

NETAC networks

Providing technical assistance to professionals working with students who are deaf or hard of hearing in postsecondary settings

November 1997

The increasing demand for C-Print services

A computer-aided speech-to-print transcription system, C-Print was developed by the National Technical Institute for the Deaf (NTID) as a classroom support service for deaf and hard-of-hearing students in mainstream educational environments. Nine people participated in C-Print's first workshop in July 1996, which was conducted by project staff from the Department of Educational and Career Research. In a little over a year, the C-Print program has reached as far as New Mexico, Oklahoma, and California.

Since its inception, C-print has been used in both secondary and postsecondary programs. Its major advantages are its real time capability and the fact that it provides a complete transcript with up to 80-85% of the important information. Compared with computer-assisted notetaking, C-print provides far more information and detail. In addition, C-Print can serve as a cost effective alternative to Computer-Assisted Real Time Transcription (CART) services or having both an interpreter and paid notetaker.

One misconception that has surfaced in some programs hosting C-Print is the belief of some administrators that C-Print provides a solution for *all* deaf and hard-of-hearing students. According to Pam Giles, C-Print project coordinator, more education is needed to emphasize and ensure that C-Print has an appropriate audience. Many oral, hard-of-hearing students who use English as their native language can benefit from C-Print. However, for many deaf students who use American Sign Language as their native language, C-Print would not meet their communication needs because it is an English-based system.

Although the C-Print concept originated at NTID in 1989, it wasn't until NTID received a three-year grant to develop and evaluate the system in December 1993 that the project began to grow. The first training workshop occurred near the end of that first grant. The second grant focuses on implementation involving a number of sites. Locally, Board of Cooperative Education

Services #1, NTID, and other colleges from the Rochester Consortium of Area Colleges were chosen, as well as the San Diego City Schools and University High School in Irvine, California.

To date, 33 C-Print captionists have been trained. The C-Print program is involved in training captionists to provide C-Print services in the classroom and to train others in their home state. In April 1997 site visits were made to the institutions using C-Print to follow up with new captionists and their institutions, and in May workshops were held in Rochester and California to gather information from each institution about their experiences with C-Print and to gather suggestions for developing effective practices. This information will lead to a written implementation manual which will be finalized in 1999.

The demand for services like C-Print is definitely growing. For C-Print the future involves improving technology (i.e., speech recognition and infrared) and developing more effective practices for training, working with schools, and supporting students who use the system.

New York City's "Deaf Chef" program

by Donna Leshne

Harold Kaplan and his staff from the New York Food and Hotel Management School (NYFHM) worked with VESID (Vocational and Educational Services for Individuals with Disabilities) to develop a cooking class for deaf and hard-of-hearing students. The "Deaf Chef" class at NYFHM is run as a self-contained class with one chef (the instructor), a teacher's assistant/tutor, and two sign language interpreters. The program includes six months in the classroom and 300 hours in a supervised externship. Some statistics from the first class: 10 started, 8 finished the in-class portion (one withdrew for medical reasons and has returned), 6 completed the externship, and 5 are currently working in competitive employment (with the sixth continuing to actively work with the placement office to secure employment).

This model was able to take into account a wide range of skills in literacy, mathematics, and social and work-appropriate behaviors. Testimony from students, the instructor, and the other service providers has been overwhelmingly positive. The second class is currently in session and has 10 students. NYFHM would like to expand the program in two ways, first by setting up training kitchens in northern New Jersey and Westchester County, and second, by working with the school system (district 75 and BOCES) to offer this training to deaf high school students.

Donna Leshne is the NETAC site coordinator for New York State and is located at LaGuardia Community College in Long Island City.

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The buck stops... where?

By Jane Jarrow, Ph.D.

Institutions of higher education are clearly obligated by law to provide access to all aspects of their programs and activities. This means that in addition to interpreting in the classroom for students who are deaf, the institution would be required to provide interpreters, as needed, for supplementary academic activities or support services, for co-curricular activities, continuing education courses, and public functions. Who will be responsible for arranging interpreters on request for these varied purposes? Where (what budget?) will the money come from to pay for those interpreters? The federal government doesn't care who makes the arrangements or from what line-item the money is drawn, so long as the interpreter is present, as needed and appropriately requested, by the person with a disability.

Some institutions have developed a one-stop-shopping approach by assigning a pot of money to be used in covering interpreter fees to be administered by a single entity within that institution—often the office that serves students with disabilities on an on-going basis. That office is also charged with making the arrangements for provision of interpreters in any and all settings associated with the institution's programs and activities. There are two very practical advantages to such a system. The availability of "one-stop shopping" to access necessary auxiliary services makes it easier for consumers with disabilities in any subgroup within the campus community to find their way to the appropriate source of assistance in a timely fashion. Moreover, the office that regularly arranges interpreter services for students who are deaf is most likely to have ready knowledge of, and access to, the local population of interpreters who can be contacted for filling assignments on either a recurring or isolated-event basis. However, depending on the size and complexity of the administrative structure within the institution, this system may be unworkable on some campuses.

The student-centered disability services office is generally housed (administratively) in either the Student Affairs or the Academic division. Giving responsibility to service providers in such circumstances for arrangements needed by and for other structural units can be tricky. For example, having someone in Student Affairs (paid with funds from that division's budget) spending time in making arrangements on behalf of an institutional employee may blur both the lines of authority and the tracking of time and energy as a reflection of institutional expenditures. In response to this concern, some institutions have developed alternatives to the single-source arrangement. Some assign responsibility for student/classroom-related activities to the office serving students with disabilities and *all* other requests go through an ADA coordinator. Others assign responsibility for any employee-related assistance to the human re-

sources office, and *all* other requests go through the students' disability services office. There is no "one right method" for making such arrangements. Whatever system is workable within the institutional environment is acceptable, so long as it gets the job done!

There may, however, be a *wrong* method! Several years ago I visited a campus that had decided that any accommodations needed in the classroom were the responsibility of the disability services office and anything that occurred outside the classroom needed to be provided by the individual unit planning the activity. In my closing interview with the Provost, I suggested the following scenario:

I am the swimming coach for this institution. I am recruiting high school athletes for next season. I have a top prospect—top in his event for the last two years at the State finals. He is deaf. If I recruit this athlete, either my team or the athletic department is going to be asked to pay for interpreters for this student for all practices, for away trips to swim meets, and so on. We don't have any money available in our budget for that—we barely have enough to buy water softener for the team's towels. I can't afford to recruit this kid. I'll pass him by and look at the next prospect on my list.

My question to the Provost was, "What just happened here?" He turned pale and replied, "The coach just discriminated against that student on the basis of his disability." My response was, "You are almost right. *This institution* has just discriminated against that student on the basis of his disability."

Experience indicates that any time the financial responsibility for payment of interpreter services is forced back down the line to individual units, the likelihood that individuals who are deaf will be discouraged from participating, or denied access to accommodation, increases dramatically. This may be the result of conscious decision or the unintended consequence of misunderstanding on the part of personnel involved. Institutions would do well to examine both their current policies regarding arrangements for interpreter services and their monitoring system of the adequacy/appropriateness of such policies in order to assure compliance with both the spirit and the letter of the law.

Jane Jarrow 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 15 years.



Needs assessment returns being analyzed

by Jerry Walter, Ph.D.

The goal of the four regional technical assistance centers* is to increase postsecondary educational opportunities and accessibility for students who are deaf or hard of hearing. In order to determine the state of the art in provision of such services, the four technical assistance centers have collaborated to conduct a national needs assessment of postsecondary education institutions. NETAC is coordinating the needs assessment for all four centers by generating the mailing lists, inputting the data, and analyzing the returns. Each center is responsible for distribution of the questionnaires and follow-up with institutions not responding to the initial mailing.

Throughout the spring staff members from the four regional centers worked with the Department of Education to develop the questionnaire. After review by the Office of Management and Budget, the questionnaire was distributed in July to more than 10,000 postsecondary institutions throughout the country. The questionnaire seeks to determine if a postsecondary institution provides support services to deaf and hard-of-hearing stu-

**Editor's note: The "four regional technical assistance centers" refers to PEPNet, the Postsecondary Education Programs Network, which is comprised of the Western Region Outreach Center and Consortia (WROCC) at California State University at Northridge; the Midwest Center for Postsecondary Outreach (MCPO) at St. Paul Technical College; the Postsecondary Education Consortium (PEC) at the University of Tennessee at Knoxville; and the Northeast Technical Assistance Center (NETAC) at Rochester Institute of Technology.*

dents, the numbers of deaf and hard-of-hearing students being served, areas of needed support and training, and the name and address of a contact responsible for providing support services to deaf and hard-of-hearing students. These data will provide information to each of the centers to help them develop technical assistance programming in their region.

At this writing, data are being returned and entered into the computer for analysis. An initial presentation of the results was shared with technical assistance center directors at the October PEPNet meeting. At that time we reviewed the return rates, estimated the number of students being served, and prioritized the needs for technical assistance articulated by the institutions that returned the questionnaire. Our expectations are that the center directors will be able to use this information to determine the types of technical assistance they must provide in their specific regions. A presentation about the findings will be made at the PEPNet conference in Orlando, Florida in the spring, and NETAC will make a file of the data available to each of the regional centers so they can perform analysis to answer specific questions they have about needs in their regions.

If you have any questions about the needs assessment project, please contact Karen Hopkins at NETAC, KAH9323@rit.edu; 716-475-6493 (voice/TTY); 716-475-7660 (fax).

Jerry Walter is a research associate in the NTID Educational and Career Research department and has been instrumental in planning and implementing the needs assessment project.

Update on NETAC publications

One of NETAC's goals is to disseminate information to those within the NETAC region and beyond. Toward that end, NETAC is working on several publications. Two have been completed and distributed to all site coordinators: a general NETAC brochure and "Countdown to College," a financial aid piece for high school and college students who are deaf or hard of hearing and who are interested in postsecondary education.

Additionally, the first five reports from the National Task Force on Quality of Services in the Postsecondary Education of Students who are Deaf and Hard of Hearing are near completion and will be distributed soon. The reports are: Introduction, Basic Academic Preparation, Notetaking, Interpreting, and Tutoring. Reports will be sent to all site coordinators and will be posted on the World Wide Web.

Other publications in the works include a tip sheet for teachers and administrators at the postsecondary level; a package for vocational rehabilitation personnel; a NETAC folder for use during workshops and meetings; an informational piece about NETAC's impending internship program for faculty members and other administrators of postsecondary programs; materials describing the C-Print notetaking project; and an updated sheet on deafness being coordinated by NETAC for the American Council on Education's HEATH resource center.

Another publication being considered is an informational sheet on ADA as it pertains to postsecondary education. If anyone has printed information regarding this topic, please contact Kathleen Smith at the NETAC office, KSS8117@rit.edu; 716-475-6753 (voice/TTY); 716-475-7660 (fax).

NETAC Networks is produced at least three times a year. Articles should be submitted to Sherlea Dony, editor, NETAC, 52 Lomb Memorial Drive, Rochester, NY 14623-5604,

through e-mail to SADDHD@rit.edu, or by fax to 716-475-7660. All articles are subject to editing. Comments and suggestions are always welcome!

Perspectives...for hard-of-hearing students

Communication access in the classroom

by Brenda Battat and Donna L. Sorkin

A hard-of-hearing student stopped going to class because he couldn't hear the professor, even while wearing hearing aids. He thought he could get by if he studied the assigned text. However, because the final exam covered additional material that had been given out during the semester, he failed the class.

Situations such as this are not unusual, but they are unfortunate because they can be prevented.

There are strategies that both teacher and student can use to help a hard-of-hearing student participate fully in classroom activities.

In the last issue of this newsletter, we noted that the needs of hard-of-hearing students are often overlooked. Hard-of-hearing students appear to be coping well and they often don't make known their needs. With many more older students in the classroom now, these problems are intensified and increasingly on the minds of hard-of-hearing individuals who are evaluating a school's ability to meet their needs.

There are expenses associated with communication access, so an allocation should be included in the budget to ensure that the school can respond to requests for auxiliary aids and services, as required under the Americans with Disabilities Act. For hard-of-hearing students these requests might include assistive listening devices, notetakers, oral or cued speech interpreters, and Computer-Assisted Real Time Transcription (CART).

Teachers can make it easier or harder for a student who is hard of hearing to function in the classroom depending on communication and teaching styles. Most important is the use of good communication techniques, which will benefit all students. As students who are hard of hearing rely on visual clues, especially being able to see the speaker's face to speechread, faculty should teach from the front of the room rather than pacing around, not speak while writing on the blackboard or looking down at notes, avoid eating or drinking while speaking, and keep beards and mustaches trimmed as they can affect a student's ability to speechread. Repeating or rephrasing questions from the class before responding to a student's question is also very helpful.



Brenda Battat



Donna Sorkin

Other accommodations relate to various formats for getting information to the student accurately. Hard-of-hearing students do not get information through the grapevine as they cannot overhear conversations and may not easily be able to join their classmates in informal discussions during class breaks. Important information should be provided as much as possible in written form, either handouts, e.g., course syllabus, lesson plan, copy of teacher's notes,

dates, times and places of tests, or written announcements put up on the blackboard. Videos used in class should be captioned. If this is impossible, a transcript should be given to the student to read.

Faculty and staff need to be aware of the stress the hard-of-hearing student will likely experience. Getting set up with CART or an assistive listening device can be time consuming and frustrating. As discussed in our last article, disability services offices may focus on providing sign language interpreters, and as a result they may not have available assistive listening devices that are helpful for hard-of-hearing students.

The issue of financing these types of accommodations can be a barrier. If so, the student can get caught in the crossfire of administrative hassles, sometimes not having the accommodations in time for the beginning of the semester, sometimes not at all, and, as a result, having to attend some classes without any hearing help.

Setting up an accessible environment, from admissions to the classroom, will greatly facilitate students who are hard of hearing being able to participate comfortably and therefore increase their opportunity for educational success. This is their right and the responsibility of the educational institution.

*Brenda Battat is Deputy Executive Director and Donna Sorkin is Executive Director of Self Help for Hard of Hearing People, Inc. (SHHH), a national educational organization of and for people who are hard of hearing. SHHH provides its educational offerings in a number of ways including written materials such as the bimonthly magazine, **Hearing Loss: The Journal of Self Help for Hard of Hearing People**, other publications and videos, an annual convention, and participation in research activities. The address is: SHHH, 7910 Woodmont Avenue, Suite 1200, Bethesda, MD 20814; 301-657-2248 voice; 301-657-2249 TTY; 301-913-9413 fax; Web <http://www.shhh.org>.*

State updates

CONNECTICUT:

- The Connecticut NETAC office sponsored a statewide consortium September 19 at Wesleyan University. Project Director Alan Hurwitz attended and discussed NETAC aims and goals. Nearly 50 professionals from postsecondary institutions, agencies, and one area high school attended. Workshops focused on effective education for students who are deaf and hard of hearing. These were followed by a panel discussion on ADA and state regulations for postsecondary educational programs and services. Panelists included representatives from the Connecticut Community-Technical Colleges Chancellor's Office, the Connecticut Department of Higher Education, the Commission on the Deaf and Hearing Impaired, the Center for Independence and Access, and the Bureau of Rehabilitation.
- Elaine Taylor, Connecticut site coordinator, will share NETAC news during the annual Career Education for the Deaf (CED) Thanksgiving Dinner November 23. This annual event is co-hosted by the Northwest Connecticut Community Technical College Deaf Students Club; more than 150 members of the state's deaf community are expected to attend.
- A January conference is being planned with the state's Department of Education, the American School for the Deaf, and Soundbridge (formerly the CREC Hearing Impaired Program). The two-day conference will focus on development writing across the curriculum. A follow-up day in April will allow participants to reconvene to offer feedback on their successes at implementing techniques learned at the January workshop.

DELAWARE:

- Delaware site coordinator Tracey Connolly, DVR State Coordinator for the Deaf and Hard of Hearing, and Loretta Sarro, coordinator of the Delaware Office for the Deaf and Hard of Hearing, have begun developing plans for organizing a consortium, community forums, and training.
- In late September, they facilitated the first statewide consortium at the Appoquinimink State Service Center in Middletown. Alan Hurwitz presented general information about NETAC to representatives of several postsecondary institutions from around the state.
- Delaware is developing a resource library of videotapes, books, and articles related to serving students with disabilities at the postsecondary level. Once the library is established, materials will be available for loan within the state.

DISTRICT OF COLUMBIA:

- District of Columbia site coordinator Kimberley Turner presented a workshop for vocational rehabilitation counselors in training September 22.
- DC's statewide meeting was held September 25. Project Coordinator Karen Hopkins attended the meeting.

MAINE:

- Maine site coordinator Barbara Keefe hosted an August 27 workshop for faculty and administrative staff members of

the University of New England to discuss ways to support deaf and hard-of-hearing students in the college's master of social work program. Jon Connick, executive director of the Maine Center on Deafness, attended and shared his personal undergraduate experiences.

- On September 11 and 12, Keefe and Kathy Powers, project director of Maine CITE (Maine's assistive technology grant), hosted a roundtable discussion on issues related to access and universal design—i.e., how to make sure that builders think about accommodations before projects begin, and that product developers think about people's needs before products are created. Alan Hurwitz and Pam Giles, C-Print project coordinator, attended. Giles demonstrated C-Print as an access option for students who are deaf or hard of hearing. Roundtable participants included several members of the Governor's Cabinet; Peggy Pendleton, Senate Chair of the Education Committee of the Maine Legislature; Tom Kinney, president of Time Warner of Maine; John Hoy, president of the New England Board of Higher Education; and several national vice presidents of large businesses responsible for new product development. Information about the conference's major points will be distributed to government agencies, educational institutions, and businesses in New England.

MARYLAND:

- Catonsville Community College, NETAC Maryland's host site, is utilizing C-Print technology; two part-time captionists have been hired and are captioning three classes. Student feedback has been positive and several other students have expressed interest in using C-Print in future classes. Site coordinator Florence Cooney met in September with the Maryland Disability and Higher Education Network to update the group on NETAC activities and to discuss how to keep accurate records of students with disabilities.
- A September workshop on "Interpreters and Interpreters-in-Training Skill Building" was co-sponsored by the Maryland Department of Rehabilitation Services. The workshop focused on interpreters working in postsecondary settings. More than 50 people attended.
- In mid-October, Cooney participated in a College Fair at the Maryland School for the Deaf. Presenters provided information and discussed issues related to transitioning.

MASSACHUSETTS:

- Massachusetts NETAC co-sponsored a transitional college fair with the Gallaudet University Regional Center in early October.
- On October 23, the group co-sponsored a talk on "Bridging Communities: A Look at One Charter School" by Dr. Samuel Supalla, associate professor and director of sign language/deaf studies at the University of Arizona. The talk was part of a conference on "ASL and the College Curriculum: Connecting Cultures, Building Partnerships" and was designed for colleges and universities interested in establishing ASL in their college curricula.

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State updates ...continued

- A student panel and presentation on CART (Computer-Assisted Real Time Transcription) for reporters working with postsecondary students who are deaf or hard of hearing was planned for late October at Boston University.
- A statewide meeting of coordinators of postsecondary interpreting services also was planned for October.



Participants at the NETAC second regional consortium meeting, July 14-15, in Boston.

NEW HAMPSHIRE:

- On September 26, NETAC New Hampshire hosted an introductory meeting for colleges, vocational rehabilitation offices, and other state programs serving deaf and hard-of-hearing students. Alan Hurwitz attended the meeting, where C-Print was demonstrated by Sabina Foote of the University of New Hampshire. Foote attended C-Print training, through NETAC, at the National Technical Institute for the Deaf in Rochester, New York, this past summer.

NEW JERSEY:

- The statewide consortium met August 12; David Nickerson, a C-Print trainee, gave a C-Print demonstration and presentation. Members are eager to see how the pilot demonstration of C-Print in the classroom goes this year.
- A statewide conference on "Legal Aspects in Transitioning Services for Deaf and Hard of Hearing Students" was held September 24 at the Marie Katzenbach School for the Deaf in Trenton. The conference, featuring attorney Jo Anne Simon, addressed federal and state mandates for transition planning for students with disabilities. Mandates of the ADA and Section 504 also were discussed. More than 60 people attended the conference.
- New Jersey NETAC plans to present to New Jersey AHEAD (Association on Higher Education and Disability) this spring on assessing deaf students' writing skills and tips on how to improve those skills. Camden County College professor for deaf students Dianne Falvo, formerly of Gallaudet University, will be presenting.

NEW YORK:

- New York NETAC had its first statewide consortium meeting in August at Hudson Valley Community College. Con-

sortium members represented a range of postsecondary education and training programs from around the state. The group identified some needs and issues for consideration in NETAC technical assistance program planning. Alan Hurwitz attended and presented on NETAC.

- On September 29 Pam Giles demonstrated C-Print captioning at LaGuardia Community College. The demonstration, for disability coordinators from various schools and universities, school transition counselors, and VESID counselors, was co-supported by LaGuardia's Program for Deaf Adults and the Regional Support Service Center under the Division of Adult and Continuing Education.

PENNSYLVANIA:

- Site coordinator Lori Hutchison gave a talk on NETAC's goals and objectives to the Pennsylvania Educators of Students who are Deaf or Hard of Hearing (PESDHH) at its annual meeting in August.
- A representative from the Hiram G. Andrews Center (HGA), the state's host site, sent one representative to C-Print training at NTID this summer. The captionist currently services students at both Cambria County Area Community College and HGA.
- A statewide NETAC meeting was held October 22 in State College.

PUERTO RICO:

- The cooperative agreement was signed in September and the computer system is up and running.
- The first consortium meeting was held in October 1997.

RHODE ISLAND:

- Rhode Island NETAC had its first consortium conference September 24. The event attracted disability directors, academic advisors, student development directors, deans, administrative staff, vice presidents of local training schools, hospital training program directors, and local agency participants. Karen Hopkins described NETAC's goals for the next four years. Pam Giles demonstrated the C-Print note-taking system..

VERMONT:

- Vermont NETAC hosted a training session in September at the University of Vermont for faculty and staff of the college. Representatives from the Community College of Vermont and Johnson State College also attended.

Visit the
NETAC World Wide Web site at
<http://www.rit.edu/~netac>

The Director's column

by T. Alan Hurwitz, Ed.D.



By the time this second issue of *NETAC Networks* is published, Year One of NETAC's grant will be history! So much has happened during the first year. We are now fully operational with 13 cooperative agreements signed and implemented; the computer network up and running between and among 13 site coordinators and the NETAC center office; NETAC's Web site progressing nicely with linkages to other regional centers through PEPNet's (Postsecondary Education Programs Network) Web site; and collaboration among other regional and national programs of interest to postsecondary education institutions.

I am pleased to report that two C-print workshops were provided to individuals from seven states at NTID this summer. We are blessed with the fine staff who worked hard to make these workshops a success. Kudos to Pam Giles, C-print project coordinator; Karen Hopkins; and Sherlea Dony!

The site coordinators have kicked off the first year by setting up statewide consortia. Either Karen Hopkins or I participated in most of these initial meetings. You can catch up on the site coordinators' progress and plans in the *State Updates* article in this issue.

NETAC's second regional consortium meeting was held July 14-15, 1997, in conjunction with the AHEAD conference in Boston, MA. One of the highlights of the conference was the Nominal Group Technique process that allowed us to identify critical issues and needs to be addressed by NETAC in subsequent years. As a result, NETAC's blueprint for the remainder of the grant period was drafted. Of course, the ultimate status of this important planning document is subject to the analysis of the needs assessment survey. A condensed version of NETAC's draft blueprint (aims and objectives) can be found elsewhere in this issue of *NETAC Networks*.

A brochure describing NETAC and another describing financial aid opportunities have been designed and published. NETAC's Kathleen Smith is to be commended for a job well done! More brochures are forthcoming; be on the lookout for them.

The four regional center directors worked together to develop a response to the Office of Special Education and Rehabilitative Services (OSERS) of the Department of Education for proper and specific language in the newly-adopted IDEA '97 to support the aims and objectives of the four regional technical assistance centers. This law (Individuals with Disabilities Education Act) included a provision that calls for a generic approach to enhancing postsecondary education opportunities to individuals who are deaf or hard of hearing through provision of technical assistance to postsecondary education institutions. At this time we are awaiting the publication of this draft language. Public comments will be further solicited for finalizing the regulations, targeted for implementation in the summer of 1998.

On behalf of PEPNet, NETAC negotiated with the Department of Education and the Office of Management and Budget (OMB) in finalizing the needs assessment survey that we sent to 10,400 postsecondary education institutions nationwide. (See Jerry Walter's update in this issue.) It is anticipated that the report will be completed and ready for dissemination in December 1997.

NETAC led in the design and development of a marketing plan for exhibiting the PEPNet materials at national conventions and conferences. The conventions/conferences at which PEPNet exhibited include the Association on Higher Education and Disability (AHEAD), American Deafness and Rehabilitation Association (ADARA), Conference of American Instructors of the Deaf/Conference of Educators Serving the Deaf (CAID/CEASD), Registry of Interpreters for the Deaf (RID), Self Help for Hard of Hearing People, Inc. (SHHH), and National Black Deaf Advocates (NBDA). We plan to increase the number of exhibits at other national conventions in Year 2.

NETAC participated in PEPNet's meeting with several national clearinghouses including the National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH), AHEAD, the National Transition Alliance for Youth with Disabilities (NTA), the National Information Center for Children and Youth with Disabilities (NICHCY), Gallaudet University, and NTID. We discussed ways and means for us to share our resources in disseminating information about postsecondary education opportunities for individuals who are deaf or hard of hearing.

NETAC is collaborating with the other regional centers in planning PEPNet's first national symposium on postsecondary education opportunities for deaf and hard-of-hearing students, "Empowerment Through Partnerships: PEPNet '98," to be held in Orlando, Florida, April 29-May 2, 1997. The Postsecondary Education Consortium (PEC) of the University of Tennessee at Knoxville is taking the lead in planning and organizing the conference.

NETAC was an active participant in the design and implementation of PEPNet's national teleconference on ADA and Section 504 regulations on May 8, 1997. The Midwest Center for Postsecondary Outreach (MCPO) at St. Paul Technical College assumed the leading role for this major activity. Over 120 institutions participated in this activity with 23 from the Northeast region. A follow-up national teleconference is being planned for March 1998.

As we move forward to Year Two, we are excited about the challenges and opportunities that lie ahead of us. We anticipate that with our state consortia and regional consortium in place, we'll be able to move forward with a variety of workshops, seminars, and technical assistance in the enhancement of postsecondary education opportunities for individuals who are deaf or hard of hearing in the Northeast region.

Alan

NETAC aims and objectives

The aim of NETAC is to provide technical assistance to postsecondary education/training institutions by doing the following:

- ➔ Prepare individuals who are deaf or hard of hearing for successful enrollment, matriculation and persistence toward graduation, completion of program objectives, or completion of student goals in postsecondary institutions of their choice.

Objectives:

- ◆ A model career/transition awareness program
 - ◆ A model orientation program to postsecondary educational institutions in packaging and offering financial aid opportunities for prospective and continuing students who are deaf or hard of hearing
 - ◆ A model student leadership training program
 - ◆ Model remediation/literacy programs in basic skills
 - ◆ A model training program in preparing students for co-op, internship/externship, service learning, and/or permanent employment.
- ➔ Enable postsecondary institutions to provide quality, accessible, efficient, and cost-effective access/support services to students who are deaf or hard of hearing.

Objectives:

- ◆ Awareness of ADA and Section 504 regulations of the Rehabilitation Act and other legislative measures
 - ◆ Creative financing for access/support services from private and public sources including Vocational Rehabilitation agencies
 - ◆ Information about strategies and techniques for providing technical assistance through networking, coordination and collaboration, and dissemination
 - ◆ Modeling an orientation program on accessible support services
 - ◆ Diversity awareness and sensitivity training for administrators, faculty/staff members, and students
- ➔ Improve/enhance quality of accessible support services through applications of emerging technologies for classroom learning in postsecondary institutions.

Objectives:

- ◆ Training workshops, mentoring, and consultation services
- ◆ Training trainers
- ◆ Information sharing

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