

NETAC networks

Providing technical assistance to professionals working with students who are deaf and hard of hearing

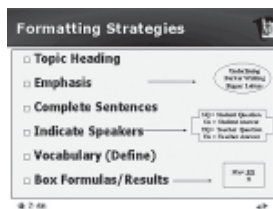
June 2004

NEW! online training: “Notetaking for Students with Hearing Loss”

by Josie Durkow

Online training of student notetakers will be available soon—it’s comprehensive, it’s interactive, and it’s free! Students learn effective notetaking strategies and complete the training at their convenience in about 90 minutes. There are three modules that address: a) disability awareness; b) notetaking mechanics and principles; and c) roles and responsibilities of the notetaker as a professional.

At the end of the training, students must pass a comprehensive test to print a certificate of completion.

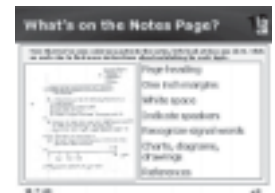


Piloting the training

This past January, the online training was piloted at Camden County College. Students who completed the training reported that they found the training to be interesting, user friendly, and informative. They felt better prepared to work with students who are deaf and hard of hearing and also felt more confident in their ability to be an effective notetaker.

On April 2, 2004, disability services coordinators tested the training at a hands-on presentation for New Jersey AHEAD. Their reactions were extremely positive—they saw this training as an answer to their needs, “a useful tool to improve services.” Several individuals commented that they would like to see the training extended to train notetakers for students with learning disabilities.

Although much of the training addresses general notetaking practices, some of the information is specific to taking notes for students who are deaf and hard of hearing.



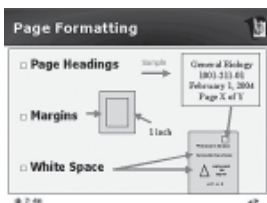
NETAC is proud to offer “Notetaking for Students with Hearing Loss.” The online training will be available August 2004 at <http://netac.rit.edu>.

Josie Durkow is the NETAC Site Coordinator for NJ, and Director, Center for the Deaf and Hard of Hearing, Camden County College

Why are notetakers so important?

Notetaking is the most widely used support service by students who are deaf or hard of hearing. It is either used alone or in conjunction with another support service such as interpreting. Because students who are deaf and hard of hearing communicate visually (watching an interpreter or CART, or speechreading, for example), it is difficult for them to take their own notes. Notetaking services provide access to information from the class. Most often the notetaker is a student recruited from the class (peer notetaker).

Training notetakers



In order to assure that students are receiving quality notes, it is essential that notetakers be screened and trained. That’s why NETAC, in conjunction with the National Technical Institute for the Deaf and the Center for the Deaf and Hard of Hearing at Camden County College,

developed an online training for notetakers titled, “Notetaking for Students with Hearing Loss.”

Notetaker Coordinator Handbook

The training includes a component for Disability Services Coordinators—a handbook for implementing a notetaking program. This section addresses how to recruit and select notetakers as well as policies and practices for using student (peer) notetakers effectively.

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The Director's column

by Dianne Brooks

This last quarter of the current NETAC cycle has been an extremely busy but highly productive time for NETAC. Much has been accomplished with respect to NETAC's outreach activities and, most particularly, in the development of new products that have been completed this year.

Elsewhere in this issue of *NETAC Networks* you will find details about what is believed to be the first ever online notetaker training program, which will "go live" in August. This is a significant and major collaboration between NETAC, Camden County (NJ) College, and the National Technical Institute for the Deaf. The production team, representing these three institutions and a local design vendor, has worked long hours over the past year to complete this comprehensive, multi-module, interactive training program.

I believe this initiative has significant and far-reaching potential with respect to recruiting and training highly skilled classroom notetakers, a step that will further enhance the quality of access and accommodation support for deaf and hard-of-hearing students. Additionally, the program has potential for a broader application relevant for students with other disabilities for whom notetaking assistance may be required. On top of all this, access to the entire program is entirely *free of charge!* NETAC is proud to have facilitated the development of this new product.

Another product from NETAC, the videotape series, "Achieving Goals: Career Stories of Individuals who are Deaf and Hard of Hearing," continues to garner accolades for such considerations as creativity, message effectiveness, and technical excellence. Although two more volumes of the series are still to be completed, the project has already received not one, but six awards.

The entire series features a diverse population of deaf professionals and skilled craftspeople in careers that range from veterinary medicine and optometry to independent business ownership, machine operations, and more. A basic premise of the series is not only to enhance the awareness of deaf professionals in a wide array of careers, but also to provide a source of reinforcement, inspiration, and motivation to young deaf and hard-of-hearing viewers.

To date Volume 1 has received a Telly Award for outstanding non-network and cable television work worldwide. The first volume has also received an Aurora award and a Communicator award. The first and third volumes in the series each received certificates for Creative Excellence from the prestigious International Film and Video Festival, which will present awards later this year at the Directors Guild of America ceremony. And last, but not least, the third volume recently received an Honorable Mention from the Accolade Competition, Film, Television and Video.

Thanks and much appreciation to the many people who have contributed in ways large and small to this videotape project and accompanying Web site.



Another new product that NETAC has completed this quarter is the packaged transition training program, "Starting Off on the Right Foot: Transition to College; Planning Advice from Professionals and Deaf and Hard-of-Hearing Students."

Materials include a coordinator's manual and a multi-feature videotape that allows either an individual module or the entire four-segment package to be presented as a workshop. The training is geared toward teachers, parents, service providers, and other professionals who work with students transitioning to college. The package was featured in a poster session at the 2004 PEPNet Conference.

And speaking of the PEPNet conference, we were fortunate to have the participation of our next door neighbor at the NETAC Central Office, the Postsecondary Education Network-International (PEN-International). The PEN-International delegation included 18 faculty members representing Russia, Japan, the Philippines, and China. Members of the delegation were very pleased by the quality of the sessions they attended and were thrilled with the opportunity to network with colleagues from across the USA.

Fresh from the PEPNet Conference, NETAC hosted two of our first interns from the U.S. Virgin Islands. Karen Brin, a teacher of the deaf and interpreter, and Hyacinth Bentick, a speech therapist, spent time at NTID learning more about technological advances and service provision for students who are deaf and hard of hearing. Plans are underway to enhance or implement strategies specific to this population of students in the Islands.

These are just a few of the highlights from this spring. As you read through this issue, you'll note other significant outcomes and activities that have taken place or that will soon take place as we close out the current year of the project cycle. And as I have noted above, many people have contributed to these successful outcomes, including the NETAC Central Office staff, our site coordinators, many technical staff and faculty at NTID and RIT, members of our state consortium boards, our many colleagues in the region and across the country, and others with whom NETAC has partnered and collaborated.

Thank you for a wonderful year!

Dianne

NETAC Networks is produced at least three times a year.

Articles should be submitted electronically to

Sherlea Dony, editor, saddhd@rit.edu.

All articles are subject to editing.

Comments and suggestions are always welcome!

One size does not fit all—providing services for deaf and hard-of-hearing students with additional disabilities

by Pamela A. Lloyd

In the early years of deaf education, the challenge was in providing students with qualified instructors who could communicate effectively. As mainstream education produced students with a desire to be integrated, the challenge for qualified sign language interpreters was the emphasis on fulfilling the obligation for equal access under the ADA.

Now, with the realization of a growing number of deaf and hard-of-hearing students having additional disabilities, we must tailor our access programs to accommodate the needs so that they, too, receive equal access. As we now realize, one size does not fit all. Providing communication access is only part of the solution in meeting the needs with this population.

In recent years, I've seen a boom in the number of deaf and hard-of-hearing students who need to be accommodated for their learning, vision, physical, psychological, and other disabilities.

Using RIT/NTID as an example, during the academic year of 1998, 33 out of approximately 1,100 NTID students identified themselves as having an additional disability. Five years later, in the year 2003, this number has almost tripled to 97. Why is this happening? My guess is that the number of qualified professionals who are able to test for learning disabilities, ADHD, and psychological disabilities, and who have knowledge of deafness and the ability to communicate in sign language, has significantly increased over the past 20 years.

The increased number of graduate-level programs in psychology, social work and deaf education has produced professionals now able to provide good quality assessments for students who are deaf and hard of hearing. Some elementary and secondary education programs are now better equipped to identify students who are struggling academically due to a disability. No longer labeled as students who are lazy, unfocused, or unmotivated, teachers are trained to identify signs of potential disabilities and can make referrals. Although early identification has improved and the number of qualified professionals has also improved, the reality is that we have a long way to go. The growing number of "qualified professionals" tend to practice in large metropolitan areas, so for the vast majority of our students needing assessment, resources in their areas are still not available.

Another reason for the increase is due to less of a stigma being attached to having a disability. As ignorance is replaced by awareness within our society, more students feel empowered to seek out support.

Additionally, many of our students arrive at college without knowing they have a secondary disability. Talking with peers and discovering commonalities of learning weaknesses may lead students to seek out assessment. With encouragement from peers, advisors, teachers, and counselors, students in college are beginning to be more willing to have assessments done to



determine if they have a disability. The phrase, "I've always had a problem but never thought it was a disability" is common. After assessment, when the disability is confirmed, it is a tremendous self discovery. Now they have better awareness of their learning needs and the tools needed to maximize their potential.

What types of disabilities are we seeing on the college campus? Using RIT/NTID as an example, the predominate types of disabilities for our deaf and hard-of-hearing students in 1998 were 22% physical, 19% learning, 17% vision, and 16% ADHD.

In the year 2003 the predominate types of disabilities were 27% ADHD, 23% vision, 14% learning, and 8% psychological. The biggest increase appears to be students with ADHD and psychological disabilities.

What do these students need in an academic environment? Most common for students with LD, ADHD, vision, and physical disabilities is the need for additional time to complete exams and notetaking. Students on disability related medication (i.e., ADHD and psychological disabilities) may need early registration to ensure they have the opportunity to select the course section that is available at the time of day when they are most conducive to learning. Students with vision and some psychological disabilities could qualify for housing accommodations.

Despite the dramatic increase in the past five years, we know for certain that there are many students who either have chosen not to identify themselves to the disability service office or who are unaware they have an additional disability. The students whose eyes wander away from classroom activities, who seem to have enormous difficulty socializing with peers, who cannot complete assignments on time, who have difficulty with specific types of courses, or who are extremely unorganized could well be students with undiagnosed disabilities.

Faculty and counselors should not hesitate to suggest to the student who is constantly struggling (but appears to be putting much energy into their tasks) to have an academic assessment. At the very least, the student will have a report that provides them specific learning strategies which match their learning style.

As we prepare for the needs of students and prepare our resources, we must continue to remind ourselves that one size does not fit all. We've heard a lot in recent years about the rapidly increasing number of students with cochlear implants, and many colleges are now scrambling to rearrange resources to meet their access needs. Likewise, the population deaf and hard-of-hearing students with additional disabilities impacts the classroom dynamics, and we need to proactively prepare for these changes.

Pamela Lloyd is the Disabilities Services Coordinator at Rochester Institute of Technology.



The Shadowing Program: a transition program at Hiram G. Andrews

by Lori Hutchison

For the past four years, deaf and hard-of-hearing students from the Scranton State School for the Deaf (SSSD) have been traveling to Hiram G. Andrews (HGA), the Pennsylvania Office of Vocational Rehabilitation's comprehensive, residential education and training facility, to participate in a program that gives them a glimpse at the postsecondary environment.

From March 23-25 the students from SSSD were joined by students from three mainstream programs. Students from the Capital Area Intermediate Unit, the Lebanon/Lancaster Intermediate Unit, and Liberty High School participated, and the total number of students was a record 13. The interaction with the residential and mainstream students was excellent, and the students enjoyed each other's company as well as the company of the students enrolled at HGA.

The program's concept came after teachers from the residential school visited HGA with some of their students and saw firsthand the difference in the living and learning environment from the school for the deaf. Discussion ensued between HGA Deaf and Hard-of-Hearing Services staff and the residential school staff as to how we could provide a hands-on experience for the students to help them understand what was awaiting them in the postsecondary environment.

Our goals were to provide career awareness and the experience of residential life within an adult, postsecondary environment. The three-day campus experience included an



orientation, classroom work and hands-on projects, life skills and job readiness evaluations, and social skill activities. Assistive technology was also presented and provided to the students to use in the dormitories.

The students kept a journal of their experiences, and a brief report was provided to their OVR counselor. With input from the high school teachers, the students, and the faculty at HGA, the program has grown and changed. The teacher from SSSD reported that the Shadowing Program has become an important part of the SSSD student's experience and that juniors learn of and look forward to the experience.

Transition is a priority for NETAC as well. Many materials have been developed and gathered that can assist deaf and hard-of-hearing secondary students in taking the next critical step. During the Shadowing Program this year, the teachers were given an overview of NETAC and the materials that would be most appropriate for them and their students. One of the suggestions for next year is to expand on this workshop for the teachers.

For the staff of HGA's Deaf and Hard-of-Hearing Services Unit, the program has allowed us to refine our work in transitioning students and to be more sensitive to the fact that this is really a huge step for each individual student. We've seen the confidence most students gain and that makes the experience a true pleasure. We look forward to next year!

Lori Hutchison is the NETAC Pennsylvania site coordinator.

PEPNet 2004 conference wows 'em



Planning for Success: Initiatives for Positive Outcomes may just be the best PEPNet conference to date! Participants—440 in all—came to Pittsburgh, PA from 47 states. In addition, the conference had an international contingent with individuals from Canada, China, Japan, the Philippines, Puerto Rico, and Russia.

The conference featured five pre-conference workshops, four plenary session presentations, 48 concurrent sessions, and 26 poster session presentations.

A commonly overhead statement was, "I want to attend all three concurrent sessions and don't know which one to pick!" At the poster sessions, the room was crammed with people networking and information gathering.

The PEPNet conference brings together professionals who share best practices and creative solutions for issues facing students who are deaf and hard of hearing. But one of the gathering's greatest assets is the opportunity to network with others from across the United States (and the world)! This activity encourages future collaborations and joint projects.

Top notch interpreters and speech-to-text service providers assured access to all conference participants. Emerging technologies were featured in conference concurrent sessions as well as in the exhibit hall.

There were many highlights. Opening plenary speaker Marilyn Smith gave the audience a taste of how to put a program together from very limited resources (and against almost impossible odds) through working together, understanding what existing resources would (or would not) work well, and always keeping the goal in sight.

Sam Trychin provided insights into the needs of individuals who are hard of hearing. His personal experiences and witty remarks really engaged the audience!

David LaDue and Seksan Cucukow discussed the laws that are enforced by OCR and provided specific information on academic adjustments and auxiliary aids and services as they relate to Section 504 and Title II.

The closing session of medical professionals gave the audience a lot to consider about possible careers for students who are deaf or hard of hearing as well as the challenges faced by these individuals in achieving their goals.

Plan to join us for PEPNet 2006—watch for exact dates and locations—Spring 2006, somewhere in the southern PEC region!

A time to celebrate—and go to work!

by Jane Jarrow

This will be an unusual column, because this is an unusual situation. I have set aside the column I was working on dealing with issues of deafness to talk more broadly about something important that has happened within the world of disability and higher education. That “something” is the recent Supreme Court decision in *Tennessee v. Lane*. While the case was not about access to education, it CAN make a difference in what happens for all students with disabilities on our campus, but only if you go to work immediately!

The case had to do with an individual in a wheelchair (later joined by a second plaintiff, also a wheelchair user) who was denied access to the local courthouse in Tennessee. Lane, who is paraplegic, was due in court for a hearing that was to take place on the second floor of a courthouse with no elevator. He crawled up the stairs to get to the hearing room on the morning in question, only to have his case postponed until later in the day. After lunch, he refused to crawl up the stairs a second time and refused to allow several burly state troopers and court employees carry him up the stairs in his wheelchair. He sent word to the judge that he was downstairs but could not make it to the courtroom. The judge held him in contempt of court for not appearing as scheduled. Lane then sued the State of Tennessee, under Title II of the ADA, for failure to provide access to the courts and, thus, to his right to due process under the law.

It is important to understand that the case before the Supreme Court did not center around whether or not Lane had been subject to discrimination in the inaccessible court building. The mental image of the man crawling up the stairs with his wheelchair left below was too compelling to ignore. Rather, the issue was whether Congress had the authority to strip the states of their sovereign immunity and allow them to be sued by individuals in Federal court for failure of the ADA Title II responsibilities.

On May 17, the Court released its decision in the case. In a 5-4 vote, the justices said that the states COULD be sued in Federal court. In order to make this determination, they had to decide whether there was such a pervasive record of discrimination by the states against persons with disability to justify overriding state immunity to federal prosecution. The decision said (in part):

It is not difficult to perceive the harm that Title II is designed to address. Congress enacted Title II against a backdrop of pervasive unequal treatment in the administration of state services and programs, including systematic deprivations of fundamental rights.

The Court decision directly addresses access to the courts and the right to sue when denied this constitutionally guaranteed privilege, but there are hints to how the court might find in other areas. There is specific reference to a pattern of discrimination and exclusion in public education. The biggest impact of the decision, however, is in its validation of the basic premise and principles of the ADA. That's where you come in!

If the decision had gone the other way, the disability community would have circled the wagons to determine how best to counteract the inevitable statements suggesting the demise of the ADA and the rollback of rights for persons with disabilities. We would have expended a great deal of time and energy in protecting our hard-won access and opportunities against those who see equal rights for persons with disabilities as a costly endeavor and who might believe that the court decision gave them license to cut corners, limit opportunities, and ignore responsibilities with impunity. Instead, the decision supported the ADA and all that it requires.

WE CANNOT AFFORD TO SIMPLY BREATHE A SIGH OF RELIEF AND MOVE ON. We need to spend just as much time making this decision work FOR us as we would have spent making sure a negative decision didn't work against us. This is a chance to reaffirm institutional responsibilities under the ADA and renew your institution's commitment to doing the right thing. It isn't just the appropriate ethical response, it is a legal mandate.

Don't let 'em forget that!

It is important to note that the decision in *Tennessee v. Lane* actually does little to influence the legal responsibilities of higher education institutions in any way. Whichever way the decision had come down, Section 504 is still alive and well. Title II only covers public entities, and so private institutions of higher education had no direct stake in any part of the decision. However, you can bet that if the decision had been that Congress had overstepped its bounds in Title II, every obligation and mandate under the ADA would have been subject to reexamination by those eager to limit the reach of these provisions. WE know that the decision had limited direct impact on what we do, and we would have been sure to work hard at explaining that if the decision had been negative. We can't afford to lose the momentum this decision provides for moving forward more aggressively in seeking access and opportunity.

What can you do to make the most of this decision on your campus? Here are some preliminary suggestions:

- Read everything you can about *Tennessee v. Lane* so that you are the most thoroughly versed individual on your campus as to what the decision said, did not say, and suggested. Listen to how others, who understand the legal ramifications of the court's decision, explain how the decision relates to higher education. Become an expert at throwing around terms like “sovereign immunity,” “rational/irrational discrimination,” and “duty to accommodate.”
- Create opportunities on campus to discuss the implications of the case with anyone who will listen. Are you in Student Affairs? Ask if you can have a few minutes at the next staff meeting to discuss with your colleagues from other areas what the decision has to say about the obligation to make services and programs available and accessible. Are they planning for your Fall in-service training days prior to the start of the

This is a chance to reaffirm institutional responsibilities under the ADA and renew your institution's commitment to doing the right thing.

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C-Print® update

by Pam Francis

Some new and exciting events are being planned for C-Print captionists in the coming academic year.

Beginning fall 2004 the National Technical Institute for the Deaf (NTID) will be offering mini workshops as professional development opportunities for captionists. Because of schedule and budget constraints, for many captionists traveling to workshops is often not possible. For that reason, the workshops will be held online, and participants will have an opportunity to interact with the presenter via audio (e.g., phone).



NTID is also hoping to offer similar workshops for administrators based on the response to the captionist mini workshops.

Additionally, the latest version of C-Print Pro™ will be released in August 2004. Those who have purchased the software will be notified by email when version 2.0 is available.

There's a new resource available to C-Print captionists that offers a great opportunity to network with other captionists. The web site www.c-printserviceproviders.com contains helpful articles written by captionists on a variety of subjects and provides updates about what's happening with C-Print. There's also a "members only" section that captionists are encouraged to participate in where they can chat with other captionists and share information.

If you would like more information about C-Print, please see our Web site at www.cprint.rit.edu, or contact us at 585-475-7557 (v/tty) or cprint@rit.edu.

Western New York transition activity, "Life is Full of Choices...Take Your Pick", planned for October 2004

by Sherlea Dony

An exciting two-day transition event is planned October 15-16 for deaf and hard-of-hearing students ages 13-21 at Camp Weona, Gainsville, NY. Students from both mainstream and residential schools in the Western New York region are encouraged to attend.

This workshop will energize and empower students to become active participants in shaping their own future as they begin to explore the many options that await them in the "real world." They will be invited to share their ideas, hopes, dreams, and concerns in a comfortable camp setting with peers, professionals, role models, and mentors who share common experiences.

The focus is primarily on non-college-bound students. Events include age-appropriate career interest activities, a panel of deaf and hard-of-hearing adults who will share their experiences, information to assist students in developing life-enhancing skills, agencies students need to be familiar with, a ropes and tow line course, parent activities, entertainment, and lots more.

Co-sponsors include Rochester School for the Deaf Outreach Center, St. Mary's School for the Deaf, WHOLE ME, Inc., and the Northeast Technical Assistance Center. Contact Sherlea Dony at 585-475-7567 (v/tty), saddhd@rit.edu, for more information.

A time to celebrate and go to work!

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school year? Talk with someone about putting together a session to discuss the impact of recent court decisions on the institution's obligations and commitment to students with disabilities with (of course!) Tennessee v. Lane as the highlight of your discussion. Request an audience with the highest level administrators you can get to listen (such as the President's Advisory Council or the Deans' Council) and offer to answer any questions they may have about the implications of the decision for your institution.

- Don't be afraid to be honest with folks about the limited direct impact on what they have always known they should be doing. Your goal is not to waive the decision under their noses in triumph, but to use it as a means of reminding the campus community of its stated responsibilities and gaining visibility for the issues of students with disabilities on your campus—whatever those issues are for you.

Whether by coincidence or design, the decision in Tennessee v. Lane was released on the date of the 50th anniversary of the Supreme Court decision in Brown v. Board of Education. In a speech honoring this historic occasion, President Bush said, "Fifty years ago today, nine judges announced that they had looked at the Constitution and saw no justification for the segregation and humiliation of an entire race." That decision made it clear that "separate but equal" was an unacceptable philosophy in the context of race. Tennessee v. Lane reminds us that it unacceptable in the context of disability. History in the making!

Jane Jarow, Ph.D., is president of Disability Access Information and Support (DAIS). An expert in disability services, she has been providing technical assistance and training to service providers on access and support services for persons with disabilities in higher education and has co-authored or authored numerous books and articles in the field of disabilities in higher education over the past 20 years.

New Hampshire sponsors transition program

by Cate Weir

On March 27, 2004, 16 students met at the New Hampshire Technical Institute (NHTI) in Concord to take a guided tour of their future. NETAC/NH sponsored the third biennial "Voyage to the Future" for high school students who are deaf and hard of hearing.

Students heard from guidance counselors about how to choose a career that is right for them, met some successful deaf and hard-of-hearing professionals, and heard from college students about their experiences. Meanwhile, their parents explored some of the newer technologies available to support students in the classroom such as C-Print® and CART, got some advice on financial aid, and discussed the differences between parenting a college student compared with their experiences with their high-school-age children.



One real treat was the arrival of a Segway—a futuristic transportation device—that belonged to the security department of NHTI. The college staff generously allowed all who wanted an opportunity to ride the Segway—and most took them up on it! It was a great metaphor for the day—students charging toward a remarkable future!



A student tries out a Segway.

Cate Weir is the NETAC site coordinator for New Hampshire.

March events in Puerto Rico

by Dra. Juanita Rodriguez-Colon

Students from three middle schools in the San Juan region participated in a short version of "Voyage to the Future." Yolanda Rodriguez was in charge of organizing the activity, which was coordinated with the Department of Education of PR. A panel of deaf adults addressed the group explaining their working experiences and the postsecondary education needed to pursue that particular career. The deaf participants asked questions regarding how long they had to study and how much money they earn in their particular jobs.

The other activity was a conference on Deaf culture and deaf education in Puerto Rico, presented to a group of teachers and administrators in a private school in Guaynabo. Although they do not have deaf students in their school, they do have a deaf parent



of a hearing boy. They are assessing their resources to determine if they can admit deaf students in their school. The participants evaluated the conference and the resources as excellent.

Yolanda Rodriguez, Elizabeth Rios, and I were the resources.



Deaf panel members talk with students.

Dra Rodriguez is the NETAC site coordinator for Puerto Rico.

Downstate New York's grantwriting workshop

By Desiree Duda

On March 26, Gail Hyde, Senior Research Administrator from Sponsored Research Services at Rochester Institute of Technology, presented a grantwriting workshop for 22 administrators and faculty members who work in postsecondary and secondary programs in the New York City area.

This one-day workshop, sponsored by NETAC, provided participants with in-depth information on the nuts and bolts of grantwriting. Participants appreciated the clear and organized manner of the presentation, especially the handouts and practical advice offered by Ms. Hyde. If you are interested in



similar workshops in the New York area, please contact Desiree Duda, 203-854-5371 (v/tty).

Desiree Duda is the NETAC Downstate New York site coordinator.



Gail Hyde (R).

Announcing *Starting Off on the Right Foot: Transition Training for Teachers of the Deaf*

NETAC is pleased to announce a new training package, *Starting Off on the Right Foot: Transition Training for Teachers of the Deaf*. This training is not only helpful for teachers of the deaf, but also guidance counselors, parents, and others involved in the students' college planning. The information can be shared with college-bound students as they prepare for the life-changing transition to college.

The package includes a 75-minute videotape, a workshop coordinator's manual, coordinator's forms packet, participants' handouts packet, and a list of online resources. It's divided into four sections:

1. **Student Responsibilities and Documentation Guidelines**

This section includes information for students, parents, teachers of the deaf, documentation guidelines, and frequently asked questions (FAQs).

2. **Panel of deaf and hard-of-hearing students**

Highlights of the student panel include remarks about the college application process, issues of secondary disabilities, differences between high school and college, declassification issues, and words of advice.

3. **Legal and Practical Issues**

This section discusses in depth the critical differences between secondary and postsecondary issues, such as the role of the

interpreter, program modifications, and the difference between an IEP program and IEP diploma.

4. **Vocational Rehabilitation**

This section provides information about the focus, process, and role of VR, definitions of entitlement vs. eligibility, and getting ready to transition. This section also includes a list of VR offices nationwide.

Starting Off on the Right Foot is ideal for use on a professional development day for teachers of the deaf as a half-day program. It's also great for a parent workshop or used in collaboration with high school guidance counselors. It provides down-to-earth advice for professionals to share with students. And it's a stand-alone package too, ideal for teachers of the deaf in rural areas.

If you would like this package presented at your event, contact the NETAC central office at 585-475-6433 (v/tty). Contact the PEPNet Resource Center, www.pepnet.org, to receive your free copy of *Starting Off on the Right Foot*. (When you order, request PRC product #1175.)



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This publication was developed under a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and produced through a cooperative agreement between RIT and OSERS (H324A010002-01). The contents herein do not necessarily represent the Department of Education's policy nor endorsement by the Federal Government.