ANNUAL REPORT FOR YEAR 2002-2003
DISABILITY RESOURCE AND ACCESS

It is the mission of Disability Resources and Access to enable students with documented disabilities and students identified as belonging to "special populations" under the Carl Perkins vocational and Applied Technology Act of 1990 to enjoy equitable access to a quality post-secondary education. The goals of Disability Resources and Access (DRA) are to 1) provide disability advocacy, 2) ensure appropriate accommodations, 3) coordinate with collaborative support services, and 4) disseminate information.

Activities accomplished toward these goals will be described in this annual report.

1.   **Provide disability advocacy**
      I have developed a student database for tracking enrollment, disability type, campus, program, address, phone, date admitted, and other agencies involved. From this database, I present the following information regarding the student population registered with the Disability Resource and Access office.

      A.   Total students registered with DRA   538   301 (Active)
            Admissions (new)   Fall 2002   64
                                        Spring 2003   73
            Reactivated: 32
            There were 178 active students at the beginning of Fall 2002 semester.

      B.   Distribution per campus/center:

Campus	
WMC	146
SCC	43
LCC	49
PDC	16

Center	
Kayenta	10
St. Johns	7
Springerville/Eagar	4
Heber	1
Whiteriver	12
Keams Canyon	1
Sanders	2

C. Distribution per disability type (bv primarydisabilit

	TYPE	TOTAL
1.	Visual Impairment	18
2.	Hearing Impairment	15
3.	Physical Disability	83
4.	Learning Disability	164
5.	Speech	14
6.	Psychological Disability	47
7.	Gender	0
8.	Economic	2
9.	Education	32
10.	Traumatic Brain Injury	9

D. Multiple Disabilities

Many students have more than one documentable disability.

Disability	1 Disability	2 Disabilities	3+ Disabilities
Visual Impairment - (18)	9	5	4
Hearing Impairment -(15)	9	2	4
Physical Disability -(83)	42	32	9
Learning Disability -(164)	112	42	10
Speech - (4)	0	1	3
Psychological Disability -(47)	22	20	5
Gender - (0)	0	0	0
Economic - (2)	1	0	1
Education - (32)	20	11	1
Traumatic Brain Injury - (9)	4	5	0

E. FTSE: Number of credit hours each semester for all students registered with DRA and attending classes.

Summer 2002   total 128 hours/12 = 10.67 FTSE
Fall 2002   total 985.5 hours/12 = 82.13 FTSE
Spring 2003   total 1043.5 hours/12 = 86.96 FTSE
Total 2002/2003   total 2157 hours/12 = 179.75 FTSE

F. Number of students graduating in Spring 2003 = 0

2. **Ensure appropriate accommodations**
    A. <u>Types of accommodations provided:</u>
        Sign language intrepreters

Fall/2	207.5 hours	
<u>Spring/1</u>	<u>236/hours</u>	
Total/3	443.5/hours	

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        Books on tape

Fall/10	Spring/18	Total/28

        Tutors

Fall/17 tutors for 20 students	816.35/hours
<u>Spring/23 tutors for 21 students</u>	363.5/hours
Total/40 tutors for 41 students	1179.85/hours

        Readers $4
        Scribes   4
        Testing accommodations (extra time, quite environment)
                        Fall/44   Spring/40   84
        Screen Readers (software)   4
        Speech to text software   6
        Conversion of text to digital format for screen reading 5. 8
        Brailled notes, syllabi, and exams (4 classes weekly, 6 students) 24
        Closed captioning (4 classes weekly, 6 students)   24

    B. <u>New hardware installed:</u>
        Braille Blazer with Duxbury software in DRA office for brailling
        Scanners in all libraries, all TLC (campus), and Whiteriver Center TLC

    C. <u>New software installed:</u>
        JAWS - (screen reader software) CurrentlyScopies owned and installed at
        WMC, PDC x 3, LCC   *6tAi-ca,le,:t/.0 of*
        Scan and Read (all TLC labs¡ and DRA office)
        Complete Reading System
        Zoom Text - 5 copies installed at PDC x 2, LCC, WRV, WMC
        Typer Tutor at PDC

    D. <u>New Software/Hardware:</u>
        1. Scanner high speed: DRA office - to assist with conversion of texts
           and articles to alternative format text.

3. **Coordinate with Collaborative support services**
    The two programs that I have worked closely with this year are YTP and
    Vocational Rehabilitation. Although I have had many dealings with AZTECH (5
    students), I have not specifically identified them as a program in collaboration for
    support services.

A. Youth Transition Program
This year I have worked extensively with the YTP program at Blue Ridge High School and have developed excellent rapport with Snowflake High School, and Show Low High School. I have also developed new relationships with Round Valley High School. I want to continue to cultivate these relationships and build new ones with Winslow High School, Mogollon High School, Holbrook High School, and St. Johns High School.

There are 73 students whose main resource is YTP. They are also registered and receive support from VR.

B. Vocational Rehabilitation
I have developed exceptional rapport with the Show Low vocational rehabilitation counselors and work very closely with them in providing success for their clients in a vocational setting. I have begun to develop relationships with the counselors in Flagstaff to support clients in the northern regions. I have also been working with the rehab counselors on the White Mountain Apace Tribe and am beginning to work with those counselors on the Navajo Nation. I have worked closely with the business office to make sure the process of authorization and payment works out to NPC's benefit.

There are 124 students whose primary resource is VR. They break down as follows:

VANR	3
VR Flagstaff	20
VR Show Low	85
VR Navajo	4
VR Apache	12
Total	124
Plus YTP	73
Grand Total	197

4. **Disseminate Information**

A. Revised the DRA Brochure: Documented the applicable laws and defined the process for application for services. Also included descriptions of what types of documentation qualify for services.
B. Presentations by Coordinator:
   1) Fall 2002 Convocation: overview of what constitutes a disability and what types of accommodations can be provided.
   2) "Transitioning" - Ganado, Arizona, September, 2002: Presentation to a group of SPED teachers from the Navajo reservation - talked

about NPC, what we had to offer students with disabilities and issues of transition as they relate to college.

3) CASO Fall Retreat, 2002: Presented an overview of DRA, the types of accommodations provided, and the new types of technology available to assist students to be successful.

4) Division Meetings, 2003: Overview of DRA discussion of types of accommodations, especially testing and lab accommodations.

5) Sanders High School, March 2003: Provided a tour for 12 students and two teachers from their transition program. The tour on PDC campus included the video system, the library, the campus office, TLC, admissions, and financial aid. We discussed the programs offered at NPC, the functions of DRA and what help could be provided to make the students successful.

6) "Web Accessibility - Why?" May, 2003: Presented a component to the Web Site Development class on why it is important to consider concepts of universal design when developing web sites.

C. Professional Development
1) Accessibility and Universal Design: Satellite Video - Teleconference, March 2003: Five people attended this DRA sponsored teleconference and five more people have viewed the videotape of the conference. This was a thorough presentation of the types of design and accessibility issues along with various technology assists that are available for students with disabilities.
2) AZPAC Annual Conference: "Legal Issues in Disability Services" - Phoenix, March 18, 2003: Presentations by three disability attorneys describing many of the concerns for students with disabilities.
3) "Students with Psych Disabilities in Open Enrollment Institutions:, Internet class - DAIS/Jane Jarrow, PhD, May-June, 2003.

4. **Issues/Goals for 2003/2004**

A. Create a procedure manual for DRA
B. Provide closed captioning (real time) for hearing impaired students when they take video classes (expect 1-2 classes per semester)
C. Create a process and procedure for conversion of texts to alternative format
D. Establish notetaking process/procedure
E. Expand database to increase data evaluation
F. Continue to expand accommodation software; install and instruct students on its use
G. Develop an Assistive Technology trainer
H. Establish web accessibility committee/group and procedures and responsibilities
I. Establish a C-Print program for notetaking
J. Establish a tutor evaluation process

K.   Develop a referral system/process form for requests for accommodations

Respectfully submitted,

Adele Darr, PhD
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Northland Pioneer College