed a broader issue across the university?

Woodring (Special Education) and CHSS (CSD and MCL) have been in conversations for four years now regarding the possibility of introducing programming in ASL and deaf education. All units agree on the importance of offering this training at Western and on the impact it would have across educational settings in the state and in our community. One potential unintended consequence will be a demand for ASL that far outstrips our ability to provide access with the proposed number of sections.

Explain how this proposal will leverage resources or commitments from other sources:

Identify any current resources in place, any new commitments, or potential funding partnerships with external entities that have been identified. If exploration is currently underway, note any conversations with university development officers, funding agencies, the Vice Provost for Research, etc.

Woodring is currently offering the first-year sequence of ASL. However, it is doing so through NTT dollars and has no permanent funding associated with it. Woodring also lacks the resources to add instruction for second-year ASL and for deaf education courses.

Has your department previously submitted this proposal?

If so, briefly outline any significant changes and indicate the feedback received during that budget process.

The ASL proposal has been submitted four times. The combined ASL and Deaf Studies proposal has been submitted once to the state, through the supplemental budget process, and it was successful in securing funding.

Describe any funding alternatives that have been explored.

Note both alternative approaches in addressing the problem, as well as alternatives to new funding (repurposing existing divisional funding or one-time fund use). If these alternatives are not being pursued, explain why.

A proposal was submitted through representative Laurie Dolan in Winter 2020 and went through the supplemental budget process. The proposal was funded. However, Governor Inslee vetoed the funding once COVID started in anticipation of serious impacts on state revenue due to the pandemic.

Section 5: Fulfillment of WWU's Strategic Plan's Core Themes and Goals

Please explain how your proposal and the anticipated outcomes will advance the Core Themes and Goals of [WWU's 2018-2025 Strategic Plan](#) and the strategic priorities set for this budget cycle. How does this allocation or withdrawal of funding advance or hinder access to Western, academic excellence, and/or inclusive achievement?

Core Themes

Advancing Inclusive Success

This proposal will contribute to raising the awareness of students, faculty, and staff regarding deaf culture on campus. It will meet clear demand on the part of students to be able to take ASL courses.

Increasing Washington Impact

There are currently no programs in WA state that offer training for future teachers on how to best serve students who are deaf and hard of hearing. There is also a high need for trained ASL interpreters in the state. This is particularly the case after the state passed a bill to "make it easier for students and families facing

language barriers to access free, high-quality interpretation and support services”. The bill “also supports a training and credentialing program for interpreters working in educational settings, much like [existing programs](#) for medical and social services interpreters” ([The Seattle Times](#)).

This proposal to offer deaf education and ASL positions Western to be able to address those workforce needs in the state and positions Western students to fill a void in expertise within the educational and professional communities in the state.

Enhancing Academic Excellence

This proposal will place Western in line with all the other public universities in the state with regard to providing students the opportunity to take ASL courses. It will place Western above all other private and public universities in the state in allowing students to pursue an education that will, in turn, train them to serve the educational needs of the deaf and hard of hearing community (children specifically) in the state.

Further evidence of the importance of providing ASL courses came in 2019 when the state set up a budget of \$225,000 per year to recruit, hire, and train persons to be employed by Washington Sensory Disability Services. A central goal of this effort was to assist persons in the timely and successful achievement of performance standards for educational interpreters. Another \$25,000 per year to assist with developing educator interpreter standards and identify interpreter assessments for school districts. Together, these efforts reveal an overall effort to increase the use and efficacy of ASL interpreters in WA state.

Goals

Western will provide a transformational education grounded in the liberal arts and sciences and based on innovative scholarship, research, and creative activity.

This would add to the array of areas of expertise that our students can explore and pursue. It will place Western in line with other public universities in the state regarding ASL offerings.

Western will advance a deeper understanding of and engagement with place.

Place can be understood as embodied by the communities that occupy it. Currently, the deaf and hard of hearing community has neither voice nor space in our curriculum or in the expertise we send back out into our communities. This proposal would address both.

Western will foster a caring and supportive environment where all members are respected and treated fairly.

This proposal would create awareness and knowledge to make the campus a more caring and supportive community to those who are deaf and hard of hearing, both within and beyond the campus.

Western will pursue justice and equity in its policies, practices, and impacts. This would allow us to live up to our values in both practices (offering curriculum) and impacts (offering expertise to address workforce needs in the community).

Section 6: Space Planning, Capital, and Maintenance Considerations

Major Equipment of Software Needs

If the proposal includes new major equipment or software (>\$25K), please indicate its anticipated useful life, and associated operating costs such as service contracts or annual licenses.

[Click here to enter text](#)

Space or Infrastructure Upgrades

Do you believe new space, space modifications, or infrastructure upgrades will be required? If so, please provide the following as best you can.

Current office space would need to be reconfigured/remodeled for TT faculty housed in CSD. Shared lab space is available.

Office space would be available for the instructors, would require office sharing.

Please note that Capital Planning and Development will review and evaluate the request after the proposal is submitted to determine options.

Scope:

[Click here to enter text](#)

Square Footage:

[Click here to enter text](#)

Cost for capital component:

[Click here to enter text](#)

Changes to the Use of Existing Space

If existing space is being repurposed, explain how the proposed activities will be accommodated within existing space. For how long? Who will need to approve the proposed new use of this space?

[Click here to enter text](#)

Incorporation of Physical Accessibility and Cultural Inclusion

For proposals that include capital development or IT infrastructure, please explain how physical accessibility and cultural inclusion (beyond statutory requirements) will be resourced as foundational elements of project development.

[Click here to enter text](#)

Proposal Title: ASL Deaf Education

Divison:
Department:
Department Contact:

	Description	Fiscal Year 2024					Fiscal Year 2025				
		FTE	Salary	Benefits	One-Time Costs	Total	FTE	Salary	Benefits	One-Time Costs	Total
Salary and Benefits											
Faculty Positions		1.50	\$92,680	\$47,831	\$0	\$140,511	2.25	162,680	76,032	\$0	238,712
Professional/Exempt Positions		-	\$0	\$0	\$0	\$0	-	-	-	\$0	-
Classified Positions		-	\$0	\$0	\$0	\$0	-	-	-	\$0	-
Student Salaries (Graduate Assistants, Hourly Student, etc)		-	\$0	\$0	\$0	\$0	-	-	-	\$0	-
Total Salaries and Benefits		1.50	\$92,680	\$47,831	\$0	\$140,511	2.25	162,680	76,032	\$0	238,712

	Description	Units	Fiscal Year 2024		Fiscal Year 2025	
			Price per Unit	Recurring Costs	Price per Unit	Recurring Costs
Non-Personnel Expenses						
Supplies and Materials	copy, phone lines, office supplies, instructional materials	2	\$2,000	\$4,000		\$4,000
Professional Service Contracts						\$0
Other Goods and Services, Memberships, etc.						\$0
Travel	professional development funds	2	\$2,500	\$5,000		\$5,000
Other	instructional materials, curriculum development, consultants					\$5,000
Other	Computer and furniture	2	\$3,000			\$6,000
Capital Facility Expenses (New Space or Space Modifications)						\$0
Total Non-Personnel Expenses				\$9,000	\$11,000	\$20,000

	Description	Include?	Fiscal Year 2024		Fiscal Year 2025	
			Recurring Costs	One-Time Costs	Recurring Costs	One-Time Costs
University Indirect Costs						
Libraries** (Estimated at \$10k per faculty member)	\$10,000 per new faculty member	YES	\$20,000	\$0	\$20,000	\$30,000
Academic Support Services/Student Support Services	3% of Recurring Direct Costs	YES	\$4,485	\$0	\$4,485	\$7,566
Institutional Support	2% of Recurring Direct Costs	YES	\$2,990	\$0	\$2,990	\$5,044
Plant Operation and Maintenance	3% of Recurring Direct Costs	YES	\$4,485	\$0	\$4,485	\$7,566
Graduate TA Waiver	Input amounts for new TA Positions	YES	\$0	\$0	\$0	\$0
Total Indirect Costs			\$31,961	\$0	\$31,961	\$50,177

	FTE	Head Count	Recurring Costs	One-Time Costs	Fiscal Year Total	FTE	Head Count	Recurring Costs	One-Time Costs	Fiscal Year Total
Total Proposal, All Direct and Indirect Costs	1.50	2.00	\$181,472	\$11,000	\$192,472	2.25	3.00	\$302,389	\$3,000	\$305,389