How Has the AEM Grant Improved Academic Outcomes for Indiana Students?

Success came in many forms for the 2020-2021 AEMing for Achievement grant teams with a mix of first year and returning (second and third year) teams. The goal of the grant is to bring their district into full compliance with the requirement to determine a process to provide Accessible Educational Materials (AEM) including need, acquisition, implementation and data collection for the purpose of increasing student achievement, through the lens
of Universal Design for Learning. Here are highlights from a few teams:

- Discussions around assistive technology for are now routine. An AEM team district has completed many AT evaluations, including one targeting writing support for a preschool student to have the appropriate tools in place before entering Kindergarten.

- Wearing a mask while teaching can make it difficult to project your voice and students miss out on valuable content. Teachers are using classroom audio systems so every student can hear the lesson. A student reports, she can "focus and learn and use what she [the teacher] is saying on the test."

- Seventy-five percent of high school students in an AEM team district responded they are interested in using technology support for writing. Word prediction, language supports, and speech recognition in writing software allow all students to demonstrate their knowledge at a deeper level.

Read more success stories from this year and previous grant cycles to see how the AEMing for Achievement grant process can benefit your students.

For the 2021-2022 school year, we are again accepting first, second, and third year district teams. Apply before June 30, 2021 at midnight to be considered for the grant opportunity!
Join "The Knowledge Gap" Book Study

The Reading League Indiana, International Dyslexia Association - Indiana, and PATINS Project have partnered up for a summer book study on learning why background knowledge is such a critical - and often overlooked - component of science-based and equitable literacy instruction as an introduction to our summer study on Natalie Wexler's *The Knowledge Gap*.

Participate in virtual **small group discussions and slow Twitter chats** to receive professional growth tips and engage in conversation with educators and parents across the state.

To conclude the summer book study, you are invited to an **exclusive evening with author Natalie Wexler**! Natalie will share insights from her book, *The Knowledge Gap*, on the power of a content-rich curriculum and answer your questions about teaching, learning, and
anything in between.

Check out "The Knowledge Gap" Pacing Guide for registration links and full schedule of these no-cost events.

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**Can You Help Me with My Locker?**

Transitioning to a new grade level comes with a host of new routines, rules, and expectations. Given tools/support to use a locker independently can empower students. If you have students who need assistance with the locker, there are many different reasons why they may be experiencing difficulty such as remembering their locker number/lock code or not having enough time between classes to travel to their locker space. Here are few suggestions you may find helpful to use with your students during the Extended School Year (ESY).

For stress free unlocking, try setting the lock with easy to remember numbers or use one that spells out a word. Also, you can use a padlock with a key (paraprofessional or teacher can have a second copy) or fingerprint/Bluetooth padlock to eliminate the need to recall a code all together.

If students need assistance finding their locker and can readily access an iOS device, an **AirTag** may be helpful. It will play a sound and provide directions for where the locker is located.
Additionally, there are no cost solutions such as providing visual supports, an early passing period, designating multiple lockers in large buildings/campuses, and inviting students to practice finding/locking/unlocking their locker during Extended School Year (ESY). Should you need further support for a specific student or group of students, reach out to PATINS Specialists for no-cost brainstorming and problem-solving.

Contact PATINS Specialists

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**Are Your DRMs Registered with ICAM?**

Get a head start on the next school year by checking that your district has one to five [Digital Rights Managers](#) (DRMs) registered with the ICAM (Indiana Center for Accessible Materials). We suggest having at least two active DRMs at all times to ensure your qualifying students receive Accessible Educational Materials (AEM) within a timely manner.

To register a new DRM, a superintendent, or that superintendent’s designee, can complete the [DRM Addition/Deletion form](#). Also, it important to remove any DRMs who are no longer in service by filling out the Remove DRM section at the bottom of the same form.
Plan Your Professional Development Days with PATINS

Just updated - PATINS Professional Development Guide including the latest additions of "Chromebook/Google Tablet Accessibility" and "ELLevating ALL: Overlapping Strategies for ELL and Students with SLD" trainings.

This guide offers summaries to some of our most popular in-person trainings and webinars developed by our team of specialists that are available year-round upon request. These are offered at no-cost for Indiana public/charter school employees.

If you do not see what you are looking for in the guide, reach out to us and we will be happy to design a training for you or your staff. Whether you are looking for ideas for a whole school corporation or one student, we have the support you need.
Summer #PatinsIcam Twitter Chats!

Join #PatinsIcam Twitter Chat on select Tuesday nights at 8:30 pm EST, for one half hour full of collaboration, resource/tool sharing, and supportive conversation to grow your Professional Learning Network (PLN). Indiana educators are eligible to receive one no-cost Professional Growth Point (PGP) by attending the chat and completing a short form.

Upcoming #PatinsIcam Twitter chat topics:

**June 8:** Extended School Year Support

**July 13:** Minimizing Regression During School Breaks

Questions about #PatinsIcam Twitter Chat, not sure how to get started, or want to recommend a topic? Email PATINS Specialist, [Kelli Suding](mailto:kellisuding@indiana.edu) who is happy to welcome you into the #PatinsIcam PLN.

#PatinsIcam Twitter Chat Details