

# ANNUAL REPORT FOR YEAR 2001-2002 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**

This year, I 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 Disability Resource and Access office.

A. Total students registered with DRA 206 (178 Active)  
Admissions (new): Fall 2001 64  
Spring 2002 48  
Reactivated: 57  
There were 21 active students at the beginning of Fall 2001 semester.

### B. Distribution per campus/ center;

Campus	
WMC	116
SCC	24
LCC	31
PDC	15

Center	
Kayenta	4
Hopi	1
St. John's	6
Sp/Eagar	4
Heber	1
Whiteriver	4

C. Distribution per disability type (by primary disability)  
Type

	Total	Active
Visual Impairment (VI)	6	6
Hearing Impairment (HI)	18	15
Physical disability	34	26
Psych disability	24	22
Traumatic Brain Injury (TBI)	6	6
Developmental Disability (DD)	6	5
Learning disability (LD)	90	83
Academic	14	12

D. Multiple disabilities

any students have more than one documented disability.

Primary	Secondary						
	LD	TBI	Psych	VI	Speech	HI	Physical
VI	2						
TBI	2						2
Psych	5	3					
Physical	11		2	1			
DD					1		
HI	6		1	3	1		2

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

Fall 2001: total 618.5 hours/ 12 = 51.54 FTSE

Spring 2002: total 690.5 hours/ 12 = 57.54 FTSE

F. Number of students graduating in Spring 2002: 3

## 2. Ensure appropriate accommodations

A. Types of accommodations provided:

Sign language interpreters

Books on tape

Tutors

Readers

Scribes

Testing accommodations (extra time, quiet environment)

Screen Readers (software)  
 Taped exams  
 Speech to text software  
 Conversion of text to digital format for screen reading  
 Magnifying glasses  
 Updated and fixed lift to swimming pool for student in Winslow  
 Installed TDD phone system with local and long distance phone numbers.

B. New hardware installed:

1. Four computers, one in each campus library designated primarily for students registered with DRA
2. Adjustable split computer tables - 4 - one in each campus library
3. Scanner - one installed with DRA computer in WMC library.

C. New software installed:

1. JAWS - (screen reader software) Currently 5 copies owned and installed at WMC, Kayenta, LCC (CIS lab), PDC (TLC lab), and WRC.
2. Dragon Dictate (speech to text software) Currently 5 copies owned and installed at WMC, SCC, PDC, Whiteriver, and Kayenta.

D. New software/ Hardware on order or will be ordered:

1. Scanner high speed: DRA office - to assist with conversion of texts and articles to alternative format text.
2. Scanners (5): one for each campus and Kayenta and WRC
3. Open Book software: scan text into program and it reads it
4. ZoomText (site license (5)): Enlarges and reads text
5. Typer tutor: to help blind students learn to type

By July 1:

6. Braille Blazer (braille printer)
7. Duxbury software: converts text to braille
8. Laptops (2)
9. Open Book software (2)
10. C-Print software: for notetaking
11. Captioning service for video classes: for hearing impaired students.

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, Show Low High School, and have 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. John's High School.

There are 52 students whose main resource is YTP. They are also registered and receive support from VR

B. Vocational Rehabilitation

I have developed exceptionally 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 Apache 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 101 students whose primary resource is VR. They breakdown as follows:

VANR	3
VR Flagstaff	24
VR Show Low	68
VR Navajo	2
<u>VR Apache</u>	<u>4</u>
Total	101
<u>Plus YTP</u>	<u>52</u>
Grand Total	153

#### 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 2001 Convocation: overview of what constitutes a disability and what types of accommodations can be provided
  - 2) "Transitioning" - Ganado, Arizona September, 2001: 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, October, 2001; 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, January, 2002: Overview of DRA, discussion of types of accommodations, especially testing and lab accommodations.
  - 5) Sanders High School, March 2002: 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, 2002: 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, 2002: 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, 2002: 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, 2002

4. **Issues/ Goals for 2002/2003**

- 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,

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