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ABSTRACT

This collection of materials from Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology) contains the grant performance report for continuation funding of fiscal year 1997 and final reports from the different partners of the project. The project was a three-year collaborative effort of the Virginia Department of Rehabilitation Services, the Virginia Community College System, and the State Council of Higher Education for Virginia. The purpose of the project was to develop and implement intensive training for faculty at eight community colleges in the areas of providing reasonable accommodations and instructional technology for students with disabilities, and to support college faculty in applying and adapting this generic training to their specific disciplines and classroom settings. Specific project activities and outcomes were designed to be replicable at state, regional, or institutional levels. Activities of the project included an intensive training program for math and English faculty designed to increase the retention and improve the academic success of college students with disabilities and a training course designed to train faculty and staff on the use of the new assistive technology to enhance instruction for students with disabilities. Evaluation of the project indicate 1,423 students and 866 faculty were positively affected. Appendices account for 95% of the document. (CR)

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ED 458 726

Project CATALIST

Collaborative Accommodations Training
Accenting Local Instructional Strategies and Technology

Virginia Department of Rehabilitative Services

Education Services Unit

GRANT PERFORMANCE REPORT

FOR

CONTINUATION FUNDING

Postsecondary Education Programs for Individuals with Disabilities

Fiscal Year 1997

Reporting Period
(03/01/96 - 02/28/97)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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PR Award # H078C50044

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COMMONWEALTH of VIRGINIA

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COMMISSIONER

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March 28, 1997

U. S. Department of Education
Office of Special Education and Rehabilitative Services/GCST
600 Independence Avenue, S.W.
Room 3317 Switzer Building -CFDA No. 84.___
Washington, D.C. 20202

Dear Sirs:

Enclosed, please find the Grant Performance Report for Continuation Funding for Project CATALIST (#H078C50044). Project activities were significantly delayed due to resignation and reassignment of staff. Adequate resources have now been committed to ensuring the success of this project. The CATALIST Design Team has revised the goals, objectives, activities, timelines, and budget consistent with the original intent of the project.

Due to the aforementioned delays, it is anticipated that approximately $89,930.00 of the year two award will be unexpended at the end of the current budget period. The agency requests approval to carry-over this amount to be combined with the anticipated award of $20,000.00 for year three.

Please do not hesitate to call me if you have any questions regarding this budget ammendment request or the report. Thank you for your assistance and direction.

Sincerely,

David R. Horvath

COVER SHEET

OMB No 1880-0538
Exp Date: 10/31/99

U. S. Department of Education
GRANT PERFORMANCE REPORT

1. PR/Award No. (e.g., H185A200211-95):

HO78C5044

See Block 4 on your last Notification of Grant Award.

2. Recipient Name and Address:

Virginia Dept. of Rehabilitative Services
Education Services Unit
8004 Franklin Farms Drive
Richmond, Virginia 23288-0300

Unless address has changed, repeat from Block 1 on your last Notification of Grant Award.

3. Project Title:

Postsecondary Education Programs for Individuals with Disabilities

This should be identical to the title of the approved application.

4. Contact Person:

Name: David R. Horvath
Title: Education Services Manager
Telephone Number: (804) 662 - 7081
Fax Number: (804) 662 - 7663
E-mail Address: horvatdr@drsmail. state. va. us

Provide the name and title of the project director or other individual who is most familiar with the content of the performance report. Also include telephone and fax numbers and E-mail address.

5. Performance Reporting Period:

(03-01-96 - 02-28-97)

This is the time-frame for information requested in Parts III, IV and V on project status and supplementary information/ changes. (See instructions for details.)

6. Current Budget Period:

(10-01-96 - 09-30-97)

See Block 5 of your last Notification of Grant Award.

Authorized Representative:

Name: (Typed or printed) David R. Horvath
Title: Education Services Manager
Signature: David R. Horvath
Date: 03/31/97

ED Form 524-B

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II. Project Summary

Project CATALIST is a three-year collaborative effort of the Virginia Department of Rehabilitative Services (DRS), the Virginia Community College System (VCCS), and the State Council of Higher Education for Virginia (SCHEV). The purpose of the project was to develop and implement intensive training for college faculty in the areas of providing reasonable accommodations and instructional technology for students with disabilities, and to support college faculty in applying and adapting this generic training to their specific disciplines and classroom settings. Specific project activities and outcomes are designed to be replicable at state, regional, or institutional levels.

III. Project Status

Project Management

Activities, Accomplishments, Outcomes

While CATALIST activities have been significantly delayed, much progress has been made in implementing the project. During the first half of this reporting period the agency experienced numerous changes within the Education Services Unit. Ms. Kathy Trossi, Project Director, was assigned to another area within the agency. Dr. Sally Scott, Project Coordinator, resigned to accept a full-time position out of state. Mr. Michael Scione assumed responsibility as Project Director. Dr. Ronald Gordon, former Commissioner of DRS, was designated as Project Consultant.

In June 1996, Dr. Gordon submitted recommendations for the re-design of the project. During this time, the agency received a letter from the United States Department of Education, expressing concern that project objectives were not being met. In October of 1996, the agency received a similar letter of concern from the Association on Higher Education and Disability in Virginia (AHEAD), along with an expressed interest to become more actively involved in project activities. Shortly thereafter, Mr. Scione was reassigned to another area of the agency and Mr. David Horvath assumed the responsibilities of Education Services Manager and Director of Project CATALIST.

As Project Director, Mr. Horvath established a design team to oversee all major project activities. The CATALIST Design Team (appendix A), includes the Project Director, Project Consultant, as well as representatives from each of the following: Department of Rehabilitative Services; Association on Higher Education and Disability in Virginia (AHEAD); Virginia Community College System (VCCS); State Council on Higher Education in Virginia (SCHEV); Virginia Assistive Technology System (VATS); Piedmont Virginia Community College; and Old Dominion University. Composition of the design team is significant in that membership effectively includes representatives from both VCCS and AHEAD, two groups which expressed initial concern regarding design of the project.

The CATALIST Design Team met twice during the later half of the reporting period. In November 1996, the Design Team reviewed the original grant proposal, as well as the recommended revisions, in light of the recommendations of the Higher Education Work Group for Improving the Accessibility of Higher Education in Virginia for Students with Disabilities (appendix B). The Design Team adopted the *Guiding Principles* and the *Vision for Higher Education in Virginia* developed by the work group as contained

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within this report. These principles and vision served as the basis for revision of the CATALIST Goals and Objectives consistent with the original intent of the project (see appendix C).

Anticipated Activities, Accomplishments, Outcomes

During the first quarter of the next reporting period, the Project Director will establish a Project CATALIST Advisory Board. The Advisory Board will be responsible for providing guidance and direction to the Design Team. The Advisory Board will be comprised of representatives of the Design Team, as well as representatives of relevant community agencies, organizations, and individuals. Advisory Board membership will include at least two college students with disabilities.

Note: The remainder of this section describes activities, accomplishments, and outcomes under each objective as revised. The accompanying chart (appendix D), identifies anticipated timelines and persons or organizations responsible for conducting each of these activities.

1. To develop and provide training to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals, on providing accommodations and support services to college students with disabilities, with an emphasis on development of instructional strategies and utilization of assistive technology;

Activities, Accomplishments, Outcomes

The Project Director contacted two nationally recognized consultants, Ms. Jeanne Kincaid and Dr. Sally Scott (former Project Coordinator), regarding their availability to develop the training materials and support products. Both individuals confirmed their willingness and availability to develop and/or provide this training.

Anticipated Activities, Accomplishments, Outcomes

During the first quarter of the next reporting period, the Project Director will enter into formal contractual agreements with these nationally recognized consultants, and others as needed, to develop and/or provide the training and technical assistance materials.

In October, 1997, CATALIST will coordinate and/or provide a series of 4-6 regional training events for college faculty and staff in collaboration with other relevant individuals, at campus-based locations across the State. This training will be held in conjunction with awareness events and activities during Disability Employment Awareness Month. This training will utilize the materials developed by the external consultants. In addition, the training will highlight direct applications being developed by colleges and universities receiving funds under objective #3.

2. To develop and provide direct and on-line technical assistance and support to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals as well as the general public, on providing accommodations and support services to college students with disabilities, with an emphasis on development of instructional strategies and utilization of assistive technology;

Anticipated Activities, Accomplishments, Outcomes

During the first half of the next reporting period, the Project Director will contract with outside sources to develop a Project CATALIST Website, Home Page, and on-line technical assistance materials. Possible sources include: Virginia Tech-Southwest Virginia Transition Center; Virginia Assistive Technology System; and/or the Association on Higher Education and Disabilities in Virginia.

Beginning in the second half of the next reporting period, college and university faculty and staff, relevant agencies, organizations and individuals, as well as the general public, will be able to access the Project CATALIST Website, Home Page, and on-line technical assistance via the Internet.

3. To award a minimum of $125,000 in federal incentive funds to approximately 8-12 colleges and universities, in collaboration with other relevant parties, to increase the access, availability, and quality of accommodations and support services for college students with disabilities with an emphasis on development of instructional strategies and utilization of assistive technology;

Activities, Accomplishments, Outcomes

During the second half of this reporting period, the Project Director sent a notice to all college and university Office of Disability Student Services personnel announcing the availability of CATALIST funds. During the last quarter of this reporting period, the Project Director, in consultation with the Design Team, developed a Request For Proposals (RFP), to solicit the first round of applications from colleges and Universities (see appendix E).

Anticipated Activities, Accomplishments, Outcomes

During the first quarter of the next reporting period, CATALIST will issue the RFP to award the first $64,000.00 in federal funds to approximately 4-6 colleges and universities. Awards will be made on a competitive basis as judged by an impartial review panel. Individual awards are estimated to range from $8,000.00 - $12,000.00. The funding period will be July 1, 1997 - June 30, 1998.

During the last quarter of the next reporting period, CATALIST will issue the RFP to award an additional $64,000.00 in federal funds to approximately 4-6 colleges and universities. The funding period for these grants will be July 1, 1998 - June 30, 1999.

4. To collect and report statewide data regarding college services and outcomes for individuals with disabilities, to include entrance, remediation, retention, access to support services, provision of accommodations, utilization of placement services, matriculation, and employment;

Activities, Accomplishments, Outcomes

During the last quarter of the reporting period, the Project Director developed a Memorandum of Understanding (appendix F), with Virginia Commonwealth University-Rehabilitation Research and Training Center (VCU-RRTC), to plan and conduct all data collection, reporting, and program evaluation activities. This memorandum is for a two-year period beginning May 1, 1997.

Anticipated Activities, Accomplishments, Outcomes

Beginning in the first quarter of the next reporting period, the RRTC will develop and implement a statewide system to collect and report baseline data regarding college services and accommodations for individuals with disabilities to include entrance, remediation, retention, access to support services, provision of accommodations, utilization of placement services. The RRTC will solicit the advice and involvement of representatives of the following: the Department of Rehabilitative Services; Virginia Community College System; State Council for Higher Education in Virginia; Virginia Association on Higher Education and Disability; Virginia Assistive Technology System; a community college; a university; and college students with disabilities.

5. To collect and report data regarding the effectiveness of project activities in accomplishing objectives;

Activities, Accomplishments, Outcomes

As stated above, the Memorandum of Understanding with Virginia Commonwealth University-Rehabilitation Research and Training Center (VCU-RRTC), includes program evaluation activities.

Anticipated Activities, Accomplishments, Outcomes

Beginning in the first half of the next reporting period, the RRTC will develop and implement tools and techniques to collect and report data regarding the effectiveness of CATALIST activities in accomplishing project objectives. These tools and techniques will include development of a system to collect and report data from colleges and universities receiving CATALIST funds regarding college services, accommodations, and outcomes for individuals with disabilities, to include entrance, remediation, retention, access to support services, provision of accommodations, utilization of placement services, matriculation, and employment.

6. To promote replication of effective strategies by disseminating project information training products and technical assistance materials to local, state, and nationa audiences.

Anticipated Activities, Accomplishments, Outcomes

During the first half of the next reporting period, the CATALIST Design Team an Advisory Board will develop a comprehensive information dissemination plan to b implemented throughout the life of the project. As stated above, all materials will b made accessible via the Internet.

IV. Budget Information

Project funds have not been expended at expected rates due to the vacancies, reassignments, and subsequent delays in project activities identified above.

During this reporting period, DRS received approval from the United State Department of Education to carry-over the $99,000.00 remaining in the Projec CATALIST Year One budget, and received an additional award of $100,000.00 for Yea Two, pending commitment of adequate staff resources and redesign of the project.

The Design Team reviewed the original CATALIST budget as related to achievin the revised objectives and activities and in light of the resources available. A revise budget is attached, and appears in the appendix (see appendix G).

While only $215.60 has been expended, $93,000.00 has already been obligate through outside contracts including the data collection and evaluation contract wi VCU-RRTC and the RFP for the first round of incentive funds to colleges and universitie Another $17,070 will be obligated or expended for training, technical assistance, an dissemination by the end of the budget period (09/30/97).

It is anticipated that approximately $89,930.00 of the year two award will b unexpended at the end of the budget period. The agency requests to combine the funds with the anticipated award of $20,000.00 for year three activities, including th second round of incentive grants to colleges and universities.

V. Supplemental Information/Changes

None, except as noted and described above.

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Appendix A

Project CATALIST Design Team:

Project CATALIST Design Team

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Appendix B

Title:

'Improving the Accessibility of Higher Education in Virginia for Students with Disabilities'

Improving the Accessibility of Higher Education

in Virginia for Students with Disabilities

Recommendations of the
Higher Education Workgroup

Project UNITE

December, 1994

US DOE Award #H158A20015

APR 12 1995

COMMONWEALTH of VIRGINIA

Office of the Governor

George Allen
Governor

April 7, 1995

Beverly H. Sgro
Secretary of Educat

MEMORANDUM

TO: Dr. William C. Bosher, Jr., Superintendent of Public Instruction
Department of Education

Dr. Ronald C. Gordon, Commissioner
Department of Rehabilitative Services

FROM: Beverly H. Sgro

SUBJECT: UNITE Higher Education Workgroup Final Recommendations

Thank you for providing me a copy of the UNITE Higher Education Workgroup's final recommendations. A major effort went into this project and the Workgroup is to be commended for its work.

Your plan to apprise Agency heads of the Workgroup's recommendations is a good one. Some recommendations can be implemented from within existing resources; others may require specific budget action to provide for their implementation. Regardless of how the Workgroup's recommendations are implemented, both myself and Secretary James are aware of this initiative and can be responsive to any Agency's request. This, I believe, provides the best opportunity for implementation of the Workgroup's recommendations.

Lastly, your release of this report is timely, for it gives all concerned the opportunity to review each recommendation and prioritize it among other key Agency issues. Once forwarded to the appropriate Cabinet Secretary/Agency head, some means of follow-up should be implemented to determine implementation strategies for the various recommendations.

Thanks for giving me the opportunity to comment on the Workgroup's final recommendations.

BHS/jdb

P.O. Box 1475 • Richmond, Virginia 23212 • (804) 786-1151 • TDD (804) 786-7765

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Higher Education Workgroup Recommendations

EXECUTIVE SUMMARY

A 1990 study by the Virginia Institute for Developmental Disabilities conducted for the Board for Rights of Virginians with Disabilities examined the concerns, needs, and satisfaction with services of Virginia's postsecondary students with disabilities. Eighty-six percent of respondents reported that they had encountered barriers because of their disabilities. Barriers consisted of physical, attitudinal, and programmatic concerns.

The 1992 General Assembly House Joint Resolution #4 directed the Virginia Board of Education to conduct a study of the demographics of special education students exiting public education. This study revealed that youth and young adults with disabilities in Virginia participate in postsecondary education programs at higher rates than national averages (34% v. 16%). However, these young adults report that they do not consistently access the support services available on college campuses, and retention in postsecondary education programs is a concern. As a result of this legislative study, the Virginia Board recommended that a study group identify strategies to increase the success of young adults with disabilities in Virginia's postsecondary education programs.

The Department of Rehabilitative Services responded to this recommendation by taking the lead in forming the Higher Education Workgroup. This group included individuals representing six state agencies*, college faculty, administrators, students with disabilities, secondary school counselors, and members of the Association on Higher Education and Disability in Virginia (AHEAD-VA). Two-year, four-year, public and private institutions were represented. The group met from January 1994 through November 1994.

It became apparent that many of the potential solutions to the barriers facing students with disabilities in Virginia's institutions of higher education entailed systems change and were thus in keeping with the initiatives and activities of Project UNITE (a five-year interagency project sponsored by the USDOE and co-directed by Virginia's DOE and DRS to establish a statewide system of transition services for youth and young adults with disabilities). As a result, UNITE became the official sponsor of the Higher Education Workgroup, with final recommendations to be forwarded to UNITE management for action.

This workgroup found that though there are services and resources available to youth and young adults with disabilities in Virginia's postsecondary institutions, barriers exist to achieving the equal access to higher education mandated by federal law (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990). Student support is inconsistent across college campuses and there is need for statewide guidance from SCHEV, VCCS, and DRS, in collaboration with the Higher Education Advisory Board (see recommendation #6), in identifying

recommended services on campus, disseminating information on best practices, and collecting data on student demographics and outcomes.

Efforts to address the critical transition periods during entrance to and exit from college need to be expanded. The workgroup recommends that SCHEV, VCCS, DOE, and DRS in collaboration with Project UNITE, provide comprehensive statewide information, training, and communication on transition from secondary school into two- and four-year colleges, transition from two- to four-year colleges, and transition from college into professional or graduate education or the world of work.

Much of the nondiscrimination mandate on college campuses hinges on the daily interactions between students and faculty/staff. There is dire need for college faculty, support personnel, tutors, career counselors, and other staff to receive education concerning the needs of individuals with disabilities and appropriate accommodation strategies. The workgroup recommends that SCHEV and VCCS provide state level support and funding for developing a comprehensive approach to college faculty and staff development and training.

A major barrier facing college students with disabilities is the misperceptions and stereotypes held by a broad range of individuals directly and indirectly influencing Virginia's institutions of higher education. The workgroup recommends that DRS, SCHEV, and VCCS organize and conduct a comprehensive, state-wide disability awareness campaign to educate individuals both internal and external to higher education about postsecondary education for individuals with disabilities

Technology is providing the potential to enhance access to colleges for many youth and young adults with disabilities. Collaborative efforts by DRS, other adult service agencies, and individual institutions of higher education should facilitate the awareness, acquisition, and use of technology both in and out of the classroom in supporting college students with disabilities.

Finally, in order to monitor progress towards addressing the previous recommendations and to provide an ongoing means of monitoring student needs in the area of college accessibility for students with disabilities, the workgroup recommends that a streamlined form of the current Higher Education Workgroup continue.

* Participating agencies included the Department of Rehabilitative Services (DRS), the State Council of Higher Education for Virginia (SCHEV), the Department of Education(DOE), the Department for the Deaf and Hard of Hearing (DDHH), and the Department for the Visually Handicapped (DVH).

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RECOMMENDATION 1: Student Support Services

The State Council on Higher Education in Virginia (SCHEV), the Virginia Community College System (VCCS), and the Department of Rehabilitative Services (DRS) in collaboration with the higher education workgroup (see recommendation (6) should provide guidance and support in: identifying recommended services on campus; disseminating information on best practices; and collecting data on student demographics and outcomes. Increased funding should be allocated to allow recommended practices to be implemented.

In order to fulfill this recommendation, SCHEV, VCCS, and DRS should take the lead in the following activities:

I. Develop recommendations for a core set of program components and services to be offered on all Virginia college campuses including such areas as accommodations and auxiliary aids (such as communication services and interpreters), essential transportation services, assessment/evaluation services, and key skills and competencies of college support personnel. Issues surrounding a credentialing process and the development of an in-state training program for college support personnel should be examined further.

II. Information dissemination

A. Each campus should clearly identify and publicize the services available to students with disabilities, including the key person responsible for facilitating access on campus.

B. A centralized clearinghouse should be organized for professionals, parents, and consumers to provide information on programs available in state and best practices in support. This may be achieved by utilizing existing resource centers such as the Parent Resource Centers or Project UNITE transition centers.

C. Promote interagency connections by technology (e.g., VaPen, Internet)

D. Encourage and provide support for institutions to disseminate information on disabilities to nondisabled students in a variety of arenas (e.g., freshman orientation class instruction; sororities and fraternities; academic and social clubs; disability awareness day; support groups; college affiliate programs).

III. A uniform system of data collection should be implemented on each campus identifying such information as number of students served by disability category, services/accommodations provided by support office and adjunct services on campus, and student performance and success rates. This should be collected and compiled at the state level and utilize existing report mechanisms such as the RADDS system for community colleges.

Recommendation 1 (cont.)

IV. State funding and funding systems

A. Though some funding exists for serving college students with disabilities, it is grossly inadequate. SCHEV, VCCS, and DRS need to examine funding for core campus services for students with disabilities and make recommendations for adequate funding of needed services.

B. Provide additional grant opportunities to develop services.

C. Provide support staff information on available grants.

D. Involve support service people in the budget process.

RECOMMENDATION 2: Transition Services

SCHEV, VCCS, DOE, and DRS in collaboration with Project UNITE, should provide comprehensive statewide information, training, and communication on transition from secondary school into two- and four-year colleges, transition from two- to four-year colleges, and transition from college into professional or graduate education or the world of work.

In order to fulfill this recommendation, SCHEV, VCCS, DOE, and DRS should take the lead in the following activities:

I. Provide regional coordination of transition services including students, adult service providers, secondary school personnel, institutions of higher education, and employers. Connect with existing channels created through Project UNITE.

A. Provide training in the transition process for secondary personnel, parents, adult service agencies, students, college admission officers and career counselors. Explain roles, resources, and responsibilities. Encourage early referral to services. Educate employers regarding the assets and abilities of students with disabilities upon graduation. Incorporate self-advocacy training into student transition plans.

B. Establish interagency agreements between all agencies involved in the transition process, secondary schools, and institutions of higher education to clarify services and funding roles and responsibilities.

II. Provide state-wide funding for each two- or four-year college to provide a summer transition program from secondary education for students with disabilities (such as the summer transition programs for minority students funded by SCHEV). Strongly recommend that each program include self-advocacy training for students with disabilities, provide practice in using frequent accommodations such as books on tape, and provide training in how to find/choose the best instructors.

RECOMMENDATION 3: Faculty and Staff Development

SCHEV and VCCS should provide state level support and funding for developing a comprehensive approach to college faculty and staff development and training.

In order to fulfill this recommendation, SCHEV and VCCS should take the lead in the following activities:

I. Target the informational needs of faculty pertaining to instructional strategies and legal requirements.

A. Provide grant money for faculty members to develop training modules using multi-sensory and multi-modality teaching methods in their discipline area.

B. Encourage colleges to conduct meetings with faculty and staff at the beginning of each school year and at the beginning of the second semester focusing on access for students, staff, and faculty with disabilities. DRS and AHEAD-Va should serve as a repository of resource speakers. Incentive pay should be made available for faculty to attend training on disability issues.

II. Offer grant opportunities to develop a training program for campus tutors of students with disabilities in multiple approaches to learning and transmitting material. Emphasis should be placed on teaching learning strategies within the content material.

III. Increase collaboration between the office for students with disabilities, higher education career counseling services, general campus counseling services, and DRS. Link with state organizations (AHEAD-Va and VCCA) to do presentations on resources available; how to choose a career path; what to know about disabilities and the world of work; assisting students to self-advocate; etc. Continue transition planning emphasis through college into employment.

IV. Intentionally seek increased funding for faculty and staff development.

A. Provide assistance in identifying private funding sources and writing grants.

B. Increase state funding to individual institutions to provide support staff needed for increased one-to-one interaction with faculty and to improve staff-student ratio.

C. Funding should be provided for college support staff to attend conferences to update their knowledge and skills.

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RECOMMENDATION 4 : Disability Awareness Campaign

DRS, VCCS, and SCHEV should organize and conduct a comprehensive, state-wide disability awareness campaign to educate individuals both internal and external to higher education about postsecondary education for individuals with disabilities.

In order to fulfill this recommendation, DRS, VCCS, and SCHEV should take the lead in the following activities:

I. Showcase exemplary programs and "success stories." Conduct forums with an emphasis on access. Specifically target decision-makers including legislators, college presidents, chief academic officers and student affairs officers, boards of visitors (rectors and chairs of the academic affairs committee), Council of Higher Education members, VCCS Board members, and agency heads (e.g., SCHEV, VCCS, DOE, DRS, etc.), the Secretary of Education, the Secretary of Health and Human Resources, the Governor, or Lt. Governor.

II. Collaborate with DRS in sponsoring the statewide Disability Awareness Month. Players should include the Governor, Lt. Governor, Secretaries of Services.

III. Seek external support for funding institutional incentives to plan and promote programs and services for students with disabilities.

IV. Support and involve the Association on Higher Education and Disability (AHEAD-Va) in statewide education and outreach efforts.

V. Encourage DVH and DDHH to identify a higher education contact person for addressing and advocating college issues.

RECOMMENDATION 5: Assistive Technology

Facilitate the awareness, acquisition, and use of technology both in and out of the classroom in supporting college students with disabilities.

I. DRS should take the lead in:

A. Expanding awareness of VATS and DRS services available to colleges and college students.

B. VATS and/or DRS need to offer assistive technology needs assessments at a wider range of locations across the state in order to be more accessible to students with disabilities. Emphasis should be placed on a range of AT recommendations including, whenever possible, low-tech options.

C. Clarifying existing policies across agencies and developing new cooperative agreements, as needed, to fund technology purchases between adult service agencies, institutions of higher education, and secondary schools.

II. Institutions of higher education should take the lead in creating ways to share technology used in and out of the classroom among campuses and disciplines, such as consortium efforts.

RECOMMENDATION 6 : Continued monitoring

DRS should take the lead in continuing the Higher Education workgroup as an ongoing Advisory Boardto monitor needs and progress in the area of college accessibility for students with disabilities with direct communication lines to the Instructional Programs Advisory Committee (IPAC), and relevant state agency heads.

I. The workgroup should consist of representatives from SCHEV, VCCS, DOE, DRS, the Department for the Deaf and Hard of Hearing (DDHH), Department for the Visually Handicapped (DVH), AHEAD-Va, college administrators, faculty, support service personnel, and students with disabilities. Two and four-year, public and private institutions should be represented.

II. Future issues for the group to address should include:

A. A statewide evaluation procedure for assessing college facilities, policies, and procedures including a description of remaining barriers to students with disabilities and plans to address these barriers.

B. Further examination of the issues surrounding the provision of reasonable accommodations for students with disabilities in licensing and admission exams of all types.

C. Identifying means for developing/encouraging incentives for college faculty to participate in training pertaining to the needs of students with disabilities.

D. Identifying models for campus Student Activities Offices in addressing specific issues relative to students with disabilities.

APPENDIX A

BACKGROUND

BACKGROUND

House Joint Resolution #4

The 1992 General Assembly resolution directed the Virginia Board of Education to conduct a study of the demographics of special education students exiting education.

- o Virginia youth with disabilities participate in postsecondary education at higher rates than other youth with disabilities nationally. Few of these students report using the support services available. In addition, retention of these students in postsecondary education programs presents a challenge though exact retention figures are not known.

- o The Board of Education recommended a study group identify and recommend programs and strategies to increase the success of young adults with disabilities in postsecondary education programs.

Survey of the Concerns, Needs, and Satisfaction with Services of Virginia's Postsecondary Students with Disabilities

The Board for Rights of Virginians with Disabilities conducted a survey of college students with disabilities within the state in 1991.

- o Over 86% of respondents reported that they had encountered barriers in college because of their disabilities.

- o Barriers were reported in a range of areas including physical, programmatic, and attitudinal issues.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act

Section 504 and the Americans with Disabilities Act state that colleges and universities may not discriminate against individuals with disabilities and must provide an equal opportunity to participate in and benefit from the educational environment.

- o Nondiscrimination is mandated in activities relating to recruitment and admission of students, general student treatment, housing, financial and employment assistance to students, and nonacademic services.

o Academic adjustments and auxiliary aids must be provided to ensure nondiscrimination.

Individuals with Disabilities Education Act of 1990

The Individuals with Disabilities Act requires transition planning and services for youth with disabilities receiving special education.

o Transition services are defined as "a coordinated set of activities for students, designed within an outcome-oriented process, which promotes movement from school to post-school activities including postsecondary education..."

HIGHER EDUCATION WORKGROUP REPRESENTATIVES

Department of Rehabilitative Services
Sally Scott, Chair, *Coordinator of Higher Education*
Deborah Harrison, *Rehabilitation counselor*

State Council on Higher Education
Verna Holoman, *Academic Affairs Coordinator*

Virginia Community College System
Ned Swartz, *Director of Technical Education*

Department for the the Visually Handicapped
Jim Taylor, *Vocational Rehabilitation Director*

Department of the Deaf and Hard of Hearing
Leslie Hutcheson, *Special Projects Manager*

Department of Education
Harley Tomey, *Learning Disabilities Specialist*

College Faculty and Administrators
Edwin Barnes, *President, New River Community College*
John Borgard, *Associate Dean, College of Humanities and Sciences, Virginia Commonwealth University*
Pat Bozeman, *Department of Humanities, J. Sargeant Reynolds Community College*
Carole Grove, *Department of Education, Bridgewater College*
Frank Moore, *Assistant Professor of French, Longwood College*
Bob Willeges, *Industrial and Systems Engineering, Virginia Polytechnic Institute and State University*

Association on Higher Education and Disability
Jeananne Dixon, *Coordinator of the Center for the Learning Disabled, New River Community College*
Nancy Olthoff, *Director of Disability Services, Old Dominion University*
Chip Studwell, *Director of Counseling Services, Bridgewater College*
Paula Dean, *Director of Disability Services, Lord Fairfax Community College*
Philicia Wilson, *Director of Disability Services, Germanna Community College*

Secondary School Counselors
Delna Antaki, *President, Virginia School Counselors*

Students
Stephanie O'Connor, *Mary Washington College*
Scot Tanner, *Randolph-Macon College (recent graduate)*
Christy Hodge, *Virginia Commonwealth University School of Law*

Higher Education Workgroup

PURPOSE:

The purpose of the Higher Education Workgroup is to promote the accessibility and quality of higher education in Virginia for students with disabilities.

OBJECTIVES

1. To examine currently identified barriers.

2. To identify any additional concerns or barriers.

3. To envision an "ideal world" scenario of optimal services.

4. To articulate critical components of an optimal Virginia higher education system.

5. To identify or develop strategies to address these components.

6. To develop a comprehensive plan for implementing these strategies.

7. To provide a statewide forum for consumers and other stakeholders to give feedback on the plan.

8. To modify the plan based on consumer and stakeholder concerns and suggestions.

GUIDING PRINCIPLES

Higher education for students with disabilities is most effective when:

- Students understand their disabilities and abilities and how this effects their learning. They are aware of accommodations that facilitate their learning and are able to self-advocate to attain these accommodations.

- Parents understand their child's disability and the parent's role in higher education.

- There is a smooth transition process from the beginning of the college search, through entry, adjustment, and graduation to employment.

- There is a supportive infrastructure (human, technical, and physical) in place which permits the process of higher education to occur routinely. Granting of appropriate accommodations for students with disabilities is an integral and natural part of the process. There is a visible point of access to services.

- Support services are based on college student development theory rather than emphasizing minimal legal compliance.

- There is statewide support, communication and sharing of resources. Interagency agreements are in place to determine who will provide and fund necessary services. There are agreed upon standards and recommendations for exemplary services.

APPENDIX E

VISION FOR HIGHER EDUCATION IN VIRGINIA

VISION FOR HIGHER EDUCATION IN VIRGINIA

We have a shared vision for higher education in Virginia for students with disabilities that includes:

- *An inclusive, diverse society* including open, accepting attitudes; and maximum level participation for individuals with disabilities in all aspects of society.

- *A supportive cooperative infrastructure in place* including accessible, accommodating campuses; effective, campus-wide communication; easily accessible resources; equitable, sufficient funding; educated, supportive legislators; fully staffed services; clear, non-legalistic policies; smooth-bridging transition programs; efficient, collaborative agencies; and resulting in a productive, enriching system.

- *Adequate, innovative services* including welcoming, well-trained staff; technical support; plentiful, qualified interpreters; and available assistive technology.

- *Sensitive, enlightened administrators and faculty* including aware, supportive administrators; educated, sensitive, and accepting faculty; and widespread multi-sensorial teaching and testing practices.

- *Well-prepared, satisfied students* who are motivated, assertive, knowledgeable, and reasonably accommodated.

- *Successful taxpaying college graduates* who are confident and competent; and productive, fulfilled employees (postcollege).

APPENDIX F

SYNTHESIS OF PUBLIC COMMENT

The Higher Education Workgroup (consisting of representatives from six state agencies; college administrators, faculty, and students with disabilities; and secondary school counselors) has been meeting since January, 1994 to formulate a set of recommendations to address the needs of Virginia's college students with disabilities. The recommendations will be used for several purposes, including serving as a foundation for future interagency collaboration efforts, approaching the General Assembly, and providing direction to state and local level initiatives. Our recommendations have been drafted and we are now

Inviting Public Comment

on

Recommendations for Improving Virginia's Higher Education Services for Students with Disabilities

at the following four sites:

1) Virginia Commonwealth University
University Student Commons
(corner of Floyd and Cherry)
Commonwealth Ballroom A, second floor
DATE: November 15, 1994 9:30 - 11:00
RSVP: John Borgard (804) 828-1673

2) Old Dominion University
Webb Center, second floor,
south wing
Chesapeake-Portsmouth-Va Beach rm
DATE:November 8,1994 9:30-11:00
RSVP: Delna Antaki (804) 474-8487

3) New River Community College
Rooker Hall auditorium
DATE: October 17, 1994 7:00 - 8:30
RSVP: Jeananne Dixon (703) 674-3600 ext 358

4) Bridgewater College
Cline Campus Center, Boitnott rm.
DATE: November 10, 1994 4:00-5:30
RSVP: Carole Grove (703) 828-5353

Each site is fully accessible. To request accommodations at any site, please contact Sally Scott (804) 662-7613 ; 662-9040 TDD (48 HOURS NOTICE PREFERRED)

Public Comment on Higher Education Workgroup Recommendations

Summary

Regional Meetings:

October 17, 1994	New River Community College *Southwest Region*
November 8, 1994	Old Dominion University *Tidewater Region*
November 10, 1994	Bridgewater College *Northern Region*
November 15, 1994	Virginia Commonwealth University *Central Region*

Recommendation #1: Student Support Services

I. Core services

- o Include communication services and interpreters as examples of auxiliary aids.

II. Information dissemination

(B) o A centralized clearinghouse for information is especially important for high school students with disabilities and their parents.

(C) o What is VaPen and Internet?

- o I can access Internet easily and use the computer accommodations I need (Zoom Text) with no hassle.

(D) o Outreach to peers without disabilities is really needed. There should be more and it should take place earlier when students are in high school or even in elementary school.

- o This is taking place to some extent in high schools but is needed more. High school students with disabilities see this (Disability Awareness activities) as a most welcome opportunity for educating their peers.

- o This may be less of an issue on our small private college campus. (Others refuted this comment)

- o Its often difficult to get peers without disabilities to participate in these activities. And as a student with a disability I'm tired of the struggle to always educate others.

- o Terminology- students without apparent disabilities.

III. Data collection

- o Existing data collection forms should be examined so we don't recreate the wheel (e.g., University of Md and the state of CT).

- o This information should be made available to high school counselors and transition specialists.

- o Data collection should reflect the labor intensive nature of this work, particularly with some kinds of disabilities.

- o This should be attached to existing reports that the state uses to generate statistics on other protected classes (SCHEV.EF).

- o Data collection should include: performance and success rates of students; campus assessments of facilities, policies, and procedures; descriptions of remaining barriers and plans to address them.

IV. Funding

(A) o More financial aid and scholarship money is needed for students with disabilities.

- o During the 1993-1994 school year, $158,017,062 was provided by the state to identify and serve 124,272 students (preschool through 12th grade) in the public schools. During the 1993-1994 school year, NO funds were provided by the state for the 2,899 students with disabilities identified and serviced by Virginia's four-year public institutions of higher education.

- o A bill should be proposed to the General Assembly to fund and implement 504 and the ADA.

- o Emphasis should be placed on adequate staff first (services second).

(B) o Bring together a support group for grant writing involving a collaborative effort across campuses.

<u>Recommendation #2: Transition</u>

I. Regional coordination and outreach

(A) o College student Speaker's Bureaus could be helpful with this.

- o This is important because many students with disabilities are "counseled out" of attending college.

- o Include transition issues in moving from a two-year to a four-year college.

- o Regular education teachers need more education about disabilities in their teacher preparation coursework. Lack of awareness and understanding can really limit the future option of attending college.

(B) o Interagency agreements are particularly important so students don't continue to fall between the cracks. The areas of eligibility criteria and testing really need attention.

(C?)o Linkage with licensing boards, national exams, admission exams of all types, and graduate schools needs to be strengthened. Some state level interagency body with expertise in this area needs to be established to serve as a resource to provide training about reasonable testing accommodations. Currently, uninformed exam/licensing boards are formulating their own recommendations about what accommodations students are permitted to have.

II. Summer Transition Program

- o SCHEV funds programs like this for other minorities. Students with disabilities should be included.
- o Self-advocacy training should begin in high school in the transition plan.
- o Students are more likely to self-advocate if there is something apparent on campus worth advocating for.
- o Need to practice using accommodations like books on tape, training how to find/choose the best instructors, how to advocate if instructor not cooperative, etc.

Recommendation #3: Faculty and Staff Development

I. Faculty

- o Training should target accommodations/instructional modifications and also procedural issues such as student confidentiality when providing or arranging accommodations (in testing situations, notetaker services, etc.) .
- o Personnel who do the training need to be from the grassroots, have experience providing services, be successful students with disabilities, etc.
- o This would help more than any other single activity.
- o Colleges should be mandated to go at this aggressively.
- o There should be levels of awareness and education activities offered to faculty over time -- not the same information conveyed each semester. Faculty role as an advisor to students with disabilities should be emphasized.
- o Faculty with disabilities should be used to train faculty peers.
- o Faculty should be trained to train other faculty on campus (train the trainer model).
- o Attendance at trainings should be tied to performance plans, tenure reviews, etc.
- o This whole section is extremely important because discrimination is rampant.

II. Campus Tutors

- o A consortium approach to grant writing for tutor training might maximize resources.

III. Career counselors

- o Use "office for students with disabilities" instead of DSS
- o Include counseling services in general.

IV. Support Staff

- o Provide for more reasonable student-staff ratios.
- o Allow funding for students with disabilities to attend conferences.
- o Move faculty incentive pay recommendation to (I).

Recommendation #4: Disability Awareness Campaign

I. o As part of awareness activities, get high level support for the faculty training activities proposed in recommendation #3.

II. o Change terminology to Statewide Awareness of Disability Issues.

I-V o Might tie in to a comprehensive education/outreach program that ties in with recommendation #1 (reaching elementary -highschool-college students without disabilities).

- o I question the value of general "Disability Awareness" activities. Does this have a day-to-day impact on student treatment? Person-by-person, small group education is important and more effective.

Recommendation #5: Assistive Technology

I o Recommendations should be specific to the classroom and clarify very low-tech to high-tech range.

- o Need to develop a better system of where the evaluation of AT needs takes place and who should conduct needs assessments. VATS and/or DRS should take lead and make these evaluations available throughout the state rather than centralizing evaluation at Woodrow Wilson Rehab Center or just one or two locations across the state that might be hard for students with disabilities to access. This information should be made available in the information clearinghouse recommended in recommendation #1.

- o Important to remember to provide training to use AT.

II o Some colleges are starting to house AT in their libraries. The intent is good but students need their own AT catered to their specific needs to really do college level work. Its like putting all paper and pencils in the library and telling students without disabilities that any time they need to write something they have to go to the library to do that. Its very limiting.

Recommendation #6: Continued Monitoring

APPENDIX G

ACRONYM GLOSSARY

Acronym Glossary

o AHEAD-VA	Association on Higher Education and Disability in Virginia
o DDHH	Department for the Deaf and Hard of Hearing
o DOE	Department of Education
o DRS	Department of Rehabilitative Services
o DVH	Department for the Visually Handicapped
o IPAC	Instructional Programs Advisory Committee
o SCHEV	State Council of Higher Education for Virginia
o VATS	Virginia Assistive Technology System
o VCCA	Virginia College Counselors Association
o VCCS	Virginia Community College System

Appendix C

Project CATALIST:

Revised Goals and Objectives

Project CATALIST

Collaborative Accommodations Training
Accenting Local Instructional Strategies and Technology

Goals

- *College faculty and staff, in collaboration with community representatives, will have increased knowledge, skills, and abilities in providing reasonable accommodations and support services to college students with disabilities, with an emphasis on developing instructional strategies and using assistive technology;*

- *College students with disabilities will have increased access to, and utilization of, reasonable accommodations and support services with an emphasis on instructional strategies and assistive technology;*

- *Colleges, state agencies, and other relevant parties will be engaged in the systematic collection of data regarding college services and outcomes for students with disabilities, and will and utilize data in improvement efforts; and*

- *Colleges, state agencies, and other relevant parties will be able to replicate best practices for providing reasonable accommodations and support services to college students with disabilities, with an emphasis on developing instructional strategies and using assistive technology.*

(revised 2/97)

Project CATALIST

Collaborative Accommodations Training
Accenting Local Instructional Strategies and Technology

Objectives

1. *To develop and provide training to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals, on providing accommodations and support services to college students with disabilities, with an emphasis on development of instructional strategies and utilization of assistive technology;*

2. *To develop and provide direct and on-line technical assistance and support to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals as well as the general public, on providing accommodations and support services to college students with disabilities, with an emphasis on development of instructional strategies and utilization of assistive technology;*

3. *To award a minimum of $125,000 in federal incentive funds to approximately 8-12 colleges and universities, in collaboration with other relevant parties, to increase the access, availability, and quality of accommodations and support services for college students with disabilities with an emphasis on development of instructional strategies and utilization of assistive technology;*

4. *To collect and report statewide data regarding college services and outcomes for individuals with disabilities, to include entrance, remediation, retention, access to support services, provision of accommodations, utilization of placement services, matriculation, and employment;*

5. *To collect and report data regarding the effectiveness of project activities in accomplishing objectives;*

6. *To promote replication of effective strategies by disseminating project information, training products and technical assistance materials to local, state, and national audiences.*

(revised 2/97)

Appendix D

Project CATALIST:

Revised Activities and Timelines

Project CATALIST - Year Two (10/1/96 - 09/30/97)

Objectives/Activities/Persons Responsible	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.
1. Training:												
A. Develop (EC, PD, DT, AB)							x	x	x	x	x	x
B. Coordinate (PD, DT)									x	x	x	x
C. Provide (EC, PD, DT)												
D Evaluate (VCU, PD, DT)												
2. Technical Assistance:												
A. Develop (EC, PD, DT, AB)							x	x	x	x	x	x
B. Provide (EC, PD, DT)										x	x	x
C: Evaluate (VCU, PD, DT)												x
3. Incentive Funds:												
A: Solicit (PD)							x	x				
B. Award (DT, AB)									x-1			
C. Monitor (PD, DT)										x		
D. Evaluate (VCU, PD, DT)											x	x
4. Data Collection and Proj. Evaluation:												
A. Statewide Data System:												
1. Develop (VCU, PD, DT, AB)								x	x	x		
2. Implement (VCU)										x	x	x
3. Report (VCU, PD, DT)												x
B. Grant Site Data System:												
1. Develop (VCU, PD, DT, AB)								x	x	x		
2. Implement (VCU)										x	x	x
3. Report (VCU, PD, DT)												x
5. Dissemination:												
A. Develop (PD, EC, DT, AB, VCU)							x	x	x	x	x	x
B. Disseminate (PD, EC, DT, AB,VCU)								x	x	x	x	x
C. Evaluate (VCU)												

Graph Key

PD - Project Director EC - External Consultants DT - Design Team AB - Advisory Board
VCU - Virginia Commonwealth University

Project CATALIST - Year Three (10/1/97 - 09/30/98)

Objectives/Activities/Persons Responsible	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.
1. Training:												
A. Develop (EC, PD, DT, AB)												
B. Coordinate (PD, DT)	x											
C. Provide (EC, PD, DT)	x											
D Evaluate (VCU, PD, DT)		x	x									
2. Technical Assistance:												
A. Develop (EC, PD, DT, AB)	x	x	x	x	x							
B. Provide (EC, PD, DT)	x	x	x	x	x	x	x	x	x	x	x	x
C: Evaluate (VCU, PD, DT)											x	x
3. Incentive Funds:												
A: Solicit (PD)						x	x	x				
B. Award (DT, AB)									x-2			
C. Monitor (PD, DT)	x			x			x			x		
D. Evaluate (VCU, PD, DT)											x	x
4. Data Collection and Proj. Evaluation:												
A. Statewide Data System:												
1. Develop (VCU, PD, DT, AB)												
2. Implement (VCU)												
3. Report (VCU, PD, DT)												
B. Grant Site Data System:												
1. Develop (VCU, PD, DT, AB)												
2. Implement (VCU)												
3. Report (VCU, PD, DT)												
5. Dissemination:												
A. Develop (PD, EC, DT, AB, VCU)												
B. Disseminate (PD, EC, DT, AB,VCU)	x	x	x	x	x	x	x	x	x	x	x	x
C. Evaluate (VCU)											x	x

Graph Key

PD - Project Director EC - External Consultants DT - Design Team AB - Advisory Board
VCU - Virginia Commonwealth University

Project CATALIST - Year Four (10/1/98 - 09/30/99)

Objectives/Activities/Persons Responsible	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.
1. Training:												
A. Develop (EC, PD, DT, AB)												
B. Coordinate (PD, DT)												
C. Provide (EC, PD, DT)												
D Evaluate (VCU, PD, DT)												
2. Technical Assistance:												
A. Develop (EC, PD, DT, AB)												
B. Provide (EC, PD, DT)	x	x	x	x	x	x	x	x	x			
C: Evaluate (VCU, PD, DT)											x	x
3. Incentive Funds:												
A: Solicit (PD)												
B. Award (DT, AB)												
C. Monitor (PD, DT)	x			x			x					
D. Evaluate (VCU, PD, DT)											x	x
4. Data Collection and Proj. Evaluation:												
A. Statewide Data System:												
1. Develop (VCU, PD, DT, AB)												
2. Implement (VCU)												
3. Report (VCU, PD, DT)												
B. Grant Site Data System:												
1. Develop (VCU, PD, DT, AB)												
2. Implement (VCU)	x											
3. Report (VCU, PD, DT)	x	x										
5. Dissemination:												
A. Develop (PD, EC, DT, AB, VCU)												
B. Disseminate (PD, EC, DT, AB,VCU)	x	x	x	x	x	x	x	x	x	x	x	x
C. Evaluate (VCU)												x

Graph Key

PD - Project Director EC - External Consultants DT - Design Team AB - Advisory Board
VCU - Virginia Commonwealth University

Appendix E

RFP, and Application Package

DRAFT

REQUESTS FOR PROPOSALS
BY THE
VIRGINIA DEPARTMENT OF REHABILITATIVE SERVICES

Program Title: CATALIST

Source: *Virginia Department of Rehabilitative Services*
Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies & Technology) USDOE PR Award #H078C50044

Date Submitted:	Date Application Received by IHE:	Date Received by DRS:
Applicant Information		
Institution(s) Applying		
Fiscal Agent and Address		Name and phone number of contact person to be contacted regarding this application:
Project Title:		
Start Date: 7/1/97	End Date: 8/31/98	
Total Budget Requested: $_____ Note: Amount shall not exceed $15,000.00		

To the best of my knowledge, all data in this application are true and correct and, if funded, the proposed plan of operation will be supported by this institution.

Authorizing Signature:

_____ Date_____

VIRGINIA DEPARTMENT OF REHABILITATIVE SERVICES

GRANTS ADMINISTRATION

PROJECT BUDGET

____CATALIST INCENTIVE GRANTS (POSTSECONDARY)

Agency_____ Award No._____

BY EXPENDITURE ACCOUNTS	TOTAL AMOUNT
1. Personal Services (1000)	$
2. Employee Benefits (2000)	
3. Purchased Services (3000)	
4. Internal Services (4000)	
5. Other Charges (5000)	
6. Materials and Supplies (6000)	
7. Capital Outlay (8000)	
TOTAL	$

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for recording expenditures of the educational agency for activities under its control. The descriptions provided are examples only. Each expenditure category for a project must be approved by the Department of Rehabilitative Services. The following are definitions of the major categories:

OBJECT CODES

1000 **Personal Services**
(Salaries & Wages) All compensation for the direct labor of persons in employment of the local agency. Salaries and wages paid to employees for full-and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) which are earned during the reporting period.

2000 **Employee Benefits**
Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

3000 **Purchased Services**
Services acquired from outside sources (i.e. private vendors, tuition, client/participant travel, day care, public authorities or contracted therapists).

4000 **Internal Services**
Charges from an Internal Service Fund to other activities or elements of the local government. (i.e. data processing, automotive/motor pool, central purchasing, or print shop).

5000 **Other Charges**
Utilities, communications, insurance, leases/rentals, staff/consultant travel, or indirect cost. (Note: Indirect costs cannot be claimed against capital outlay).

6000 **Materials and Supplies**
Includes articles and commodities which are consumed or materially altered when used and **minor equipment (less than $300)** which is not capitalized (i.e. instructional materials, administrative supplies, etc.).

8000 **Capital Outlay**
Outlays which result in the acquisition of or additions to fixed assets except outlays for major capital facilities which are constructed or acquired (i.e. communication, adaptive equipment and computers).

Project CATALIST

Virginia Department of Rehabilitative Services

Request for Proposals

Title: CATALIST

Source: Virginia Department of Rehabilitative Services
Project CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies & Technology)
USDOE PR Award # H078C50044

Purpose of Program:

Project CATALIST is a federally funded program designed to improve college services and outcomes for college students with disabilities through development of instructional strategies and assistive technology. The purpose of this competitive grant program is to provide incentives for development and demonstration of effective practices at the institutional level.

A 1990 study by the Virginia Institute for Developmental Disabilities for the Virginia Board for Rights of People with Disabilities identified a number of attitudinal, physical, and programmatic barriers faced by college students with disabilities in Virginia. Additionally, a recent legislative study led by the Virginia Board of Education revealed in its report to the 1994 General Assembly (HJR#4) that students with disabilities in Virginia are, in fact, entering two-year and four-year colleges at higher rates than reported in other areas of the country, yet, retention rates of these students is of concern. A statewide work group led by DRS examined barriers in higher education, and issued recommendations for Improving the Accessibility of Virginia's institutions of Higher Education. Copies of this report are available upon request.

Eligible Applicants:

Eligible applicants are two or four-year public or independent institutions of higher education, or a consortia of such institutions submitting a joint application. Applications must be accompanied by a letter of commitment from the Local Program Supervisor or Regional Director of the Department of Rehabilitative Services serving the primary applicant(s). Applicants are encouraged to seek additional letters of commitment and support from other pertinent agencies, departments, or organizations (for example, Local Education Agencies, Virginia Employment Commissions, Community Services Boards, Department for the Visually Handicapped, Department for the Deaf and Hard of Hearing, and relevant academic departments within the institution.

Applications Available:

April 15 , 1997

Available funds:

Approximately $64,000 in federal funds are available for distribution under this program.

Estimated size and number of awards:

An estimated 4-6 awards for an average of $8,000-$12,000 will be made. Funds will be transferred on a cost-reimbursement basis through the Department of Rehabilitative Services.

[Note: The Department is not bound by any estimates in this notice.]

Project and budget period:

July 1, 1997 through August 31, 1999

Application Deadline:

Applications must be RECEIVED by the Department of Rehabilitative Services by 5:00 PM on Friday, June 6, 1997. All applications should be addressed to the attention of David R. Horvath, DRS Education Services Manager, 8004 Franklin Farms Drive, P.O. Box K-300, Richmond VA 23288-0300. Applications arriving after that time WILL NOT be reviewed. **NO FAXED APPLICATIONS WILL BE ACCEPTED.**

Review process:

Proposals will be reviewed by a panel of impartial evaluators by June 20, 1997 and applicants will be notified by June 27, 1997. This late notice date is to allow applicants maximum time in preparing applications. Applications that are not funded will receive a synopsis of reviewer's comments.

Applications will be judged on the written project proposal and according to criteria contained within the RFP. Consideration will be given to regional distribution across the Commonwealth of Virginia.

Submission Requirements:

All applications should address all the criteria outlined, must be signed by the institution's grants or sponsored program administrator, must include a letter of commitment from the local Program Supervisor for the Department of Rehabilitative Services, must identify the proposed fiscal agent if submitting a joint application, and must include all completed forms in this application packet.

Proposals should not exceed 15 double-spaced typewritten or word processed pages. Please submit one (1) original and four (4) copies of the proposal (with completed face sheet for each copy), with at least one copy unbound. Please be sure that the project title appears on each page of the proposal.

Priorities:

Funded projects must demonstrate new approaches to providing reasonable accommodations and support services to college students with disabilities, in collaboration with relevant agencies, organizations and individuals, with an emphasis on developing instructional strategies and utilizing assistive technology devices and services. Funded projects should include goals, objectives, and activities designed to improve services and outcomes for college students with disabilities through one or more of the following:

- Development or expansion of collaborative structures for providing reasonable accommodations and support services for college students with disabilities, to include relevant agencies, organizations, and individuals;

- Development and implementation of a collaborative process for identification, assessment, accommodation, and support of college students with disabilities with an emphasis on developing instructional strategies and utilizing assistive technology devices and services;

- Development of strategies and interventions to promote retention, remediation, transfer, matriculation, and placement of college students with disabilities;

- Provision of training and technical assistance to college faculty and staff, in collaboration with relevant agencies, organizations, and individuals, on providing reasonable accommodations and support services to college students with disabilities with an emphasis on development of instructional strategies and utilization of assistive technology; and/or

- Enhancement of college computing facilities and career counseling and placement programs and services to promote utilization by, and accommodation of, college students with disabilities.

ALL APPLICANTS MUST describe programs and services of the office of disabled student services, and membership and activities of a campus disability advisory board if one exists. Grant recipients may be required to develop or expand a disability advisory board.

Grant recipients will be required to collect and report data regarding college entrance, remediation, retention, transfer, advancement, matriculation, and placement of students with disabilities as a condition of funding. Data collection tools, analysis, and technical assistance will be provided by Project CATALIST consultants from Virginia Commonwealth University-Rehabilitation Research and Training Center.

Grant recipients will be required to submit a mid-year report and a final report in accordance with a format to be provided.

EVALUATION CRITERIA

Abstract = 5 points

Provide a concise overview of the proposed project. Identify the grant applicant and the target population for the project. Describe the purpose, goals, objectives, activities, and anticipated products and outcomes of the project.

Need = 20 points

This section will be evaluated based on the:

a) the current availability of student support services, and utilization of these services by college students with disabilities

b) the current process for identification, assessment, and provision of reasonable accommodations and support services for college students with disabilities, to include a description of current involvement of relevant agencies, organizations, and individuals;

c) current knowledge and experience of college faculty and staff in providing reasonable accommodations and support services to college students with disabilities with an emphasis on development of instructional strategies and utilization of assistive technology;

d) current availability of college computing facilities and career counseling and placement programs and services, with an emphasis on utilization by, and accommodation of, college students with disabilities; and

e) current information regarding entrance, remediation, accommodation, retention, transfer, advancement, matriculation, and placement of college students with disabilities.

Project Design = 25 points

This section will be evaluated based on:

a) clarity of the purpose, goals, and objectives of the project;

b) degree to which the goals and objectives address identified needs;

c) degree to which the goals and objectives promote one or more of the stated priorities (clearly state objectives and relationship to priorities);

d) degree to which the project design demonstrates new and innovative approaches to improving services and outcomes for students;

e) degree to which the college or institution has involved relevant agencies, organizations, and individuals in the planning and design of the project.

Plan of Operation = 25 points

This section will be evaluated on:

a) clearly defined timeline that outlines development, implementation, evaluation and dissemination of project activities;

b) clear plan of management that ensures that project funds will be appropriately directed and that project activities will be completed (a mid-year report and a final report will be required);

c) staffing pattern that will support the activities of the project;

d) adequate involvement of relevant agencies, organizations, and individuals, including students with disabilities, in the development, implementation, and evaluation of project activities;

e) a description of how the project will ensure that people from culturally diverse backgrounds and traditionally under-represented populations will participate in project activities;

f) a description of any proposed products (including policies, procedures, or training materials) to be developed and disseminated (All products produced

under this funding must credit the Virginia Department of Rehabilitative Services and Project CATALIST, citing the federal project number USDOE PR Award #H078C50044);

g) clear plan for dissemination of information regarding project activities;

h) a description of potential replicability in other colleges and universities; and

i) a clear plan for promoting continuation of project activities after the funding cycle.

Budget/Cost Effectiveness = 10 points

Use the attached table to establish your budget (estimated range of awards $8,000-$12,000; no indirect costs allowed). A description of the budget categories are attached to this application. Provide a description of any in-kind funds being provided by the institution or other participating agencies or organizations in support of this proposed project (project funds must be non-supplanting and cannot be used to support existing services). For joint applications, submit only one budget with the fiscal agent identified.

This section will be evaluated on:

a) reasonableness and cost effectiveness;

b) adequacy of budget to achieve activities;

c) appropriate use of resources to achieve project goals, objectives, and activities;

In addition to the budget sheet, provide a brief narrative that includes: explanation of proposed budgeted items and a description of the way in which the institution and participating agencies intend to continue these activities after the project funding ends. Any equipment proposed for purchase is subject to prior approval before purchase. Travel expenses to attend the possible project director's meeting will be covered separately by Project CATALIST and should NOT be included in the budget. Travel expenses to disseminate to regional, state, or national audiences may be included.

Quality of Key Personnel = 5 points

This section will be evaluated on:

a) a description of the background of the key personnel and their roles in implementing the project;

b) a description of how the project will ensure that people from culturally diverse backgrounds and traditionally under-represented populations are provided with equal access in employment opportunities; and

c) a description of other stakeholders, such as students, adult agency staff, etc. that will be key to the project.

Evaluation = 10 points

This section will be evaluated on:

a) a clear plan to monitor and evaluate implementation of the project (was the project implemented as planned?);

b) a clear plan to evaluate the effectiveness the project in addressing the identified priorities (were the objectives accomplished, and did they have the expected results?)

Links with faculty and graduate students conducting evaluation research are strongly encouraged for strengthening this aspect of the application.

All funded projects will be asked to serve as field sites for a data collection system to be developed by Project CATALIST consultants with VCU-RRTC at no cost to the project.

For further information contact:

David R. Horvath, M.S., DRS Education Services Manager
(804) 662-7081, or toll free (800) 390-2616.

Appendix F

Memorandum of Understanding:

Virginia Commonwealth University

DRAFT

COMMONWEALTH OF VIRGINIA

DEPARTMENT OF REHABILITATIVE SERVICES

Memorandum of Understanding

PARTIES:

The parties to this memorandum are the Virginia Department of Rehabilitative Services, hereinafter referred to as the Department, and the Virginia Commonwealth University- Rehabilitation Research and Training Center, hereinafter referred to as RRTC.

TERM:

The term of this memorandum shall be May 1, 1997, through June 30, 1999.

PURPOSE:

The purpose of this memorandum is to secure the services of RRTC to conduct data collection and program evaluation activities for Project CATALIST.

BACKGROUND:

In October, 1995, the Department was awarded federal funds for a Postsecondary Model Demonstration Project to improve the delivery and outcomes of postsecondary education for individuals with disabilities. The project is entitled: CATALIST (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology). The intent of CATALIST is to improve services and outcomes for college students with disabilities through the provision of reasonable accommodations and support services with an emphasis on instructional strategies and assistive technology. The goals and objectives of Project CATALIST are attached.

Lacking staff resources to adequately implement Objectives #4 and #5, and in recognition of the expertise of the staff of the RRTC, the Department hereby elects to purchase these services.

SCOPE OF WORK:

The RRTC will be responsible for planning and conducting data collection and program evaluation activities for Project CATALIST as specified herein. The RRTC shall coordinate all activities with the Education Services Manager acting as Project Director for CATALIST. The RRTC shall solicit the advice and involvement of representatives of the following: The Department of Rehabilitative Services; Virginia Community College System; State Council for Higher Education in Virginia; Virginia Association on Higher Education and Disability; Virginia Assistive Technology System; a community college; a university; and college students with disabilities. Services to be provided by RRTC shall include, but not be limited to:

- Develop and implement a statewide system to collect and report baseline data regarding college services and accommodations for individuals with disabilities to include entrance, remediation, retention, access to support services, provision of reasonable accommodations, utilization of placement services;

- Develop and implement a system to collect and report data from colleges and universities receiving CATALIST funds regarding college services, accommodations, and outcomes for individuals with disabilities, to include entrance, remediation, retention, access to support services, provision of reasonable accommodations, utilization of placement services, matriculation, and employment; and

- Develop and implement a system to collect and report data regarding the effectiveness of CATALIST activities in accomplishing project objectives.

The Department will be responsible for all other project activities and objectives as specified herein.

MODIFICATION OF THE MEMORANDUM:

This memorandum may be modified upon the mutual consent of both parties in writing prior to implementation of said modifications.

AVAILABILITY OF FUNDS:

Due to unexpected vacancies in the Education Services Unit, implementation of CATALIST is approximately one year behind intended timelines. US DOE approval was granted for funds to be carried-over from year one. Similar approval will be requested and is expected during years two and three of the project.

It is understood and agreed between the parties herein that the parties shall be bound here under only to the extent of the funds available or which may hereafter become available for the purposes of this memorandum; notwithstanding that the Department shall be bound to payment for goods and services already delivered by the Institution under the terms of this memorandum.

COMPENSATION:

Anticipated charges for these services are as follows:

Statewide Data Collection and Reporting	= $15,000.00
Grant Site Data Collection and Reporting	= $10,000.00
Program/Project Evaluation	= $ 4,000.00
Total	**= $29,000.00**

The Department supports maximization of all funds for direct service and supports. Therefore, funds cannot be set aside within this memorandum for indirect costs to be applied by the RRTC or any other program of the College.

Total compensation for services shall not exceed $29,000.00.

METHOD OF PAYMENT:

On a monthly (or at least quarterly) basis, RRTC shall submit an Inter-Agency Transfer Invoice (IAT) to the Department requesting reimbursement of actual and legitimate expenditures incurred in completing the Scope of Work of this memorandum. All such requests shall be accompanied by a description of expenditures, and shall include necessary documentation in support of said expenditures. Acceptable documentation may include: copies of payroll records showing payment of personal

services and employee benefits; copies of invoices, or receipts showing purchase of services from outside sources; institutional records showing charges for internal services; copies of vouchers showing payment of travel expenses; and invoices or receipts showing purchase of materials, and supplies. All IATs should be sent to the attention of: David R. Horvath, Manager, Education Services Unit, Department of Rehabilitative Services, 8004 Franklin Farms Drive, Richmond, Virginia, 23288-0300.

The Department shall reserve the right to verify the accuracy of requests for reimbursement of expenditures prior to processing for payment. Within 30 days of receipt of an accurate and complete IAT, description of expenditures, and acceptable supporting documentation, the Department shall process the IAT for payment.

SIGNATURES:

By: _____	By: _____
Title: _____	Title: _____
Agency: _____	Agency: _____
Date: _____	Date: _____

Project CATALIST

Collaborative Accommodations Training
Accenting Local Instructional Strategies and Technology

Goals

- *College faculty and staff, in collaboration with community representatives, will have increased knowledge, skills, and abilities in providing reasonable accommodations and support services to college students with disabilities, with an emphasis on developing instructional strategies and using assistive technology;*

- *College students with disabilities will have increased access to, and utilization of, reasonable accommodations and support services with an emphasis on instructional strategies and assistive technology;*

- *Colleges, state agencies, and other relevant parties will be engaged in the systematic collection of data regarding college services and outcomes for students with disabilities, and will and utilize data in improvement efforts; and*

- *Colleges, state agencies, and other relevant parties will be able to replicate best practices for providing reasonable accommodations and support services to college students with disabilities, with an emphasis on developing instructional strategies and using assistive technology.*

(revised 2/97)

Project CATALIST

Collaborative Accommodations Training
Accenting Local Instructional Strategies and Technology

Objectives

1. *To develop and provide training to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals, on providing accommodations and support services to college students with disabilities, with an emphasis on development of instructional strategies and utilization of assistive technology;*

2. *To develop and provide direct and on-line technical assistance and support to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals as well as the general public, on providing accommodations and support services to college students with disabilities, with an emphasis on development of instructional strategies and utilization of assistive technology;*

3. *To award a minimum of $125,000 in federal incentive funds to approximately 8-12 colleges and universities, in collaboration with other relevant parties, to increase the access, availability, and quality of accommodations and support services for college students with disabilities with an emphasis on development of instructional strategies and utilization of assistive technology;*

4. *To collect and report statewide data regarding college services and outcomes for individuals with disabilities, to include entrance, remediation, retention, access to support services, provision of accommodations, utilization of placement services, matriculation, and employment;*

5. *To collect and report data regarding the effectiveness of project activities in accomplishing objectives;*

6. *To promote replication of effective strategies by disseminating project information, training products and technical assistance materials to local, state, and national audiences.*

(revised 2/97)

Appendix G

Project CATALIST:

REVISED BUDGET

CATALIST

TOTAL BUDGET
10/01/95 - 9/30/98
(Years One-Three)

ITEM	GRANT	DRS SUPPORT
TOTAL AWARD	$220,000	
1. Personnel		
Project Director (30% time)	---	$ 25,282
Project Consultant (25% time)	---	$ 37,595
2. Fringe Benefits		
Project Director (30%)	---	$ 6,679
Project Consultant (25%)	---	$ 7,617
3. Travel		
PD (2) National Conferences	$ 1,500	---
PD Other Travel	---	$ 3,000
Design Team (4) Mtgs. 6 people x 125 miles	$ 720	---
Advisory Board (4) Mtgs. 10 people x 150 miles	$ 1,440	---
Grant Review Panel (2) Mtgs. 10 people x 100 mi.	$ 480	---
Trainings (6) x 168 people x 150 miles	$ 6,048	---
Total Travel	$ 10,188	
4. Equipment	---	---
5. Supplies		
Training Materials (Manual, Video, etc.)	$ 10,000	---
Technical Assistance and Dissemination Products	$ 8,000	---
6. Contractual		
Training Consultant Contracts	$ 8,000	---
Technical Assistance Contracts	$ 15,000	---
Data Collection and Project Evaluation Contract	$ 29,000	---
Training Space Rental and Catering Contracts	$ 11,812	---
7. Construction	---	---
8. Other		
Incentive Grants (8-12 at $8,000-$12,000 each)	$128,000	---
9. Total Direct Costs	$220,000	$ 80,173
10. Indirect Costs	---	---
11. Training Stipends	---	---
12. TOTAL COSTS	$220,000	$ 80,173

CATALIST

COMBINED BUDGET
10/01/95 - 9/30/97
(Years One-Two)

ITEM	GRANT	DRS SUPPORT
COMBINED AWARD (Years One and Two)	$200,000	
1. Personnel		
Project Director (30% time)	---	$ 12,441
Project Consultant (25% time)	---	$ 18,500
2. Fringe Benefits		
Project Director (30%)	---	$ 3,305
Project Consultant (25%)	---	$ 3,756
3. Travel		
PD (1) National Conference	$ 750	---
PD Other Travel	---	$ 2,000
Design Team (2) Mtgs. 6 people x 125 miles	$ 360	---
Advisory Board (2) Mtgs. 10 people x 150 miles	$ 720	---
Grant Review Panel (1) Mtg. 10 people x 100 mi.	$ 240	---
Training	$ ---	---
Total Travel	$ 2,070	
4. Equipment	---	---
5. Supplies		
Training Materials (Manual, Video, etc.)	$ 10,000	---
Technical Assistance and Dissemination Products	$ 4,000	---
Total Supplies	$ 14,000	
6. Contractual		
Training Consultant Contracts	$ 8,000	---
Technical Assistance Contracts	$ 7,500	---
Data Collection and Project Evaluation Contract	$ 14,500	---
Training Space Rental and Catering Contracts	---	---
Total Contractual	$ 30,000	
7. Construction	---	---
8. Other		
Incentive Grants (4-6 at $8,000-$12,000 each)	$ 64,000	---
9. Total Direct Costs	$110,070	$ 40,002
10. Indirect Costs	---	---
11. Training Stipends	---	---
12. TOTAL COSTS	$110,070	$ 40,002
ANTICIPATED CARRY-OVER	$ 89,930	---

CATALIST

BUDGET
10/01/97 - 9/30/98
(Year Three)

ITEM	GRANT	DRS SUPPORT
AWARD AMOUNT (Year Three)	$ 20,000	
ANTICIPATED CARRY-OVER	$ 89,930	
1. Personnel		
Project Director (30% time)	---	$ 12,841
Project Consultant (25% time)	---	$ 19,095
2. Fringe Benefits		
Project Director (30%)	---	$ 3,374
Project Consultant (25%)	---	$ 3,861
3. Travel		
PD (1) National Conference	$ 750	---
PD Other Travel	---	$ 1,000
Design Team (2) Mtgs. 6 people x 125 miles	$ 360	---
Advisory Board (2) Mtgs. 10 people x 150 miles	$ 720	---
Grant Review Panel (1) Mtg. 10 people x 100 mi.	$ 240	---
Trainings (6) x 168 people x 150 miles	$ 6,048	---
Total Travel	$ 8,118	
4. Equipment	---	---
5. Supplies		
Training Materials (Manual, Video, etc.)	---	---
Technical Assistance and Dissemination Products	$ 4,000	---
6. Contractual		
Training Consultant Contracts	---	---
Technical Assistance Contracts	$ 7,500	---
Data Collection and Project Evaluation Contract	$ 14,500	---
Training Space Rental and Catering Contracts	$ 11,812	---
Total Contractual	$ 33,812	
7. Construction	---	---
8. Other		
Incentive Grants (4-6 at $8,000-$12,000 each)	$ 64,000	---
9. Total Direct Costs	$,000	$ 40,171
10. Indirect Costs	---	---
11. Training Stipends	---	---
12. TOTAL COSTS	$109,930	$ 40,171

COMMONWEALTH of VIRGINIA

JOHN R. VAUGHN
COMMISSIONER

Department of Rehabilitative Services
8004 FRANKLIN FARMS DRIVE
POST OFFICE BOX K300
RICHMOND, VIRGINIA 23288-0300

VOICE: (804) 662-7000
TTY: (804) 662-9040
VOICE - TOLL FREE: 800-552-5019
TTY - TOLL FREE: 800-464-9950
FAX: (804) 662-9532

April 15 , 1997

TO: Potential Applicants for Incentive Funds Available through Project CATALIST

FROM: David R. Horvath, M.S.
DRS Education Services Manager and Director of Project CATALIST

RE: **Request for Proposals (RFP) Application Package**

Enclosed please find a Request for Proposals and application package for **funding to improve services and outcomes for college students with disabilities through development of instructional strategies and utilization of assistive technology.** The total amount of funding available under this competition is $64,000.00. It is anticipated that 4-6 grants will be awarded ranging from $8,000.00-$12,000.00 each.

A completed application will require one (1) original and four (4) copies of the following:

1) Completed information sheet with the signature of the individual legally authorized to contractually obligate the institution (for example, institutional grants or sponsored programs administrator at four-year institution or the president at two-year institutions).

2) Letters of commitment, collaboration and support from:
   a) Local Program Supervisor of the Department of Rehabilitative Services
   b) Other cooperating agencies, employers, or organizations

3) Application with budget forms completed.

Completed applications must be received no later than 5:00 p.m. Friday, June 6, 1997.

Successful proposals will demonstrate new approaches to providing reasonable accommodations and support services to college students with disabilities, in collaboration with relevant agencies, organizations and individuals, with an emphasis on developing instructional strategies and utilizing assistive technology devices and services. Funded activities must reflect new activities for the institution. Funds CANNOT be used to supplant already existing services.

An Equal Opportunity / Affirmative Action Employer

Examples of how funds might be used (this is not an exhaustive list) include support for:

- Development or expansion of collaborative structures for providing reasonable accommodations and support services for college students with disabilities, to include relevant agencies, organizations, and individuals;

- Development and implementation of a collaborative process for identification, assessment, accommodation, and support of college students with disabilities with an emphasis on developing instructional strategies and utilizing assistive technology devices and services;

- Development of strategies and interventions to promote retention, remediation, transfer, matriculation, and placement of college students with disabilities;

- Provision of training and technical assistance to college faculty and staff, in collaboration with relevant agencies, organizations, and individuals, on providing reasonable accommodations and support services to college students with disabilities with an emphasis on development of instructional strategies and utilization of assistive technology; and

- Enhancement of college computing facilities and career counseling and placement programs and services to promote utilization by, and accommodation of, college students with disabilities.

Project objectives must address the priorities outlined in the application package. Applicants are strongly encouraged to demonstrate ongoing commitment to maintaining project activities beyond the funding cycle.

Project CATALIST staff and consultants may provide technical assistance in the formulation of ideas and plans, and may provide resources upon request. They may not, however, be directly involved in the writing of the application.

Awards will be determined through an impartial review process conducted by a panel of diverse constituents. Projects will be awarded based on responsiveness to the application package. Regional distribution across Virginia will also be considered.

Successful projects may be required to have a representative(s) attend a project director's meeting in the early stages of the project, and to disseminate information regarding project activities at state or regional training events.

cc: CATALIST Design Team
Dr. Joseph M. Ashley
file

PROJECT ASSET

Project CATALIST
Virginia Department of Rehabilitative Services

USDOE Award #HO78C50044

FINAL REPORT

Submitted by:
J. Sargeant Reynolds Community College

ERIC

A. 3 Executive Brief:

The goal of Project ASSET was to increase the retention and improve the academic success of college students with disabilities through the development and implementation of an intensive training program for college math and English faculty at J. Sargeant Reynolds and John Tyler Community Colleges in Richmond, Virginia.

B. Conclusions:

1. An intensive training program was implemented for math and English faculty at J. Sargeant Reynolds and John Tyler Community Colleges. In addition, other faculty members, disability service providers, administrators, admissions staff and continuing education faculty from community colleges and four-year colleges across the state of Virginia also attended the training program.

2. New instructional strategies were implemented in two English and two math classes at J.Sargeant Reynolds and John Tyler Community Colleges during the spring semester of 1998.

3. Thirty students with disabilities participated in Project ASSET. Project ASSET participants achieved grade point averages at least 10% higher than the mean student point averages at J. Sargeant Reynolds and John Tyler Community Colleges.

4. Major problem areas included; a) student and faculty participation b) classroom implementation and c) follow-up.

C. Purpose:

1. Goal: The goal of Project ASSET is to increase the retention and improve the academic success of college students with disabilities.
   a. Objectives:
      1. To develop and implement an intensive training program for at least 30% of the full and part-time English and mathematics faculty of J. Sargeant Reynolds and John Tyler Community Colleges by December, 1997.

2. To implement new instructional strategies, accommodations and/or utilize assistive technology in at least two math and two English classes at J. Sargeant Reynolds and John Tyler Community Colleges by January 1998.

3. To increase by 10% the retention rates of students participating in Project ASSET by August 1998.

D. Clientele:

Students with disabilities and college faculty participated in Project ASSET. Approximately 190 faculty and staff members attended the initial training workshops.

During the implementation phase of the project, thirty students were served in the classroom through project resources. The thirty students represented a variety of disability groups. Twenty of the students had specific learning disabilities. Two students were visually impaired, three students were hearing impaired, and five students were physically challenged.

One hundred and ninety faculty and staff participated in the training activities. Therefore, the potential number of students who will ultimately benefit from the new instructional strategies taught during training maybe numerous. Eight faculty members from the two community colleges involved in the project benefited directly from the consultation with special educators during the semester.

E. Sponsorship:

J. Sargeant Reynolds Community College provided the project director with release time to work on Project ASSET. The college also provided clerical support, a portion of the project printing and the use of college facilities as in-kind contributions. We also received $5,000 in Perkins Funds to assist in the implementation of Project ASSET.

F. Contexts:

The number of students with disabilities entering college has risen significantly in the past 20 years. In addition to a general increase in enrollment, students with disabilities are more likely to choose a two-year college (41%) as compared to a four-year institution (33%). The number of students with disabilities entering J. Sargeant Reynolds has tripled in the past seven years (n=400). However, many of these students, especially those with "hidden" disabilities fail to avail themselves of support services. Students often access counseling and other support services after they are in danger of failing their course work. The reluctance to access support services appears to be the norm for students with disabilities in Virginia. In 1992, the Virginia State Board of Education conducted a study of special education students exiting secondary education. Results from this study indicated that while Virginia youth with disabilities participate in postsecondary education at higher rates than the national average, (34% vs. 16%), few of these students access the support services available to them. In addition, retention of these students in postsecondary programs presents a challenge. A subsequent survey of concerns, needs and satisfaction with services of Virginia postsecondary students with disabilities, revealed that 80% of the student respondents had encountered barriers in Virginia colleges because of their disabilities. These barriers included physical, programmatic and attitudinal issues.

Many students with disabilities are unprepared for the demands of postsecondary education. Often these students fail to enroll in college preparatory classes in high school, either because they are tracked into lower level courses or because they are taking academic courses in the resource classroom. This is especially true of students with learning disabilities, who comprise the largest disability group accessing postsecondary education. Results from a 1993 study revealed that 72% of all students with learning disabilities graduate with a high school diploma. However, 95% of the students with learning disabilities who enter J. Sargeant Reynolds Community College less than one year after graduating high school must enroll in at least one remedial course to compensate for academic deficiencies. Remedial programs are one of the resources that attract students with disabilities to community colleges. These programs are designed to assist students who are unprepared for college level work develop the skills to increase their chances for success. However, researchers have identified serious problems which seem to be inherent in remedial programs. Nationwide, remedial programs are

Characterized by high dropout rates, student dissatisfaction and lack of any substantial evidence that programs work. In addition, only 20% of remedial instruction is provided by professionals specifically trained in special education.

The quality of educational experiences students with disabilities encounter when they access postsecondary education hinges primarily on the daily interaction between students and faculty. However, most college faculty are not trained to accommodate this unique population. Employment requirements for college faculty include only graduate degrees in specific discipline areas. Faculty are not required to have any coursework or training in general teaching theory or instructional strategies for students with disabilities. One of the first steps in alleviating some of the barriers faced by students with disabilities in achieving success in postsecondary education is providing students with instructors who are able to meet their unique and diverse educational needs.

G. Project Activities:

1. Planning: J. Sargeant Reynolds Community College's disability services counselor served as the director of Project ASSET. The project director in collaboration with the coordinator of disability services at John Tyler Community College, planned all activities associated with the faculty training. The project director, coordinator of disability services for John Tyler Community College and faculty at both John Tyler and J. Sargeant Reynolds Community College, developed and planned activities for the implementation phase of Project ASSET.

5.

Time Line

OBJECTIVES	ACTIVITIES	TIME LINE
Objective 1: To develop and implement an intensive training program for at least 30% of the full and part-time faculty of J. Sargeant Reynolds and John Tyler Community Colleges by December, 1997.	1. Secure training site and set date and time for training. 2. Plan agenda and contract with consultants to conduct training program. 3. Develop and disseminate registration forms to faculty. 4. Develop evaluation instruments. 5. Send confirmation information to faculty who register for training 6. Finalize all transportation and lodging for out-of-state consultants. 7. Conduct training program.	1. July-August 1997 2. July-August 1997 3. September-October 1997 4. September 1997 5. September-October 1997 6. September 1997 7. November 1997
Objective 2: To implement new instructional strategies, accommodations and/or utilize assistive technology in at least two math and two English classes at J. Sargeant Reynolds and John Tyler Community Colleges by January 1998.	1. Recruit faculty to participate in project. 2. Meet with faculty to explain the parameters of the project. 3. Contact secondary school districts to contract with a special education teacher to act as project consultant. 4. Facilitate monthly meeting with faculty and project consultant. 5. Evaluate project	1. December 1997 2. December 1997 3. November 1997 4. January-May 1998 5. May-August 1998
Objective 3: To increase by 10% the retention rates of students participating in Project ASSET by August 1999.	1. Recruit students to participate in the project. 2. Meet with students to explain the parameters of the project. 3. Order LASSI inventories. 4. Register students for class. 5. Facilitate bi-weekly meetings with students and administer LASSI during the first meeting. 6. Score LASSI and discuss results with students. 7. Invite successful college students with disabilities to attend bi-monthly meetings. 8. Evaluate student progress and have students evaluate program.	1. November-December 1997 2. January 1998 3. October 1997 4. November-December 1997 5. January-May 1998 6. Beginning January 1998 and continuing through grant period. 7. Beginning January 1998 and continuing through grant period. 8. May 1998

2. Major Contributors:
   A. Project Director: Joyce Knight- Ms. Knight served as director for Project ASSET. The project director was responsible for all project objectives and activities. Ms. Knight contributed 25% of her time to the project.
   B. Mr. Robert Tutton: coordinator of counseling services at John Tyler Community College coordinated all grant activities at the John Tyler site. This included providing information to John Tyler faculty about Project ASSET and coordinating the implementation phase of the project at John Tyler Community College.
   C. Two Math and English faculty at J. Sargeant Reynolds and John Tyler Community Colleges. These faculty members taught classes to students with disabilities involved in the implementation phase of the project. They also met on a monthly basis with the special education consultant to discuss teaching strategies and outline solutions to problems.
   D. Special Education Consultants: Three consultants met with faculty at J. Sargeant Reynolds and John Tyler Community Colleges to discuss teaching strategies, outline solutions to problems and develop alternative classroom delivery systems.
   E. Training Consultants: Consultants conducted the intense faculty training for the teaching faculty at J. Sargeant Reynolds and John Tyler Community Colleges. They included experts in accommodating students with disabilities from all over the United States.
   F. Volunteers: Teaching faculty from J. Sargeant Reynolds Community College served as session coordinators for each of the faculty training sessions.

3. Project Activities:

   Project ASSET utilized state and national experts in the field of disability research and instruction to conduct the faculty training sessions. The focus of the training was to provide general, as well as, discipline specific instructional strategies; utilizing technology in the classroom; the law and disability services and accommodating students in distance education.

The training portion of Project ASSET was conducted on November 5th and 6th of 1997. The sessions began at 12:00pm. and concluded at 4:30pm. each day.

On November 5th, the opening speaker was Ms. Elizabeth Getzel, M.ED project coordinator through the Virginia Institute of Developmental Disabilities at Virginia Commonwealth University. Ms. Getzel session, entitled "Issues in Transition," discussed the kinds of disability groups that are entering postsecondary education, the needs of these students and the roles which faculty members play in the success or failure of these students.

Concurrent sessions on November 5th, included:

1. "I See, Therefore I Understand," Strategies for teaching college math to students with Learning disabilities.
   Presenter: William Dixon, Chair, Math Department, Landmark College, Putney, Vermont.

2. Practical Strategies for Teaching Writing to Students with Learning Disabilities and Attention Deficit Disorder.
   Presenter: Sara Glennon, Director, The Center for Teaching and Learning, Landmark College, Putney, Vermont.

3. Distance Education and Students with Disabilities.
   Presenter: Rhonda Rapp, St. Phillips College, San Antonio, Texas.

4. Using Visual Organizers to Enhance Success for Students with Learning Disabilities Enrolled in Postsecondary Social Science Courses.
   Presenter: Sherry Schlenke, Director of Disability Services, Randolph Macon College, Ashland, Virginia.

5. Psychological Disabilities in the Classroom.
   Presenter: Sue Rice, Tidewater Community College, Norfolk, Virginia.

On November 6th, the opening speaker was Dr. Salome Heyward, civil rights attorney and trainer in the area of disability discrimination law. Dr. Keyword's session, entitled, "Everything was fine, until we contacted the Attorney, " outlined federal disability discrimination laws and how they affect higher education.

Concurrent sessions on November 6th included:

1. Teaching Developmental English to Students with Learning Disabilities in the Community College Setting.
   Presenter: Elizabeth Antoun, Community College of Allegheny County, Pittsburgh, Pennsylvania.

2. Classroom Access Through Technology.
   Presenter: Dr. Christy Horn, University of Nebraska, Lincoln.

3. Teaching Math to Students with Learning Disabilities.
   Presenter: Dr. Cecil Mercer, University of Florida.

4. Providing Classroom Accommodations for Students with Hearing Impairments.
   Presenter: Duffer Childrey, Director, Center for the Deaf, J. Sargeant Reynolds Community College, Richmond, Virginia.

4. Teaching Students with Visual Impairments.
   Presenter: Virginia Department for the Visually Impaired, Richmond, Virginia.

Phase Two of Project ASSET was the implementation of the new instructional strategies in the classroom.

Eight instructors were recruited from the total number of faculty trainees to participate in the implementation of the new strategies learned during the initial training sessions. These faculty members included two English and two math instructors from both J. Sargeant Reynolds and John Tyler Community Colleges.

Each instructor determined the kinds of accommodations, instructional strategies and/or assistive technology, which would have the greatest positive impact on his or her course.

Faculty members were given one hour of release time in order to implement the grant objectives. All faculty members made adjustments to their course syllabi. Some, adjusted their grading requirements, others added visual and other aids to assist students in the learning process. Faculty members also solicited the assistance of computer programs and software to assist students with study skills or other tutorial aids. The academic support center at both J. Sargeant Reynolds and John Tyler Community Colleges assisted faculty members in selecting computer software and other tutorials. They also made sure that tutors were reserved for students in the selected classes.

Students were recruited from the new and returning population of students with disabilities at both colleges to participate in Project ASSET. Thirty students were chosen to participate in the project. These students were enrolled in the classes of the instructors who were also participating in Project ASSET.

Participating instructors from each college met as a group on a monthly basis with a special education consultant to share problems, instructional strategies and discuss other issues related to the progress of the students. The special education consultant assisted faculty in developing solutions to problems encountered in the classroom.

The students involved in the project met every two weeks to also discuss issues, problems and solutions with the project director and the coordinator of disability services for John Tyler Community College. Students were administered the LASSI (Learning and Study Strategies Inventory), to assist them in identifying any study skill deficiencies.

The participating instructors together with the Disability Advisory Committee of J. Sargeant Reynolds Community College, put together a handbook of faculty guidelines for assisting college students with

disabilities. This was developed as a direct result of things learned during Project ASSET.

4. Program Components

A. Faculty Training: Faculty training was a central component of the program. Our target for faculty participation was 30% of the full and part-time faculty at J. Sargeant Reynolds and John Tyler Community Colleges. We meet our goal of 30% participation, however, the project director and faculty involved in the project felt that there should have been more faculty involvement because of the importance of the training. John Tyler Community College had a lot of support from its administration and president in persuading faculty to attend the training session, however, J. Sargeant Reynolds lacked the upper management support, i.e. the president and executive council. J. Sargeant Reynolds division chairpersons however, were very supportive and encouraged faculty attendance.

B. Classroom Implementation: This was central to Project ASSET. This included two English and two math instructors implementing the strategies learned during training in the classroom. Instructors also met with a special education consultant on a monthly basis to discuss problems with implementation and to find solutions. Students who participated in Project ASSET also met with the project director every two weeks to discuss their progress in the classroom and what kinds of things they could do to improve study skills, etc. The implementation of the strategies learned during the training sessions also represented one of the project innovations.

5. Project Management

The coordinator of disability services at J. Sargeant Reynolds Community College served as the director of Project ASSET. The Project Director planned and implemented all activities, managed all budget expenditures and conducted the project evaluation.

The coordinator of disability services at John Tyler Community College supervised and implemented all activities at that project site. The project director also traveled to John Tyler Community College to assist in project coordination.

Accommodations were provided by the disability services staff at each college.to students who participated in Project ASSET.

Consultants conducted the faculty training sessions and special education consultants met with participating faculty members on a monthly basis to discuss classroom progress.

6. Dissemination Products

Faculty participants and the project director developed a handbook of Faculty guidelines for assisting college students with disabilities. This handbook includes some of the lessons learned from participation in Project ASSET. The handbook was distributed to all full and part time faculty and staff at J. Sargeant Reynolds and John Tyler Community Colleges.

The Project Director and faculty participants presented information to community college faculty and staff members at Virginia Community College Peer Group Group Meetings.

G. Project Evaluation Activities

The evaluation of Project ASSET consisted of two levels: 1) a process evaluation and 2) an outcome evaluation. The process evaluation was primarily concerned with determining whether or not project activities were being implemented and completed in a timely and efficient manner and that the project outcomes were being met. Evaluation plans were written in order to track the progress of each objective, (see progress evaluation plan pg. 12).

Key to Code Numbers **Date_____**

1- completed as planned
2- In progress, satisfactory
3- Completed, deviated substantially from plans
4- In progress, unsatisfactory
5- activity abandoned, not workable

Objective 1- To develop and implement an intensive training program for at least 30% of the full and part-time English and mathematics faculty of J. Sargeant Reynolds and John Tyler Community Colleges by December 1997.

Activities	Code	Comments
1. Secure training site		
2. Plan agenda		
3. Develop and disseminate		
4. Develop evaluation materials		
5. Send confirmation information		
6. Conduct training program		

All project activities were completed as outlined in the project timeline. Therefore, the process evaluation of Project ASSET was successful.

Outcome Evaluation

Using Likert-type scales and open-ended questions, project staff gathered data on faculty and student perceptions of the project. Faculty were evaluated during both faculty training days.

Of the 100 faculty members who attended the faculty training session on day 1:
60 faculty members rated the faculty training as: Extremely Helpful
35 faculty members rated the faculty training as: Very Helpful

5 faculty members rated the faculty training as: Helpful.

Comments included: Sessions were not long enough; more information needed and on a consistent basis; more information about students with learning disabilities.

Of the 90 faculty members who attended the session on day 2:

85 faculty members rated the training session as: Extremely helpful
5 faculty members rated the training session as: Very helpful.

Comments included: I received a lot of good information to use in my classes; sessions were excellent; opening speaker was excellent.

Thirty students participated in Project ASSET. Final class grades were used as indicators of success in the program. Of the thirty students who participated in the project:

15 received: A's in both English and Math
5 received: B's in both English and Math
10 received: B's in English and C's in Math

Students also rated the success of the program.

20 students rated the program activities as: Extremely helpful
5 students rated the program activities as: Very helpful
5 students rated the program activities as: Helpful

The eight faculty members who participated in the implementation portion of the program were evaluated to access their perception of their involvement with implementation and the monthly strategy session or discussions with the special education consultant.

8 faculty members rated the implementation activities as extremely helpful.

A. Executive Brief

Project CATALIST is a three-year collaborative effort of the Virginia Department of Rehabilitative Services (DRS), the Virginia Community College System (VCCS), and the State Council of Higher Education for Virginia (SCHEV). The purpose of the project was to develop and implement intensive training for college faculty in the areas of providing reasonable accomodations and instructional technology for students with disabilities, and to support college faculty in applying and adapting this generic training to their specific disciplines and classroom settings. Specific project activities and outcomes are designed to be replicable at state, regional or institutional levels.

Project CATALIST goals and objectives were modified and restructured several times during the extended life of the grant due to administrative changes within the Department of Rehabilitative Services. While the original intent of the grant remained intact the focus shifted from agency (DRS) led trainings to local (college and university) and organizational trainings such as conferences and meetings. The continuation of Project CATALIST was due to the commitment that DRS had to the project goals. As the project evolved the decision was made to focus efforts on the local level where the impact would be greatest.

B. Conclusions

Reviewing the history and outcomes of Project CATALIST provides several areas to be explored in terms of conclusions. The original program components have been modified and restructured which will be explained in some detail later in this report. The modification and restructuring occurred due to staff changes and administrative restructuring within the Department of Rehabilitative Services which was precipitated by a shift in the political environment in Virginia. As priorities shifted within state government resources were allocated in different ways. This shift in priorities impacted both staffing availability and the approach to service delivery. The result of these factors delayed the project implementation and subsequent completion but did not however, alter the fundamental goals of CATALIST. While these changes impacted the operation and to some degree the direction the overall goals and intent of the project remained intact.

The state level objectives of the project were achieved as modified. Of the six state level objectives, #1 #2 and #3 were completed within designated time frames 100% of the time. Objectives #4 #5 and #6 were not completed within designated time frames but were completed. Individual grant sites successfully achieved 90% of stated objectives within specified time frames. 10% of the local objectives were partially met or completed outside of the grant time-table. 40% of the objectives are supported by activities that will continue beyond the scope of the grant. These activities utilize a variety of resources including fiscal, administrative and personnel.

Project CATALIST has been a success. Even with all the delays and changes of administrative management within DRS the basic fundamental vision which guided the project from the beginning contributed to the ultimate success of the program. This vision was to promote the accessibility and quality of higher education in Virginia for students with disabilities. All aspects of the CATALIST project supported this vision. In working toward this vision the CATALIST

project resulted in both anticipated and unanticipated results. Anticipated results include the continued importance of collaborative efforts at all levels. This legacy of collaboration proved to be key at the state level among agencies and other partners, and at the local level with students, faculty, administrators, and community partners. The project also increased the awareness of Assistive Technology and disability issues on college campuses, and showed that specific instructional strategies and academic support will positively impact student achievement.

Unanticipated results include the number of students (1423) and faculty (866) that were positively impacted by the grant activities. These numbers indicate the importance of projects which focus on postsecondary services for students with disabilities. Postsecondary institutions are mandated to provide services for students with disabilities but unlike the Individuals with Disability Education Act (IDEA), the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act are unfunded mandates. Postsecondary institutions must look for resources and support outside their system to assist them in providing adequate services for students with disabilities.

Additional results include an increased visibility of DRS as an agency concerned about postsecondary issues. This increase in visibility and heighten awareness of DRS services in general lead to some collateral outcomes of the project. These collateral outcomes include an increase in referrals to DRS; increase involvement of DRS in the Association of Higher Education and Disability (AHEAD), renewed relationships with the State Council of Higher Education in Virginia (SCHEV) and the Virginia Community College System (VCCS); and an increase of higher education involvement in the Virginia Intercommunity Transition Council (VITC).

Another legacy of CATALIST and the collaboration that contributed to its success is the new Higher Education Workgroup. During the early days of project UNITE the Higher Education Workgroup developed the recommendations which became part of the foundation for CATALIST. Sadly, this Higher Education Workgroup became a casualty of the many administrative changes at DRS and the general lack of collaborative leadership in the area of higher education and disability. As part of the networking created by the CATALIST program and efforts in the state through VITC, AHEAD, VCCS, SCHEV and Virginia Commonwealth University-Rehabilitation Research and Training Center (VCU/RRTC) the Higher Education Workgroup has been reestablished. The Higher Education Workgroup is currently addressing such timely issues as the Vocational Rehabilitation and Higher Education interagency agreements, guidelines for consistent disability documentation requirements among institutions of higher education, data collection and evaluation and assistive technology. This group has also become the Advisory Council to the University of Hawaii project at VCU/RRTC and will serve as the springboard for statewide grant applications for higher education projects.

C. Purposes

Summary of original grant activities: 1/1/95-1/1/97

No progress was made on the original goals and activities due to multiple staff changes within DRS as reported in the Fiscal Year 1997 Continuation Report.

Training opportunities catered to academic disciplines:

In contrast to typical faculty development activities on local campuses that tend to target large interdisciplinary groups of faculty and provide general strategies, Project CATALIST will focus

training opportunities on faculty grouped by academic discipline in order to address specific content area questions and needs. Training opportunities will be offered at existing meetings and structures (e.g., VCCS peer group meetings, professional o ganizational state conferences, or other gatherings of faculty by discipline) by request and at no cost. Training is available for faculty at two-or four-year, public or private colleges.
Various modules for training will be offered (legal requirements, instructional strategies, best practices panel of students and faculty in the discipline, roundtable discussions of specific disciplinary issues, employment issues and practices) and catered to the interests and request of the specific disciplinary group.

Summer Institutes:
A summer institute for two- and four-year college faculty will be offered on the use of technology and emerging learning environments. This three day hands-on, experiential training will allow faculty to be exposed to a range of emerging and standard technologies that benefit students with disabilities as well as other students in the classroom.

Faculty incentive grants:
Incentive grants will be offered to support faculty in the application of training to specific disciplines and classroom settings. Through a competitive RFP process, any faculty who have attended one or more of the training opportunities will be eligible to apply for one year funding. Priorities of the RFP will target the development of innovative instructional strategies and/or classroom environments to promote improved participation and performance for students with disabilities. Funds may be used for faculty release time, purchase of technology, etc. A total of approximately $80,000 in funds will be available with individual awards ranging up to $15,000.

Summary of grant goal and activity modifications: 2/1/97-12/30/99

As noted above the goal and activity modifications were prompted by staff turnover and the subsequent inactivity on the project. With the arrival of the new project personnel, Design Team and Advisory Board came a refocusing of the project goals and activities as reflected in the following summary. This retooling reflected recommendations from the project consultant, Dr. Ronald Gordan, the project Design Team, the Virginia Association of Higher Education and Disability (AHEAD) and the recommendations noted in the Higher Education Workgroup document Improving the Accessibility of Higher Education in Virginia for students with Disabilities.

1. To develop and provide training to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals, on providing accomodations and support services to college students with disabilities, with an emphasis on development of instructional strategies and utilization of assistive technology.

2. To develop and provide direct on-line technical assistance and support to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals as well as the general public, on providing accomodations and support services to college students with disabilities, with emphasis on development of instructional strategies and utilization of assistive technology.

3. To award a minimum of $125,000 in federal incentive funds to approximately 8-12 colleges and universities, in collaboration with other relevant parties, to increase the access,

availability, a quality of accomodations and support services for college students with disabilities with emphasis on development of instructional strategies and utilization of assistive technology.

4. To collect and report statewide data regarding college services and outcomes for individuals with disabilities, to include entrance, remediation, retention, access to support services, provision of accomodations, utilization of placement services, matriculation and employment.

5. To collect and report data regarding the effectiveness of the project activities in accomplishing objectives.

6. To promote replication of effective strategies by disseminating project information, training, products and technical assistance materials to local, state, and national audiences.

D. Clientele

The target population of Project CATALIST was students with disabilities attending institutions of higher education, and the faculty and staff serving students with disabilities at institutions of higher education.

Faculty Served:

J. Sargeant Reynolds C. C.	190
Norfolk State University	17
Mountain Empire C.C.	21
New River C.C.	120
Northern Virginia C.C.	52
Patrick Henry C.C.	23
Southside Virginia C.C.	30
Bridgewater C.C.	33
Spring 1998, AHEAD Conference	120
Fall 1998, AHEAD Conference	140
Spring 1999, AHEAD Conference	120
TOTAL FACULTY TRAINED	**866**

Students Served:

Blind/visually impaired	23
Deaf/hard of hearing	66
Orthopedic/mobility	18
Psychiatric/emotional	23
Chronic Health	3
LD/ADHD	1143
Traumatic Brain Injury	26
Other	21
Disability not reported	100
TOTAL STUDENTS SERVED	**1,423**

E. Sponsorship and Collaboration

Project CATALIST was a collaborative effort from the beginning. The initial plans for this project grew out of several statewide partnerships including project UNITE (five year transition system change grant), and the Higher Education Workgroup. Ongoing partnerships with the Virginia Community College System (VCCS), Association of Higher Education and Disability (AHEAD), State Council for Higher Education in Virginia (SCHEV) colleges and universities and state agency partners have continued to both guide and enhance our activities. Central to the activities and success of the grant project has been Virginia AHEAD. Training and dissemination activities have been accomplished with the assistance of AHEAD. Likewise the Virginia Transition Forum also has been a consistent vehicle for training and dissemination activities. The Virginia Department of Rehabilitative Services has provided 100% in kind administrative support for this project in years 1998-99 at a cost of $40,000. All available grant resources were allocated to colleges and universities in the second round RFP to increase services to students with disabilities.

- Local grant sites report sponsorship and collaboration as follows:

J. Sargeant Reynolds C.C.

- $500 from Virginia Power
- $5000 from Perkins funds
- Special Education Faculty
- John Tyler Community College

Patrick Henry C.C

- Department of Rehabilitative Services (DRS)
- Department for the Visually Handicapped (DVH)
- Virginia Assistive Technology System (VATS)
- Virginia Tech

Bridgewater C.C.

- DRS
- Local School Divisions
- Faculty

Southside Virginia C.C

- DRS
- Local School Divisions

Northern Virginia C.C. (NVCC)

- $35,000 from NVCC to continue upgrading technology and purchase additional equipment
- staff technical support from staff at George Mason University
- DRS
- Lighthouse in Washington DC.

Norfolk S.U.

- Woodrow Wilson Rehabilitation Center (WWRC)
- VA Tech,
- Patrick Henry C.C.

- DRS
- DVH
- Expansion of AT lab with university funds

New River Community College,
- VA Tech
- Radford University
- WWRC
- DRS
- Post-Secondary Education Consortium (PEC)
- Virginia Community College System (VCCS)
- DVH
- Local School Divisions

Mountain Empire CC,
- local disability service providers
- Faculty
- DRS

F. Contexts

The roots of Project CATALIST go back to another Federal Grant, Project UNITE. During the early stages of Project UNITE (US DOE #H158A20015) several key activities occurred. First, the release of the 1993 study entitled "Demographics of Students Exiting Special Education" (see **Appendix I**) and second, the 1994 recommendations of the Higher Education Workgroup entitled "Improving the Accessibility of Higher Education in Virginia for Students with Disabilities"(see **Appendix I**). These documents and recommendations along with the transition and higher education activities of Project UNITE became the framework of Project CATALIST.

Project UNITE was a transition system change grant utilizing a model of collaboration. Collaboration of identified partners was also a key component in the early planning for CATALIST. Building on the membership of the Higher Education Workgroup the early partners in CATALIST were the Department of Rehabilitative Services (DRS), Virginia Community College System (VCCS) and the State Council of Higher Education of Virginia (SCHEV). DRS was the lead agency throughout the project. As the project was modified other partners joined particularly the Association of Higher Education and Disability (AHEAD), Virginia Commonwealth University/Rehabilitation Research and Training Center (VCU/RRTC), and the Virginia Assistive Technology System (VATS).

G. Project Activities

1. Phase I 1994-1996

Planning for Project CATALIST was begun in 1994 by DRS employees Dr. Sally Scott and Kathy Trossi. Primary partners in the original proposal were DRS and staff from the Virginia Community College System (VCCS) and the State Council on Higher Education (SCHEV). The planning team based their proposal on "Demographics of Students Exiting Special Education " as reported in the 1992 House Joint Resolution #4 Briefing Report by the Virginia Board of Education. Initially the grant was focused on intensive faculty

training to enhance faculty reasoning processes required in determining the essential requirements of a course or program and subsequent reasonable accomodations for students with disabilities. These peer group trainings would be provided multiple times throughout the year. In addition the initial grant provided for a Summer Institute in years one and two pertaining to the use of instructional technology for students with disabilities. Incentive grants for colleges and universities were included as well as internal evaluation activities. Project CATALIST was funded beginning October 1995.

Phase II 1996-1997

Due to significant staff and administrative changes within DRS, Project CATALIST activities were delayed. In June 1996, Dr. Gordan, Project Consultant, submitted recommendation for the re-design of the project. USDOE and AHEAD had expressed concern about the inactivity on the project. AHEAD also expressed interest in becoming a partner in future CATALIST activities. At this time David Horvath became Project Director and established a new Design Team with partners from AHEAD, VCCS, SCHEV, VATS, students, and colleges and universities. **(See timeline Appendix II).** This Design Team composition remained stable throughout the completion of the project.

The new Design Team reviewed the original grant proposal, as well as the recommended revisions and the recommendations of the Higher Education Workgroup report, "Improving the Accessibility of Higher Education in Virginia for Students with Disabilities". The Design Team adopted the *Guiding Principles* and the *Vision for Higher Education in Virginia* **(see Appendix III)**. These principles and vision served as the basis for the revision of the CATALIST Goals and Objectives consistent with the original intent of the project.

A Memorandum of Understanding was developed with Virginia Commonwealth University-Rehabilitation Research and Training Center (VCU-RRTC) for evaluation activities. Seven colleges and community colleges received funding in July 1997 following responding to the RFP with proposals addressing the goals and objectives of CATALIST.

Phase III 1997-1999

David Horvath left DRS in October of 1997 and Bonnie Borenstien-Rounds became Project Director in January 1998. At this time, due to the staff change and delay in progress, and with assistance from the staff at VCU/RRTC, the project was again restructured. This restructuring focused activities on the local level with funds and resources targeted locally. Progress continued on grant activities. A no-cost extension was requested of USDOE to complete activities and issue another round of RFPs. Second round RFP process was completed with one additional site funded and two continuation fundings of current sites. Margaret Walsh became Project Director in fall of 1998 and continued the current direction of the project to completion.

2. **Kev Personnel (See appendix IV)**

Department of Rehabilitative Services

Ms. Kathy Trossi, Project Director (1994-1995)

Dr. Sally Scott, Project Coordinator (1994-1995)
David Horvath, Project Director (1996-1997)
Bonnie Borenstien-Rounds, Project Director (1997-1998)
Margaret Walsh, Project Director, (1998-1999)

Virginia Commonwealth University-Rehabilitation Research and Training Center
Liz Getzel, Project Evaluator

Patrick Henry Community College
Scott D. Guebert, Director Student Support Services

Mountain Empire Community College
Regina Massey, Director Student Support Services

New River Community College
Jeananne Dixon, Project Coordinator
Virginia Reilly, ADA Coordinator, Virginia Tech
Linda Conrads, Director Student Support, Radford University

Southside Virginia Commuity College
Chuck Terrell, Director Student Services

J. Sargeant Reynolds Community College
Joyce Knight, Project Director

Northern Virginia Community College
Alice Hedley, Project Director

Bridgewater College
Chip Studwell, Project Director

Norfolk State University
Beverly Boone Harris, Project Director

3. **Project activities and goals:**

i. To develop and provide training to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals, on providing accomodations and support services to college students with disabilities, with an emphasis on development of instructional strategies and utilization of assistive technology.

- Project Directors provided and disseminated information on their projects at the 1998 and 1999 Transition Forum
- Virginia AHEAD agreed to focus the theme of the spring 1998 conference on accommodation, support services and assistive technology. Dr. Jane Jarrow, Lt. Governor Hager and DRS Commissioner John Vaughn were guest speakers. Sixty-nine stipends for college and university presidents, deans and faculty to attend the AHEAD Conference were provided by CATALIST. Over 120 faculty attended the conference.

- DRS purchased "train the trainer" packages designed to train faculty working with students with disabilities. The package was developed by Washington State University and recommended for dissemination by staff at New River Community College. Each college and university in the state received the packages.
- Project Directors and staff attended the fall 1997 AHEAD conference. The topic was assistive technology and reasonable accomodations with presentations by the Virginia Assistive Technology System, Woodrow Wilson Rehabilitation Center and the Department for the Visually Handicapped.
- Funding provided to the following colleges and universities for this purpose:

New River Community College (NRCC)
Graduate student leadership training, Fall 98
Student and Faculty AT training, Fall 99
Student, faculty, agency partners AT Training, Spring 98

Bridgewater College (BC)
Faculty Training, 4/98
Tutor training, 4/98
Training attended, 6/98

Mountain Empire Community College (MECC)
Faculty and staff inservice and professional development, ongoing
Faculty teleconference and disability library

Southside Virginia Community College (SVCC)
Faculty Professional Development, 1/98

Patrick Henry Community College (PHCC)
Faculty/Staff Workshop, Summer 1997
Staff attended conferences and conducted site visits
Faculty/Staff Workshop, Summer,1998

J. Sargeant Reynolds Community College (JSRCC)
Faculty Training, November 5 &6 1999
Faculty accommodation implementation

Northern Virginia Community College (NVCC)
Faculty/Student training, Fall 97
Professional Development, Fall 98

Norfolk State University (NSU)
Faculty and Student AT training, summer 1999

ii. To develop and provide direct on-line technical assistance and support to college faculty and staff, in collaboration with other relevant agencies, organizations and individuals as well as the general public, on providing accomodations and support services to college students with disabilities, with emphasis on development of instructional strategies and utilization of assistive technology.

- CATALIST activities have been provided to staff of the Virginia Assistive Technology System (VATS) for inclusion on their web page.
- Online technical assistance has been provided to all members of AHEAD, VCCS and SCHEV.
- Online technical assistance has been provided to consumers and other relevant agencies regarding accomodations and other higher education issues.
- CATALIST outcomes will be included in the Education/Transition portion of the DRS Web page
- CATALIST outcomes and activities are included in the VCU/RRTC web page
- Grant sites have provided on line/technical services as follows:

  Bridgewater College
  Web Page
  Southside Virginia Community College
  Compressed Video Conferencing

iii. Continuation was due to d of DRS greatest impact local To award a minimum of $125,000 in federal incentive funds to approximately 8-12 colleges and universities, in collaboration with other relevant parties, to increase the access, availability, a quality of accomodations and support services for college students with disabilities with emphasis on development of instructional strategies and utilization of assistive technology.

Southside Virginia Community College

- Purchased assistive technology for the Academic Support Center
- Provided faculty training
- Explored telecommunications network

Patrick Henry Community College

- Purchased assistive technology for an assistive technology "Lending Laboratory" which provides the latest, up to date equipment, software, and devices for use by students with disabilities.
- Developed an improved system and data base for identification of reasonable accomodations
- Provided faculty training

Northern Virginia Community College

- Purchased assistive technology for Disability Offices at all four branches of the NVCC system.
- Developed an AT lending system.
- Provided faculty training

Norfolk State University

- Purchased assistive technology for an Assistive Technology Laboratory housed in the university library.
- Provided training for faculty and a staff on Assistive Technology
- Developed and implemented an orientation program for student with disabilities.

New River Community College

- Purchased AT for a mobile AT lab for the Ambassadors to take around to local schools for demonstrations and orientation.
- Developed and implemented summer orientation for students with disabilities
- Developed a Student Ambassador Program. The Ambassadors are trained on AT to train other students. Train the trainer model.
- Developed and implemented an Assistive Technology Day for students and parents

Mountain Empire Community College

- Purchased a computerized work station for students with disabilities
- Developed and implemented a summer orientation program for students with disabilities
- Established a community Disability Advisory Board
- Established ongoing campus awareness activities

Bridgewater College

- Developed program of Student Assistants
- Established Advisory Board
- Began a reference library
- Published newsletter and brochure

J. Sargeant Reynolds Community College

- Provided faculty training on teaching strategies (Key note address by VCU/RRTC)
- Implemented new teaching strategies in classrooms

iv. To collect and report statewide data regarding college services and outcomes for individuals with disabilities, to include entrance, remediation, retention, access to support services, provision of accomodations, utilization of placement services, matriculation and employment.

- This activity was accomplished through several activities including presentations at the International Division on Career Development and Training (DCDT) Conference in Charleston South Carolina and the International Association for Higher Education and Disability Conference in Atlanta.
- Virginia Association of Higher Education and Disability has addressed each of these issues at recent biannual meetings.
- All project sites and state level Project Directors gave presentations at Virginia's Transition Forum in 1997, 1998 or 1999.
- Through continued partnerships with VCCS, SCHEV, the Virginia Department of Education (DOE) and Virginia Intercommunity Transition Council (VITC), the Higher Education Workgroup has been re-established to address multiple issues including data reporting and dissemination, best practices, VR and higher education interagency agreements, documentation guidelines and assistive technology.
- Data has been disseminated in multiple formats at the Transition Forum, AHEAD Conferences, Assistive Technology for

Postsecondary Education and Workplace Conference, state agency meetings and directly to consumers as requested

- VCU/RRTC conducted statewide STATS Survey (see evaluation section)
- VCU/RRTC provided on going technical assistance to DRS Project Directors on the history and scope of the project. This technical assistance provided consistency to the project in light of the many changes in Project Directors and project direction.
- VCU/RRTC developed the "Survey of Post-Secondary Students with Disabilities" to be piloted with CATALIST sites and other colleges and universities. (See evaluation section)

v. To collect and report data regarding the effectiveness of the project activities in accomplishing objectives.

- This activity was accomplished through several activities including presentations at the International Division on Career Development and Training (DCDT) Conference in Charleston South Carolina and the International Association for Higher Education and Disability Conference in Atlanta.
- Virginia Association of Higher Education and Disability has provided a forum for sites to report on activities at each of their meetings.
- All project sites and state level Project Directors gave presentations at Virginia's Transition Forum in 1997, 1998 or 1999.
- CATALIST Project Directors reported on program effectiveness at the quarterly meetings of VITC.
- Project Directors reported on effectiveness to DRS for continuation reports to USDOE
- VCU/RRTC staff were available to all grant sites to assist in the development of the evaluation models. VCU provided ideas for evaluation activities and offered assistance to the sites.
- VCU/RRTC staff monitored the progress on grant site projects
- VCU/RRTC staff provided technical assistance through offering a grant writing workshop at the Transition Forum
- VCU/RRTC staff contacted sites to share information about grant opportunities to assist them with maintaining a network about CATALIST postsecondary sites to continue to build on the work achieved through their grants

vi. To promote replication of effective strategies by disseminating project information, training, products and technical assistance materials to local, state, and national audiences.

Product Development and dissemination:

Patrick Henry Community College

- Course Task Profile
- Capability Profile

- "College Students with Disabilities: A Desk Reference Guide for Faculty and Staff"

J. Sargeant Reynolds Community College
- Handbook of Faculty Guidelines for assisting students with disabilities
- Project Director and faculty participants presented information at Virginia Community College Peer Group Meetings
- Curricula for Math and English LD classes

Bridgewater College
- Disability Newsletter
- Brochures for parents and students
- Disability Reference Manual for faculty and staff
- Videotapes of training sessions

Southside Virginia Community College
- Open House for High School Counselors, Special Education staff, High School Administrators, parents and students. Live Connection through Compressed Video to the Keysville Campus.

Northern Virginia Community College
- Orientation Course Curriculum, "Tools for Transition".
- Videotapes about student planning and goal setting

Norfolk State University
- Faculty Handbook, "Supporting Students through Disability Services"
- Student Handbook, "Supporting Students through Disability Services"
- Assistive Technology Orientation program

New River Community College
- Train the Trainer Manual for students with disabilities
- Video, "Assistive Technology Tools for Success"
- Assistive Technology Evaluation Instrument
- Informational panels at high schools and community locations.
- CATALIST display and presentation at Transition Forum, AT Conference
- College Bound Program

Mountain Empire Community College
- Established a Disability Library
- Summer orientation class
- Evaluation, tracking and monitoring system

VCU/RRTC
- Survey of Post-Secondary Students with Disabilities
- Provided day long training on grant writing skills

H. Project Evaluation Activities

Part of the redesign of the CATALIST goals and objectives that occurred in 1997 included the Memorandum of Understanding (MOU) with Virginia Commonwealth University-Rehabilitation Research and Training Center (VCU/RRTC). The Design Team and DRS recognized a lacking in staff resources to adequately implement Objectives #4 and #5, and in recognition of the expertise of the staff of the RRTC, elected to purchase these services.

The RRTC had responsibility for planning and conducting data collection and program evaluation activities as articulated in Objectives #4 and #5. The RRTC would coordinate all activities with the Education Services Manager (Project Director) of DRS and solicit advice and involvement of representatives of the following: DRS, VCCS, SCHEV, VAHEAD, VATS, a community college, a university and a student with disabilities.

With the restructuring which occurred on the project in early 1998, following Project Director David Horvath's leaving DRS, the focus of the evaluation activities changed. The change in Project Directors which plagued this project from the beginning caused a confusion and lack of direction for evaluation activities from a state perspective. In light of this, the 1998 restructuring focused the evaluation activities on the local or site level. RRTC focused their efforts on provided technical assistance to the grant sites regarding the development of their project evaluation models. They reviewed surveys and other evaluation techniques for the sites. Technical assistance was also provided regarding the sharing of CATALIST outcomes and linkages with other grant sites. Opportunities for continuation funding through grants and other sources was provided to the sites by RRTC. RRTC also provided a grant writing workshop for sites and others at the Transition Forum.

RRTC developed and implemented a structured telephone interview of participants of the "Assistive Technology Conference for Postsecondary Education and the Workplace. This was in collaboration with the New River Community College project STATS. (For samples of the questions and results see **Appendix V**)

RRTC utilized the CATALIST grant sites, Design Team and staff to modify the " Survey of Post-Secondary Students with Disabilities". (See **Appendix V**) This product is a being utilized to gather data on a statewide basis for use by VCCS, SCHEV, AHEAD, state agencies, colleges and universities, advocacy groups and the new Higher Education Workgroup. As data comes in from this survey it will be valuable information for the future planning of services for students with disabilities.

RRTC has been successful in integrating the activities of the CATALIST project with other grant and university projects. This integration has increased the visibility of the project goals. The assistive technology needs of students with disabilities and the need for ongoing, comprehensive training of university faculty regarding how to provide reasonable accomodations and how to modify instructional approaches for students with disabilities, are two key areas which RRTC has continued to develop as a result of CATALIST

Below is a list of the individual grant site evaluation activities:

New River Community College

- Telephone interview (RRTC) to participants of the Assistive Technology for Postseconday Education and the Workplace: Technology in Transition conference. As a result of this survey a faculty handbook entitled "Improving Distance Education for All" was developed to meet an identified gap in services.
- College Bound parent participant survey

- College Bound student participant survey
- Focus groups to evaluate student transition needs. One need identified at the focus groups was the lack of preparation for college. Based on this need the College Bound Program was developed.
- Assistive Technology Day evaluation survey

Northern Virginia Community College
- Evaluation Survey of student orientation course
- Evaluation Summary of Assistive Technology Training
- Personal comments on use of equipment
- Presentation of training results at management meeting

Mountain Empire Community College
- All students utilizing the Computerized workstation completed a survey
- All students who identified themselves as being disabled and in need of support services were tracked and monitored.
- Personal interviews with students utilizing academic support and resource library
- Self-study committee evaluated the project in preparation for re-accreditation.

Bridgewater College
- "In-house" evaluation form to assess satisfaction with services
- An informal interview
- Counseling service evaluation
- Post training evaluation of Jane Jarrow training
- Student feedback on tutor training "Understanding Differences between Learning Disabilities and Attention Deficit Disorders".

Southside Virginia Community College
- Academic Support Center student evaluation
- Faculty evaluation of Professional Development workshop

J. Sargeant Reynolds Community College
- Process Evaluation, goals met
- Outcome Evaluation, positive results

I. Model-building and Service Delivery Accomplishments (see Appendix VI)

The Model-building and Service Delivery Accomplishments of Project CATALIST include a wide range of programs which ultimately support and improve services for students with disabilities attending postsecondary institutions. Three local grant sites developed programs where students become mentors, tutors or ambassadors for students with disabilities. The Ambassador Model, which was part of the New River Community College project in collaboration with Virginia Tech and Radford University, utilized student Ambassadors to train students with disabilities on Assistive Technology, as staff during the College Bound Program (orientation) and Assistive Technology Day, and to provide outreach and presentations to local high schools on both disability services at college and Assistive Technology demonstrations. The program at Bridgewater College developed Student Assistants to assist students with disabilities with academics (tutors) and with college adjustment (mentors). The students with disabilities who received tutoring through the Student Assistant program at Bridgewater College showed

a 33% increase in academic achievement. Mentors were also utilized during the summer orientation program at Mountain Empire Community College. The mentors will remain in contact with those students they established relationships with during the summ er orientation to assist with college adjustment.

Orientation Programs for students with disabilities were successfully implemented by three of the grant sites. Norfolk State University established an orientation program highlighting both the Assistive Technology Laboratory and Disability Office Services. Mountain Empire Community College developed an orientation program which complimented the general orientation program. This program consisted of summer classes for which students received college credit. New River Community College and partners VA Tech and Radford Univeristy presented the College Bound program. The College Bound program involved some unique Model Building concepts. This program was designed for high school juniors and seniors with disabilities who plan to attend college following graduation. The program was a general overview of college life, disability services, financial aid and assistive technology. Students and their parents attended separate programs and resided in a dorm. College Bound was made available to students from throughout Virginia. Plans are underway to locate additional grant, university and agency funding to continue the College Bound Program. The College Bound model is also under consideration for submission as a replication project.

Several grant sites utilized portions of the funding to enhance the availability of Assistive Technology on campus for use by students with disabilities. Northern Virginia Community College and Patrick Henry Community College established Assistive Technology Lending programs. Norfolk State University opened the first Assistive Technology Laboratory on campus. As a result of grant activities and priorities the colleges and universities involved with Project CATALIST have all committed additional resources to the purchase of Assistive Technology and overall support of the Disability Service Office. Patrick Henry Community College implemented institutionalized structures to monitor on-going needs and services of students with disabilities.

Increase in academic performance was an objective of the projects developed at Bridgewater College and J. Sergeant Reynolds Community College. JSRCC addressed academic goals by improving the teaching strategies for staff. Students benefiting from improved classroom instructional strategies showed a 10% increase in grades. At Bridgewater the students who received academic tutoring through the Student Assistance Program exhibited a 33% increase in grades.

Mountain Empire Community College and Bridgewater both established Disability Advisory Boards to assist with the continued improvement in services for students with disabilities on campus. Northern Virginia Community College found that the utilizing a Team Approach is essential to provide consistent services for a multi campus system. Several campuses experimented with the use of Internet linkages and Telecommunications to increase both outreach and awareness.

Faculty Training remains a priority both within the higher education community and human service agency personnel. Colleges and universities within Virginia continue to request training for faculty and staff on disability issues. The Virginia Community College System, State Council on Higher Education in Virginia, and the Association of Higher Education and Disability continue to promote faculty disability training. VCU/RRTC is developing a model for faculty training which hopefully can be replicated statewide.

FINAL REPORT
CATALIST PROJECT AT
NEW RIVER COMMUNITY COLLEGE, RADFORD UNIVERSITY, AND VIRGINIA POLYTECHNIC AND STATE UNIVERSITY

Background

New River Community College, Radford University, and Virginia Polytechnic Institute and State University (Virginia Tech) are located in primarily rural southwest Virginia. The three institutions are located within a thirty-mile radius and historically collaborate in services and activities for students with disabilities. This close relationship facilitates accessible and seamless transfers and transition services. This collaboration was formalized through formation of the ADA Consortium to improve communication and services to area high schools and colleges, strengthen links to area agencies (DRS, DDHH, DVH, T/TACS), and to disseminate ADA and disability information to interested constituencies. The Consortium conceptualized improved transition services which resulted in development of this Catalist project, "Students Teaching Assistive Technology to Students (STATS)". The work of this project was continued with the second phase, "Collaborative Support for Special Needs Students".

Purpose

This project was a three-college collaborative approach designed to improve recruitment, reinforce transition, promote retention and foster leadership skills. This was accomplished through strengthening the ability of postsecondary students with disabilities to employ assistive technology (AT). The activities supported by this grant ensured that students at the three colleges and feeder schools had the opportunity to take part in educational research and leadership programs and services on an equal basis by supporting a wide range of effective assistive technologies for access and commuication accommodations.

Process and Outcomes

In order to improve services for students with disabilities, it was apparent to the ADA Consortium that students needed improved access to assistive technology (AT). The initial goal of the project increased student skills in utilizing assistive technology devices through increased availability and training. An extensive training manual was developed to be used by students with disabilities. The train-the-trainer manual was developed to be used by students with disabilities. The train-the-trainer model increased opportunities at all three colleges to address the barriers and inconsistent use of assistive technology.

The following activities took place to meet this need:

- Hired a graduate student to develop an extensive AT training manual
- Trained the graduate student on AT
- Recruited student Ambassadors from each of the three institutions
- Provided intensive training in leadership, public speaking skills, and assistive technology for incoming students with disabilities recruited as Ambassadors
- Conducted focus group with Ambassadors to plan future transition activities
- Informed New River Valley and Roanoke County schools of availability of Ambassadors for presentations in the schools
- Purchased AT for mobile assistive technology lab
- Sponsored Assistive Technology Conference at Hotel Roanoke
- Held AT and transition panels conducted by the Ambassadors at schools, parent resource centers, conferences, and civic organizations
- Designed and developed a video demonstrating use of AT
- Developed an Assistive Technology Evaluation Instrument
  - The AT Evaluation Instrument is a checklist of items used to evaluate Ambassadors on readiness to demonstrate a variety of AT software and equipment
- Offered a summer preparatory program, "College Bound" for 22 high school students and their parents planning a transition to postsecondary education
- Developed a manual for faculty who teach distance learning classes
- Sponsored a College Assistive Technology Day

The graduate student hired to develop the AT manual and to work with the initial group of ambassadors was recruited from the Virginia Tech Special Education Department. The manual provides a tool for students to learn AT with direct instruction or through individual and independent instruction. The graduate student who developed the manual had experience working with students with disabilities and was working on a master's program in learning disabilities. This student began the initial training of student Ambassadors; in the continuation of the grant, a second graduate student was hired to continue the Ambassador training and to plan the summer orientation program (College Bound). The Ambassadors' training included a public speaking workshop by Clay Waite, Radford University professor in Communications, and a team building activity done through a ropes course. The long-term goal of training of Ambassadors to share information about AT improved instructional strategies and utilization of AT, but proved even more beneficial to the students' leadership ability, boosted their confidence, reinforced their resumes, and sharpened their capability to address a wide array of disability issues.

This access for students required college faculty, secondary schools and agencies to be aware of the advantages of using AT in serving their students with disabilities. The Assistive Technology for Postsecondary Education and the Workplace: Technology in Transition was created to bring together all the stakeholders and to share information on legal requirements of providing AT and hands-on training in AT. The Rehabilitation Research and Training Center at Virginia Commonwealth University conducted an

evaluation of the conference at Virginia Commonwealth University. Faculty reported very positive outcomes, need for continued opportunities to learn about AT, and a willingness to serve as AT liaisons for their respective campuses. As a result of the evaluation comments, a faculty handbook entitled, "Improving Distance Education for All" was developed.

As the Ambassadors conducted transition discussions in the public schools, they realized the need to demonstrate AT for the high school students rather than just tell students how AT had helped them succeed in college. Thus, portable laptop computers were purchased with the second Catalist grant for a "Show on the Road" element for the Ambassador Program. Many times, the college student Ambassadors could not leave classroom commitments to visit high schools. A video was developed to use in the high school and public events. The video is a fast paced collection of vignettes with the Ambassadors demonstrating their everyday use of assistive devices on their college campus.

The mid-term goal of the development of the Assistive Technology video took the place of the Ambassadors if they were not available to travel to an interested high school. The video was also shared as the "premier showing" at the College Transition Fair. The video used diverse groups of students with differing cultural backgrounds and disabilities. It showed students using Assistive Technology and explained how they use this as a tool in their academic endeavors.

From their visits in the public schools and participation in a focus group, the Ambassadors identified the fact that students with disabilities often enter college with little knowledge of the differences between the academic environment of secondary and postsecondary settings. The students and grant coordinators determined that a summer orientation activity would extend the transition and AT presentations in the schools to a reality based experience. The College Bound program was designed as an intensive two-day summer preparatory program for students and their parents. The College Bound Program was established to provide high school juniors and seniors with disabilities and their parents the opportunity to experience college life and to learn basic college survival skills. This was a collaborative effort that included participation between the three colleges and DRS, PEC, VCCHH, VDVH, LEA's, transition coordinators, financial aid offices, and college faculty. Due to the outstanding success of this program, funds will be sought to continue College Bound as an annual summer event.

Lessons Learned and Conclusions

Other activities have not met with the same level of success. It became apparent that the mobile AT units were not being utilized by the LEA's and the Ambassador's schedules were prohibitive to extensive travel to the schools. As a cost effective means to disseminate information and expose high school students, parents and teachers to AT and postsecondary opportunities, a College/Assistive Technology Day was developed. Over three hundred high school students representing 14 school districts attended this event. Additionally, over twenty agencies and colleges participated as vendors. This group included DRS, PEC, VDDHH, VDVH, VATS, the Community Services Board, and

Blacksburg Transit. Workshops covered the topics of assistive technology, self-advocacy, learning styles, financial air, IDEA vs. ADA, and a high-tech employment transition program.

The grant, STATS, and its continuation have certainly proved to be a CATALIST in the lives of many. The students who became Ambassadors have learned to acknowledge their disability, discuss openly the experience of attending college with a disability, and to lead others to success from their experience of using AT as an effective accommodation. Several refinements to the original plan have resulted in the following recommendations:

- Future AT training planned as an individual rather than group activity
- Planning time for a learning curve for graduate student leaders and Ambassadors
- Additional staff for summer orientation when students with severe disabilities attend
- Increased and earlier advertisement of activities
- Earlier recruitment of Ambassadors

The grant coordinators also would not recommend development of a video without the use of video technology as a wonderful tool in sharing transition information. However, these grantees were unaware of the time involved in this type of endeavor and the level of professional collaborations and time involved to produce a quality product.

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COMMONWEALTH OF VIRGINIA
DEPARTMENT OF REHABILITATIVE SERVICES

Catalyst Grant Report

An Orientation Program for Entering Freshmen Students with Disabilities

"An Assistive Technology Lab"

Submitted to:
Ms. Margaret Walsh, Manager

By:
Mrs. Beverly Boone Harris, Project Director

September 22, 1999

ERIC

PROGRAM OVERVIEW

An Orientation Program for Entering Freshmen Students With Disabilities
"An Assistive Technology Lab"

Program Overview

Norfolk State University has committed itself through its mission statement " . . . to promote and implement those programs which are uniquely equipped to administer . . . "

In keeping with this mission, the University Counseling Center promotes the mental health of students in order to assist them in achieving academic success. The Supporting Students through Disability Services (SSDS) office, which is coordinated out of the Counseling Center, has become a vital part of the program here at Norfolk State and is a natural extension of the work already being performed.

The assistive technology lab is another means by which the university will *strengthen academic excellence and retention* for students with disabilities. It is the philosophy of the university that all people, regardless of social economic status, race, sex, age, disability or national origin, are entitled to profit from educational opportunities and advantages to the fullest extent of their capabilities.

Specific instructional strategies and access to assistive technology are addressed to maximize the students' potential. What is assistive technology? Assistive technology is any device or process that assists a person with a disability to do something that could otherwise be difficult or impossible. The development of this assistive technology lab is needed to provide special assistance for hearing impaired, visually impaired, learning disabled, mobility impaired and other disabilities as they are identified. Depending on their disability, students will be trained on the use of such software as Zoomtext, Dragon Naturally Speaking, JAWS, and Openbook, braille machine and printer with braille copies. The assistive technology lab is located in the Lyman B. Brooks library on the second floor. The hours will be concurrent to those of the library. Tape recorders, calculators, FM systems and other equipment will be provided when needed through this program. A conscious effort will be made to publicize this lab and encourage training for faculty and students. Hopefully, the faculty will consider this assistive technology when developing their course syllabus assignments and exams.

This program will be extended to the community (schools, churches, boys & girls clubs, etc.), and will provide training with the assistive technology when needed.

Senior level social science (psychology, sociology, etc.) undergraduates and masters level students (Master of Social Work, guidance/counseling, rehabilitation, clinical psychology) are encouraged to sign up with this office for their practicum experience or internship. All practicum and intern students comprise our Counselors In Residence (CIR) program. These students will be supervised by the Coordinator of Supporting Students through Disability Services (SSDS) and a lab manager will be in place for daily activities.

OBJECTIVES

ANTICIPATED RESULTS

&

ACCOMPLISHMENTS

An Orientation Program for Entering Freshmen Students with Disabilities
"Assistive Technology Lab"

OBJECTIVE 1

To Develop A Computer Lab For Students With Disabilities by September 30, 1999

ANTICIPATED RESULTS AND ACCOMPLISHMENTS

1.1 A complete inventory of instructional materials, resource books and software will be on file by August 1999.
Complete inventory of instructional materials, resource books and software are on file

1.2 Survey campus facility to identify a lab site by June 1999
Lab site has been identified as of June 1999.

1.3 A plan of operation for the disability computer lab will be developed and on file by May 1999.
Plan of operation for disability computer lab has been developed and on file since May 1999

1.4 Computer lab for students with disabilities will be operational by September 1999.

OBJECTIVE 2

To Strengthen the Training Component of the Counseling Center by Developing A Resource Library by September 1999

ANTICIPATED RESULTS AND ACCOMPLISHMENTS

2.1 A report will be submitted to the Director of Counseling and Vice President for Student Affairs by September 1999.
The report will be compiled and ready for distribution by September/1999.

2.2 An inventory of available Disability Services resources and library materials will be on file in the Activities Director's office by July 1999.
Resources and library materials are on file in the Activity Director's office.

2.3 A Disability Services Manual will be disseminated to the counseling staff, administrators, faculty available in the counseling resource library by September 1999.
To date approximately 100 faculty and student handbooks have been distributed to the President, Vice Presidents, Deans, Department Heads and Directors across campus.

HISTORY

History

Dr. Marie V. McDemmond, President of NSU, gave the directive that a Disability Service was needed to better serve our students, and it should be coordinated out of the University Counseling Center.

In December 1997 the Counseling Center was informed of such task. A counselor, Beverly Boone Harris, was identified. Mrs. Francine Johnson, Director of Affirmative Action, Dr. Arthur Jackson, Vice President for Student Affairs, Dr. Orren Rayford, Director of University Counseling and Mrs. Beverly Boone Harris, Professional Counselor, met and 14 folders containing records of students with disabilities were turned over to Mrs. Harris, along with the Americans with Disabilities Act handbook. At this meeting Mrs. Harris assumed responsibility as Coordinator of Supporting Students through Disability Services (SSDS).

With the torch of commitment, having been professionally trained in Special Education and most importantly, having the welfare of the students at heart, Mrs. Harris promptly began to move the program into action. Immediate contact was made with neighboring colleges, information was gathered, membership obtained in: AHEAD- national and state, Tidewater Regional Higher Education Disabilities Network (TRHEDN) and other organizations, including the Department of Rehabilitative Services(DRS.)

This program is entering the end of its second full year. Our enrollment increased tremendously, serving approximately 14 types of disabilities with reasonable accommodations. In Fall/1999 there are plans for a Grand Opening of our Assistive Technology Lab.

APPENDIX

Supporting Students Through Disability Services SSDS

FACULTY HANDBOOK

Embracing Diversity
in
Higher Education

BEST COPY AVAILABLE

NORFOLK STATE UNIVERSITY

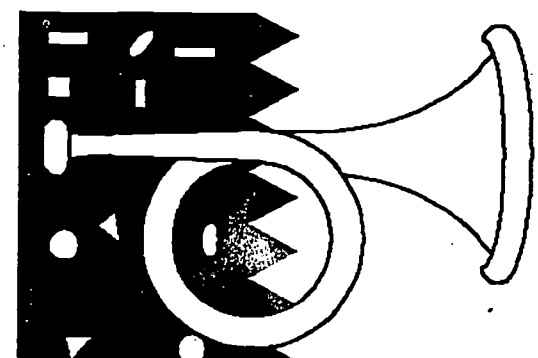
COUNSELING CENTER

Supporting Students through Disability Services

SSDS

Student Handbook

It is the policy of Norfolk State University to provide equal educational opportunity and equal employment opportunity without regard to race, color, national origin, political affiliation, religion, sex, age, or disability. Any employee or student who feels discriminated against should be referred to the Norfolk State University Director of Affirmative Action.



The Supporting Students Through Disability Services

Welcomes you to Freshmen Orientation Reception

When: June 23, 1999

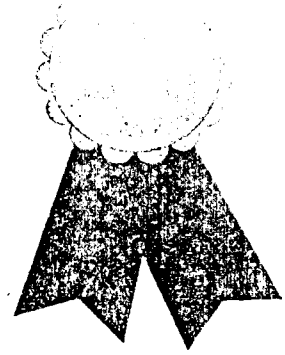
Where: L Beecher Brooks Library in 24 hour study room on the 1st floor

Time: 5:30 p.m.- 7:30 p.m.

For further information, please contact Beverly Boone Harris or Julia Cudjoe.

Telephone: 823-8173/2409

APPROVED FOR POSTING
JUN 18 1999
NORFOLK STATE UNIVERSITY
STUDENT ACTIVITIES/UNIVERSITY CTR.



The Supporting Students through Disability Services

Welcomes you to Freshmen Orientation Reception

When: July 15, 1999

Where: L. Beecher Brooks Library in the 24 Hour study room on the first floor.

Time: 5:30 p.m.- 7:30 p.m.

For further information, please contact the Counseling Center.

Telephone: 823-8173

APPROVED FOR POSTING
JUL 9 1999
NORFOLK STATE UNIVERSITY
STUDENT ACTIVITIES/UNIVERSITY CTR.

SUPPORTING STUDENTS THROUGH DISABILITY SERVICES
FRESHMEN ORIENTATION RECEPTION

JULY 15, 1999
5:30P.M. -7:30P.M.

WELCOME

INTRODUCTION

OVERVIEW OF FACULTY AND STUDENT HANDBOOKS

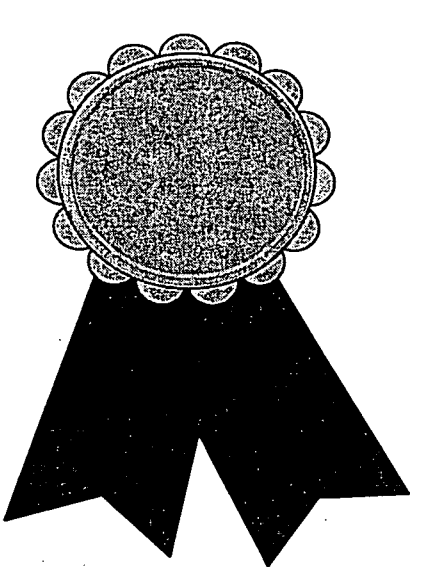
TOUR OF LAB SITE

QUESTIONS AND ANSWER PERIOD

RECEPTION

Lori Hobson, Substance Abuse Coordinator
Norfolk State University Counseling Center

Beverly Boone Harris, Coordinator
Julia Cudjoe, Assistant to the Coordinator



THE SUPPORTING STUDENTS THROUGH DISABILITY SERVICES

Welcomes you to Freshmen Orientation Reception

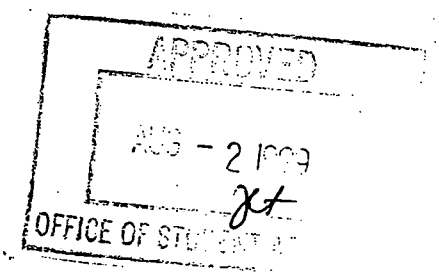
Where: L Beecher Brooks Library in the 24 hour study room on the 1st floor.

When: August 3, 1999

Time: 5:30 p.m.-7:30 p.m.

For further information, please contact **Beverly Boone Harris** or **Julia Cudjoe.**

Telephone: 823-8173/2409



SUPPORTING STUDENTS THROUGH DISABILITY SERVICES FRESHMEN ORIENTATION RECEPTION
AUGUST 3, 1999
5:30 p.m.-7:30 p.m.

WELCOME

INTRODUCTION

OVERVIEW OF FACULTY AND STUDENT HANDBOOKS

TOUR OF LAB SITE

QUESTIONS AND ANSWER PERIOD

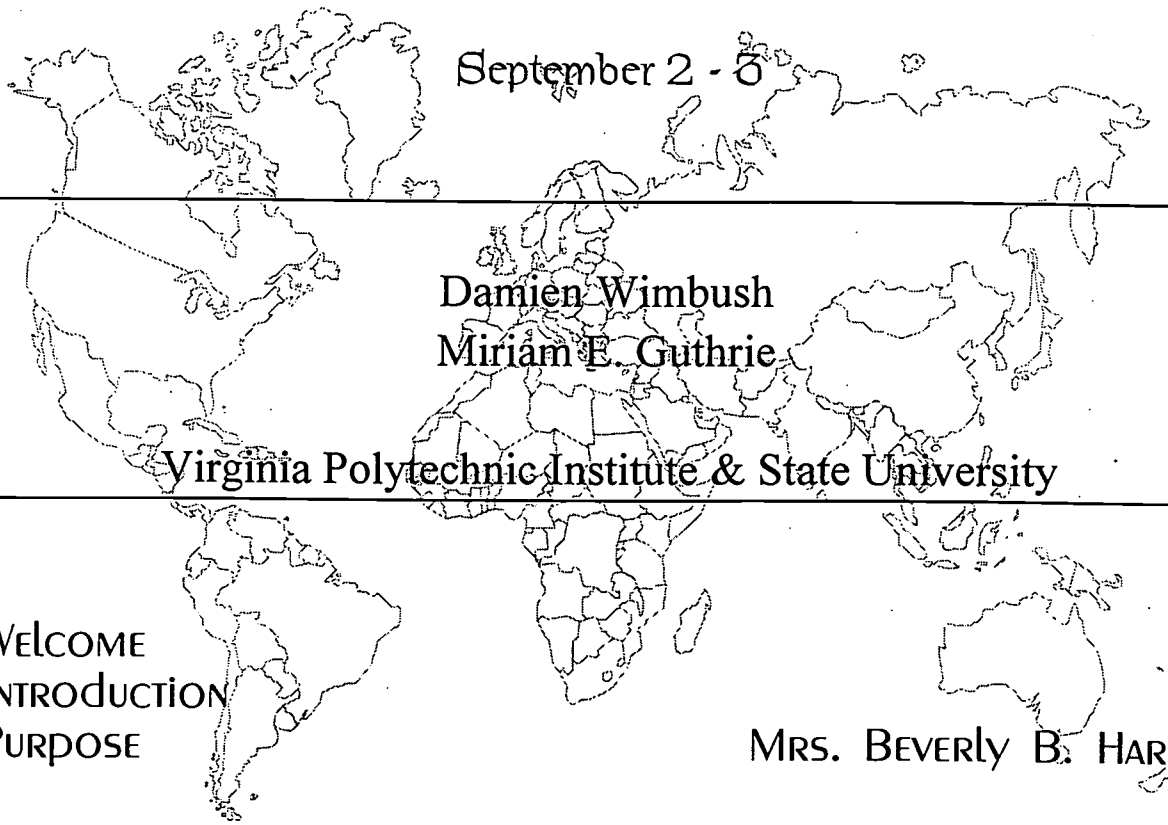
RECEPTION

Beverly Boone Harris, Coordinator
Julia Cudjoe, Assistant to the Coordinator

Norfolk State University
700 Park Avenue
Norfolk, VA 23504

Assistive Technology Training

2-Day Seminar



September 2 - 3

Damien Wimbush
Miriam E. Guthrie

Virginia Polytechnic Institute & State University

WELCOME
INTRODUCTION
PURPOSE

MRS. BEVERLY B. HARRIS

AT LAB Tour Committee

Marvin Clemmons
Julia Cudjoe
Beverly Harris
Ron Jones
Mattie Roane

Norfolk State University
700 Park Avenue
Norfolk, VA 23504

Office of the Coordinator
Supporting Students through Disability Services (SSDS)
Room 309/ Godwin Center

Phone: (757) 823-8173
Fax: (757) 823-2237

SUPPORTING STUDENTS THROUGH DISABILITY SERVICES (SSDS)

Disability Services at Norfolk State University is committed to carrying out the law as designated in Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). The program assists newly enrolled and currently enrolled students with documented disabilities including physical, psychological, traumatic head injuries, learning disabilities and other health concerns. All contacts with SSDS are held in strictest confidence and information is released only with students' permission.

Admission here at NSU is based solely on the entrance requirements described in the college catalog. Disclosure of a disability during the admissions process is not required, however it is encouraged for the purpose of preparation. Neither the nature nor the severity of an individual's disability is used as criterion for information. The following statement or a similar statement is placed on the admissions form.

> *In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability please make contact with the Supporting Students through Disability Services (SSDS) Office located in Mills E. Godwin Building, Room 309/University Counseling Center. The contact person is Mrs. Beverly Boone Harris, Coordinator, phone: 683-8173/2409.*

Students planning on applying for admission to the university are encouraged to contact the SSDS office as soon as possible to determine if the university can accommodate their particular disability. Once accepted, students who wish to receive assistance must contact the SSDS office at least forty five (45) days before classes begin to make arrangements. SSDS cannot ensure that accommodations can be made in a timely fashion with less notification.

Persons eligible for assistance under Section 504 of the Rehabilitation Act of 1973 and persons with temporary disabilities acquired as a result of illness or injury are served by the SSDS office. Written documentation of the disability from a qualified professional is required before accommodations are implemented.

In December/1997, the new administration under Dr. Marie V. McDemmond, President, mandated that services for persons with disabilities should be handled through the Counseling Center. At that time 14 folders were turned over to this office. In January/1998 letters were sent out to those persons informing them of the changes and inviting them to come in and meet us. Research and collaboration with other neighboring

colleges assisted with the development of our program. By Spring/1998 our program had grown to service some 25 persons. Membership in AHEAD (Association of Higher Education and Disabilities), at both the state and national level, keeps the office abreast of current, new and upcoming technology and issues. We also hold membership in the Tidewater Regional Higher Education Disabilities Network (TRHEDN), where professional counselors from neighboring colleges, school systems and businesses meet once a month to address issues. More organizations and support groups have been added to our list. As of Spring/1999 our program has expanded to approximately 87 registered persons, and continues to increase daily. We are currently serving:

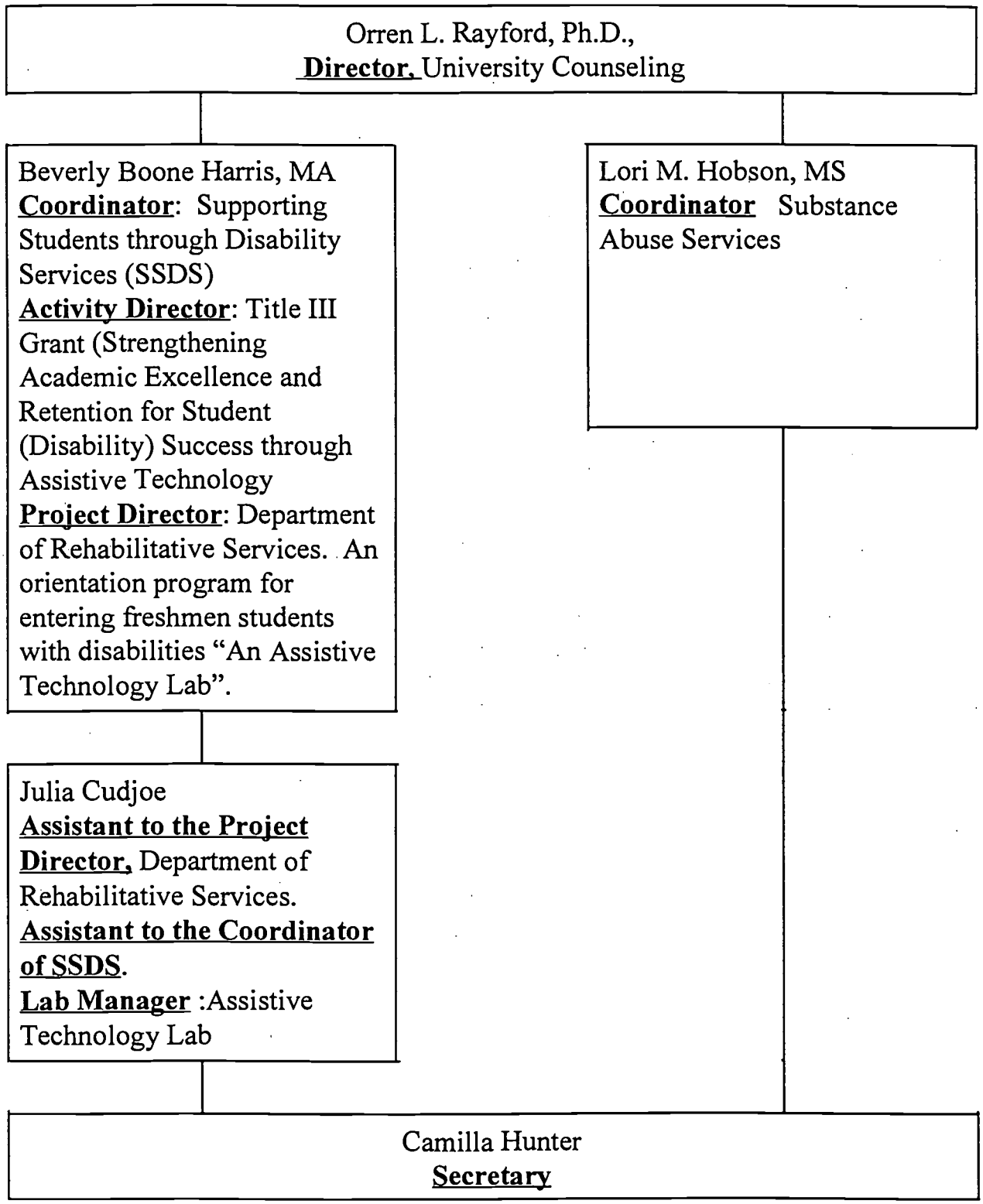
11	Hearing impaired
10	Attention Deficit Disorders
1	Bipolar Disorder/Type 1 (Depression)
2	Depression Disorders
1	Eating Disorder
17	Physical Disability
7	Health Impairment
25	Learning Disability
2	Visually Impaired
1	Enuresis
4	Multiple Sclerosis
4	Dyslexia
1	Epilepsy
1	Cerebral Palsy

I hope this helps you with your needs. If I can be of further service in this matter please feel free to contact me.

Beverly Boone Harris

Beverly Boone Harris, Coordinator
SSDS

University Counseling Center
ORGANIZATIONAL CHART



Americans With Disabilities Act Committee

Norfolk State University

1998

Dr. Arthur Jackson, Vice President for Student Affairs
Mrs. Beverly Boone Harris, Chair-Counselor, Disability Services
Mrs. Camilla Hunter, Secretary/Counseling
Mrs. Michelle Marable, Admissions
Mr. Jimmie Wilson, Human Resource Director
Mr. Norman Carter, Personnel Practice Analyst Senior
Mr. Ron McKnight, President , SGA
Dr. Sarah Lang, Department Head of Special Education
Dr. Helen Bessent Byrd, Professor , Special Education
Dr. Mildred Fuller, Department Head of Community Health and Rehabilitation
Mrs. Alma Harold, Clinical Coordinator/Assistant Professor
Mr. Raymond Wharton, Director of Physical Plant
Mr. Gerry Jones, Architect, Physical Plant
Mr. Nathaniel Warren, Dean for Student Services
Mrs. Shirley Blake, Coordinator, Residential Life
Dr. Martha B. Sawyer, Professor, School of Social Work
Dr. Gladys Bennett, Director of Testing Services
Ms. Faith Fitzgerald, Campus Parking
Dr. Ronald Jones, Associate Professor, ENFL/ Speech Pathology and Audiology
Mr. Marvin Clemmons, Assistant Director, Academic Computing

Student Disability Representatives

Ms. Brigitte Haskins
Mr. Gerald Gibbs
Ms. Adrienne Morris
Ms. Latoya Clark
Mr. Ernest Small
Ms. Kenya Bacon
Ms. Carolyn Williams
Mr. Kenneth Fikes
Mr. Ronald Barnish
Mr. William McKee
Ms. Tara Spady
Ms. Julia Cudjoe

AHEAD

SPRING 1998

STATE CONFERENCE

CHARLETTESVILLE, VA

Presented by
Beverly Boone Harris
Disability Services

AHEAD
SPRING 1998 STATE CONFERENCE
Charlottesville, VA

Ideas and suggested requirements shared during the Conference. To be used according to the need for your university

I. All universities must have:
* Legal representation - need to make contact with legal person @ NSU
* Clarified that all disabled students be registered at the time of need
* Decided if students are eligible for services at doctoral level

II. Suggestions for Visibility:
* New Faculty Orientation
* Faculty Orientation for current faculty
* Faculty liaison in every department
* Visit regular department meetings

A. Office of Civil Rights (OCR)
*Comes at no cost
*Need at least a 6 month notice
*Office located in Washington, D.C.

B. Legal Representative
--for NSU campus assigned by Richmond
*Refreshments needed to draw bodies
*Use E-Mail for reminders
*Conduct five 3-hour workshops for rotation of faculty training.
*Faculty In-Service training
Have them RSVP
Letters to persons who did not make workshop
Separate faculty training from staff training
Required attendance of training among faculty and staff

III. Guidelines for documentation
* No standards set
* Use according to your need for your university
* Make applicable to your population
* Test results to be included
* Diagnosis to be included
* Recommendations to be included

Jane Jarrow continued:

-we as a group are usually reactive rather than proactive
-we need to be prepared to react but better to be proactive

Boston University vs. John Wesley
Lauren Brickerhoff wrote the best book on Disability
-10 students filed complaints after having taken course from him (L. Brickerhoff)

Boston University (BU) was guilty because of actions taken; Discriminatory Actions
BU case proved that ADA is
- Real
- Exists
- Federal Court Hears

BU - No punitive damages under the Law, but because found guilty all legal fees paid by BU

P.L. 94-142 now known as IDEA
- Stress conscious academics rather than course substitution
- Can make substitution in Foreign Language
- No decision concerning MATH
- Decisions regarding the Disabled must be made on good faith and conscious belief

Important Points
*Disabled students should have equal access from admissions to grounds (Janitorial Staff)
*Institutions have no obligation to pay for diagnosis
*Never support LD student without diagnosis, however one may suggest
*As part of transition ask for up-dated testing for purpose of high school to college
*A good set of written policies in place
* A statement from highest authority stating that this person has been assigned the voice of the administration
* Individuals who want to be considered in this Disability Office as disabled, must submit a copy of your psychological evaluation stating your disability
*Admission Office receiving disability accommodations information should send a letter to student giving them directions to Disability Office.
* Faculty need to understand procedures because once a student shares verbally with faculty, school can be held liable
* How petition will be handled and by whom
* Faculty will not accommodate without solicitation of Disability Office
*Use policies that are appropriate for all Disability students
* Substitution Policy built on steps you must follow
* Do not make recommendation (from physicians) in your policy as part of your accommodation because our responsibility is to accommodate with reason.....equal access
* Documentation of need -wording important- (extended time compared to unlimited time)
* Need definition of Disability

Funding

Inside

*Pot of money made available for unexpected items.

*A budget

*VRS interpreter not need base

Southside Virginia Community College
Christanna Campus • 109 Campus Drive, Alberta, VA 23821
804-949-1000 • Fax: 804-949-7863 • V/TDD: 804-949-1092

RECEIVED
OCT 29 1998

October 28, 1998

Ms. Bonnie Borenstein-Rounds
Human Services Manager
Commonwealth of Virginia
Department of Rehabilitative Services
511 Westwood Office Park
Fredericksburg, VA 22401

Dear Ms. Borenstein-Rounds:

Enclosed is the final report for the CATALIST grant.

If you need to contact my office, my telephone number is 804-949-1060 or you may e-mail me at chuck.terrell@sv.cc.va.us.

Sincerely,

Chuck Terrell

Chuck Terrell
Counselor/Instructor

CT/rw

Final Report

CATALIST GRANT

USDOE PR Award #H078C50044

Southside Virginia Community College

October 28, 1998

Southside Virginia Community College

A. Executive Brief

Project ACCESS (Active Community Collaboration Ensures Student Success) was designed to expand existing services to students with disabilities. The activities included a training session for faculty, acquisition of technology to expand support services in the Academic Support Center, and improve communication with various stakeholders involved in transitional planning for students with disabilities. The clientele identified were students with learning and physical disabilities. Stakeholders identified were high school and college counselors, and other community agents involved in providing support services for students with disabilities. The project was successful in improving the dialogue with stakeholders and providing technical resources to students with disabilities.

B. Conclusions

The project was a learning experience for Southside Virginia Community College and the other agents involved. It has been the tendency to put a lot of faith in technology to solve communication problems. The objective to use the telecommunications to communicate with high school counselors and students did not fair well. After the Open House for counselors and parents the college was unable to initiate participation from the counselors. There has been hesitation from high school counselors to use the telecommunication classroom as a resource to communicate with the college.

The college continues to promote this idea in hope it will be adopted as one alternate to improve communication in our service area. The college service area includes 10 counties and 2 cities representing an area of approximately 4,200 square miles. Efforts will

continue to promote this goal and remove the anxiety associated with using the technology.

The objective to develop the Academic Support Center was successful. The Center has become a central place for college counselors, tutors, and students to work together.

C. **Purposes**

1. The following four goals were submitted in the original proposal:
    - Faculty development and training to focus on an important unfunded mandate to assist students with disabilities.
    - The acquisition of assistive technology to include computers, a printer, and software.
    - To expand the Academic Support Center to include testing and career services to students with disabilities.
    - Improve communication and collaboration of transitional services among regional agencies through the use of telecommunications.
2. There were no modifications to the expressed goals submitted in the proposal.
3. Experience has taught the college the bold idea to use telecommunications to improve communication in the service area will take more time than the grant period permitted. It is the intent of the college to continue to pursue this objective and remove the anxieties of using new technology.
4. There were no specific factors that necessitated the change in goals. The objective of the college is to continue to develop the Academic Support Center, offer professional development opportunities to faculty, and improve collaborative efforts with local agencies through improved communications.

D. **Clientele**

The targeted students include traditional and non-traditional students who have been identified with a learning disability and/or physical impairments.

E. **Sponsorship and Collaboration**

In the surrounding localities served by this institution, there are 12 political jurisdictions, 10 public school systems and 2 planning district commissions. Other than the local school systems themselves, the Department of Rehabilitative Services offers the most support to disabled students. Because our area only has an average population density of 36.15 persons per square mile, these professionals are stretched geographically. In most of our counties, one rehabilitation counselor serves two counties and travels to different sites within each county on different days. On the western side of the region, one counselor covers the public schools in five counties. The primary goal was to improve our communications with our local high schools.

The college invited high school counselors to a College Open House to discuss greater collaboration. The intent was to inform the counselors of our new assisitive technology and our desire to improve transitional planning for students with disabilities.

Several of the programs were supported by college funds. Support staff, counselors, and college technical advisors contributed their time and resources to the project. The outcomes of the project will be maintained by Student Development Services.

F. **Contexts**

SVCC was provided the funds through an earlier UNITE grant to acquire foundational assistive technology. The grant provided the funds to purchase software that included

Open Book and SoundProof. To support the software the college obtained a Hewlett Packard scanner. Through donations from the local Lion's Club, a closed-circuit camera was purchased and installed in the library to assist students with visual impairments. The college continues to rely on the assistive technology obtained through UNITE. All of the software is currently operating on an older computer.

One of the objectives of this project was to update the assisitive technology that would be available to students. The expansion of the Academic Support Center was a priority. Through updated software students could acquire information about careers, resumes, job interviews, access word processing, use voice recognition software, and access the Internet. The Internet can be a valuable source but it can also be confusing. To reduce that confusion sites have been book marked that will direct students to good information.

To improve communication and initiate transitional services specifically for disabled students, the college organized the Southside Virginia Disability Advisory Committee in 1994. The committee meets BI-annually to discuss transitional issues and resolve transitional problems for students with disabilities. The representation of the group is found in **Appendix 1**. The committee has improved the communication of services and has enabled more collaboration of services to students with disabilities, but the committee is plagued with the challenge of distance due to a large geographic area. Attendance has dropped, and this limits the exchange of ideas and creative solutions that could be found in the provision of transitional services. The need to improve communication and span the geographic distance continues to challenge the college.

The intent of the project was to use telecommunications to link the college to the various high schools. This would hopefully improve our efforts to develop transitional plans for students with disabilities.

G. **Project Activities**

- **Phase I** Faculty Professional Development *Fall 97* the college staff secured a contract with Dr. Joseph Boyle, Virginia Community University, to conduct a workshop on learning strategies and styles.
- Efforts are made during the *fall semester* to disseminate information about the workshop and seek its approval from the President's staff. The Provost of each campus requests the faculty to include on their calendars the workshop that is planned on one of their in-service days.
- Arrangements are made to organize the lunch that would be served at the workshop. The college absorbed the cost of the lunch out of the operating budget.
- Brochures are printed in *December* 97 and distributed in the mailboxes of administrators, counselors, and faculty.
- The workshop is held on *January 6, 1998*. Evaluations are distributed to the participants after the workshop and the results are shared with Dr. Boyle.

Phase II Acquisition of Technology for the Academic Support Center.

- Consulted technical staff regarding recommendations for computer to be purchased for the Center. *Fall 97*
- Consulted Virginia Assistive Technology System for advice on software. *Fall 97*
- Investigated Web sites to collect data on software manufacturers. *Fall 97*

- Contacted Dell computer for prices and computer warehouse for color printer prices. *Fall 97*
- Purchased Dell computers, *Fall 97*
- Purchased Dragon Dictate and other software. *Fall 97*
- *November 97*, Academic Support Center is operational and being used.
- *January 98*, Center is being used by STD 100 students to complete assignments.

The lab was fully equipped in January 1998.

2. With any successful project there are a variety of members who contribute their talents to a project or program. Faculty, staff, and administrators were recruited to compete many of the projects outlined in the goals and objectives. Various departments including, counseling, admissions, instructional affairs, recruiting, and network administrative services provided staff support and expertise.

   High School counselors and learning disability resource teachers attended the Open House and offered their support and cooperation.

3. **Phase I** Virginia Commonwealth University, School of Education was contacted to assist the college in locating a faculty member who would lead a workshop in learning styles and strategies for students with disabilities. Dr. Joseph Boyle, a professor in the VCU School of Education was recommended by the Department.

   Dr. Boyle agreed to conduct the workshop and the program was organized to be presented to the SVCC faculty on *January 6, 1998*. An agenda was developed and is included in **Appendix 2**.

Phase II Acquisition of Technology for the Academic Support Center.

Fall 1997 the college proceeded with the acquisition of three Dell P5mmx200GSM computers and two Hewlett Packard 870CXI Color DeskJet printers. Software included:

- Naturally Speaking Dragon Dictate for Windows
- Microsoft Office 97
- Microsoft Works
- Ultimate Job Source interactive CD
- Succeed in College interactive CD
- Ultimate Job Source interactive CD

An Open House was held on March 11, 1998 for High School Counselors, Special Education Instructors, High School Principal, and Parents. The Open House was conducted in two programs: one for the high school personnel and the second, at night, for parents and potential new students.

The Open House was organized to introduce to the high school personnel our goals to help improve transitional planning for students and the technology and support systems of the college. The program also included a demonstration of the telecommunications room. A live connection through compressed video was coordinated with our Keysville campus. The counselors were impressed with the technology and open to trying to use it to improve communications. It was noted that one high school in our service area had not agreed to install the system in their facility. Nottoway Senior High School is the only school in the College's service area that does

not have compressed video facilities. SVCC and Nottoway work in other ways to maintain communication.

4. Faculty development was one of the project goals. This was achieved through the organized workshop.

The objective the telecommunications goal was for the high school counselor to identify a student with a disability who may have expressed an interest in attending the college. The high school counselor would contact the college and efforts would be made to have a compressed video meeting with a counselor from SVCC, the high school counselor, and the potential student. The objective would be to discuss continuing accommodations, financial aid, and other resources that could be sought from state agencies (Social Services and the Dept. Rehabilitative Services).

5. Mr. Chuck Terrell, Counselor/Assistant Professor was responsible for the management of the grant and the activities associated with the grant. His responsibilities included: purchasing the assistive technology for the Academic Support Center, organizing the Faculty Development workshop, organizing and coordinating the College Open House, and communicating with the network administrative staff to set-up the telecommunications with local high schools.

Internal communication of the project was accomplished through Mr. Terrell's supervisor, Ms. Judy Shepherd. Ms. Shepherd communicated the objectives through the following college forums: Campus Council, Administrative Council, and Provost Staff Meetings. The forums are composed of staff, faculty, administrators, and student representatives.

6. A press release was submitted to our local papers informing the public of the goals of the grant. Several items were produced internally to advertise services and promote the use the Academic Support Center. **(See Appendices 3,4,5,6,and 7)**

H. **Project Evaluation Activities**

An evaluation of the Academic Support Center is being undertaken. Students who used the Center were asked to sign in so that the college could maintain some record of who was using the lab. From that list the college identified students and sent them a survey to evaluate the Center. **(Appendix 8)**

Faculty were asked to evaluate the Professional Development workshop. The result of that evaluation is in **(Appendix 9)**

I. **Service Delivery Accomplishments**

1. The objective to develop an Academic Support Center has been successful. The Center is being utilized and students needing assitive technology are provided training. The college has included money for student tutors and the Center is a central location for tutors to meet students. The tutors have also been helpful in promoting the use of technology.

The outcomes of the Faculty workshop were mixed. One of the problems encountered with workshops led by university faculty is the perception that they need to introduce theory before practice. Most of all of our faculty had already been introduced to the theories of learning disabilities and learning strategies. The hope was for a program that would focus on practice in the classroom, but unfortunately a

large portion of the workshop dealt with theory. In the future the college will prep presenters to focus on strategies and not so much on theory.

The idea to use compressed video to communicate with our high schools was accepted by the counselors when they attended the workshop, but their actions speak differently. There has been hesitation in using compressed video due to some intimidation of the counselors to be seen on monitors. There appears to be a vanity issue and that is understandable for something new in a rural area. The college is not discouraged by the slow response of this goal and will continue to develop strategies to encourage counselors to try this approach.

2. The proposal did not focus on system change. The goal was to improve communications with our *local high schools* and *regional agencies*, acquire assisitive technology for our Academic Support Center and offer professional development for faculty.

3. The project did not focus on any treatment or control groups. The Academic Support Center was created to offer support services to students with disabilities and the general student population. The college did not want to create a lab that would be labeled the LD room. The lab is considered a student resource center that is maintained by the Student Development staff. To obtain information about the use of the lab a sign in sheet is used to record attendance. The limitation of this arrangement is dependent upon the student to volunteer and sign the form. The lab is not staffed but the lab is housed in the Student Development Center. This enables students to access technical assistance when needed.

The project was designed to focus on activities that would assist the entire student body. Individual records and data were not collected on specific students. To complete the evaluation process students who had used the Academic Support Center were randomly selected to receive an evaluation survey. The results of that survey are included. The college continues to receive feedback from the surveys.

The service that was available to professionals and parents was the Open House that was held March 6, 1998. The focus was to disseminate information to each of those groups. An attendance record for the Open House is in **Appendix 10**.

4. There are not case studies to report.

J. Model-building Accomplishments

1. The project focused on offering assisitive technology to students. The challenge of this effort was identifying technology that was easy to use, reasonable in cost, and compatible with existing college computer network systems. The other issue was purchasing software that could be used by students and remain beneficial for a long term.

Faculty professional development is easily developed when administrators and faculty work together to identify training issues that can benefit students and faculty. Professional development can cover a wide range of issues, but an important issue for faculty is how to improve student learning. The targeted clientele was students with learning disabilities.

2. One novel idea of the project was to use existing telecommunication equipment to connect with our local high schools. This was a creative approach to improve

communications with our local high school counselors. This novel method would only work for schools who have telecommunications available to them. The Virginia Community College System helped SVCC to develop a distance education program through the use of compressed video. It is through that system SVCC developed the novel approach to communicate with high school counselors.

3. The establishment of an Academic Support Center can be easily replicated by any school. The effort to offer professional development activities should be included in the schools strategic plan. Local public universities offer a wide variety of teaching and research professionals that can offer guidance and support to local teachers who strive to teach and offer services to students with disabilities.

4. SVCC is not aware of any projects that have been replicated in the State of Virginia. Efforts were made to present information at the Virginia Transition conference that was held in Richmond, March 18-20, 1998. SVCC was asked to present at the conference to inform other schools regarding the project. The conference provided an opportunity for other schools to benefit from our experience. The intent of the presentation was to offer information that would assist other schools in replicating our ideas.

5. The costs of replicating the *Academic Support Center* would be approximately 10,000.00. This would include 3 computers, software, and assisitive technology. Other schools would have the advantage of purchasing updated software and likely have advanced features that this project may not have had. However a word of caution is to find software and technology that does not have too many bells and whistles, because it will require extensive training and time to prepare students to use the technology. Sometimes simple is better.

The *telecommunications* cannot be replicated unless the system currently exists within the college and the local schools. This project identified an existing service and recommended a creative method to improve transition services. The process can easily be replicated if the telecommunications equipment is available. The challenge is to communicate its usefulness for transitional planning and communicating with students and high school counselors.

It was the intent of the college to video tape our *faculty professional development* program. The video would have been made available to new faculty and to other agencies who were interested in learning strategies for students with disabilities. However the program was held following our Christmas break and during the holidays the video camera and several new computers were stolen from campus. The college was not prepared to replace the video camera at such short notice.

6. SVCC will continue to operate the Academic Support Center and purchases acquire assistive technology when funding is available. The Center is maintained by the Student Development staff that includes 3 counselors, 1 student coordinator, and 1 administrative assistant.

Software and the Internet resources are utilized by all the students who attend the required Student Development class, STD 100. Assignments have been created that required students to access the Center. The accessibility of the lab to students with disabilities and the general student population has increased the use and importance of this service.

Professional development of faculty and staff has been identified as a priority by the Virginia Community Systems Office and Southside Virginia Community College. The

Student Development staff will continue to be advocates for students with disabilities and offer support and information that will enable faculty to understand new accommodations and technology that will assist student learning.

The effort to improve communications and collaboration with other agencies is critical to the success of students and the college. The college is not n island that operates independently from our community. It is the intent of the college to continue to advocate the telecommunication meetings and to find other creative methods to improve communication and transitional services.

L. **Appendices**

1. Southside Virginia Disability Advisory Committee Membership
2. Faculty Agenda for Workshop
3. Press Release for CATALIST
4. Press Release for Open House
5. Letter of Invitation for Open House
6. Thank you letter Open House
7. Brochure Academic Support Center
8. Evaluation Academic Support Center
9. Evaluation Faculty Workshop
10. Open House Attendance record of professionals and students.

Appendix 1
SOUTHSIDE VIRGINIA DISABILTY ADVISORY COMMITTEE

J. H. DANIEL CAMPUS
ROUTE 1 BOX 15
KEYSVILLE. VIRGINIA 23947

RON MATTOX. COORDINATOR
DON BAKER , COUNSELOR
, STUDENT REP to be determined
DEBRA ANDREWS. RECRUITER
FACULTY REP to be determined

CHRISTANNA CAMPUS
109 CAMPUS DRIVE
ALBERTA. VIRGINIA 23821

JUDY SHEPHERD. COORDINATOR
CHUCK TERRELL. COUNSELOR
, STUDENT REP to be determined
DENNIS SMITH. RECRUITER
TERESA HUDSON. FACULTY REP.

REGION

ALVIN BELL. H.S. COUNSELOR
CENTRAL SENIOR HIGH SCHOOL

REGION

JUANDA DELOUTCH. H.S. COUNSELOR
GREENSVILLE COUNTY HIGH SCHOOL

CONSORTIUM

SCOTT LISSNER. LONGWOOD COLLEGE
ROBERT G. ROGERS. HAMPDEN- SYDNEY
SAINT PAUL'S COLLEGE

REGIONAL AGENCIES

BENJI BURNETT. DEPARTMENT OF REHAB.
ED TAYLOR. LAKE COUNTRY AREA AGENCY ON AGING

AFFIRMATIVE ACTION SVCC

PETER HUNT. AFFIRMATIVE ACTION COORDINATOR

STATE AGENCIES

SAM WRIGHT, DEPARTMENT OF REHABILATATION
DOUG RUSSELL, DEPARTMENT FOR THE VISUALLY HANDICAP

Academic Advising for Student Success and Retention. *published by:* Noel-Levitz

"Academic advising is a planning process that helps students to approach their education in an organized and meaningful way." (Edward Anderson, UCLA). Advisement has many other significant benefits to students, faculty, and the institution. This is what we are going to begin to explore on January 6, 1998. Research continually confirms that good advising is a key to connecting the student and the institution. *How do we as faculty and counselors improve our advising skills?*

Learning Strategies in the Classroom

Each of us has different learning styles and strategies that help us to learn new material. Most of us have identified methods of how to learn effectively. There are a number of different processing or learning styles or strategies. Knowing your learning style can make it easier to grasp new material, use your strengths to do well, and pinpoint what you might have to change to make improvements.

If we learn differently, so do our students. The challenge is to teach using a variety of styles and strategies that will reach our diverse student population. This issue will be presented in the workshop and faculty will be able to participate in groups and process examples that will be given by the presenter.

A New Year!

Agenda

January 6, 1998

9:00 AM	Introduction to the Noel-Levitz Program
12:00 PM	Lunch Soup and Sandwich
1:00 PM	Learning Strategies Dr. Joseph Boyle, VCU
2:00 PM	Break
2:15	Program Part II
3:30	Questions and Answers
3:45	Evaluations

Calendar of Events

Jan. 5 Planning Meeting Farmville

Jan. 6 Faculty Dev. Christanna Campus

Jan 7 Freshman Orientation

Jan 8 Registration

Jan 9 Classes Begin

Noel-Levitz Facilitators

Group 1

Barbara Perkins

Doug Whaley

Group 2

Ron Mattox

Judy Stokes

Group 3

Bill Hightower

Judy Shepherd

Group 4

Jerry Chaney

Al Roberts

We will begin by processing through the first four sections of the first unit of the program. The goals will be to look at advising for student development and student and institutional success. Information will be presented on retention of students at SVCC.

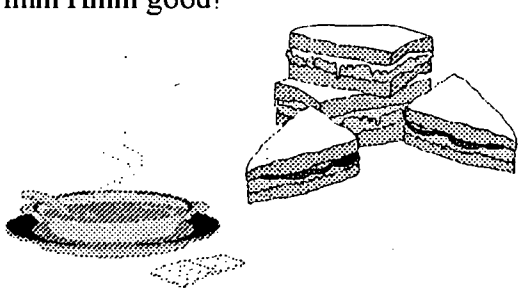
Dr. Joseph Boyle, Assistant Professor, VCU

USDOE PR
Award #H078C50044
Project CATALIST

Joseph R. Boyle received his Ph.D. from the University of Kansas in 1993. He taught for four years at Southern Illinois University at Edwardsville. He is currently working as an assistant professor at Virginia Commonwealth University where he teaches courses on characteristics and methods for teaching individuals with learning disabilities. His research interests included developing reading and notetaking interventions for adolescents and adults with LD.

Lunch will be provided.

Feast on Flossie's homemade soup with sandwiches and a drink.
Hmm Hmm good!



Faculty Development A New Year! 1998

Southside Virginia Community College

Local College Receives Project Catalist Funding

ALBERTA — Southside Virginia Community College is one of eight colleges in the state of Virginia to receive funding from the Department of Rehabilitative Services for Project Catalist (Collaborative Accommodations Training Accenting Local Instructional Strategies and Technology) USDOE PR Award #H078C50044.

As a rural community college in disadvantaged Southside Virginia, the college often experiences a need for longer than the more urban community colleges located in affluent areas. For more time, the college has experienced in increasing number of students with disabilities attending the college.

"We have made strides in serving students with disabilities and hope that increasingly they will feel their special needs can be met here, said Chuck Terrell, Instructor and Counselor on the Christanna Campus of SVCC. "Part of our mission is to provide each individual with a continuing opportunity for the development and extension of skills and knowledge, and we want to be successful in this endeavor with all students."

Southside is dedicated to the belief that all citizens should have an equal opportunity to acquire an educational foundation that develops and extends their skills and knowledge. The goal of the college is to provide diverse instructional programs ranging from developmental studies to associate degree curricula in academic, technical and lifelong education. Through various activities at the college, students will also have the opportunity to develop their roles and responsibilities as participants in a changing society.

The purpose of Project CATALIST is to improve and expand existing services to students with disabilities to continue to meet the mission statement of the college. Goals that have been identified include:

1. Development and training of faculty to focus on an important unfunded mandate to assist students with disabilities.

2. Acquisition of assistive technology to include computers, a printer and software.

3. Expansion of the Academic Support Center to include testing and career services to students with disabilities.

4. Improvement of communication and collaboration of transitional services among regional agencies through the use of telecommunications.

The college has identified these local goals as Project ACCESS (Active Community Collaboration Ensures Student Success). In order to promote student success, SVCC will focus on faculty professional development as one of its goals.

Since SVCC encourages the idea of lifelong learning among its students, this becomes an important issue in regard to providing extra learning experiences for faculty and staff. SVCC and Saint Paul's College in Lawrenceville have collaborated in offering joint training sessions for faculty. This also provides opportunity for the institutions to converse with each other and assist in the delivery of services to students.

On May 14, 1997, SVCC and Saint Paul's held a joint workshop on Assisting Students with Learning Disabilities. Deemed a success by the participants, discussion has already developed over the issue of the need to have a workshop to discuss learning strategies to assist students with disabilities.

Another aspect of Project ACCESS will be the acquisition of assistive technology to expand the services of the Academic Support Center One problem identified at SVCC has been the lack of accessibility of computer labs. The labs are also used for regularly scheduled classes so there are just a minimum of set times when students have free access to computers. The need for computers has crossed over into a variety of curricula and demand far exceeds the supply. The Academic Support Center will be recognized as a place where students with needs can access computers to complete word processing and use software to assist specific disabilities.

Once the Academic Support Center is fully operational, the college plans to hold an open house to inform the public of the services available.

The SVCC Telecommunications Network that links the college with Longwood College and 14 sites throughout Southside Virginia will also be used to expound and achieve the goals of the grant. The goal will be to use telecommunications to revive the Disabilities Committee and to span the distance created by the vast geographic service area through compressed video conferencing.

With the acquisition of new technology, the growth of the Academic Lab and the professional development of faculty, students with disabilities will benefit greatly from Project ACCESS.

For further information, contact Terrell at 804-949-1060 or Chuck.Terrell@SV.CC.VA.US.

BEST COPY AVAILABLE

Open House at SVCC

Learn more about Southside Virginia Community College at an open house on the Christanna Campus in Alberta on Wednesday, March 11, 1998 from 5:30 to 8:00 p.m. "Making New Connections" is the theme of the 1998 open house and some of the new and exciting changes at the college will be shared with parents and students considering SVCC.

"Student services have improved greatly at the college during this academic year and we want to share some of those accomplishments with the community," said Chuck Terrell, Counselor at the college. "In fact, this open house will focus on the services now available to our students and potential students."

One of the improvements at SVCC this year has been through funding of the Catalist Grant from the Virginia Department of Rehabilitative Services. This grant enabled the college to develop an Academic Support Center which has added a new dimension in service.

Those attending the open house will see how the college can assist those students who are making plans for college next year and help develop transition plans for students with disabilities. The goal of the college is to create a positive environment of services that will help the new student achieve academic success and make a smooth transition into college life.

According to Terrell, the college is hoping to make new connections with lots of people in the college's service area who can benefit from programs we offer. He noted that the counseling staff will be available during the open house to answer questions, give tours of the campus and discuss the opportunities of higher education available right here, close to home.

The college encourages you to call if you plan to attend the open house. This will enable SVCC to better prepare for the event but, if you forget to call, come anyway! If you have questions, call Chuck Terrell at 804-949-1060 or e-mail Chuck.Terrell@SV.CC.VA.US

Southside Virginia Community College
Christanna Campus • 109 Campus Drive, Alberta, VA 23821
804-949-1000 • Fax: 804-949-7863 • V/TDD: 804-949-1092

February 5, 1998

SVCC

Making New Connections

Dr. Ron Mattox
Coordinator of Counseling
Southside Virginia Community College
Route 1, Box 15
Keysville, VA 23947

Dear Ron:

Southside Virginia Community College cordially invites you to a Christanna Campus Open House and luncheon on March 11, 1998, starting at 10:00 a.m. and concluding at 1:00 p.m..

"Making New Connections" is the theme for our 1998 program. The 1997-1998 academic year has proven to be an exciting one, and we want to share with you some of the news and accomplishments we have made to improve services to students. Some of the improvements have been accomplished through the CATALIST Grant we received through the Virginia Department of Rehabilitative Services. This grant has enabled SVCC to expand the Academic Support Center and think of creative ways to implement the new telecommunications network used by fourteen sites.

The luncheon will focus on services available to students. SVCC would like to be involved in developing transition plans for students with disabilities and also in assisting other students with making plans for college. The goal of the college is to create a holistic environment of services that will hopefully help the new student achieve academic success and be integrated as a new member to the college community.

SVCC also wants to include you in this college community through promoting a positive relationship. We can accomplish this through communication and teamwork. That is why I selected the theme, "Making New Connections." One way we can improve our relationships and connections is through technology. The SVCC counseling staff is experimenting with the idea of using the compressed video telecommunications network to conduct transitional meetings with counselors and students. Students at your schools can meet staff at SVCC who can help them make a transitional plan to college. As I mentioned earlier, there are exciting things happening in Southside Virginia. So put the date on your calendar and be our guest for a warm and informative day at SVCC.

If you have any questions you can contact me at 804-949-1060 or at Chuck.Terrell@sv.cc.va.us. Please use the enclosed RSVP card to indicate your plans. I look forward to seeing you on March 11, 1998!

Sincerely,

Chuck Terrell
Counselor/Instructor

CT/rw

Enclosure

"Making New Connections" Mailing List

Amelia Academy:
Dalas Lewis
Linda Duncan

Amelia High School:
David Ingram
Eli Jordan
Sherry Farrare
Cristin McLaughlin

Brunswick Academy:
Jean Grizzard
Dave Newsome
Deborah Owen
Kay Lutz

Brunswick Senior High:
Jerry Burke
Evelyn Thompson
Velma Bruce
Leigh Allman

Buckingham County:
L.W. Lenz
Joseph Scruggs
Linda Anderson
Deberal Massie

Randolph Henry:
Albert Randolph
Ann Duffer
Kelly Powell
Yvonne Costello
Carolyn Overstreet
Nichelle Mosley

Cumberland High:
James Johnson
Gerald Hess
Betsy Hores
June Barden

Dinwiddie High:
Daniel Ward, III
Debbie Bain
Jerry Johnson
Legert Hamilton
Connie Digby
Tamara Colbert

Greensville County:
Alvera Underdue
Juanda DeLoatch
Linda Rawlings
Curtis Young
Abraham Walton

Halifax County:
Larry Clark
Elodia Brade
Lauretta Martin
Carolyn Anderson
Rachel Smith
Bonita Gauldin
Gail Bosiger

Central Senior:
John Gentry, Jr.
Arvin Bell
Janis Whitehead
Sherry Clark

Bluestone:
Rene Osborne
Priscilla Walker
Rolene Ramsey
Ashby Midkiff

Park View:
Ben Taylor
Diane Harris
Clarice Robinson
Judy Turchetta

Nottoway:
John Fahey
Diane Carson
George Elkins
Steve Chamberlain

Kenston Forest:
Susan Jones
William May

Prince Edward:
Calvin Gray
Edward Newby
Jennifer Halladay
Mildred Banks

Fuqua School:
Chris Joyce
Faye Green

Southside Virginia Community College
Christanna Campus • 109 Campus Drive, Alberta, VA 23821
804-949-1000 • Fax: 804-949-7863 • V/TDD: 804-949-1092

March 19, 1998

Ms. Ann Duffer
Randolph Henry High School
P. O. Box 668
Charlotte C. H., VA 23923

Dear Ms. Duffer:

On behalf of the Counseling Staff at Southside Virginia Community College, I want to thank you for your participation in our recent Open House. I personally believe that when we create opportunities to commune with other educators, we produce a rich environment in which to learn from one another.

SVCC hopes that the Open House provided you with helpful information in regards to the technology and services the college can offer your students. I would like very much to remain in contact with you so that we may continue to share information. Working together we can develop transition plans for students interested in post-secondary opportunities.

One area that I did neglect was time to process any thoughts you had on how we could help you and how we could work together. I apologize for that oversight. I would like to encourage you to e-mail me (chuck.terrell@sv.cc.va.us) or drop a note through "snail mail" to offer any suggestions. I would also like for us to explore the use of the V-Tel compressed video to plan teleconferences with you and your students. Some of you have that technology at your school, and we could use the V-Tel to develop transition plans.

I hope that the momentum created on Wednesday will continue. If I can be of any assistance, please feel free to contact me. Again, many thanks for your participation!

Sincerely,

Chuck Terrell
Counselor

CT/rw

Academic Support Center is High Tech

When it comes to providing technology to students, Southside Virginia Community College has made significant progress in the past year. SVCC was one of eight colleges in the state of Virginia to receive funding from the Department of Rehabilitative Services for Project CATALIST USDOE PR Award #H078C50044. The funding has been invested to help students understand how they learn best.

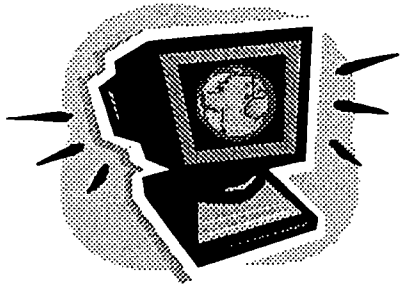
One objective of Project CATALIST was to improve and expand the Academic Support Centers at SVCC. The Academic Support Centers are maintained by Student Development Services. The Center have been designed to offer support services to students who are attempting to fulfill their academic goals. Be sure to include the center as one resource that can help you.

The Academic Centers are located in the Student Development Services areas on the Christanna and J. H. Daniel Campuses.

Assistive Technology

Dragon Naturally Speaking is regularly acclaimed in competitive reviews for its accuracy, performance and ease-of-use. Students can talk to a PC naturally, at a conversational pace. Their sentences appear immediately on the screen and in the document. Students can dictate entire paragraphs at a time, compose e-mail messages, create reports, draft letters, and edit proposals just by speaking. Students who use the software complete a set-up introduction to create a personal voice file.

Open Book turns a personal computer into a reading machine. It benefits the visually impaired as well as the learning disabled. Students can have the text read to them after it is scanned. It saves information and outputs it in several word processing formats.



Career Resources

The Ultimate Job Source is a comprehensive, mandatory resource for anyone entering the job market, re-entering it after an absence, or changing jobs! It is a student's one stop shopping source for all of his/her job search needs. It combines the elements of multimedia CD-ROM into one powerful, job-finding tool.

Students can also make solid career decisions with the *School to Work Career Center*. Photos, audio and video clips introduce students to the twelve work areas. Descriptions of over 500 careers are included. Students answer questions to develop a personal profile which is then matched to specific careers. The software has been designed specifically for School-To-Work and Tech Prep programs.

VA VIEW provides the most accurate, current, comprehensive, and accessible career information to help Virginia's citizens and professionals. VIEW is an acronym for: Vital Information for Education and Work.

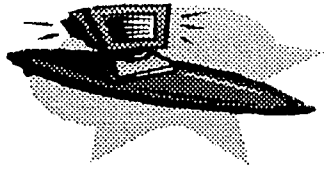
College Survival Tools

Kaplan's Succeed in School is a CD-Rom that combines engaging interactive exercises and multimedia effects with a proven curriculum to help students become expert learners. It gives students the opportunity to identify their personal thinking styles and use that knowledge to optimize their learning experience. Students and counselors have found the software fun and educational.

Microsoft Office 97 is the new version of the world's best-selling office suite.

Works 97 gives you a word processor, a spreadsheet, a database, and drawing and communication tools, all in one integrated product.

Internet, the World Wide Web, can be accessed through Netscape Gold. Several bookmarks have already been created to take students easily to key sites.



www.sv.cc.va.us

Student Development Services

The Academic Support Center is staffed by the counseling personnel. If you need assistance please do not hesitate to contact our counselors. They will be happy to assist you with questions regarding:

* *Transfer information to other colleges and universities*
* *Career information*
* *Assignments for STD 100*
* *Accommodations for learning disabled students*
* *How to use the software that is available in the Academic Support Center.*

Christanna Campus
1-804-949-1000

J. H. Daniel Campus
1-804-736-2000

RULE #1 Ask Questions

BEST COPY AVAILABLE

Academic Support Center

Student Development Services

Access the World

Southside Virginia Community College

Southside Virginia Community College
Evaluation of Academic Support Center Services

Please take a few minutes to respond to the questions on this evaluation. Return the completed evaluation in the enclosed, postage-paid envelope.

Please fully shade in the bubble corresponding to your response.

I

1. **Are you:** O **Male** O **Female**

2. **Are you:** O **17 - 22 years old** O **22 - 30 years old** O **30 + years old**

3. **Are you:** O **Freshman (1st year student)** O **Sophomore**

4. **Race:**
   - O **Caucasian**
   - O **African-American**
   - O **Hispanic**
   - O **Asian**
   - O **Other**

5. O **Full-Time/More Than 12 Credits**
   O **Part-Time/Less Than 12 Credits**

6. **Study:**
   - O **Diploma**
   - O **Certificate**
   - O **Associate Degree**

7. **Are you planning to transfer?**
   O **Yes** O **No**

8. **If yes, have you selected a school?**
   O **Yes** O **No**

9. **If yes, what school?**

_____

II

The Academic Support Center has been created to assist SVCC students, however, the center included assistive technology to assist students with disabilities.

10. Have you been identified with a disability?

O yes O no

11. If you have a disability, indicate which one below:

O Learning
O Dyslexia
O Attention Deficit Syndrome
O Physical

Academic Support Center Services:

12. Which of the following services/software did you use:

O Dragon Dictate
O Kaplan's Succeed in School
O Info Browser
O VA View
O Microsoft Works
O Microsoft Word
O Microsoft PowerPoint
O Microsoft Excel
O Microsoft Access
O Netscape - Internet
O School to Work Career Center
O Open Book Reader

13. Were the directions to use the software easy to follow?

O Yes O No

14. Were you able to find support from the Counseling Center staff?

O Yes O No

15. Why did you use the Academic Support Center?

O Class Assignment
O Personal Interest
O Assistive Technology

16. What services or software would you like to see added to the Academic Support Center?

_____

_____

_____

17. What comments would you like to add about the Academic Support Center?

_____

_____

_____

This information is being collected to fulfill the requirements of a federal grant. Please do not sign or print your name.

A return envelope has been enclosed for your convenience. If you prefer, you can return the evaluation to the Counseling Center.

Thank you.

Chuck Terrell

Chuck Terrell

1. Jeff Parks
2. Patrice Thornhill
3. Amanda Poos
4. Sylvia Leemon
5. Edna Inman
6. Lee Anna Norwood
7. Roger Gholson
8. Sherrel Wilkins
9. Stuart Moore, Sr.
10. Kathy Stoddard
11. Amanda Strickland
12. Carla Singleton
13. Jason Cox
14. Clifford Wilkerson
15. Kenneth Boswell
16. Sara Springer
17. Fred Adcock
18. Gracie Bragg
19. Rose Whitehead
20. Melody Hruska
21. Donna York
22. Earlene Powell
23. Keisha Carter
24. Beverly Speede
25. Angela Allen
26. Ben Hess
27. Nannette Alexander
28. Edna Jarrett
29. Norman Scott
30. Libby Richardson

Workshop Evaluation Form

Learning Strategies in the Classroom

A Presentation to Southside Virginia Community College and St. Paul's College

Presented by

Dr. Joseph Boyle, Ph.D.

Southside Virginia Community College
Christanna Campus
January 6, 1998

Please evaluate this workshop using the following scale: 1 = very negative → 5 = very positive

1. Workshop organization and management	1	2	3	4	5
Average = 3.4	**0**	**7**	**12**	**9**	**5**
2. Relevance of topic	1	2	3	4	5
Average = 3.4	**2**	**6**	**8**	**10**	**7**
3. Workshop goals and objectives	1	2	3	4	5
Average = 3.2	**2**	**8**	**10**	**8**	**5**
4. Handouts and other printed materials	1	2	3	4	5
Average = 3.2	**3**	**5**	**11**	**9**	**5**
5. Method of presentation	1	2	3	4	5
Average = 2.6	**7**	**9**	**10**	**5**	**2**
6. Opportunities for questions and answers	1	2	3	4	5
					(2 not answered)
Average = 3.4	**3**	**3**	**11**	**8**	**6**
7. Usefulness of subject matter for me professionally	1	2	3	4	5
Average = 3.2	**3**	**7**	**10**	**7**	**6**
8. Usefulness of subject matter for me personally	1	2	3	4	5
Average = 2.8	**5**	**9**	**9**	**6**	**4**
9. Registration, refreshments, and lunch	1	2	3	4	5
Average = 2.8	**4**	**10**	**10**	**6**	**3**
10. General overall impression	1	2	3	4	5
Average = 2.9	**4**	**9**	**10**	**6**	**4**

Are there other topics that you feel should have been added to the discussion?

Additional comments:

- **The visuals were confusing at times (figure 14.1 is not a clear model) and graphs of numbers are not necessarily meaningful unless some base norms are established.**
- **It would be helpful if the order of presentations matched the organization of materials (or vice versa) given to us.**
- **Lots of information but more practical application of this material for us in the classroom would be helpful. The emphasis seems off. I feel like I wasted quite a bit of time today.**
- **Administrators should attend.**
- **Please do not waste my time on such meaningless and boring activities. Both the morning and afternoon sessions kept the faculty from important jobs such as advising and preparing for courses. It is no wonder students have trouble finding us in our offices.**
- **Rather than looking at 5% of our student population, lets look at what to do for the 95%. Should we spend this much time on such a minority of students? Figure 14.1 on handout not clear although concepts were good. Not very exciting presentation. I was bored. Notes were not in order of presentation. Our time could have been spent in much more productive ways.**
- **Topics have been covered many times in previous workshops/conferences. Time used today should have been spent dealing with students and preparing for classes on Friday.**
- **It would be nice if we can organize this for SVCC students as a workshop.**
- **Use of High-Tech will enhance the presentation.**
- **Nothing added. Too long as it was.**
- **Meal was pitiful. I would rather bring my own lunch.**
- **Anyone with any common sense would have the skills to master all the topics covered.**
- **Very well organized and presented, useful.**
- **Much of what was covered was covered in May during that workshop. Would like other workshops in other subject areas.**
- **Don't read me your handout!**
- **More strategies for teaching students with learning disabilities.**
- **Presentation and information were too repetitive of the May 8 workshop and presenter was less dynamic. I would much rather have used this time for preparation of classes, course outlines, doing reading, etc. Administrators should be required to suffer through all workshops like this with faculty so long as they have "faculty rank".**

December 1997

Participants that attended the "Making New Connections" Open House on March 11, 1998.

Leigh Allman
Joan Callis
Sherry Clark
Tamara Colbert
Ann Duffer
Lillie Gholson
Jennifer Halladay
Susan Jones
Kay Lutz
Asby Midkiff
Amber Purdy
Albert Randolph
Lindsey Urda
Curtis Young

College Bound Summer 1999
Final Report

Summary of Program

College Bound was a summer pilot program for high school juniors and seniors with disabilities who were intrested in pursuing higher education. It was sponsored by a grant funded through the Department of Rehabilitative Services (DRS) and monies obtained from the Post-Secondary Education Consortium (PEC). The schools involved in writing the grant and supporting the program were New River Community College, Radford University, and Virginia Tech. The students participating in the program did not need to plan on attending these institutions for acceptance into College Bound Program.

It was decided very early on to hold the program one time in August, because the student worker was not hired until Virginia Tech's spring semester. It was also decided at that time to have the program last a day and a half. Information regarding what the group wanted to happen at the program was relayed to the student, so that a brochure could be created to help advertise the program. The conception, creation, and printing of the brochure took much longer than anticipated. Due to budget concerns printing was done in house at Virginia Tech and did not cost the program anything.

The brochures were then mailed out in late April/early May to a mailing list that included Special Education directors, teachers, therapists, counselors, etc. The list was obtained from the Technical and Training Assistance Center (T/TAC) on Virginia Tech's campus.

Once the primary concern of brochures was taken care of focus switched to concerns about the physicalities of the campus and holding the program at Virginia Tech. Menus from several caterers were obtained, rooms were reserved in Squires Student Center for workshops and catering, and a schedule was being developed for workshops. Both parent and student workshops were offered so we needed to make sure we had enough room for sessions to run concurrently.

The workshop schedule for the students was to include assistive technologies, college preparation, who are you (learning styles, study skills, etc), leadership and self-advocacy, and a break with leaders to discuss college life in general. Workshops for the parents included ADA vs. IDEA, financial aid/DRS and transition issues, and new parent role: cutting the cord. Professionals from varying fields from all three colleges and different agencies and public school

systems were asked to be presenters for the workshops. Please see attached schedules for more information on this or other schedule questions.

Residential and Dining Programs (RDP) was contacted to take care of food and lodging. We toured the dorm that we had been assigned to and made sure of accessible routes to the dorm from all directions. Students were placed all on one floor to avoid confusion. Boys were placed on one wing, girls on the other. Meals were offered to the students through the dining halls (Owens). They were given lunch and dinner on the first day and breakfast for the second. Parents were left up to their own resources for meals and lodging, although a list of local hotels was included on the brochure for reservation purposes. Local restaurant information was relayed to parents in their first initial getting to know you session.

Hiring of College Bound Leaders was simplified by the pre-existing Ambassador program by the three participating colleges and universities. College students with disabilities who have volunteered for speaking engagements at area high schools through the Ambassador program were asked if they would be interested in having a paid leadership position for College Bound. The thought was to pair these students up with interested leaders from Virginia Tech's orientation program. Each group of high school participants would then have two leaders, one who had been trained very thoroughly on emergency procedures and Virginia Tech's campus and one who was a current student with a disability. The number of leaders was not officially determined until two weeks before the program, when numbers of participants become more concrete.

College Bound Leaders were given a half day training session in which they had time to get to know each other, find out who they would be paired with for students groups, and were given information on the typoes of students and disabilities they would have within their groups. They were made aware of any medical concerns deemed necessary (i.e., several students had seizure conditions that we felt leaders should be made aware of). They were also taught the basics of how to communicate with persons with disabilities and how to work with a sign language interpreter. Leaders also chose skits to prepare for the students on time management and diversity.

Registration was held in the dorm where the students were staying. This allowed them time to take their bags to their room and to meet their roommate. Handbooks were handed out both to students and parents at registration. The handbooks included schedules for the program and workshops, handouts for individual workshops and copies of presentations that were provided. Also

handed out were Virginia Tech posters, keychains, and cups. New River Community College provided datebooks for all the participating students that were handed out at registration as well.

Catering was made available at different times during the first day of the program. At registration coffee, juice, and doughnuts were available. During the student break time discussion, brownies, tea and soda was offered. Finally, salsa, chips, cookies and sodas were offered as an after dinner snack in the dorm. No catering was ordered for the second day, all participants were free to leave by lunchtime.

Leadership activites were held in the early evening. The trained staff member of the Dean of Students Office offered his services free of charge as long as we reimbursed him for purchasing supplies. The activity included graduated activites that slowly built self-esteem, leadership, and teamwork. All 22 participants worked together to overcome challenges given to them by the leader. The challenges got more difficult as the activites wore on. After each challenge the students got a chance to voice how they felt about the acivity, what skills they had to use to accomplish their task, and how the challenges and skills could be translated and used in their daily lives and long term goals.

A faculty panel was scheduled for the second day. One faculty member from each college campus was chosen to come and talk about their own experiences with students with disabilites. Parents and students were both invited to come ask questions of these professors.

Evaluation forms were handed out after the faculty panel ended and were picked up after about a 10-minute period. Students who were incoming freshman to New River Community College were asked to stay to hear from particular staff members about their campus. All others were released after their evaluation forms were completed.

Recommendations

1. One question from a parent altered our evening schedule during the program itself. A parent asked if they would get to meet with the leaders who had disabilities, so that they might have time to discuss what it is like to be on campus with a disability. We altered our own agenda to provide this discussion for the parents and we we got many positive comments in the evaluations on this. This should be implemented from now on.

2. College Bound Leaders should have more training time or all rules, regulations and guidelines should be given to them beforehand. Issues regarding use of language, appropriate behavior with minors, etc should be covered.
3. A night monitor should be hired for the dorm.
4. The workshop schedule should be altered from the current schedule. By the end of the workshops, students were exhausted. The last set of workshops seemed to be too much for most students. They were overloaded with a lot of information in one short afternoon. Extending the second day to a full day (letting people go at 3 or 4pm) might help alleviate that situation by allowing some workshops to be held the second day.
5. Workshops should try to become more hands on. Keeping the students interested is a concern; more hands on experiences might help maintain their focus. An altered schedule might help in this regard as well.
6. Workshops should be longer and some of the covered topics should be combined. See items 4 and 5 about altering schedule.
7. All presentations should be given to the coordinator two weeks before the program. This would allow time to get any presented materials into Braille or any other requested alternative formats. It wouls also help in catching overlap in topics between workshops.
8. More work needs to be done in getting the word out and advertising the program. It was a struggle this year to get the students we did. I believe that with all the positive comments we got back, it must be because students and parents did not know we had this program. If we could only change one thing from this past year, it would be to get the brochures out earlier and to repeatedly send them so that they get to those who are interested.
9. We need to make sure that those handing out brochures are aware that this is not a program for only those interested in the colleges sponsoring the program.
10. Student evaluation forms need to include a section evaluating the College Bound Leaders.
11. Adminstratively, one person needs to be in charge of the budget and money. It was confusing having things bought by others and not knowing how much was being spent at any one time.
12.

Budget

1. Room and Board:	27 students (including leaders) x $35 =	$945
2. Catering:		$569.04
3. Rooms for Workshops:		$339.90
4. Orientation Leaders: $250 x 6 leaders =		$1500
5. Interpreters	246.50 472.61	$719.11
6. T-Shirts		$484.75
7. Supplies	(Office Max) $80.12 + (Wal-Mart) $21.44	$101.56
8. Reimbursements		
a. Bill Holbach	$3.99	
b. Jeff Cullen	$95.62	
c. Jane Warner	$16.34	
	$24.00	
	Total Reimbursements	$139.95
	Grand Total	4799.31

Total Paid Hours Put in by Graduate Assistant 682

Demographics

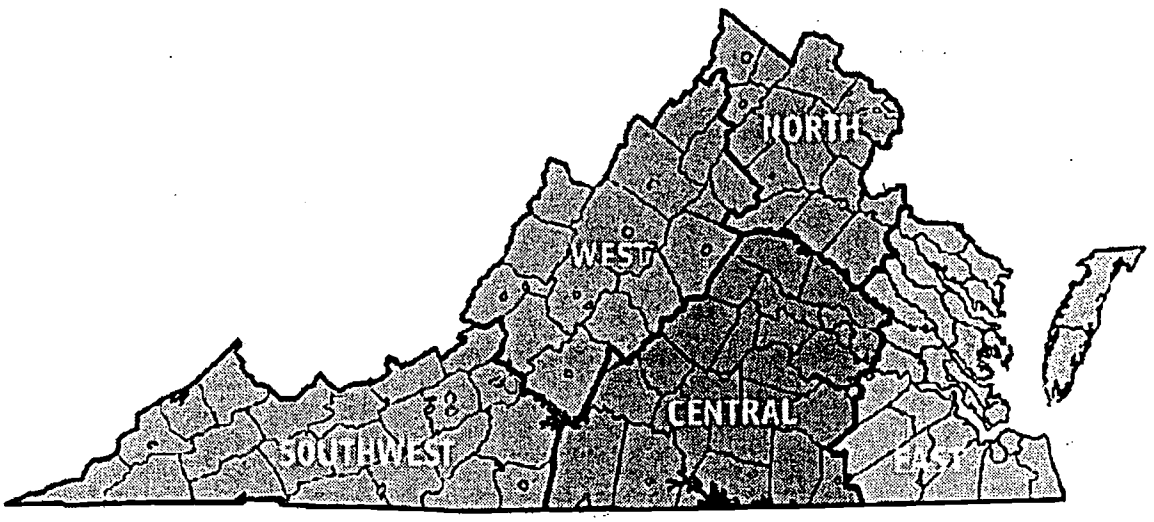
11 Females
11 Males
16 parents

By Disability

4 deaf students	18%
1 cerebral palsey	4.5%
1 hearing impaired	4.5%
1 Blind	4.5%
1 ADD	4.5%
10 Learning Disabilities	45%
3 Multiple Disabilities (All LD, one with ADD and emotional, one with hearing impairment, one with physical impairment).	13.5%
1 Aphasia	4.5%
22 students	99%

By Area of Residence

East	0
Central	2
North	5
West	1
Southwest	13
Out of State	1
Total Students	22



Catalyst Grant Final Report
Dr. Raymond Chip Studwell
Bridgewater College
Bridgewater VA, 22812
June 15, 1999

Catalyst Grant: Project Success!

PR Award No. HO78c5004

Evaluation Technical Assistance Program
Transition Institute of Illinois

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Dr. Raymond Chip Studwell
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June 15, 1999

Catalyst Grant: Project Success!
PR Award No. H078c50044

Evaluation Technical Assistance Program
Transition Institute of Illinois

A. Executive Brief - Describe the project work in a few sentences suitable for citation in catalogues or digests. Refer to the activity, the aims, the clientele, the community context, and the accomplishment as needed. In a way this can be a project history, but brief. More detailed account of project activity should be provided later.

The purposes of Project Success were threefold: (1) to develop an institutional structure to help identify students not currently utilizing services, (2) to develop an institutional structure to monitor on-going needs and services of students with disabilities, and (3) to develop programs to support the academic success of students with disabilities. Goals were met by: (1) educating incoming freshman and their parents about services for students with disabilities, (2) setting up an advisory board of interested faculty, staff, administrators, and students with disabilities, (3) better equipping faculty and peer tutors to work with students with disabilities, and (4) directing more activities specifically to the needs of students with disability. As an outcome of this project, the following were produced: brochures and semiannual newsletters for incoming students, their parents, and a manual for faculty, staff, and peer tutors to use when working with students with disabilities; and videotapes of training sessions with faculty and peer tutors. Project Success accomplished its goals by providing written and oral communication to incoming Freshmen and their parents about services available for students with disabilities. (2) by making educational programs about instructional strategies for working with students with disabilities available for faculty and peer tutors, and (3) designing more activities to specifically address the academic needs of students with disabilities.

B. Conclusions - Make a statement as to what has been learned at this site. Use your expertise as experienced program directors to analyze and help correct problems in providing transition services. Identifying major problems and opportunities encountered. It might be more appropriate to give a summary of conclusions here and to spell them out in greater detail in a special section later in the report. Include recommendations about the OSERS sponsorship and Transition Institute assistance, if desired.

Project Success was an initial attempt to enhance transition services for incoming Bridgewater College Freshmen students with

disabilities by:
1. Educating incoming freshman and their parents about services for students with disabilities.
2. Setting up an advisory board of interested faculty, staff, administrators, and students with disabilities.
3. Better equipping faculty and peer tutors to work with students with disabilities.

Formalizing materials and presentation to parents at orientation were helpful. Need to further develop service literature became apparent. Advisory board gave "wider" campus awareness and interest among faculty and students, as did faculty and tutor training. During this grant period, the office computer, which was adapted for my use, crashed, the grants person left and there was a period of transition in attaining a new secretary. The accumulative effect was months lost having the resources and support with which to work.

Regarding the education of incoming freshman and their parents about services for students with disabilities, I learned that this is a critical element and juncture in the transition process. more is needed from the college's end to inform parents and students about services avialable and about procedures regarding services, documentation needed, academic support for students with disabilities, advising, etc. While the college orientation program may not afford opportunity to orally provide this information, it must at least be done in written form.

Another discovery through the grant was about the importance of an Advisory Board, which was set up with interested faculty, staff, administrators, and students with disabilities. Keeping this board formed and aware of numbers of disabiled students on campus and their needs is critical. Additionally, I became very aware of the benefit of exposing the advisory group to at least a couple of the disabled students on campus as a means of educating the board to the kinds of students who experience disabilities - students who are both successful academically and who are active in all aspects of campus life.

Informing faculty and peer tutors about how to more effectively assist students with disabilities was a key component of the grant. Utilizing experts from outside the campus educated faculty and tutors to the "common experience" of disabled students in higher education. The importance of continuing the practice of utilizing outside experts was reenforced by the grant experience.

C. Purposes
1. Summarize the goals stated in the original proposal.
2. Summarize the modification of goals or redirection of the project during its operation, including changes in interagency cooperation or target population served. (There should be no surprises to the project officer here. Major changes should have been reported at the time the change occurred.)
3. If it is apparent now that a different set of initial goals

would have been more realistic or suitable for the circumstances, please comment on that here.

4. Attempt to identify the factors that necessitated the change in goals, such as funding delays, difficulties in staff recruitment, or unanticipated support from business.

The programatic goals of Project Success! were threefold: (1) to develop an institutional structure to help identify students not currently utilizing services, (2) to develop an institutional structure to monitor on-going needs and services of students with disabilities, and (3) to develop programs to support the academic success of students with disabilities.

Programmatic goals stayed consistent with those initially proposed. While initial goals were met, in retrospect, adding purchaeses of adaptive technology, such as a computer, tape recorder, etc. Needs such as these emerged as awareness and numbers of students increased.

D. Clientele - If your project directly serves students, describe here in summary form the students or others targeted for students. Indicate numbers of students of various handicapping types served. A fuller description of individual students can be included later.

Students served through Project Success were incoming Freshmen and current Bridgewater College students with documented disabilities. The thirty five (35) students comprised the following disabilities:
LD/ADD - 31
mental/psychological: 3
physical - 1

E. Sponsorship and Collaboration - Briefly describe institutional support and interaction. Identify funding and in kind support of all agencies including OSERS. Include any interagency agreements or linkages that were proposed/established by this program. Do not be reluctant to mention collaboration that was hoped for but did not materialize.

This project was made possible by and was funded through the Office of Special Education Programs, Office of Special and Rehabilitative Services, U.S. Department of Education (Contract number 300-85-0160) and the Virginia Department of Vocational Rehabilitation, Catalyst Grant, PR Award No. H078c50044. Bridgewater College initially provided funds for the project that were later reembursed through the Catalyst Grant. In addition, the Harrisonburg Department of Vocational Rehabilitation, who has provided significant psycholeducational evaluations and case monitoring of students, supported this project.
(Appendix A)

F. Contexts - Identify the background in which this project existed, including 1) previously funded and unfunded transition projects; 2) other historical roots; 3) primary agency; 4) economic

conditions of the schools and community; 5) distance and transportation factors for students or employers; 6) parent, faculty, student, community and employer attitudes; and whatever background information that might help a reader understand the plan, operation and accomplishment of the project.

Bridgewater College is a coed, liberal arts college of approximately 1,000 students with admission standards that are considered competitive. While complying with ADA guidelines, the college has previously met student needs regarding disability in a responsive, yet "case by case" basis. Project Success was an effort to inform incoming students and their parents about disability services and to bring greater awareness of services to the college's faculty and staff. This was a shift in approach from responding to the "occasional disabled student" to one of recognizing the regular presence and needs for students with disabilities.

This "more formalizing" practice of informing and serving the needs of students with disabilities was a definate accomplishment of the grant. This resulted in more informed disabled students and their parents ; and more educated faculty and tutors, which resulted in greater support to disabled students.

G. Project Activities -

1. Briefly describe the planning and development of the project. Include timeline.
2. Briefly identify all who made major contributions to the work of the project, including staff members, volunteers, agency collaborators, and advisors. Briefly indicate their contribution. If needed, more elaborate description of personnel can be included in an appendix.
3. In some detail describe project activities or operations. Indicate services provided. Use vignettes, narratives, or photographs if useful.
4. Explicitly indicate components or characteristics of the program such as needs assessment, staff development, tutoring, personal/social skill training, work placement on the job training, other training after placement, follow-up procedures, interagency involvement, identification and referral procedures, transition planning. Note which components were central and which more marginal. Note problems and innovations briefly here.
5. Describe project management, especially indicating responsibility for day to day operations. Also, provide a chart overviewing the relationships between staff members, indicating who is responsible for program development versus program implementation. Describe internal communication methods. Identify use of consultants and advisory services, formal and informal.
6. Describe dissemination products and activities, especially those which conceive the project as a model, including public and professional presentations, promotional materials, research reports, culsultancies. (Attach examples of materials

as needed). Sum the requests for information received. Categorize by local, state, and national level.

G. Project Activities -

1. Briefly describe the planning and development of the project. Include timeline.

The development of this project was due to, an increase in numbers of students with disabilities at Bridgewater, an increase in need for faculty support and the awareness of the Catalyst grant from my involvement in the Virginia Association of Higher Education and Disability, AHEAD.

The Timeline of Activities for this project were as follows:

Summer 1997

1. Advisory Board members Identified and invited
2. Peer Tutoring training Planned
3. Grant award Announced in campus and local media (including Web page)

*Fall 1997

1.First Advisory Board Meeting held (September 1997)
2. Student Assistants Hired (special education/Sociology students)
3. First newsletter Produced and distributed to freshman and parents
4. Counseling/Disability Services Brochure Planned
5. mid-term evaluations for disabled students implemented.
6.On campus publicity for Project Success Continued

*Winter 1998

1. Counseling/Disability Services Brochure Produced
2. Student mid-term evaluations Implemented
3. More frequent meetings with students held.
4. Disability Reference collection started

*Spring 1998

1.Second Advisory Board Meeting held (February, 1998)
2.Second newsletter to freshman and parents produced/sent.
3. Faculty training program held,(guest Speaker: jane Jarrow), 4/98
4. Tutor training program held,(guest speaker: Jane Jarrow), 4/98
5. faculty/staff reference manual planned

*Summer 1998

1. work continued on faculty/staff reference manual
2. presentation made at freshman orientation, 6/98, 7/98, 8/98, re: Disability Services
3. Training attended: Post Secondary Conference on Learning Disabilities, sponsored by U of Conn., Portland, me, 6/98

2. Briefly identify all who made major contributions to the work of the project, including staff members, volunteers, agency collaborators, and advisors. Briefly indicate their contribution. If needed, more elaborate description of personnel can be included in an appendix.

A number of people contributed to the implementation and success of this project. (Appendix B)
Mrs. Linda Wastyn, Bridgewater Development Office, assisted in the grant development.
There were two Student Assistants: Amy Johnson, a Junior Special Education major, was directly involved in publication development - newsletters, the disability brochure, and the faculty handbook. Amy also assisted with disabled student files, general administrative tasks and was a member of the Advisory Board.
Amber Cropper, a Junior Sociology major, was a general administrative assistant. As a student with a disability, Amber was also a member of the Advisory Board.
Ms. Elanor Williams, Dept. of Rehabilitative Services and Mr. Dustyn Miller, Bridgewater College Business Office, assisted regarding budget matters.
The Disability Advisory Board consisted of Bridgewater College faculty and staff: Col. James Benson, Dr. Carol Grove, Dr. Laura Echols, Dr. nancy St. John and Dr. Richard Bowman. Student members were Ms. Amy Johnson and Ms. Amber Cropper. Mr. Bruce Barlow, Dept. of Rehabilitative Services, was an off-campus member. (see Appendix B)

3. In some detail describe project activities or operations. Indicate services provided. Use vignettes, narratives, or photographs if useful.

The activities of this project and the services provided were consistent with the following goals:
1. to develop an institutional structure to help identify students not currently utilizing services,
2. to develop an institutional structure to monitor on-going needs and services of students with disabilities, and 3. to develop programs to improve the academic success of students with disabilities.

The activities of this project and the services provided were the following:

1. Incoming Freshmen, their parents, and faculty were educated about services for students with disabilities.

a. A disability services brochure was developed (Appendix C) and distributed to new students and their parents during Orientation along with a brief presentation of services. A presentation was made to the parents of new students regarding disability services at Orientation. (all new students attended one of three summer Orientation sessions)

b. The Disability Services brochure was also sent to the college's faculty and staff. The Admissions Office received copies for distribution to prospective students and High School Guidance Counselors. (see Appendix ?)

c. Two newsletters were produced (Appendix D) to increase

awareness about issues facing students with disabilities and about Bridgewater disability services. The Fall and Spring newsletters were sent to all Bridgewater students, faculty and staff along with the parents of new students. (see Appendix ?)

2. An advisory board of interested faculty, staff, administrators, and students with disabilities was formed.

a. Invitations were sent to prospective Advisory Board members among the Bridgewater faculty, staff and students in the summer of 1997. The board was created to inform interested faculty, staff and students about disability services on the

b. campus. Meetings were held in the Fall and Spring terms.

3. Faculty and peer tutors were more educated to work with students with disabilities.

a. A primary emphasis of this grant was faculty and tutor training. For that purpose, Ms. Jane jarrow, a nationally recognized expert in the higher education and disability field, was brought to campus. In a collaborative effort, lodging and transportation expenses were shared among Bridgewater College, Blue Ridge Community College and the Virginia Association for Higher Education and Disability.

1. While at Bridgewater, Ms. Jarrow spoke at a luncheon to thirty three faculty about "Disability Issues and Teaching Strategies". Faculty questions took this session well past its allotted time. The presentation was video taped for future training purposes.

2. As part of training, Ms. jarrow also spoke to Peer Tutors about, "Understanding Differences between Learning Disabilities and Attention Defecit Disorders".

b. A disability reference collection for use by my office, students and faculty, was begun. The grant also afforded (Appendix E) initiation of A membership to the national Association for Higher Education and Disability. other books, monographs and brochures were also purchased.

c. A faculty/staff reference manual was begun.

d. For the purpose of assisting students, faculty and parents, I attended professional development training -the Post Secondary Training Institute on Learning Disabilities. The institute, held in Portland, Maine, was sponsored by the Univ. of Connecticut. I attended day long training sessions by Dr. David parker (UNC) and Dr. Loring Brinkerhoff, formerly of Boston Univ.
This institute is recognized as one of the top training opportunities for professionals regarding disability and higher education.

4. More activities were directed specifically to the academic needs of students with a disability.

a. More frequent meetings with students with disabilities were

implemented - at the beginning of each term and at the mid -term. The "start of term" meeting was to review accommodations and to assess other needs, i.e. personal, tutor. course advising.

b. Trained tutors were available for students who desired the support.

c. Student mid-term evaluations were implemented. A "feedback" form (Appendix F) was sent to professors, asking about course progress. A mid-term appointment was scheduled for the purpose of reviewing the form with the student. Student response was very appreciative for the interest in their progress as well as for the class feedback from faculty.

c. a manual for faculty, staff, and peer tutors was begun.

4. Explicitly indicate components or characteristics of the program such as needs assessment, staff development, tutoring, personal/social skill training, work placement on the job training, other training after placement, follow-up procedures, interagency involvement, identification and referral procedures, transition planning. Note which components were central and which more marginal. Note problems and innovations briefly here.

A primary emphasis of this grant was to educate faculty and peer tutors through training. For that purpose, Ms. Jane jarrow, a nationally recognized expert in the higher education and disability field, was brought to campus.
In a collaborative effort, lodging and transportation expenses were shared among Bridgewater College, Blue Ridge Community College and the Virginia Association for Higher Education and Disability.

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2. As part of training, Ms. jarrow also spoke to Peer Tutors about, "Understanding Differences between Learning Disabilities and Attention Defecit Disorders".

5. Describe project management, especially indicating responsibility for day to day operations. Also, provide a chart overviewing the relationships between staff members, indicating who is responsible for program development versus program implementation. Describe internal communication methods. Identify use of consultants and advisory services, formal and informal.

Program development and implementation - Dr. Chip Studwell

Student Assistance:
Publications/disability file administration - Amy Johnson

General administration - Amber Cropper

Consultant/Guest Speaker - Ms. Jane Jarrow

Budget Administration -
Ms. Elanor Williams, Dept. of Rehabilitative Services
Mr. Dustyn Miller, Bridgewater College Business Office

Disability Advisory Board:
Col. James Benson, BC V. President, 504 Coordinator.
Dr. Carol Grove, BC Special Education Dept.
Dr. Laura Echols, BC Psychology Dept.
Dr. nancy St. John, BC Family consumer Science Dept.
Dr. Richard Bowman, BC Physics Dept.
Ms. Amy Johnson, BC student
Ms. Amber Cropper, BC student
Mr. Bruce Barlow, Dept. of Rehabilitative Services

6. Describe dissemination products and activities, especially those which conceive the project as a model, including public and professional presentations, promotional materials, research reports, culsultancies. (Attach examples of materials as needed). Sum the requests for information received. Categorize by local, state, and national level.

Products dissemiated through this project included:
a disability services brochure was developed (Appendix C) and
A Fall and Spring newsletter were produced (Appendix D) to increase awareness about issues facing students with disabilities
a faculty handbook was started to assist faculty in working with students with disabilities.

H. Project Evaluation Activities - Describe formal evaluation activities undertaken, including self-study and outside evaluation subcontracting. Identify, if any, the program evaluation approaches you utilized to evaluate your program (e.g., case study, matched pairs, benefit-cost). Provide a summary of findings. Attach evaluation reports, if appropriate.

The evaluation procedures used during this project were 1. an "inhouse" evaluation form to assess satisfaction with services and 2. an informal interview. A Counseling Service evaluation was created to evaluate satisfaction with services. Thirty five Students at Bridgewater, with documented disability, were surveyed regarding their "satisfaction" with services. For complete results, along with Student Satisfaction Survey,see Appendix G)

The training presentations by Ms. Jane Jarrow (Consultant/Guest Speaker) to faculty and students were informally assessed through personal interview. The question posed to faculty, "Was this helpful for you and for your teaching?", was answered overwhelmingly, "This is just what we needed".

The tutor training presentation, "Understanding Differences

between Learning Disabilities and Attention Deficit Disorders" was assessed informally by personal interview. Student feedback on the tutor training session was very positive. Students approached me days after about scheduling another speaker the following year to address another disability issue.

Since most of what was generated by the grant occurred in the spring of the academic year, it might be expected that the fruits of these efforts may be more evident in the 1998-99 school year.

I. Service Delivery Accomplishments -

1. Description and interpretation of the accomplishment of service delivery goals. Indicate primary factors contributing to and diminishing success of the training and placement assignments.

a. A primary goal of Project Success was to support the academic success of disabled students. The grade point averages of the thirty five students receiving services were:
2: 3.0 ; 26: above 2.0 ; and 7: below 2.0.

b. There was increased contact with disabled students - at the beginning and mid points in the term.

c. There was a definate increase in the amount of information disseminated to students, parents and faculty regarding services to students with disabilities. In addition to a brief oral presentation at Orientation, a brochure describing disability services, a Fall and Spring newsletter and a faculty handbook were developed.

d. There was an increase in training sessions for faculty and peer tutors regarding how to more effectively work with students with disabilities.

e. An outcome that can be attributed directly to the grant is the increase in numbers of disabled students who sought services. From the time the grant was written until the time this report was written, the number of identified students increased from 20 to 33 in 97-98 and has increased again in 98-99 to 49.
Project Success!

N/A: 2. For those projects involved in systems change or interagency collaboration, the following information might be included:
   a. participating agencies
   b. interagency agreements developed
   c. legislation or policy statements enacted
   d. changes affected by the activities of the model programs.

3. For those projects involved in direct service delivery:
   a. In detail identify the services to individual students or other clients. Indicate why these persons were chosen, how they were assigned to various treatments or controls, and relevant entry

level data on those variables relevant to desired outcomes. For each student or group of students, if applicable and not in violation of confidentiality, the following information is often useful.

1. age
2. sex
3. grade or diploma attainment
4. handicapping conditions
5. individual transition planning focus (e.g., income support, transportation, postsecondary education, employment)
6. engagement in secondary or postsecondary education
   a. courses, experiences, activities, including hours
   b. performance records
   c. support provided by counselors
   d. primary factors in placing student in postsecondary program.

N/A: 7. placement in employment, for each job
   a. employment history
   b. wages
   c. home, peer and community support, economic incentives
   d. length of stay
   e. type of workplace, tasks performed
   f. relevance of work to handicapping conditions
   g. barriers to training and orientation to workplace
   h. problems in placement
   i. student reaction to program.

N/A, 8. Skills attained as a result of intervention

b. In detail identify the services to parents and/or professionals. The following information is often used.

1. number of persons served
2. backgrounds of these persons
3. recruitment strategies
4. impact upon persons served
5. persons' reaction to program

The accomplishments of this grant, by design, effected students directly and indirectly. Students who received direct service as a result of this project were those Bridgewater College students with a documented disability, who had sought services from the Bridgewater Counseling Service. All Bridgewater students, regardless of disability status, received brochures and newsletters. Thirty five (35) disabled students were contacted regarding appointments for academic support.

This direct service consisted of meeting with students at the beginning and mid-point of each term.

The "start of term" meeting was to review student accommodations and to assess other needs, i.e. personal, tutor. course advising. At this time, many students utilized peer tutors and those who had been trained, were assigned to the disabled students.

For the mid-term evaluations A "feedback" form was sent to professors,

to assess disabled student course progress. (see Appendix ?) A mid-term appointment was then scheduled with me for the purpose of reviewing the form with the student. Student response was very appreciative for the interest in their progress as well as for the class performance feedback.

The faculty and peer tutoring training sessions, reference library materials purchased, publications produced (brochure, faculty handbook, disability newsletters), formation of an Advisory Board, Orientation presentations and professional development training were equally as important benefits of this project.

N/A, 4. Brief vignettes. Identify here any case studies or other presentations of exemplary arrangements or problems which because of their length may be included as appendices or are not included in this report.

All students contacted for appointments were enrolled in college.
Students by class: Freshmen (13) ; Sophomores (7) ; Juniors (10) ; Seniors (5).
There were seventeen (17) females and eighteen (18) males.
All five Seniors graduated.
Handicapping conditions among the thirty five disabled students were:
learning disability/ADD - 33
mental 0 2
physical - 1
Academic performance:
The grade point averages of the thirty five students receiving services were:
2: 3.0 ; 26: above 2.0 ; and 7: below 2.0.

J. Model-building Accomplishments -
1. Describe the completed model briefly and provide supplementary appendices.
Project Success!
Programmatic goals are threefold: (1) to develop an institutional structure to help identify students not currently utilizing services, (2) to develop an institutional structure to monitor on-going needs and services of students with disabilities, and (3) to develop programs to support the academic success of students with disabilities.

To meet these goals, we will: (1) educate incoming freshman and their parents about services for students with disabilities, (2) set up an advisory board of interested faculty, staff, administrators, and students with disabilities,(Appendix B)
(3) better equip faculty and peer tutors to work with students with disabilities, and (4) direct more activities specifically to the needs of students with disability.

As an outcome of this project, we will produce: a disability services brochure(Appendix C) and semiannual newsletters (Appendix D) for incoming students, their parents, and high school guidance counselors; a manual for faculty, staff, and peer tutors to use when working with students with disabilities (Appendix H) ; ; videotapes of training sessions with faculty and peer tutors and a a disability

reference library for students, parents, and faculty.

Project Success! will accomplish its goals if (1) incoming freshman, their parents and faculty receive written and oral communications about services available for students with disabilities, (2) educational programs about instructional strategies for working with students with disabilities are available for faculty and peer tutors, and (3) more activities are designed to specifically address the academic needs of students with disabilities - more frequent appointments, mid term feedback on class performance.

Project Success! is a coordinated effort between theBridgewater College Counseling Service, faculty, and students and the local Dept. of Vocational Rehabilitation (Appendix A).

2. Describe any novel or specially crafted components of the model particularly worthy of consideration of project designers.

The purpose of this project was to support the academic success of all Bridgewater students with disabilities. This was done through educating students, parents and faculty about services for students with disabilities. In addition, more efforts were made to follow and support the academic progress of disabled students and to train faculty and peer tutors in working with disabled students. While possibly not innovative, this project brought attention to and formalized services for disabled students at Bridgewater College.

3. Describe the grounds for expecting this model or certain components to be useful elsewhere. Discuss its generalizability and expected limits to adaptation elsewhere. Describe procedures followed to test the generalizability of the model.

While this project was implemented at a college, it could be applied to educational institutions of any level. Additionally,

N/A, 4. Describe any replication activities that have occurred. Indicate aspects of the program that have been replicated. Give contact information for these replication sites. Describe your project's role in replication.

5. Describe the costs of starting and operating the model in another setting.

Any or all facets of the project could inexpensively be started and applied in virtually any setting.

6. Describe those aspects of the program that will continue past the OSERS funding period. Explain why these components will be continued in lieu of others. Give contact information for the continued components. Describe your project's role in continuation.

Because this project was conceptualized intentionally to align itself with the direct services for students with disabilities at the college, all facets of Project Success will continue beyond the grant period.

L. Appendices might include:

Curricula/materials developed by the project
Software or computerized management systems
Brochures/informational documents
Published and unpublished papers
Evaluation reports
Case studies
Letters of support

Appendix A: Letter of Support for Grant from Mr. Bruce Barlow, Harrisonburg Dept. of Vocational Rehabilitation
Appendix B: Project Success Personnel and Grant Participants
Appendix C: Disability Services Brochure
Appendix D: Fall and Spring Disability Newsletters
Appendix E: Reference Materials Purchased Through Grant
Appendix F: Mid-term Feedback Form for Student Academic Progress
Appendix G: Student Satisfaction Survey
Appendix H: Faculty Handbook)

Appendix A: Letter of Support for Grant from Mr. Bruce Barlow, Harrisonburg Dept. of Vocational Rehabilitation

Commonwealth of Virginia

John R. Vaughn
Commissioner

Department of Rehabilitation Services

1909B East Market Street
Harrisonburg VA 22801

Dr. Chip Studwell
Bridgewater College
Bridgewater VA 22812

Dear Chip,

I would like to voice my enthusiastic support for the effort by Bridgewater College to develop a more intensive approach to providing services which will allow students with disabilities to reach their full academic potential.

Identification of students in need of special services and monitoring their ongoing needs goes a long way in providing persons with disabilities the sense of inclusion they deserve and the encouragement to pursue their goals of succeeding in higher education.

The emphasis on awareness and inclusion of faculty in the process of providing needed services demonstrates your commitment and understanding of the essential elements needed for Project Success to be successful.

Through Project Success Bridgewater College is certainly attempting to create an environment of understanding, inclusion and acceptance for persons with disabilities and I strongly encourage that effort.

Sincerely,

Bruce W. Barlow, M.S.
Rehabilitative Counselor

Appendix B: Project Success Personnel and Grant Participants

Project Development and Implementation:

Dr. Chip Studwell, Bridgewater College Counseling Services ; responsible for all facets of grant development and implementation.

Student Assistants:

Amy Johnson, Junior Special Education major,
directly involved in publication development - newsletters, the disability brochure, and the faculty handbook. general administrative tasks (disabled student files,etc.)

Amber Cropper, Junior Sociology major.
Performed general administrative tasks and is a student with a disability.

Consultant/Guest Speaker:

Ms. Jane Jarrow,
consulted re: disability services and Made presentations to, faculty: "Disability Issues and Teaching Strategies" and peer tutors: "Understanding Differences between Learning disabilities and Attention Defecit Disorders".

Budgetary Assistance:

Mr. Dustyn Miller, Bridgewater College Business office.
Handled all accounts and reembursements.

Ms. Elanor Williams, Richmond Dept. of Rehabilitation Services facilitated grant reembursements.

Advisory Board

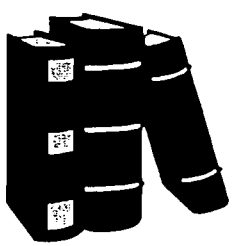
Bridgewater College Faculty/Staff:
Col. James Benson, Administrative Vice president ;ADA Coordinator

Dr. Richard Bowman, Dept. of Physics
Dr. laura Echols, Dept. of Psychology
Dr. Carol Grove, Dept. of Special Education
Dr. Nancy St. John, Dept. of Family Consumer Science
Bridgewater Students:
Amber Cropper, Jr. Sociology major ; student w/disability.
Amy Johnson, jr. Special Education major.
Off Campus Representative:
Mr. Bruce Barlow, Dept. of Rehabilitation Services

Bridgewater College is concerned with the success of all students.

Counseling Services at Bridgewater College, located at the Boitnott House, provides students with a wide range of assistance, including:

- ✓ Disability services
- ✓ Personal counseling
- ✓ Tutoring services
- ✓ Academic assistance



TUTORING SERVICES

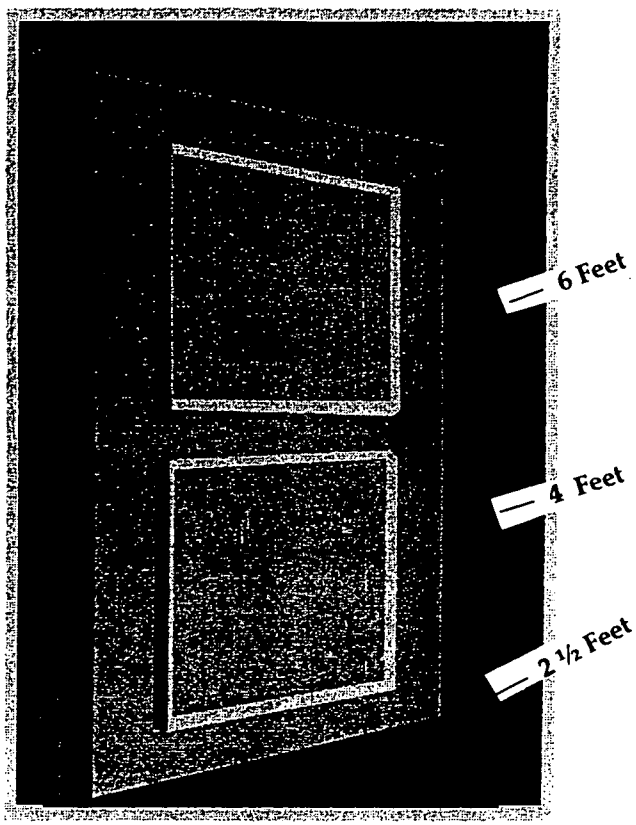
Bridgewater College provides tutoring services for all students.

TUTORS ARE:

- ✓ Available to all students regardless of year in school
- ✓ Available for any course
- ✓ Paid by the College
- ✓ Peers with grade point averages above 3.0
- ✓ Recommended by the Faculty

Bridgewater College
Counseling Services
Bridgewater, VA 22812-1599
(540) 828-5370 FAX: (540) 828-5479
cstudwel@bridgewater.edu
PR Award No. H078C50044

Bridgewater College



Counseling Services

COLLEGE:
"YOUR DOORWAY WITH PENCIL MARKS YET TO BE MADE"

DISABILITY SERVICES

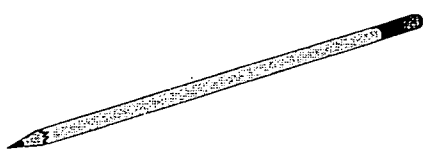
1. It is recommended that students with disabilities submit current documentation (usually within the past 3 years) of the disability and any accommodations needs as soon as possible to the Director of Counseling Services:

Dr. Raymond Chip Studwell
Director of Counseling Services
Bridgewater College
Bridgewater, VA 22812-1599
(540) 828-5370
FAX: (540) 828-5479
cstudwel@bridgewater.edu

2. Counseling Services will send letters to the student's professors, indicating specific accommodations necessary and appropriate in the college setting, as established by the documentation.

PERSONAL COUNSELING

Counseling Services can offer an accepting, confidential environment where you can share your thoughts and feelings, explore issues of concern, gain awareness and insight, and become increasingly active in taking charge of your life.



SOME TYPICAL CONCERNS OF COLLEGE STUDENTS INCLUDE:

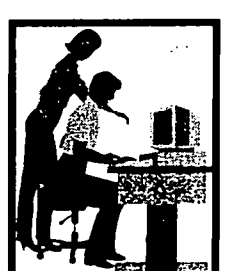
- ✓ Homesickness
- ✓ Relationships
- ✓ Self-Esteem
- ✓ Anxiety
- ✓ Depression

ACADEMIC ASSISTANCE

Through learning skills, students can enhance their existing study habits, acquire new learning strategies, and learn new study behaviors and attitudes.

Learning skill topics typically covered include:

- ✓ Managing time
- ✓ Improving memory and learning
- ✓ Notetaking
- ✓ Improving reading and comprehension
- ✓ Increasing motivation



Appendix D: Fall and Spring Disability Newsletter

THE COUNSELING CORNER

A newsletter for parents and students by Bridgewater College Counseling Services

PROJECT SUCCESS!

The Bridgewater College Counseling Service received a grant of $8,200 this summer. Coordinated by Dr. Chip Studwell, **Project Success!** Is designed to give all Bridgewater College students with disabilities the best possibility to reach their academic potential. The goals of the project are to raise awareness of disabilities and to promote strategies to help students with disabilities. Some of the activities of the grant are to: **Educate freshmen** and their parents about services, **train peer tutors** to work with students with disabilities, and to **create literature** describing Freshman Year progress, characteristics of learning disabilities, and services available for students with disabilities. The grant also involves **developing a manual** for faculty, staff and peer tutors instructive in working with students with disabilities and creating an advisory board of faculty, administrators, and students. Amy Johnson and Amber Cropper are serving as Student Assistants for the grant.

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Exam Taking Strategies

As the new term gets under way, some of us may be wondering how we will be able to take all of the exams in our classes. Here are some suggestions for making your exam preparation easier and your exam taking less stressful:

• **Organize study groups.** Study groups often make study more effective and pleasant. They also provide you with different learning situations.

• **Develop stress management strategies.** If, in the past, your performance on tests and exams has been affected by stress, go to the Counseling Center and discuss your options on how to cope with stress.

• **Never be surprised by the format of an exam.** Make sure to always find out, well in advance, how you are going to be tested. This can be done by looking at past exam papers and by speaking to your professor. The form of the exam will direct how you study for the exam and how you pace yourself during the exam.

• **Practice** writing answers to exam questions within the time limit. There is a substantial difference between knowing something and being able to write it down in a set time. You will need to consciously work on strategies for writing one-draft answers.

• In the exam, **read the paper carefully**. Do not rush the initial analysis and choice of questions. Write down any formulae, names, dates or terms you may need if they come to mind when you first read the question.

• Remember to **allocate time for each question** according to the number of points it is worth. Keep to this plan, but remember that you will probably need to rest a few times in a long exam. It might be useful to learn some quick relaxation techniques.

What If I Have a Learning Disability?

Bridgewater College is concerned with the success of all students. Here are a few things that you can do to help make your college career a successful one:

1. If you have a learning disability, **send documentation** as early as possible to,
Dr. Raymond Chip Studwell
Director of Counseling Services
Bridgewater College
Bridgewater, VA 22812-1599

2. With your permission, **a letter will be sent to your professors** at the beginning of each term. The letter states:

" This Bridgewater College student has a documented disability. The Agency that completed the evaluation of this student has suggested a number of compensatory strategies to address these areas and enhance this student's learning abilities. Most specifically, please note the following accommodations...

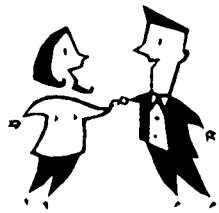
I trust that this information will be helpful in your work with THIS student in their efforts for a successful college experience. The student will plan to meet with you at the beginning of the term to discuss with you their needs for your class. Your professional consideration is greatly appreciated. If you have questions or concerns regarding the accommodations for this student, please do not hesitate to contact me."

3. You should also **meet with your professors** AT THE BEGINNING OF THE TERM TO CLARIFY ACCOMMODATIONS you may need in the course.

** If your accommodation relates to test situations, (i.e. extended time), remind your professor before each test. A week ahead is not too early.
** Not all accommodations may be needed for every course. However, reviewing those you have used can make your professor aware in case an unforeseen need arises later in the course.

If accommodation does not occur, clarify the situation. Your professor may have forgotten or misunderstood.
Talking with your professor is usually adequate, but if not, don't let the situation persist and jeopardize your course -- talk to Dr. Studwell at Counseling Services.

Remember that an accommodation for an existing condition is to give "equal access" to something. Turning the light on in a dark room does not give advantage to the sighted reader, but rather it gives access to the book before them.



Bridgewater College Counseling Services

Counseling Services are available for students with disabilities. Upon request by the student, the director of Counseling Services can communicate accommodations to faculty at the beginning of each term. Documentation, preferably within the last three years, is preferred.
It is expected that students will meet with their professors to clarify their needs. The Director of Counseling Services is available if further clarification is needed. When evidence of a learning difference is suspected, referral for evaluation can be made through Counseling Services.
As with all students, personal counseling, academic skills counseling and tutoring services are available to students with disabilities.

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A Resource to Help Students: Tutoring Services

Bridgewater College provides a tutoring service for its students.

Tutors are:

- available to all students regardless of year in school.
- available for any course.
- paid by the college.
- peers with grade point averages of 3.0 or better.
- recommended by the faculty.

To request a tutor:

Contact Dr. Chip Studwell at Counseling Services.
E mail: cstudwel@bridgewater.edu
Phone: (540) 828-5370

"When you help someone up a hill, you are that much nearer the top yourself."

Information for this newsletter was obtained from:
ldonline: www.ldonline.org and
The homepage of The Australian National University

Bridgewater College Counseling Services

>- personal counseling
>- academic skills
>- disability services
>- tutoring services

> You can contact Dr. Studwell

>E mail: cstudwel@bridgewater.edu Phone: 540, 828-5370
>Bridgewater, VA 22812

PR Award No. H078c50044

THE COUNSELING CORNER

A newsletter for parents and students by Bridgewater College Counseling Services

The Spring issue of the Counseling Corner features articles that address questions, myths and characteristics of Learning Disabilities and Attention Defecit Disorder. Information is directed to students, parents, staff and faculty.

As you read this and future issues of Counseling Corner, it is our hope that the uniqueness and differences found within each of us can be better understood and appreciated. Each of us is a gift, complete with strengths and shortcomings. You are special: do all that you can to keep your focus on that gift part of you.

Chip Studwell
Director of Counseling Services

P. S. Thanks to Amy Johnson for her work on this issue.

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ATTENTION DEFICIT DISORDER: BEYOND THE MYTHS

Attention Deficit Disorder (ADD) affects many individuals and families across the nation. There are many misconceptions about the nature of ADD, its causes, and treatment methods. The following is a list of some of the more frequently heard myths about ADD.

MYTH: Attention Deficit Disorder (ADD) does not really exist.

FACT: Scientific research tells us ADD is a biologically-based disorder that includes distractibility, impulsiveness, and sometimes hyperactivity. While the causes of ADD are not fully understood, recent research suggests that ADD can be inherited and may be due to an imbalance of neurotransmitters -- chemicals used by the brain to control behavior -- or abnormal glucose metabolism in the central nervous system. Before a student is labeled ADD, other possible causes of his or her behavior are ruled out.

MYTH: Individuals with ADD are no different from their peers; to a certain extent, everyone has a hard time sitting still and paying attention.

FACT: Before people are considered to have ADD, they must show symptoms that demonstrate behavior greatly different from what is expected for individuals of their age and background. Behaviors characteristic of ADD include: fidgeting; restlessness; difficulty remaining seated; distractibility; difficulty paying attention; shifting from one uncompleted activity to another; talking excessively; interrupting; not listening; often losing things; and not considering the consequences of actions.

These behaviors are persistent and occur in many different settings and situations. Furthermore, the behavior must be causing significant social, academic, or occupational impairment for a student to be diagnosed educationally as having ADD.

MYTH: Only a few people really have ADD.

FACT: Estimates of who has ADD range from 3 to 5 percent of the school age population (between 1.46 and 2.44 million children.) While males outnumber females by 4:1 to 9:1, experts believe that many females with ADD are never diagnosed.

MYTH: ADD can be prevented.

FACT: While scientists are not certain they understand the causes of ADD, they have ruled out many possibilities. A poor diet does not cause ADD, nor does sugar or food additives. Normal quantities of lead will not cause ADD. Since the causes of ADD are genetic and biological, parents cannot cause ADD by being too strict or too lenient.
Management of ADD can be achieved by the individual. Support by parents, teachers and significant others can be a positive influence as well.

MYTH: All individuals with ADD are hyperactive and have learning disabilities.

FACT: While 10 to 33 percent of individuals with ADD also have learning disabilities, the two disorders cause different problems. ADD primarily affects a person's behavior -- causing inattention and impulsivity -- while learning disabilities primarily affect his or her ability to learn -- mainly in processing information.

Not all students with ADD are hyperactive and constantly in motion; many are considered to have undifferentiated ADD (Attention Deficit Disorder without hyperactivity). Because these students do not behave in the same way as hyperactive ADD students, their disorder frequently is not recognized, and they are often considered unmotivated or lazy.

MYTH: Medication can cure students with ADD.

FACT: Medicine cannot cure ADD but can sometimes temporarily moderate its effects. Stimulant medication such as Ritalin, Cylert, and Dexedrine is effective in 70 percent of the individuals who take it. In those cases, medication causes those with ADD to exhibit a clear and immediate short-term increase in attention, control, concentration, and goal-directed effort.

Medication also reduces disruptive behaviors, aggression, and hyperactivity.
However, there are side effects and no evidence for long-term effectiveness of medication. For example, recent studies show that medication has only limited short-term benefits on social adjustment and academic achievement. While medication can be incorporated into other treatment strategies, medication should not be used as the sole method of helping the individual with ADD.

MYTH: The longer you wait to deal with ADD in students, the better the chances are that they will outgrow it.

FACT: ADD symptoms continue into adolescence for 50-80 percent of children with ADD. Many of them, within 30-50 percent, still will have ADD as adults. These adolescents and adults frequently show poor academic performance, poor self-image, and problems with peer relationships.

Characteristics of Students Who May Have Learning Disabilities

Students who have learning disabilities may:

- Raise and/or answer questions in class well but have difficulty expressing themselves through writing.

- Provide more acceptable or better responses to questions relating to lecture information on tests and quizzes than questions related to assigned reading material.

- Reflect more acceptable understanding of course readings on tests and quizzes than lecture material.

- Often ask for items to be repeated in class or frequently interrupt for additional explanations.

- Have extreme difficulty with note taking.

- Initially seem to understand material in a course, but later make errors that suggest a loss of initial learning.

- Confuse course assignments and/or due dates frequently.

- Write papers which earn appreciably higher grades on content than on mechanics.

- Memorize a great deal of information but fail to make appropriate associations, generalizations, or applications.

Questions and Answers About Learning Disabilities

What is a Learning Disability?
A Learning Disability is a genetic or organic condition that creates a neurological deficit that impairs the central nervous system. A Learning Disability acts as a barrier to receiving, processing, and/or expressing information.

Isn't LD just another label for low intelligence?
Not at all. In order to be classified as learning disabled, a person must have at least average intelligence. The LD student may process information slower and differently than non-LD students, but with accommodations, he or she can perform either at their level or better. This is not a question of a limited ability to achieve, but of a different means by which achievement can occur.

What services are available for students with Learning Disabilities?
Counseling Services are available for students with disabilities. Upon request by the student, the Director of Counseling can communicate accommodations to faculty at the beginning of each term. Documentation, within the last three years, is preferred. It is expected that students will meet with their professors to discuss their needs. The Director of Counseling Services is available if further clarification is needed. When evidence of a learning difference is suspected, referral for evaluation can be made through Counseling Services. As with all students, personal counseling, learning skill development and tutoring services are available to students with disabilities.

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Information for this newsletter was obtained from:

The Sweet Briar College Academic Resource Center homepage: www.arc.sbc.edu
The Division of Innovation and Development Office of Special Education Programs Office of Special Education and Rehabilitative Services, U.S. Department of Education

Bridgewater College Counseling Services

>- personal counseling
>- academic skills
>- disability services
>- tutoring services

> You can contact Dr. Studwell

>E mail: cstudwel@bridgewater.edu Phone: 540, 828-5370
>Bridgewater, VA 22812

PR Award No. H078c50044

The Bridgewater College Counseling Center
Bridgewater College
Bridgewater, Virginia 22812-1599
(540) 828-5370

Appendix E: Reference Materials Purchased Through Grant

1. Confidentiality & Disability Issues in Higher Education ~ AHEAD

2. College Students with Learning Disabilities ~ AHEAD

3. ADD: The Race Inside my Head (video) ~ AHEAD

4. How Significant is "Significant"?: A Personal Glimpse of Life with a Learning Disability ~ AHEAD

5. Math and the Learning Disabled Student: A Practical Guide for Accommodations ~ Paul D. Nolting. Ph.D.

6. Survival Kit for Students in Higher Education with Learning Disabilities ~ AHEAD

7. Promoting Postsecondary Education for Students with Learning Disabilities ~ Loring C. Brinckerhoff, Stan F. Shaw, Joan M. McGuire

8. Assisting College Students with Learning Disabilities: A Tutor's Manual ~ AHEAD, Pamela Adelman, Debbie Olufs

9. Testing Accommodations for Students with Disabilities ~ AHEAD, Warren L. King, James Baker, Jane E. Jarrow

10. From Screening to Accommodations: Providing Services to Adults with Learning Disabilities ~ AHEAD

11. Facilitating an Academic Support Group for Students with Learning Disabilities: A Manual for Professionals ~ AHEAD, Janis Johnson

12. Membership, Association for Higher Education and Disability, AHEAD, National

Appendix F: Report on Mid-term Student Academic Progress
TO: Bridgewater College Faculty
FROM: Dr. Chip Studwell, Director of Counseling Services
RE: Report on Mid-term Progress

I will be meeting with various students this term to discuss their academic progress in current courses and to support their educational pursuits at Bridgewater. Your general feedback or impressions of the student's performance will be helpful in that discussion. Any suggestions you have of behaviors, habits or skills on which the student could work to enhance their learning in your course would be welcomed. Thank you for your cooperation in support of this student's efforts.

Circle response that reflects this student's present performance.

1. Attendance.
A A - Excellent (has atended all classes ' labs, etc.)
B - V. Good
C - Moderate (has missed some)
D - Below Avg.
F - Poor (has missed more than acceptable)

2. Preparation for Class.
A - Excellent (previews notes ; previews reading for next day)
B - V. Good
C - Moderate
D - Below Avg.
F - (disinterested, no or inappropriate connection with material)

3. Participation.

A - Excellent (appropriate and active participation(
B - V. Good
C - Moderate
D - Below Avg. (minimal
F - (disinterested, no or inappropriate participation(

4. Grades. (if any)

Test: A B C D F

Quizzes: A B C D F

Papers: A B C D F

5. Recommendations (if any).
A. Tutor. B. Writing Center.
C. focus more during class presentations.
D. more study of book and notes.
E. better time management.
F. more class interest /participation.

6. Comments:

Appendix G: Student Satisfaction Survey

Student Feedback Spring 1998

*Respondents: 10

1. Please indicate the type of services received (circle as many as apply):
a. Personal
b. Academic
c. Transition Program
d. Academic Advising
e. Disability Services: 10
f. Tutoring
g. Other:

2. Number of contacts (approximate):
a. 1-2
b. 3-4
*c. 5.7
d. 8-10
e. 10 or more

3. Did you feel that the staff showed concern for you?
____ *Yes ____ No In what way?

4. Did you feel you were treated with respect?
____* Yes ____ No Why?

5. Did you feel that you were understood?
____* Yes ____ No Why?

6. Did you feel that the staff helped you to resolve your request or concern?
____* Yes ____ No If not, how could they have helped you more?

7. Would you feel comfortable in referring a friend to Counseling Services?
____* Yes ____ No Why?

8. Comments: Please share any comments or suggestions you have regarding
Counseling Services:
* "Needs to be more visual. Not a lot of individuals really know how it can help. "
* "I would feel comfortable in referring a friend to Counseling Services because everyone, especially Dr. Studwell was very helpful and understandi to my needs. I wouldn't have made it this far without the superiority of this program."
* "I felt the staff showed concern because they helped any way that they could."

* "I felt that the staff helped to resolve my request or concern in that if they could help, they did."
* " I would feel comfortable in referring a friend to Counseling Services for academics. They can help you get tutors or talk to the professor about how they can help you."

Mountain Empire Community College

Project CATALIST

1998-1999

Final Report

A. Executive Brief

Project CATALIST at Mountain Empire Community College is the first step in a process to increase persistence and graduation rates for students with disabilities. The program established a state-of-the–art computerized testing and career exploration workstation that was modified to make it accessible to students with disabilities. In order to strengthen existing relationships and establish new ones, a Disabilities Advisory Board was established. Faculty and staff received on-going professional development on topics relating to students with disabilities through in-service presentations, awareness campaigns, increased resources, and technical assistance. Students with disabilities who were at risk of failing or dropping out received intensive assistance through the GAIN Program.

B. Conclusions

The computerized workstation was a major step forward for students with disabilities who used it to complete the college's mandatory placement test (COMPASS) and for career exploration. However, it was learned that the process was incomplete because there were no follow-up services offered to incoming students. The next step at this point was to provide academic support, but only when the student requested assistance. This was not a pro-active approach. The Disabilities Advisory Board was proved to be extremely successful in its mission; however, retirement and reassignment of key members has necessitated re-establishment of this Board.

Professional development activities were effective within the limits of the opportunities offered. However, more intensive professional development is needed.

C. Purposes (1)

1. THE DEAN OF ACADEMIC AND STUDENT SERVICES WILL ESTABLISH A 21-MEMBER ADVISORY BOARD.

This goal was achieved in the early stages of the CATALIST program. There were no problems in establishing the linkages with community service providers, MECC faculty, staff, and administration, and students with disabilities. Often the Board had visitors who came for the purpose of providing support. The Board has expressed interest in continuing meeting past the grant period.

2. THE MECC COMPUTERIZED TESTING CENTER WILL BE EQUIPPED WITH ONE COMPUTER WHICH HAS BEEN MODIFIED TO MEET THE TESTING NEEDS OF DISABLED STUDENTS.

A Gateway 2000 E Series computer was purchased. The computer was equipped with a 21-inch monitor, zoom text to enlarge the print, a speech synthesizer, and braille keyboard labels. The entire unit was placed on a workstation with a cranking mechanism that allows it to be adjusted. The computer is networked, has the COMPASS computerized testing program installed, and is currently being used to administer placement tests.

3. THE COMPUTER WILL BE FURTHER MODIFIED TO PROVIDE CAREER INFORMATION FOR DISABLED STUDENTS.

The *College Edge* (network version) was purchased to assist with career exploration and college transfer. The computer is networked and the program is accessible.

Also TFS which is a CD-Rom produced by Pepsi for career and college exploration and tuition funding sources is accessible to this computer.

4. MECC WILL PLAN AND IMPLEMENT A SERIES OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOCUSED ON THE CONCEPT OF ACCOMMODATING AND SUPPORTING COLLEGE STUDENTS WITH DISABILITIES. THIS WILL INCLUDE ONE WINTER RETREAT AND ON-GOING OPPORTUNITIES.

The cost of providing a winter retreat was prohibitive. Therefore, the focus was channeled to on-going faculty development. Professional development was included in fall and spring faculty/staff inservice trainings and the Director of Student Services provided regular information sheets through campus mail. A teleconference was provided, a disabilities-related library was established, and materials were shared with both full-time and adjunct faculty.

MECC continues to look at the topic of serving students with disabilities as a future retreat agenda.

5. MECC WILL PROVIDE INTENSIVE ACADEMIC SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES WHICH MAY INCLUDE ASSISTANCE WITH ACCOMMODATIONS, MENTORING, TUTORING, COUNSELING, FOLLOW-UP AND SUPPORT.

Two members of the Student Services Division regularly attend transitioning team meetings for the purpose of assisting students with disabilities. Accommodations are planned, academic support services are established, and a service plan is initiated.

The Student Support GAIN Program is currently providing tutoring, mentoring, and monitoring as appropriate. The Student Success committee is developing an early alert system that will target high-risk students, including students with disabilities.

(2) There were no modifications or redirections of the project. All Goals were achieved as written except for the winter retreat. This modification was made prior to beginning the project.

(3) The goals written were most appropriate for MECC at the time the project began.

(4) The plan for a retreat was modified to include on-going professional development due to the cost of implementing a retreat. The cost did not justify the benefits.

D. Clientele

Although students directly benefited from the project, the project was begun to provide equipment and services that will assist current and future students.

E. Sponsorship

The Disabilities Advisory Board established linkages with local disability service providers and strengthened collaborative relationships already established. All agencies invited to participate in this MECC sanctioned board enthusiastically endorsed the mission of this advisory panel and provided representatives, with the exception of the Scott County School Board. All letters, phone calls, and messages to Scott County School Board were ignored. The Board used the first portion of its first year to become established and the remainder of this period to explore needs and determine its focus. For its second year, the Board has chosen to enhance opportunities for students with disabilities at MECC and work to remove barriers to enrollment and perseverance. (See attached Board Membership list.)

MECC enthusiastically embraced the plans set in motion by the CATALIST grant. Data processing personnel assisted in the selection, purchase, and installation of the computer and software for the testing center. Faculty and staff participated in professional development activities and existing relationships with faculty became better. As more faculty members became knowledgeable of specific disabilities and the impact of these on academic success, the more many of them worked to assist their students to succeed.

The most problematic area discovered was in the area of serving deaf students. Certified interpreters continue to be almost impossible to locate for day students, and some faculty continue to have problems working with interpreters. In spite of on-going efforts to educate faculty about the role of an interpreter in the classroom, a few faculty members continue to tell their deaf students that one in not needed. Therefore, this area has been targeted for continued professional development. A video "How to Work With An Interpreter" has been purchased and made available to faculty.

F. Contexts

Mountain Empire Community College (MECC) is located in one of the most economy-depressed regions in the Commonwealth. Located in the extreme southwestern corner of the state, MECC's service region includes Lee, Wise, Scott, and Dickenson Counties and the City of Norton. The average personal income for this region is $12,100 (Source: Weldon Cooper Center for Public Service, University of Virginia).

Many of MECC's students struggle against great odds to pursue their college studies. The severe socioeconomic problems existing throughout the service area have led to generations of families with low educational attainment. This has resulted in approximately 90% of the college's population being first-generation college students. (Source: Weldon Cooper Center for Public Service, University of Virginia)

EDUCATIONAL INDICATORS
For MECC Service Region
Age 25 and Older

Indicator	Lee	Wise	Scott	Dickenson	City of Norton	Service Region	Virginia
Less than 9th Grade	50.2%	43.7%	48.2%	50.7%	37.5%	46.0%	21.6%
Bachelor's Degree	6.2%	7.5%	4.9%	4.5%	10.5%	6.7%	19.1%

Source: MECC Office of Planning & Development

These statistics are even grimmer for individuals with disabilities.

The service region covers roughly 1560 square miles of rugged terrain. No mass transit systems exist to assist students in getting transportation to this commuter campus. The county school systems and Mountain Empire Older Citizens (MEOC) provide limited transportation (once each day, excluding summers) to and from campus. Due to this situation, students with disabilities who must rely on this form of transportation must arrive early and stay until mid-afternoon regardless when their classes are completed. This has been a barrier to academic persistence for students with disabilities. However, it has also supplied a window of opportunity for working with these at-risk students. When faced with extra blocks of time, students are more open to tutoring opportunities, career exploration, and mentoring activities.

G. Project Activities

During the first 30 days of the CATALIST grant, community representatives were selected and invited to join the advisory board. A working luncheon was held on October 1, 1997. A facilitator was selected and the Board began the process of organizing. By the second meeting (October 19) officers were elected, and work teams were formed. The Board continues to function.

Through a bid process, the computer was selected for the testing center. On August 20, 1997 a Series E Gateway Pentium computer was ordered. The workstation, synthesizer, and all relevant software were also ordered. In about 90 days the equipment arrived only to find the testing center not ready for its installation.

Since renovation of the room that was to house the testing center was running behind schedule, the area was not ready to receive the workstation. In order to make the computer accessible; it was temporarily installed in the Learning Place (public computer lab) until the testing center was ready. The computer remained at this location until March 1998 when the testing center was complete. In March 1998, the workstation was moved to its permanent location in the testing center. The computer was networked and equipped with testing and career software. This project was successfully implemented due to the technical assistance provided by the data processing staff.

The reduction of the original requested budget led to modifying the plans for a faculty/staff retreat to one of mini workshops and information campaigns. Also, one teleconference (Beyond the Surface: Implementing ADA in Postsecondary Institutions) was presented on March 19, 1998. Workshops dealt with disabilities in the classroom, and the teleconference focused on accommodations. Brochures ranging from myths about disabilities to disability etiquette were distributed to faculty through campus mail. A disability library was established for students and staff. (See list) This library is housed in the Student Support Services office and contains tutorial videos in math, language arts, and American Sign Language and

training videos in subjects such as using an interpreter and working with learning disabilities. All materials are accessible to faculty, staff and students.

Tutor/mentors received two major training programs dealing with learning styles and learning disabilities. In addition, four follow-up training sessions (2 per semester) were conducted. Tutor/mentors were required to attend as a condition for working with students with disabilities.

All students with disabilities who received accommodations and/or academic support services will be tracked and monitored as long as they are enrolled at MECC. An individualized service plan was established during the assessment phase of the process.

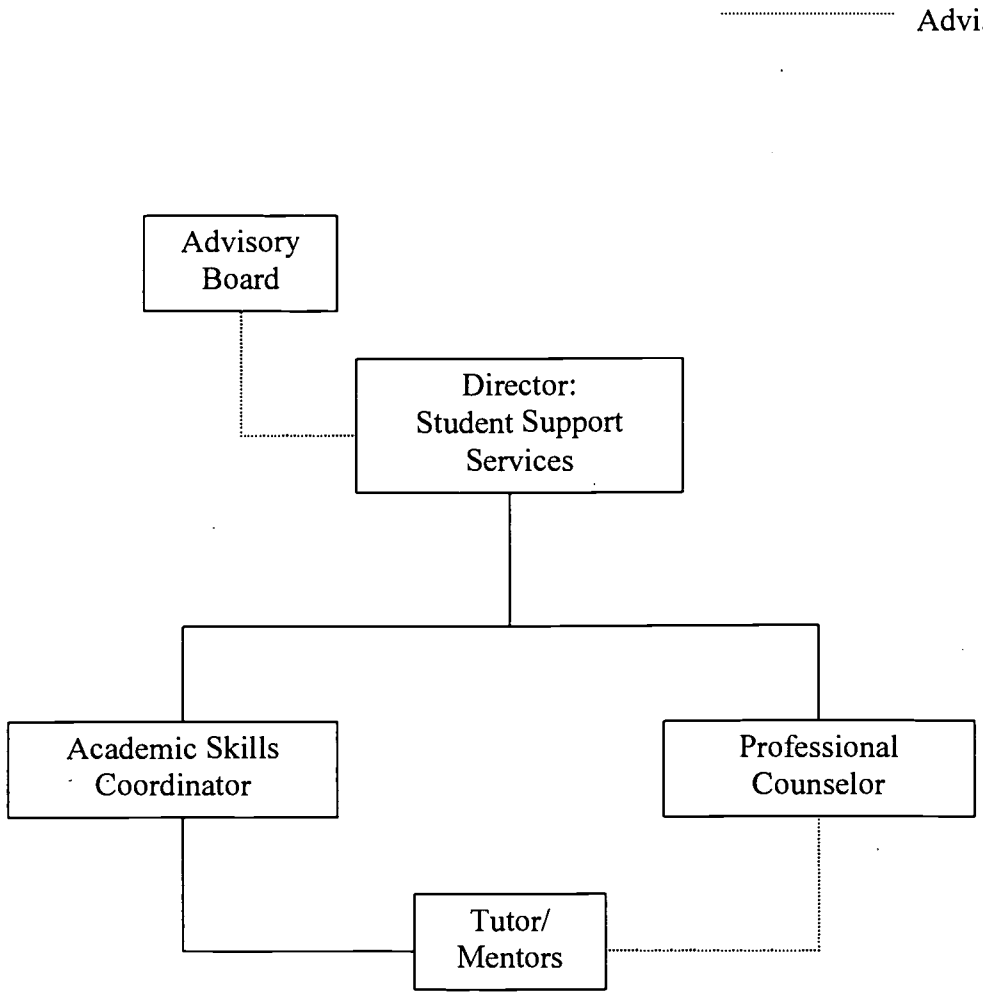
This plan is reviewed a minimum of once each semester. All student data is entered into a database and monitoring includes Grade Point Averages (G.P.A.), academic standing, hours attempted/completed, persistence (semester-to semester and spring to fall), progress toward graduation, class attendance, and services received.

Students who utilize the computerized testing/career exploration workstation complete an evaluation of this component. This survey is conduced and monitored by the Coordinator of Testing Services.

Professional counselors employed by the MECC GAIN Program (student support services) attend transitioning team meetings in all counties of the service region except one. The Scott County school system will not work with its community. Despite the fact that the Superintendent of Schools in Scott County is the parent of a young adult with disabilities, he continues to refuse to work with service providers, and has served as a barrier to these services. This problem has been discussed by members of the Advisory Board and appears to be consistent among all service areas.

The Director of Student Support Services managed the CATALIST project. On the MECC campus, this program is called the GAIN Program. The director with input from the Advisory Board was responsible for program development. The GAIN staff assisted in implementation of project goals. All student support services are managed and implemented in an area called the Learning Place. Informal communication is on going through daily personal contacts. All staff has e-mail addresses for formal correspondence. Tutor/Mentors have physical mailboxes and e-mail. Tutor/Mentors maintain on-going contact with faculty and program professional staff.

See Chart-Next Page



The first year of the CATALIST Project was an initial step to set in motion a plan to assist college students with disabilities to enroll and persist in college courses at Mountain Empire Community College. The first barrier discovered was the computerized testing center, which had no modifications for students with disabilities.

H. Project Evaluation Activities

All users of the computerized workstation were asked to complete a brief survey (enclosed) to determine ease of use, additional needs, and benefits received. The Coordinator of Testing administered the surveys and used the results for continuous improvement.

All students who identified themselves as being disabled and in need of support services were tracked and monitored throughout the year. Persistence, progress toward graduation, GPA's, academic standing, and career goals were monitored. (See sample) These students will be monitored as long as they are enrolled at MECC.

Also, students using the resource library, academic support services, and accommodations were invited to discuss problems and accomplishments in face to face interviews with the CATALIST Director.

Finally, the project was evaluated by a self-study committee that was preparing a report for MECC's re-accreditation visit by the Southeastern Association of Colleges and Schools (SACS).

I. Service Delivery Accomplishments

The computerized testing/career exploration workstation has enabled students with disabilities to complete placement testing in the same environment and at the same time non-disabled students' test. Since the computerized format is self-paced and internally adjusted, the student is able to work independently and with as little outside assistance as possible.

The resource library continues to provide professional development for faculty, staff, and students, career exploration resources, job-hunting materials, videos, and audiotapes. (See enclosed list). This component was developed in order to establish an ongoing resource center that focused on the needs of individuals with disabilities.

The members of the Disabilities Advisory Board (see enclosed list) quickly formed a collaborative relationship and set out to assess needs of MECC students with disabilities. The Board divided into teams to explore needs and make recommendations about meeting these needs. Both teams chose the need to train and utilize interpreters as the most needed service. As a result of this, a recommendation was made that MECC offer an Interpreting major through the Career Studies program. The College accepted this recommendation by the Advisory Board and an Interpreting Program will be added to the Fall 1999 Student Catalog. This came about only as a result of a strong advocation of this by the Advisory Board.

Enclosures

Board Membership List

Library List

Tracking/Monitoring Database

User Evaluation

Disabilities Advisory Board

Tilda Pope, Director of Special Education Retired, Lee County Schools

Brenda Peace, Director of Special Education, Wise County Schools

Sandy Flanary, Connie Reasor Deaf Resources Center

James Wilson, Department for the Visually Impaired

Pat Galloway, Coordinator Consumer Services, Junction Center for Independent Living

Gwen Thompson, Executive Director, Junction Center for Independent Living

Christy Collins, Frontier Health (Mental Health, Special Education Specialist)

Jimmy Smith, Department of Rehabilitative Services

Jerry Laney, MECC faculty, individual with disabilities

Martha Rhoton, MECC classified staff, individual with disabilities

Bill Harris, MECC faculty

Jessica Genco, Counselor, Student Support Services

Robert Rowe, visually impaired student

Cathy Shuler, student with dyslexia

Chris Massey, student with learning disabilities, articulation problems, visually impaired

Barbara Garret, community representative, Mobility problems

Perry Carroll, Director of Admissions and Financial Aid, MECC

Rick Campbell, Coordinator of Data Services, MECC

Regenia Massey, Director of Student Support Services, disability contact person

Library

Reading Comprehension and More	VHS
Algebra and Integrated Math Series	VHS
Math Made Easy Tutorial Videos	
Math Made Easy Workbook	
Surviving A Layoff	
100 Best Resumes for Today's HOTTEST Jobs	Workbook
Resumes That Knock 'Em Dead	
The 110 Biggest Mistakes Job Hunter's Make	
College and Career Success for Students With Learning Disabilities	
Knock 'Em Dead 1998- The Ultimate Job Seeker's Handbook	
Ace the Technical Interview	
How to Study in College	
Exploring Leadership	
Enhancing Adult Motivation to Learn	
Understanding and Facilitating Adult Learning	
Successful Job Search Strategies for the Disabled	
Learning To See- Teaching American Sign Language As A Second Language	
Bud's Easy Research Paper Computer Manual	
I Could Do Anything- If I Only Knew What It Was	
Winning Money for College	
The Adult Student's Guide to Survival and Success	
Conquer Interview Objections	
Does You Resume Wear Blue Jeans	
Profiles In Achievement	
For Hearing People Only	
101 Great Answers To the Toughest Interview Questions	
The 100 Best Jobs For The 1990's and Beyond	
Accommodations Teleconference	VHS
Taking Responsibility for Your Choices	VHS
How to Set and Achieve Goals	VHS
100 Ways to Motivate Yourself	VHS
Accelerated Learning Techniques	VHS
Beginning ASL (American Sign Language) Video Course	
The Art of Interpreting	
Algebra Vol. 1-5	VHS
Emotional Intelligence- Why It Can Matter More Than IQ	
How to Train with Video	
The American Sign Language Hand Shape Game Cards	
Interpreting Practice Video Tape	
Beyond The Surface- Implementing ADA In Post Secondary Institutions Serving Deaf and Hard of Hearing Students	VHS
Accommodating Learning Disabled	

Interpreting Practice Videotape	VHS
Working With A Sign Language Interpreter	
Basic Signing Vocabulary Cards Sets A & B	
Interpreting Practice Videotapes- Tap # 6B	VHS
College Edge- 1998 Professional Edition for Windows	
Making Your Associate Accessible- A "How To" Guide	
ADA Handbook	
Directory of Information Resources for the Handicapped	
Dyslexia- How It Feels To Be Incompetent	Packet
College Study Skills- Becoming A Strategic Learner	
How to Write and Caption for Deaf People	
The Art of Interpreting	Handbook
Handbook to Accompany Tutor Training To Assist Students with Learning Disabilities	Handbook
Learning American Sign Language	Handbook
Testing Accommodations for Students with Disabilities	
Practicing College Study Skills- Strategies For Success	
Colleges with Programs for Students with Learning Disabilities Or Attention Deficit Disorders	
SAT Success	
Resources for People with Disabilities and Chronic Conditions	
ADHD- A Teenager's Guide	
Test Wise	
A Bulletin for Aspiring Leaders	
Americans With Disabilities Act- Responsibilities For Post Secondary Institutions Serving Deaf and hard of Hearing Students	
A Research Guide To Assistive Technology Funds	
Test Success- Test Taking Techniques For The Health Care Student	
Directory Of Disability Support Services in Community Colleges 1996	
The Confident Student	
Directory of Living Aids for the Handicapped	
SAT 1999	
ACT 1999	
Success with Words	
From Course to Course- A Beginner's Guide To College Writing	
Study Skills for Learning Powers	
How to Study in College- Fifth Edition	
Improving Student Learning Skills	
Critical Thinking- Building the Basics	
Panic Plan for the SAT	
Succeed With Math	
Breaking the Science Barrier	

Making Sense
SAT Word Flash
ACT English Flash
ACT Math Flash
Panic Plan for the ACT
SAT Math Flash
The Memory System
Handbook for Advisory Committee Members

Personal Information

Last Name	First Name	MI	Date of Birth (07/04/1998)	Gender	Race/Ethnicity
,		.	01/31/1976	Female	White (non-Hispanic)

Eligibility: Disabled

Enrollment Information

Project Entry Date (format: 07/04/1998): 08/24/1995

First Enroll Date (format: 07/04/1998): 08/22/1995

Participant Status: Prior Year Participant

Academic Need (Type): Multiple

Enrollment Status: Full-Time

Academic Information

College Grade Level (Entry into Project): 1st Year, Never Attended

College Grade Level (Current): 1st Year, Attended Before

GPA Scale: 4 Point Scale

Cumulative GPA: 3.067

Academic Standing: Good Standing

End of Year Enrollment Status: Graduated

Financial Information

Amount of Financial Aid Needed: $ 1380

Amount of Financial Aid Offered: $ 2770

Reasons Full Financial Not Offered/Awarded: No Response

Degree/Certificate Completed: Certificate/Diploma for Occupational, E

Student 150 of 250 Delete Add New

Workstation User Evaluation

Approximate time spent at the workstation: _____

1. For which application did you use the computer? (circle)
   a. testing
   b. career exploration

2. I needed the following accommodation(s): (circle)
   a. enlarged text
   b. voice text
   c. cranking mechanism

3. Did the computer workstation adequately meet your needs? _____

   If no, what were your needs? _____

4. Was the Testing Center easily accessible to you? _____

   If no, explain: _____

5. Were you assisted by a staff person? _____

   If so, were they: friendly? _____ helpful? _____

   effective in meeting your needs? _____

   Comments: _____

   _____

NORTHERN VIRGINIA COMMUNITY COLLEGE

RECEIVED
OCT 30 1998

TO: Bonnie Borenstein-Rounds, Project Coordinator
Project CATALIST

FROM: Alice Hedley, Project Director
Northern Virginia Community College

THROUGH: Mary Voss, Coordinator of Counseling
Northern Virginia Community College, AL

DATE: October 27, 1998

RE: Final Report CATALIST Grant

Attached is the final report for the CATALIST grant awarded to Northern Virginia Community College. The project provided a wonderful opportunity for the campuses to work collectively to enhance technology services for students with disabilities. The College has been very supportive of the efforts started under the funding of this grant and have allocated institutional funding to continue the work begun under CATALIST. Each member of the project management team has grown in his/her knowledge of assistive technology and is excited about the continued support from the College.

The project management team is appreciative of the support received by other organizations and agencies and wishes to express thanks to the DRS staff in Richmond who spent time assisting us. If there are any questions, please call me at (703) 845- 6301. Again thanks for all your support and assistance. As a result of this project more students with disabilities will find instructional opportunities enhanced at NVCC.

Alexandria Campus • 3001 North Beauregard Street • Alexandria • Virginia 22311-5097

CATALIST YEAR END REPORT

OVERVIEW:

This project was designed to enhance services and instruction for students with disabilities across the five campuses of Northern Virginia Community College (NVCC). The project focused on the acquisition of assistive technology to establish baseline services for students with disabilities at the campuses and to train faculty and staff on the use of the new technology to enhance instruction. Additionally, the project included the development and instruction of a new orientation course, to be piloted at the Manassas campus, to assist students with learning disabilities transition to postsecondary education.

In order to equalize services at the campus level the project personnel/team first inventoried the existing level of assistive technology at each campus. Information gathered by the team was used to identify service strengths and gaps and to decide how the presence or lack of assistive technology affected quality instruction and educational access.

The team researched a variety of assistive technology (hardware and software), suppliers, and campus vs. college needs eventually purchasing several products. In an effort to expand the availability of technology a mechanism for lending equipment between the campuses was developed in the fall semester and implemented and refined during the spring and summer semesters.

The pilot orientation course, entitled *Tools for Transition to College*, was taught at the Manassas Campus. The course was successfully taught during the Fall '97 semester and again during the Spring '98. Student evaluations indicate that the course was well received and considered helpful.

CONCLUSIONS:

The CATALIST grant provided an excellent opportunity for five campuses to work collectively to narrow service gaps for students with disabilities and to enhance educational and instructional access. Faculty and staff were impressed with the capability of different technology programs and recognized the immediate benefits and potential for students and faculty. As a result of this grant project the college/team is substantially more aware of the software and products available to assist students with disabilities. Additionally, the college and project team recognized the need to continuously review the levels of assistive technology to ensure compatibility with other forms of technology that are available on the campuses. Without this aspect it will be difficult to ensure equal access to instruction.

It was particularly challenging for the project team to determine which of the many assistive products would best serve the greatest number of students. Identifying products often

required technical expertise beyond the scope of the project personnel/team, i.e. computer capacity levels, compatibility with other software programs and systems, anticipated changes, etc. While suppliers and resource personnel (DRS, VDVH, etc.) did offer invaluable assistance, most team members concluded that a technical expert from the college was needed to address technical issues, while the service providers could best identify student needs. If offered future opportunities to purchase assistive technology a technical expert from the college as part of the team would enable technical issues to be addressed expeditiously .

As a result of the CATALIST grant the College has been able to upgrade services previously outdated by changes in technology, and to improve instructional access for students with disabilities by providing a base level of assistive technology support at each campus. The addition of a special section of orientation has enabled the College to address issues students with learning disabilities often face when starting college. As a result of the orientation course students have learned skills that will enable them to advocate for themselves, study more efficiently and negotiate the college system.

PURPOSE:

The purpose of the CATALIST project was:

1. To provide a base level of assistive technology support for students at each campus.
2. To provide training to faculty and staff in the use of assistive technology in the classroom and in support services.
3. To develop special resources on individual campuses that can be made available to colleagues at other campuses.
4. To develop and instruct an orientation course designed to meet the needs of students with disabilities. The course will be conducted as a pilot at the Manassas Campus with the possibility of replication at the other NVCC campuses.

Project Modifications:

1. Due to the exceptional cooperation from Peggy Fields at the Virginia Department for the Visually Handicapped, only a minimal amount of funding was spent on staff training. Because many VDVH clients are served by NVCC, VDVH agreed to provide two (2) days of training of training in the Richmond office at no cost. VDVH provided training on JAWS, ACCESS 32, and Zoomtext, three (3) applications purchased for each campus through the grant. One day of training was provided for persons at each campus who would assume responsibility for technical support and the other day for service providers with limited technical expertise. This change enabled the project director to petition the funding source to reallocate funding for the purchase of addition technology, specifically *Naturally Speaking* and *Four Track Tape Players & Recorders.*
2. The orientation course was essentially a packaged product. The instructor augmented the material in areas she felt were weak. Because the orientation course relied heavily on a packaged product a handbook was not developed as

the program includes both a teacher's manual and a student manual. The name of the program (text and workbook) along with the video series and supplemental material are enclosed.

3. Timeline adjustments were required due to supplier delay. Additionally, it was decided that some software packages should not remain on a dedicated computer. Some items such as Zoomtext were purchased for the products ability to load as required depending upon the class and location.
4. As a result of the manufacturer delay and the limited number of students using the assistive technology over the spring the project team was unable to do a student evaluation. During the summer only one student used the technology and that student had previous training on the system in use. The student was thrilled because no additional training was required. Fall '98 represented the first semester that assistive technology has been requested at most campuses, therefore, evaluations will not be included in this report. Evaluations will be obtained at the end of the fall semester as the project team wants to confirm student satisfaction.

CLIENTELE:

This project was designed to service students with disabilities. While JAWS, Access 32, and Zoomtext are essentially designed to provide services for students with visual impairments, numerous LD students will benefit from screen reading software. *Naturally Speaking,* will greatly enhanced the independence of LD students, and students with fine motor limitations by enabling these students to dictate papers and tests. Previously available on only one campus, this technology is now available on each campus as is the aforementioned technology. The four track tape player/recorder offers students using materials acquired through the Recording for the Blind and Dyslexic and Talking Books a chance to listen to books on campus, a service not previously available on all campuses. This semester recorders have been used to record texts not available through taped book services. Student volunteers from the Tutorial Club, Phi Theta Kappa and the Peer Assistants along with faculty and staff volunteers have been able to assist students by reading material onto tapes.

Because technology is not housed in a central location with continuous supervision, it is difficult to determine the exact number of students using assistive technology at NVCC. Some equipment is used daily and other equipment intermittently. This semester (Fall '98), is the first time that all student requests for screen readers in computer related courses could be handled by assistive technology. Additionally, the lending service developed through the CATALIST grant enabled one campus with overwhelming demand to meet its' needs by borrowing technology from another campus.

Enclosed with this report are the statistics for students with disabilities at each campus of NVCC (Appendix A). Each member of the project team has indicated that the technology purchased through the grant is successfully being used by students. The potential use of

assistive technology and the need for a lending system between campuses is evident considering the large numbers of students with disabilities on each campus. Many of the students are clients with DRS or VDVH and are thoroughly trained on the equipment prior to attending classes. Several students have agreed to answer questions and serve as a resource to staff and students.

SPONSORSHIP and COLLABORATION:

Institutional support has included the allocation of an additional $35,000 to continue upgrading existing technology and to purchase additional equipment. As part of the implementation process each campus provided technical support for installing software in a timely manner and allowing technical and other personnel to attend training sessions in Richmond. This fall during the cross campus faculty orientation program, members of the project team provided updated faculty regarding the availability of assistive technology and how the use of this technology could enhance instruction.

The Center for Assistive Technology at George Mason University, Donna Zadnik and Peggy Fields (VDVH), Monica Gentile and Debra Coalson (DRS) and the Lighthouse in Washington DC were instrumental in providing vendor and product information. The NVCC CATALIST project team must offer Peggy Fields a special note of thanks for her training expertise and support.

CONTEXTS:

Northern Virginia Community College is the largest institution of higher education learning in Virginia enrolling an unduplicated headcount of over 60,000 students per year. Since the college provides open admission, it is the first choice of many students with disabilities. The college's rich offering of developmental courses, its relatively small average class size, its commitment to providing professional counseling services, its proximity to the diverse population areas in Northern Virginia, and its relatively low cost of $48.00 per credit hour all contribute to a large enrollment of students with disabilities.

The Virginia Community College System has embarked in the past year on a rapid program to upgrade the technology on all campuses of the system. New computers are arriving on the campuses and older computers are being upgraded. This commitment has opened a window of opportunity to enhance related services for students with disabilities.

PROJECT ACTIVITES:

In an effort to ensure that each campus had a base level of assistive technology available to students with disabilities, the project utilized a management team comprised of a

representative from each campus. The project used existing computer hardware and technical support, supplemented by hardware and software purchased with project funds.

At the beginning of the project; it was necessary to perform a comprehensive analysis of technology at each campus. A sample of a campus evaluation is enclosed (Appendix B). Great effort was made during this analysis to determine not only what was available, but to also note the population that would benefit from the use of the technology. Each campus representative also determined whether or not upgrades in computers throughout the campus had deemed the software inoperable (i.e. going from a DOS application to a Windows application). Representatives also noted the location of the technology on his/her campus.

Following the analysis it was determined that services, such as Braille, were no longer available due to upgrades in other systems. Additional service gaps were noted, such as lack of four track tape players/recorders, screen enlarging and reading capabilities, voice recognition systems, etc.

The management team now had to identify which services should be available at all campuses and which services could be shared. After looking at the student population on each campus and the numbers in each disability category the management team determined that some service gaps were directly related to instructional access and student independence. Instructional access became a primary focus for the management team.

It was now time to research the numerous options available in assistive technology. An appointment was scheduled to meet with staff at The Center for Assistive Technology at George Mason. A full day was spent learning about the variety of options available. Center staff demonstrated technology, answered questions and discussed suppliers options. Additional management team members spoke with counselors at DRS and VDVH to determine what technology was used by the clients at each agency and the strengths and weaknesses of each. This was an important piece as many of the students with disabilities on the campuses are also clients with these agencies. Training time on campus would be reduced as agency clients were trained on the technology prior to enrolling in classes and could be used as a possible resource to other students. Additionally, the training provided by DRS and VHDV was more extensive and focused on general and specific training needs taking into account the specifics of the student's disability.

A meeting of AHEAD in Virginia provided additional information. The meeting was held in Charlottesville and several members of the management team attended. The demonstration included many of the items viewed at the Center and all of the items suggested by DRS and VDVH. Many institutions from around the state shared information about technology successes and blunders.

The management team determined which items would enable the campuses to have a base level of services. The team decided that the following items should be purchased

1. Screen enlarging software- an increasing number of students with visual disabilities were attending NVCC.
2. Screen reading software- for students with learning disabilities and blind students.
3. Speech recognition system - for students needing to dictate essays, papers, test answers. This would assist students with fine motor limitations and some students with learning disabilities.
4. Four track tape players/recorders- an increasing number of students are eligible for books on tape. Some students were requesting taped material because several new texts were unavailable a primary source, such as Recording for the Blind and Dyslexic.
5. The Annandale Campus already had hardware and software for producing Braille, however the purchase of new computers and applications made the previously purchased products inoperable. The project team decided to upgrade the existing system. Julie Shattuck at Annandale researched products and software. The system will remain at Annandale and any requests for Braille will be processed by the Annandale Campus.

Orders were submitted for the aforementioned items and arrangements were made for training. The VDVH was extremely helpful is this regard. Donna Zadnick in the local office suggested that the project director speak directly with Peggy Fields in Richmond regarding training on JAWS, Zoomtext and Access 32, the equipment most often used for students with visual impairments. After speaking with her office supervisor, Ms. Fields was able to arrange training in Richmond for two (2) days. One day of training was devoted to technical support personnel and the other to service providers with limited technical background. The Richmond site was selected due to the laboratory nature of the training and the number of people scheduled. The VDVH lab would allow each person to have his/her own computer during training.

Each campus representative in conjunction with the appropriate administrative staff at his/her campus determined who should attend the training session and on which day. A total of 20 persons were scheduled for training, with representatives from each campus. The training was very well received and Ms. Fields graciously agreed to be available to answer questions in the future.

During the Fall '98 semester, Ms. Jane Gailey, who operates a volunteer reading service for print impaired students, provided a training session for students, faculty and staff who expressed interest in reading for students. This training activity was coordinated by Alice Hedley at the Alexandria Campus. The Tutorial Club and Phi Theta Kappa were instrumental in recruiting student readers. Ms. Gaily demonstrated recording and speaking techniques using the recently acquired recorder.

The campus team discussed the design of the technology lending system. Andria Shoates, at the Loudoun Campus agreed to design the system. All data from the individual campus surveys was consolidated into a single list, deleting inoperable

programs. The system was initially to be placed on a universal drive so that each service provider would be able to access information.

Due to system difficulties the list was unable to be placed onto a universal drive. An alternate plan was devised. All additions to assistive technology, purchased by a campus/college will be given to Rebeccah Garcia at the Alexandria Campus. Ms. Garcia will be responsible for reviewing and updating the list . The list of assistive technology will be distributed each semester at the first meeting of the Counselors' Working Group - Counselors for Students with Disabilities.

Nancy Adams, at the Manassas Campus, developed and taught a new orientation course entitled *Tools for Transition*. The course was designed around the text *Tools for Transition*, published by American Guidance Service, Inc. in Minneapolis, MN. The materials included a teacher's manual and student workbook. Where Ms. Adams felt the content was weak she augmented it with materials from other sources (Appendix C). Enclosed is the syllabus for the course (Appendix C). The syllabus is fairly self-explanatory. In the second session student were required to identify strengths and weaknesses on paper. Session three was a private appointment with the instructor to determine if the student's level of self awareness related to disability was adequate or needed strengthening. In unit two Ms. Adams added material, which she reviewed with students in class. In unit four, a successful student with a learning disability came to class to talk about their experience disclosing their disability to professors and asking for accommodations. Units 5/7 required students to do an internet project (Appendix C)

In the spring a videotape was added to unit 4. The tape reviewed the importance of participating in planning and goal setting meetings. This video tape was made available by the state of Virginia and copies are available through intercampus lending.

The career series videotapes purchased through the grant are available in the Counseling Office on the Manassas Campus and have been used by LD students, as well as other students, when researching careers and occupations that are possible with an Associates Degree. The tapes are housed in the career library and maybe viewed at the student's convenience.

According to student evaluations the class information was well received by students. Evaluations are enclosed for Fall' 97 semester (Appendix D).

Original Timeline:

July and August 1997:

- Planning, identification of suppliers, purchase of hardware and software

September and October 1997:

Installation of hardware and software
Initiation of the pilot project on Manassas Campus

November 1997:
Training of faculty, LRC staff and technical persons

December 1997:
Completion of mid-year report

January - May 1998:
Use of technology by students, and college personnel

Development and implementation of intercampus lending system for assistive technology.

June - September 1998:
Professional development workshop for faculty regarding assistive technology and service students with disabilities.

Ongoing evaluation of services and technology by students.

Preparation and submission of final report

Implementation of on-going program to continue services developed as part of the project.

Monthly meetings of the management team were scheduled to coordinate and implement services.

Management Team/Key Personnel:

The following staff members at NVCC were instrumental in ensuring that the goals and objectives of the CATALIST grant were completed. These persons assisted the project director, Alice Hedley, by surveying assistive technology at his/her campus, researching assistive technology options, attending monthly meetings, attending training sessions, developing and presenting information to faculty and staff. It should be noted that Ms. Shoates and Ms. Garcia were particularly instrumental in developing and implementing the lending system between campuses. Ms. Adams was responsible for developing, implementing and evaluating the pilot orientation course on the Manassas Campus.

Dr. Joanne Credle, Counselor for Students with Disabilities, Annandale Campus

Ms. Andria Shoates, Counselor for Students with Disabilities, Loudoun Campus

Ms. Lisa Wilson, Counselor for Students with Disabilities, Woodbridge Campus

Mr. James Miller, Counselor for Students with Disabilities, Manassas Campus

Ms. Nancy Adams, Counselor, Manassas Campus

Ms. Julie Shattuck, Tutoring Center, Annandale Campus

Ms. Rebeccah Garcia, Student Services Specialist, Alexandria Campus, Project Associate.

Additional campus support was provided by the Deans of Student Development at each NVCC campus for their collective and individual support. As a result of this support additional funding is now available to continue developing support and services through assistive technology. Technical support was provided through the LRC at each campus. Technical personnel and support staff attended training workshops in Richmond, provided technical assistance, answered questions and installed different applications when needed.

Supportive personnel form collaborating agencies have been specified in the section entitled **Sponsorship and Collaboration**.

EVALUATION:

1. Evaluation summary of training (Appendix E).
2. Due to manufacturer delay (back order), this is the first semester that we have had an opportunity to install and use the equipment. In previous semesters spring and summer of '98, the JAWS and Access 32 packages were on loan from the Virginia Dept. for the Visually Handicapped. Students using the system this fall did not experience any difficulty with the use of the programs, as they were trained by VHDH and felt that the use of the same system on campus simplified technology for them. This semester there are students using JAWS and Access on all campuses. One of the technical persons experienced difficulty with installation. The project director gave him the 800 number for DRS technical assistance and he was able to have the system up and running in time for the student's class at the beginning of the semester.
3. Faculty member who have students using the technology in class, have verbally expressed satisfaction to the members of the management team. Some of the assistive technology is used as support to instruction. Technology, such as the *Naturally Speaking* voice recognition system is used in the Writing Center and not used directly in the classroom. Students needing the system are using if after class. The Zoomtext, JAWS and Access 32 are used in class for blind and visually impaired students. Faculty members are especially pleased with the independence that the technology affords them and the student. A student with a disability can now work on his/her own with a minimum of assistance.
4. Appendix D contains student evaluations of the orientation course piloted at the Manassas Campus.
5. During the January '98 meeting of the management team Ms. Adams discussed her orientation project. Copies of the material were provided for counselors on the team

to view during the discussion. Text strengths and weaknesses were discussed and supplementary material were discussed

MODEL - BUILDING

As a result of the CATALIST grant the College has committed additional resources to continue strengthening the level of assistive technology available on the campuses of NVCC. The cooperative team established by the grant will continue to address technology needs through the Counselors for Students with Disabilities (all were members of the grant management team). Attention is currently being given to determine other items of technology that will be purchased for the college and/or campuses. The College is now more cognizant of the effect upgrades in technology can have on instructional access. For example, a new software application may make an assistive technology application inoperable.

The lending system is currently being refined and upgraded. Ms. Andria Shoates, who was instrumental in developing the lending system is no longer at NVCC (Appendix F). Ms. Rebeccah Garcia, at the Alexandria Campus will be responsible for upgrading and distribution of the assistive technology list. As the VCCS is presently looking at a new Student Information System it may be possible to develop a different distribution mechanism once the new system is configured.

This CATALIST project is a model for other colleges with several campuses and/or locations. It is important that each location offer uniformity in basic services. The key to a project of this nature, is to establish a team approach. Representatives from each campus can work together as a team to identify which services need to be available locally and which can be institutionally based. The team approach enables the grant team to work with staff on each campus to establish collaborative efforts on the campus level and to ensure service delivery. The team approach expands the number of community, agency and supplier resources, as each representative brings his/her own professional networks to the table.

An institution considering a similar model should check with the DRS office in their jurisdiction. DRS is a wealth of information regarding assistive technology. Using the preferred technology of DRS can reduce the training needs of the program and enhance peer support. Students trained through DRS have answered questions of support staff at the college.

APPENDIX A

Disability Services Statistics – Northern Virginia Community College
Fall 1998

Students who have Established a File with a Disability Services Counselor *:

	Alexandria	Annandale	Loudoun	Manassas	Woodbridge	Total
Learning Disabilities (includes ADD)	250	350	81	128	180	989
Deaf/Hard of Hearing	14	19	3	2	2	40
Blind/Visual Impairment	5	9	3	1	3	21
Physical/Mobility	5	8	4	4	5	26
Emotional/Psychiatric	5	7	1	--	4	17
Medical/Injury	10	3	7	--	3	23
Multilple/Other	--	11	3	2	3	19
Total	289	407	102	137	200	1135

* Some figures are approximate and based on statistics from recent semesters.

APPENDIX B

ASSISTIVE TECHNOLOGY - ALEXANDRIA CAMPUS

NAME OF PRODUCT	POPULATION	LOCATION	RESOURCE PERSON	SPECIAL FEATURES
FM Listening device	Hearing Impaired	Library/circulation desk	Librarian/ Special Services Counselor/ Assistant	Amplifies instructors/ speakers voice using cordless system.
V Tek Voyager	Low Vision	Library	Librarian	Enlarges print, and changes background black or white
Arkenstone Scanner (Can use upgrade from DOS to Windows)	Blind, Low Vision, Learning Disabled	Library	Librarian	Scans print and converts to voice. Can scan to a disk for use at a later time.
Zoom Text System Software (Word Perfect DOS version)	Low Vision, Learning Disabled	Writing Center	Adella Brunner	Enlarge print on a computer screen and scrolling feature
Deck talk PC Voice package	Blind, Low Vision, Learning Disabled	Library	Robert Bruce	Speech synthesizer for print typed using computer keyboard
TDD Ultra Tec	Deaf and Hard of Hearing	Counseling, Admission and Records, Business Office	Counselor for Special Needs and /or Assistant	Automatic Answering and ability for caller to leave a message.
Artic Transport with Business Vision	Low Vision. Blind	?	Robert Bruce	Provides speech capability, converts type material into speech- whole or individual letters
Pay Phone TDD	Deaf and Hard of Hearing	Main lobby of the Bisdorf Building	Steve Kovacs	Pay phone with keyboard for deaf persons.

Special Needs Equipment, Software, etc. - Annandale Campus - Fall 1997

Name or Product	Population Product is Designed to Assist	Location of Product	Resource Person	Special Features of Product	Who owns Product?
2 Adjustable Height Tables	Wheelchair Users	Counseling	JoAnn Credle		NVCC
FM System	Hearing Impaired	Counseling	JoAnn Credle		NVCC
MBOSS Braille Printer	Visually Impaired	Tutoring Center - CG 408	Julie Shattuck		VDVH
Win Computer - 586 - 8MB & Infiniti Monitor	"	"	"	Windows 95	NVCC - Tutoring Center
Quietprint - soundproofing Box	"	"	"		VDVH
Panasonic Scanner	"	"	"		VDVH
Scantron	"	"	"		NVCC
VoTrax - Speech Synthesizer	"	"	"	Out of Date	VDVH
Duxbury - Braille Translator Software	"	"	"	Need to trade up to a Windows 95 compatible version	NVCC
Arkenstone - Scanner Software	"	"	"	Out of Date - need to upgrade	NVCC
Vert - Screenreader	"	"	"	DOS not Windows	NVCC

NB: The Braille Equipment is not currently operational (9/97) - need to update the Duxbury software (see "Wishlist")

CATALIST Grant - "Wishlist" - Annandale Campus

Name or Product	Description	Reason	Possible Dealer and Price
DecTalk Express (external port)	Speech Synthesizer	To replace the VoTrax speech syn. Needed for Braille equipment	LS&S - $819.00
Duxbury Software	Essential software to translate into Braille for Braille Printer	To enable the Printer to work with Microsoft Office 95 programs.	Duxbury - $375 for trade up.
JAWS	Screenreader	To replace VERT (DOS) - Windows 95 - for Braille Printer	LS&S - $655.88
Zoom Text Plus	For Windows 95	To enlarge text for visually impaired	LS&S - $306.13
Talking Scientific Calculators		For dyslexic, learning disabled and visually impaired students	$495.00
Franklin Language Master	Fully speaking dictionary and thesaurus	"	$444.00
Wireless Classroom Personal Amplification System		For hearing impaired	$194
Four-track Tape Players / Recorders		For talking books	$88.00
Drag and Speak System	Enables speech to be translated onto a computer	For hearing impaired	
Laptop	2-4 Laptops for instructor and student use	To support new software	
Gateway Pentium		To support visually impaired students with writing in class	
Camcorder		To be used by students to video lectures	
Tape Recorders	Small and Portable	To be used by students to record lectures	

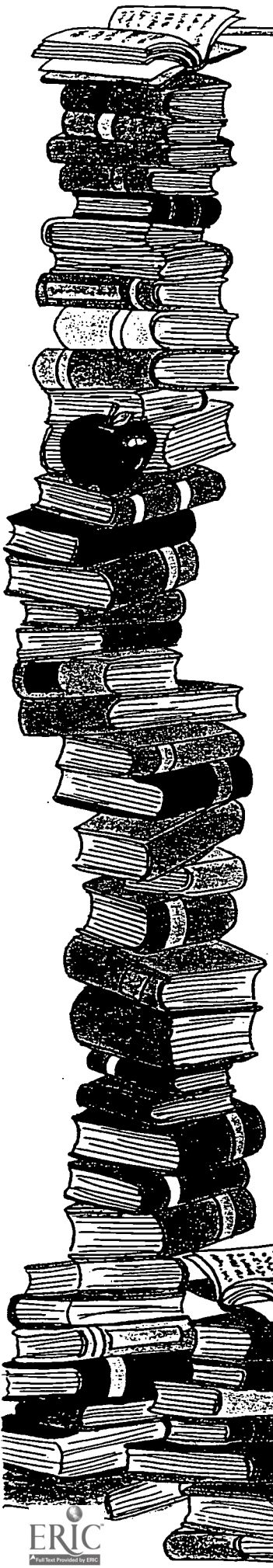
SPECIAL NEEDS EQUIPMENT, SOFTWARE, ETC. - MANASSAS CAMPUS - SPRING 1997

Name or Product	Population Product is Designed to Assist	Location of Product	Resource Person	Special Features of the Product
Fisher Scientific Handicapped Lab Station (1 ea)	Wheelchair users in the science labs	Bio/Chem Lab MH Bldg	Pam McKinney-Forbes	Lower work station for wheelchair users
Access-Pac Software "Sticky Keys"	Orthopedically impaired	Math Lab	Dolores Carlson Nancy Adams Cathy Sabol	
Zoomtext Software (2 copies)	Low vision LD	LRC Proquest Math Lab	Same as above	Large Print and scrolling feature
Turbomouse (2)	Orthopedically impaired	Math Lab & Student Activities	N/A	The "Power Steering" of Mice
Accent Speech Cards (2 cards) do not have	Blind	Lost in Space	Dolores Carlson Nancy Adams Cathy Sabol	Speaks in several male & female voices
Flipper (2 copies) Can't be used without accent speech cards	Blind	Student Activities	Same as above	Screen reading software
Adjustable Height Computer Stations (9)	Special Needs faculty, staff & students	1 ea/MH 216 MC 245 MC246 MC 326 MC239 (4) in Library	James Miller	
Adjustable Height 6 ft Table (1)	Wheelchair users	LRC	Library Staff	6ft study table
Superprint Ultratech TDD (7)	Deaf or hearing impaired	1 in Counseling (James' ofc) & 6 in A&R storage room on 3rd Floor	James Miller	Automatic Answer
Smarter Fax (6)	Deaf or hearing impaired	A&R storage room on 3rd floor	James Miller	Enables TDD machine to be used on the same system with computer, fax, phone, and answering machine

SPECIAL NEEDS EQUIPMENT, SOFTWARE, ETC. - MANASSAS CAMPUS - SPRING 1997

Name or Product	Population Product is Designed to Assist	Location of Product	Resource Person	Special Features of the Product
Dell Lap Top Computer	Any student-can be used inside or outside the classroom	Counseling file cabinet	Counseling Staff	Portable
Panasonic Portable Cassette Recorders (2)	Any student for class lectures/tutors recording textbook or assignments on tape	1 in Counseling file cabinet, 1 checked out by a student	Counseling Staff	Fully automatic
Franklin Languge Master	Blind, visually, impaired, learning disabled or speech impaired	Check out by student	James Miller also have a cassette tape that teaches how to use the Language Master	Automatically checks and corrects spellings; finds definition, synonyms, grammar help; ten educational word games
Vantage Telesensory	Visually impaired	Library	James Miller or Library staff	Enlarges print

APPENDIX C



STD 100
Tools for Transition to College

* Identify and describe strengths and weaknesses of your own learning style.

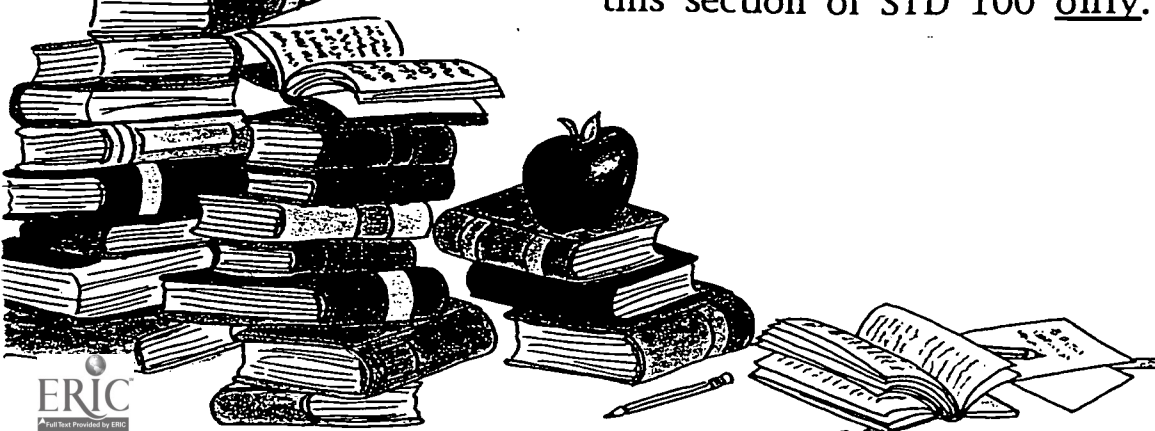
* Learn and apply appropriate study strategies.

* Learn what accommodations to ask for to compensate for weak areas. Learn and use your rights.

* Explore a variety of careers by evaluating personal interests, skills and values.

Course Index Number:	5482
Section Number:	100-60
Meeting Time and Place:	1100-1300 Thursdays MH 110
Class Dates:	9/4/97 - 10/16/97
Instructor:	Nancy Adams 257-6610
Registration:	By permission of the instructor

Note: Textooks provided free of charge for this section of STD 100 only.



Student Development Orientation 100
Thursdays, 11:00 a.m. - 1:00 p.m.
Howsmon Hall, Room 110

Instructor: Nancy B. Adams, Counselor

Office: Room 110-I Phone: 257-6610

Hours: 9 a.m. - 2:30 p.m., Monday through Thursday
or by appointment

Textbook: **Tools for Transition Student Handbook**

Lecture Schedule

September 4	Introductions and Post Secondary Plans
September 11	Unit 1 - Identifying Strengths and Weaknesses
September 18	No Class - Individual Appointments with Instructor
September 25	Unit 2 - Study Strategies
October 2	Unit 3 - Planning Accommodations
October 9	Unit 4 - Advocating for Yourself
October 16	Unit 5 or Unit 7 - Career or College Plan Internet Project
October 23	Unit 8 - Interpersonal Skills

Grading

Attendance and Participation Completion of In Class Work	25%
Participation in Education Plan Meeting with Instructor	25%
Completion of Career or College Internet Project	50%

Attendance policy: Because 25% of your grade is based on class participation, more than one unexcused absence in the eight week course is subject to your grade being lowered one letter grade per absence.

Figure 2.2 Timetable and Master Plan

(1) List all class meeting times, work hours, and other responsibilities. (2) Try to reserve about one hour of daytime study for each class hour. (3) Reserve time for meals, exercise, free time. (4) Try to plan a minimum of one hour additional study in evenings or on weekends for each class.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

23 Wadsworth, Inc.

Although Carmen is the ideal time manager, and it would be difficult to follow all the tips she provides, you need to consider how she organizes her study time to see which tips fit into your lifestyle as a student. Using just a few of her time management strategies can markedly improve your chances of success as a college student.

EXERCISE 2.3 Your Timetable and Master Plan

Photocopy Figure 2.2 on page 33 and use the chart to construct your own timetable and master plan. First, fill in your scheduled commitments: classes, job, child care, and other activities. Then block out study hours according to the suggestions discussed previously. Share and discuss these with your peers and instructors. Check particularly to see if your work schedule or family responsibilities are too demanding and prevent you from putting in the necessary study hours.

ORGANIZING THE TERM: THE WEEKLY ASSIGNMENT PLAN

Weekly assignment plans are the next important tool for staying in control. These incorporate into the timetable all the assignments and tests for which you are responsible. In the first week of classes you may receive course outlines, or syllabi, that delineate the nature and purpose of each course and establish the criteria and due dates of all assignments. Use these syllabi to structure your weekly study plans. If the instructor does not provide a syllabus, ask him or her for the specific study requirements for that week and mark them on your timetable. If the course syllabus doesn't specify due dates, don't be bashful. Ask the instructor, and write the dates on your copy of the syllabus.

EXERCISE 2.4 Term Assignment Previews

To see the "big picture" of your workload this term, fill in the following assignment preview, listing all tests, reports, and other deadline-related activities.

Week	Course	What's Due
1	_____	_____
	_____	_____
	_____	_____

Week	Course	What's Due
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Week	Course	What's Due
13		
14		
15		
16		

Use photocopies of your timetable as weekly assignment plans, one sheet for each week. Carefully study all of the course outlines, and write in the due dates of all tests, papers, and special assignments. Complete this early in the term. Typically the first two or three weeks will be free of due dates, but the midterm (fifth through seventh weeks) will be full. This lets you see in advance what planning is necessary to handle these demanding weeks.

Let's look at one such week for Carmen, in which she will face the challenge of doing well on three tests while also turning in two essays (see Figure 2.3). Carmen keeps her timetable where she can consult it often, but she knows that good time management is flexible. She will generally stick to her routine, but occasionally, when things are going well, she will slack off a bit. She also knows that certain days and weeks will be unusually demanding.

In order for Carmen to manage this week successfully, she will need to have done some planning and a lot of studying in advance. For example, note her early wakeup on Monday for a "final" study session. In other words Carmen has studied all the important material thoroughly prior to Monday morning. (In subsequent chapters you'll be learning about long-term study techniques for exams.) The same will be true for the lab test on Monday afternoon. Now look at 1:30 on Tuesday. All Carmen can do here is proofread and make minor revisions. This means that the essay itself was researched, written, and revised some days earlier – certainly not the day before, in the midst of preparing for and taking tests on Monday and Tuesday morning!

The rest of the week is not nearly so difficult, but note that for the history essay, only the final draft and proofing stages are planned for. Once again success depends on Carmen's completing the bulk of the work for this essay well in advance of this week. Only by crafting a detailed weekly plan for each week of the semester can Carmen – and you – see in advance how to

Chapter 12

CREATING YOUR STUDY SYSTEM

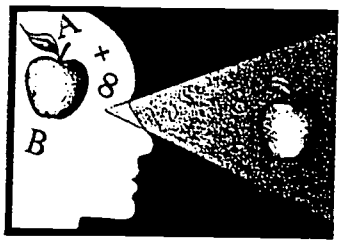
One Friday afternoon after classes, Gina went back to her apartment to take a nap before meeting her friends at the shopping mall. They spent some time shopping, had dinner, and went to see a movie. Gina spent the rest of the weekend at the beach with another friend. When she got home late Sunday night, she was too tired to prepare for her Monday classes. She showered and went to bed.

On Monday, each of Gina's instructors assigned a textbook chapter for Wednesday's classes. Gina waited until Tuesday night to open her books. She turned immediately to the assigned chapter of one book and began reading. She read straight through to the end. She didn't make any notes, didn't underline anything. When she finished, she wasn't sure what she had read, but at least she had completed the assignment. "Oh well," Gina said to herself, "the instructor will probably explain it in class." Gina picked up the book for her biology class and began reading as she had done before. The pages of this textbook were filled with unfamiliar terms, but it was getting late, so Gina skipped over them. Again, she figured the chapter would be explained in class. Gina had one more assignment to read for her algebra class, but she was too tired. "I'll just try to take good notes in class," she said to herself, "and I'll read this chapter later." Unfortunately, she never got around to it.

If you, like Gina, have trouble getting started when you sit down to study, or trouble staying with it once you *have* started, you may not have a reliable study system that you consistently apply to the tasks of reading and studying from textbooks. Studying with a system can transform a burdensome chore into a pleasant task. You can adopt a proven system such as SQ3R, which is explained in this chapter, or you can devise one to fit your learning style and the courses you are taking.

This chapter will show you how to get more out of your textbooks by using common study aids that writers include to guide your thinking and reading. To analyze your present approach to using your textbooks, complete Awareness Check 17.

Awareness Check #17



Are You Using Your Textbooks Effectively?

Part I

Do you know and make use of the parts of a textbook? Match the textbook parts in column A to their functions in column B.

Column A

1. _____ title page
2. _____ copyright page
3. _____ contents
4. _____ introduction
5. _____ glossary
6. _____ index
7. _____ appendix
8. _____ bibliography

Column B

A. contains supplementary material
B. lists topics covered and their page numbers
C. tells when a book was published
D. lists chapter titles and main headings
E. lists writer's sources or references
F. tells writer's purpose for writing the book
G. identifies title, author, and publisher
H. contains terms and definitions

Part II

Do you know and make use of the common parts of most textbook chapters? Match the chapter parts in column A to their functions in column B.

Column A

1. _____ title
2. _____ introduction
3. _____ headings
4. _____ visual aids
5. _____ summary
6. _____ questions and exercises

Column B

A. restates and condenses writer's points
B. help explain or illustrate
C. identifies topic covered
D. provide review or skill practice
E. indicate writer's organization
F. states writer's purpose and gives overview

Part III

Do you have a study system? Respond *yes* or *no* to the following statements.

Yes	No	
❑	❑	1. When I sit down to read or study, I often have trouble getting started.
❑	❑	2. My studying is "hit or miss." I don't have any set way to study; I do it when and if I have time.
❑	❑	3. I underline or highlight when I read.
❑	❑	4. I know how to tell what is important in a chapter.

Check your answers to Part I: (1) G, (2) C, (3) D, (4) F, (5) H, (6) B, (7) A, (8) E. The answers to Part II are: (1) C, (2) F, (3) E, (4) B, (5) A, (6) D. In Part III, if you checked "yes" for statement 1, "yes" for statement 2, and "no" for statements 3 and 4, you will benefit from learning how to use a study system.

Reading Isn't Enough

It's easy to see why a student who doesn't read textbook assignments makes poor grades. It may be a little harder to see why a student who *does* read all assigned material may still not make the grades he or she wants. There is a big difference between reading and studying. You can't merely read a chapter from first word to last and expect to retain the information. You must do something active as you read: underline; make notes; formulate questions in your mind; and then follow the writer's ideas to find the answers. Studying with a system will guide your reading so that you can find the information you need to complete assignments and prepare for tests.

SQ3R: The Basic System

Perhaps you've heard of SQ3R. Developed by Francis P. Robinson in 1941, SQ3R is an old system that is hard to improve upon. Thousands of students have successfully used this system's five steps, or a variation of them, to improve their reading and studying.

S — Survey:	Preview textbooks and chapters to get an idea of their content and organization.
Q — Question:	Turn chapter headings into questions that you can answer as you read.
1R — Read:	Read slowly and carefully, one section at a time, to find answers to the questions in your mind. Then make marginal notes, underline or highlight important parts, and construct study guides.
2R — Recite:	Stop at the end of each section to repeat, silently or aloud, the main points covered in the section. Recite from your marginal notes or from the information you have underlined.
3R — Review:	Review the chapter immediately after reading it. Review it again before a test. Review as many times as needed to keep the information fresh in your mind.

In detail, here is how to complete each step in the SQ3R study system.

Survey

A *survey* is a quick preview or brief overview of an entire textbook or a single chapter. You need to survey textbooks and chapters for different reasons.

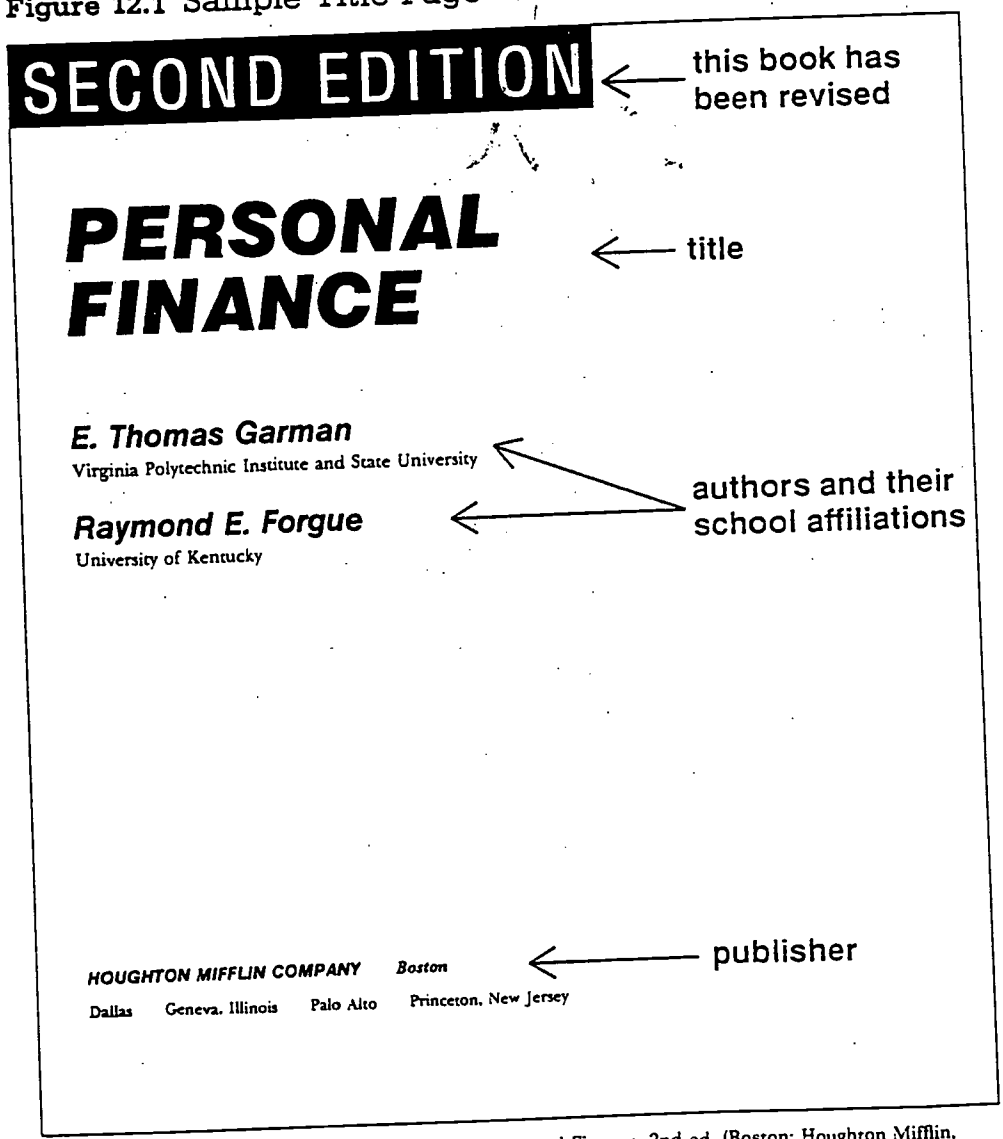
When to Survey a Textbook. Survey a textbook once, as soon as you can before your class meets for the first time. When you are trying to decide which courses to take, spend a few minutes in your campus bookstore surveying textbooks to get an idea of the topics that will be covered in the courses in which the books will be used. This may save you some time in the long run. For example, you might think you want to take a course and discover, after surveying the textbook, that the course does not cover what you thought it would or is too advanced or too basic for you.

Why to Survey a Textbook. If you survey your textbook before you attend class, you will walk into the classroom with an advantage. You will already know what topics the course is likely to cover. You will also have determined which of the eight common textbook parts yours has and how they may be useful to you. For example, if you are taking a biology course and you find out, by surveying your textbook, that the book has a glossary, then you know that you will be able to save time when you are studying. It is much quicker and easier to look up specialized terms in a glossary than in a dictionary. Also, glossary definitions fit the writer's use of terms in his or her particular context.

Surveying has a practical advantage beyond the classroom. You can survey *any* book that you are thinking of buying, either for yourself or as a gift, right in the bookstore. To survey a work of fiction, read the title to get an idea of what it will be about. Then read the plot summary on the back of a paperback book or on the jacket of a hard-cover book. If there are any comments from reviewers on the front, back, or first few pages of the book, read them to find out what other readers think about the book. Read the first paragraph to see if the writer's style and subject matter grab your attention and make you want to read more. Your survey will help you decide whether the book is one you will like.

How to Survey a Textbook. To survey a textbook, examine its parts in the order in which they appear as you leaf through the book from beginning to end. Look first at the *title page*; there you will find the title, author, and publisher (see Figure 12.1). In addition to

Figure 12.1 Sample Title Page



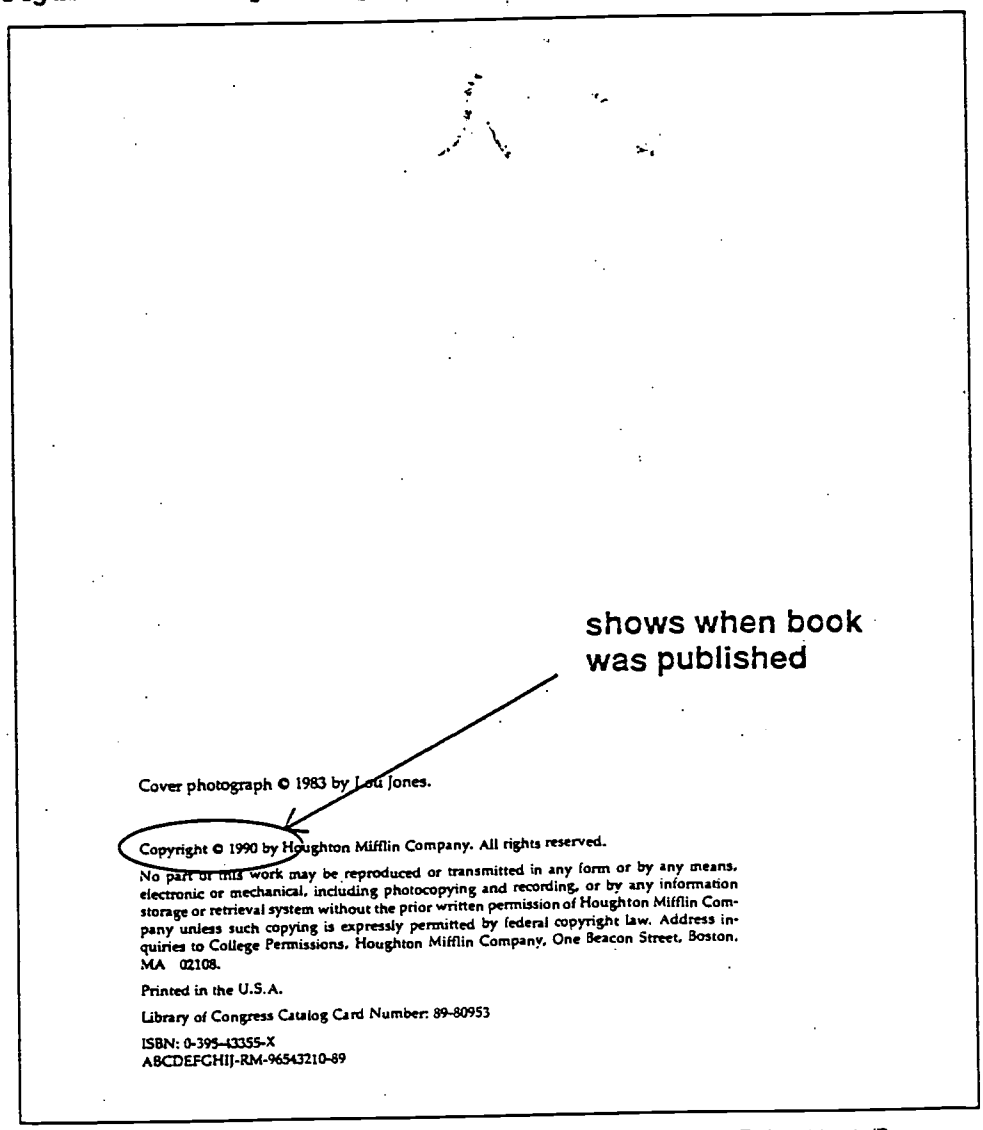
From E. Thomas Garman and Raymond E. Forgue, *Personal Finance*, 2nd ed. (Boston: Houghton Mifflin, 1988).

identifying the book's topic, the title may also indicate the type of book it is and the level for which it is intended. For example, a book titled *Psychology* is likely to be a general introductory text for a first course in psychology. A book titled *Adolescent Psychology* is likely to be a more advanced text, dealing with one aspect of psychology. The writer will assume that you have taken an introductory course before enrolling in a course that uses *Adolescent Psychology*.

Beneath the author's name on the title page might be his or her college affiliation and perhaps a title or degree. This information gives you an idea of the writer's background and qualifications.

Next, look at the *copyright page* to find out when the book was published (see Figure 12.2). Your instructors generally select recently published texts so that the information you read is up-to-date. Timeliness is especially important in the sciences and other subjects in which the information explosion may cause a book to be out-of-date by the time it is published. Books are revised often to update

Figure 12.2 Sample Copyright Page



Adapted from Steven E. Pauley and Daniel G. Riordan. *Technical Report Writing Today.* 4th ed. (Boston: Houghton Mifflin, 1990).

information. The edition number appears on the title page, usually following the title. If a book is a second edition, it has been revised once.

Read the *introduction* to find the writer's purpose for writing the book and his or her intended audience of readers. The introduction may also tell you how to use the book or explain its special features. Some books also have a *pre*face or "To the Student" section (see Figure 12.3). Alone or in combination, all of these sections provide a brief overview of the book's content, purpose, audience, and use.

Figure 12.3 Sample Preface

To the Student

In our increasingly complex, technological society, a knowledge of chemistry is more important than ever. Events such as the Chernobyl nuclear plant accident in April, 1986, and the toxic chemical leak in Bhopal, India, in December, 1984, focused global attention on the effects that science and technology have on all of us. And who can forget the space shuttle tragedy of January, 1986? As citizens of the worldwide community, we continue to hope for cures for cancer, heart disease, acquired immune deficiency syndrome (AIDS), and other illnesses. We look to the future for scientific discoveries and new applications that will improve the quality of life on our planet.

By studying chemistry, you will comprehend more about these and other problems. As your knowledge increases, you will better understand the ever-changing world.

The field of chemistry constantly grows. Every day scientists make discoveries and devise new applications for many of these discoveries. Today a great deal of research in chemistry and physics focuses on superconductivity. In the past, superconductivity was shown to occur in certain materials when they were cooled to extremely low temperatures. Current research reveals that some compounds show superconductivity at near room temperature conditions. Applications of basic research in superconductivity could bring us incredible energy savings, not to mention practical electric cars, magnetically levitated trains, safer nuclear reactors operating on fusion—not fission—and smaller, more powerful computers. Imagine the positive impact such developments would have on society.

As you begin your study of chemistry, you'll open the door to many exciting career opportunities in fields such as basic research, biochemistry, medicine, dentistry, nursing, pharmaceutical chemistry, engineering, and environmental chemistry, to name just a few. Throughout the text we describe chemistry-related careers, and in this edition you will find descriptions of more than 30 careers, including new high-technology fields of employment. We have prepared an extensive study skills supplement (located at the end of the text) to help you study more efficiently and to attain success.

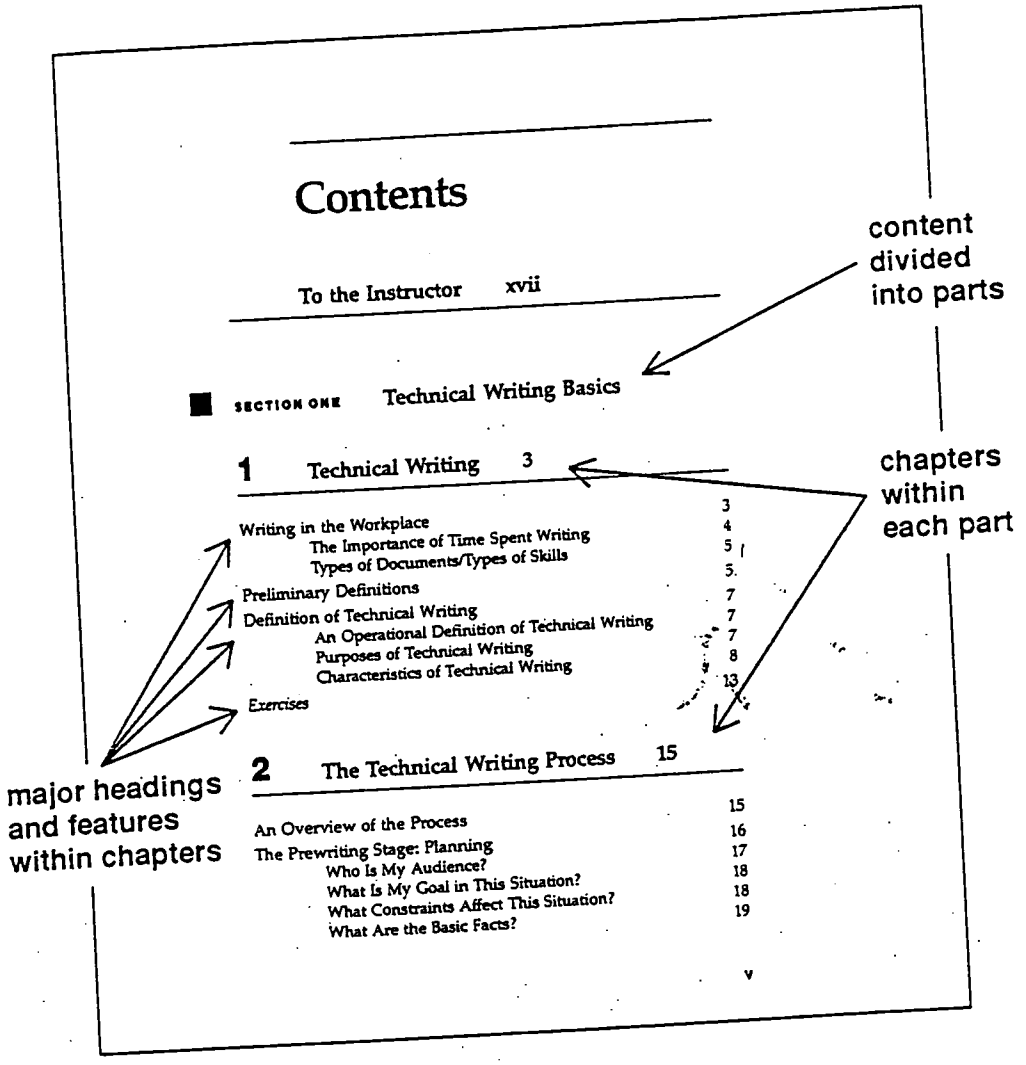
As you study basic chemistry, keep an open mind toward the subject. Then you'll acquire a feeling for the discipline and for the people who devote their lives to finding new knowledge about the nature of the universe. We hope our textbook will help you achieve your career goals and guide you as you grow intellectually.

From Alan Sherman, Sharon Sherman and Leonard Russikoff, *Basic Concepts of Chemistry* (Boston: Houghton Mifflin, 1988).

Scan the *table of contents*, which is a listing of parts and chapters by title, and often includes the major headings and features that appear within each chapter (see Figure 12.4). When you are surveying a textbook, scanning the contents will tell you what topics will be covered not only in the book but also in the course.

ERIC

Figure 12.4 Sample Table of Contents



From Steven E. Pauley and Daniel G. Riordan, *Technical Report Writing Today*, 4th ed. (Boston: Houghton Mifflin, 1990).

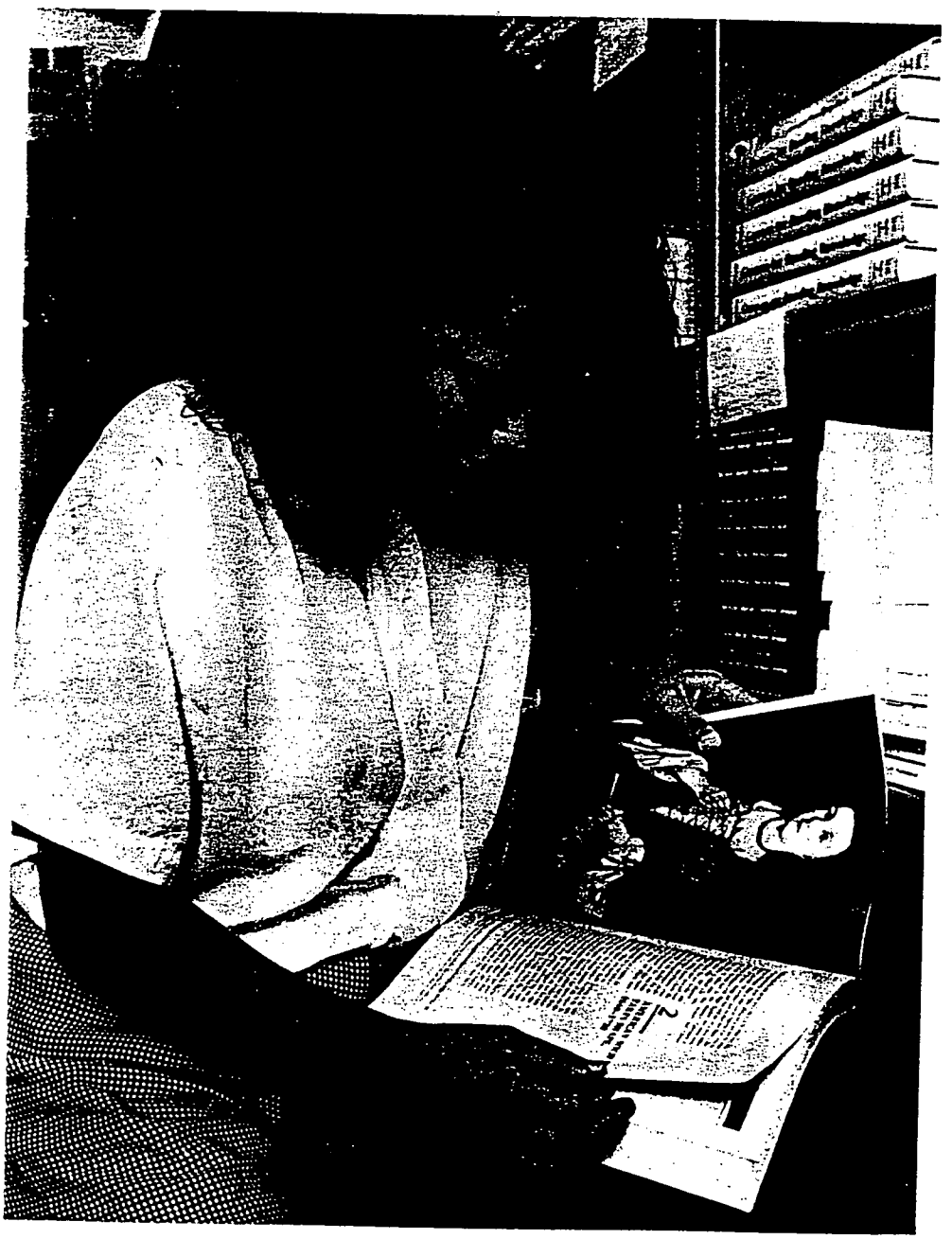
Look for a *glossary*. This is a comprehensive listing of special terms and definitions used in the text; it is usually found at the back of the book. Special terms are also highlighted within chapters. Sometimes they are grouped together in a list at either the beginning or end of each chapter. Typically they appear in boldface or *italics* within paragraphs (see Figure 12.5 on pages 272 and 273). If your book does not have a glossary, you may want to keep a list of special terms as they occur in each chapter.

Some books have an *appendix* and a *bibliography*. The appendix usually precedes the bibliography. An appendix contains supplementary material of interest to readers who seek additional information: charts, articles, exercise sheets. A bibliography lists references or sources that the writer consulted to research and write the text. Suppose you are taking an economics course. You have to write a research paper, but you don't know where to begin or you

can't think of a topic. If your textbook has a bibliography, reading the titles of the writer's sources might give you an idea for a topic.

The last section in most textbooks is an *index*. When you want to review a topic, look it up in the index. Entries are listed alphabetically and include page numbers for each topic. Certain books may also include a special index to help you locate information in the form in which you might recall it. For example, a poetry book may contain an index of first lines, or a physics textbook might include an index of key formulas.

You can survey a textbook in about ten minutes, and you need only do it once to know what your book covers and what helpful aids it contains. This knowledge will help you enter class with confidence on the first day.



Before you sign up for a course, visit the campus bookstore to survey the text the instructor has chosen. This will enable you to see what the course will cover, and whether the level of the material is suited to your background and skills.

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Figure 12.5 How Textbook Authors Introduce Key Terms

at the beginning of a chapter

2.1 Introduction to Equations

Goal A *to review methods for solving linear equations*

An equation is a statement that two expressions represent the same number. The equation $\frac{1}{2}(5 + 7) = (-2)(-3)$ is true, since both expressions represent the same number, 6. An equation containing variables, such as $2x + 5 = 4x - 1$, may be true for some values of the variables, and false for others. Those values of the variables that make an equation true are called solutions or roots of the equation, and are said to "satisfy" the equation. Thus 3 is a solution of the above equation, but 7 is not.

Example 1 Determine whether $\frac{1}{3}$ is a solution of $7x - 3 = x + 1$.

Solution

$7x - 3 = x + 1$ ■ Replace x with $\frac{1}{3}$.

$7\left(\frac{1}{3}\right) - 3 = \frac{1}{3} + 1$

$-\frac{2}{3} = \frac{4}{3}$ ■ False.

Since the last equation is false, $\frac{1}{3}$ is not a solution.

Example 2 Determine whether -2 and 3 are solutions of $x^2 - x - 6 = 0$.

Vocabulaire: *Salutations (Greetings)*

formal		*informal*	
Bonjour, Monsieur!	Good day, Sir!		
Bonjour, Madame!	Good day, Ma'am!	Salut!	Hi!
Bonjour, Mademoiselle!	Good day, Miss!		
Comment allez-vous?	How are you?	Ça va?	How are you?
Et vous?	And you?	Et toi?	And you?
Je vais ...	I am ...	Ça va ...	Things are going ...

très bien
very well

bien
fine

pas mal
not bad

comme ci, comme ça
not too bad

mal
not great, badly

expressions de politesse

S'il vous plaît!	Please.	Pardon.	Sorry.
Merci!	Thanks.	Excusez-moi!	Excuse me.
Merci bien!	Thank you.	Il n'y a pas de mal.	There's no harm done.
De rien.	You're welcome. (It's nothing.)		
Il n'y a pas de quoi!	You're welcome. (It's nothing.)		
À votre service!	At your service.		

note de vocabulaire

The following abbreviations are often used in writing:
M. for Monsieur Mlle for Mademoiselle Mme for Madame

within a chapter, paragraph or section

Prediction

As you examine your data, you would probably begin to see some interesting patterns. It might appear, for example, that six-person juries reach verdicts more slowly than twelve-member juries or that witnesses who wear suits or dresses impress jurors more than those who wear blue jeans. Noticing these apparent relationships, you might aim for a more ambitious research goal: prediction. You might, for example, predict that if defense witnesses are well dressed, then the jury is likely to acquit the defendants. When a prediction is stated as a specific, testable proposition about a phenomenon, it is called a **hypothesis.**

To test your hypothesis, you would gather additional data, looking not only for evidence that supports the hypothesis but also for evidence that *refutes* it. In research aimed at prediction, one typically tests hypotheses by analyzing descriptive data in order to detect relationships between **variables,** which are specific factors or characteristics that can vary in some way. Witnesses' clothing, for example, can vary from cutoffs to formal wear, and verdicts can vary from guilty to not guilty.

The relationships detected in prediction-oriented research usually appear as correlations. **Correlation** means just what it says: "co-relation," the degree to which one variable is related to another. For example, you could test the hypothesis that small juries make slower decisions than large juries by analyzing descriptive data to see whether jury size and decision time are correlated, or related to one another. If jury size and decision time are related, then knowing the size of the jury in a given trial would allow you to predict something about how long that jury took to reach its verdict.

Study Terms

accountability
adaptation
assessment
associate degree program
associate nurse
authority
baccalaureate program
basic needs
certification
complementary role
diploma program
entry into practice
evaluation
expressive role
implementation
independent role
instrumental role
ladder concept
nursing diagnosis
nursing process
planning
primary nurse
primary nursing
professional role
role
social role
team nursing
total patient care

Study Questions

1. What are the three general images of nursing seen in early nursing history?
2. What are the major contributions that Florence Nightingale made to nursing?
3. What is the definition of nursing written by Virginia Henderson?
4. Explain the steps in the nursing process.
5. How does the social role differ from the professional role?
6. How do the independent role and the complementary role of the nurse compare?
7. In what situations does the nurse make decisions for the patient?

at the end of a chapter

Key Terms

Marketing
Exchange
Product
Good
Service
Marketing concept
Marketing mix
Product variable
Price variable
Distribution variable
Promotion variable
Marketing environment
Political forces
Legal and regulatory forces
Societal forces
Consumer movement forces
Economic forces
Technological forces
Marketing strategy
Target market

Questions for Review and Discussion

1. Why is the study of marketing important for most people?
2. In what important ways does the definition of marketing used in this text differ from the other four definitions given? How did you define marketing before you read this chapter?
3. Discuss the basic elements of the marketing concept. Which businesses in your area employ this concept? Why do you believe that these businesses have adopted the marketing concept?
4. Identify several business organizations in your area that obviously have not adopted the marketing concept. What characteristics of these organizations indicate nonacceptance of the marketing concept?
5. Why are the elements of the marketing mix known as variables?
6. What are some marketing activities associated with the product component of the marketing mix? the price component? the distribution component? the promotion component?
7. Describe the reasons that promotion is an

"Introduction to Equations," Timothy Kelly, Richard Bartomenos, John Anderson, *College Algebra and Trigonometry* (Boston: Houghton Mifflin, 1987), p. 56. "Vocabulaire," Jean Paul Valette and Rebecca M. Valette, *Contacts,* 3rd ed. (Boston: Houghton Mifflin, 1985), p. 9. "Prediction," Douglas Bernstein, Edward J. Roy, Thomas K. Srull, Christopher D. Wickens, *Psychology* (Boston: Houghton Mifflin, 1988), p. 13. "Study Terms," Janice Rider Ellis and Elizabeth Ann Nowlis, *Nursing, A Human Needs Approach,* 3rd ed. (Boston: Houghton Mifflin, 1985), p. 22; reprinted by permission of J. B. Lippincott Co. "Key Terms," O.C. Ferrell, William M. Pride, *Fundamentals of Marketing* (Boston: Houghton Mifflin, 1982), p. 22.

EXERCISE 12.1

Borrow a textbook from a friend who is taking a course that you plan to take. Survey the textbook from beginning to end, and then answer the following questions. After each question, fill in the box with the name of the book part in which you found the answer.

Book Title: _____

Name of Course: _____

1. Is the book an introductory or advanced text? _____

2. How current is the information in the text? _____

3. What is the author's purpose in writing this book? _____

4. Name two topics covered that are of particular interest to you. _____

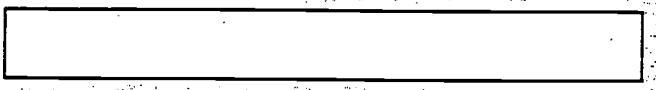
5. Name two words with which you are unfamiliar. _____

6. Look up a topic that you are familiar with in this subject area. List the topic and the number of the page on which it is discussed. _____

_____

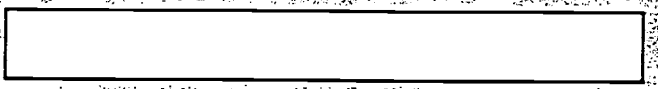
7. Name one of the author's references or sources _____

_____



8. What topics in the book would you expect an instructor to cover in a course that requires this textbook? _____

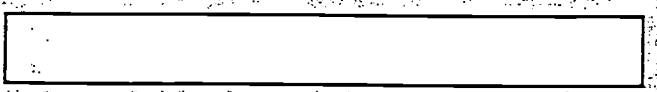
_____



9. Why do you think you would or would not enjoy the course that uses this text?

_____

_____



When to Survey a Chapter. You should survey a chapter before you read it for the first time. You should resurvey chapters that you are reviewing for a major exam. Resurveying material that you have not read for a while will help you when you begin to study.

Why to Survey a Chapter. Surveying helps you make assumptions about what a chapter covers. It is a prereading activity that focuses your attention on a topic. By relating the topic to what you already know, you prepare yourself for the next step in the SQ3R system:

forming questions in your mind. Surveying tells you how long a chapter is. After surveying, you can decide whether to read a chapter at one sitting or in two or three sittings with breaks in between. Resurveying a chapter will activate your long-term memory. If, after resurveying, you think you remember a chapter very well, you may decide to spend less time reviewing that chapter and more time reviewing chapters with which you are not as familiar.

How to Survey a Chapter. To survey a chapter, examine its parts in the order in which they appear. First, read the chapter title. Ask yourself what you already know about the subject. If the information covered in the chapter is new to you, read it more than once.

Next, read the introduction to the chapter. If there is no introductory section, read the first paragraph and try to find the writer's *thesis statement* or central idea statement. See if you can determine why the writer wrote the chapter and what he or she expects you to learn or know how to do when you have finished reading it.

Third, read the major headings that appear in the chapter. Reading the headings, one after the other, will reveal the writer's outline and tell you how he or she has organized the chapter into points that support the thesis.

Fourth, look at visual aids: photographs, charts, tables, illustrations, items in numbered lists, words in italics or boldface within paragraphs, and any other features that attract your attention. Visual aids emphasize and clarify points that the writer feels may need extra explanation.

Fifth, read the summary (if there is one). The summary is a review of major points made in the chapter. It contains the essence of the chapter — what the writer feels is most important.

Complete your survey by looking over any review questions or exercises that the writer has included at the end of the chapter. Your instructor is likely to assign some of them for homework, and you will probably be asked to provide answers to them in class. Reading through the questions before you read the chapter will give you an idea of what the writer considers important. Later, when you do the homework, you may be able to remember in which section to look for the answers.

Your chapter survey will not take a long time and it will focus your attention and give you a purpose for reading. It is worth your time and effort.

Question

During your chapter survey, as you read each heading, try to turn it into a question. The heading of a section identifies the major point of that section. Turning headings into questions directs your reading so that you can find the details and examples that support major points. Later, as you read each section carefully, try to find the answers to the questions you formed from the headings. You may discover that some of your questions are beside the point; but even if they are, you still win. Right or wrong, your questions can help you follow the writer's ideas and help you correct errors in your comprehension.

BEST COPY AVAILABLE

EXERCISE 12.2

Survey a chapter that you have been assigned, and then answer these questions.

1. What is the title of the chapter? _____

2. Is there an introduction? _____

3. According to the introduction or first paragraph, what is the thesis or central idea of the chapter? _____

4. List the major headings in the chapter, and turn each one into a question.

Headings	Questions

5. Describe the visual aids in the chapter. How many are there, and what kind are they? _____

6. Is there a summary? _____

7. Are there any questions or exercises? What kind? _____

Read

Read slowly and carefully, concentrating on one section at a time. Don't worry about how long you take. You may wish you could read faster. But console yourself with the thought that it takes time to absorb ideas, especially if the information is new to you and there is little in your experience to which you can relate it. Do not skip unfamiliar words or technical terms. If you can't infer their meanings from context, look them up in the book's glossary or in a dictionary. Then be sure to read the sentence in which each new word appears over again to make sure you understand it. Carefully examine each diagram, chart, illustration, table, or other visual aid. Often, ideas that are hard to understand when you read them are easy to comprehend in an illustration or table.

After reading, try to determine the main point of the section. Summarize this point in a marginal note that will aid your recall when you review. Read through the section again, and underline the main idea and key details or examples. If you have difficulty deciding what is important, see pages 300–303 in Chapter 13 for a complete explanation of how and what to underline or highlight.

If a section seems particularly technical or complex, you may have to read it more than once. You may also have to express the writer's ideas in your own words to get the information into your long-term memory. Chapter 14 will show you how to make study guides to aid your recall.

Making notes, underlining or highlighting, and constructing study guides are essential steps of active reading. They help you think critically about what you read, and they make studying a productive activity.

Recite

Recitation is an essential aid to memory. At the end of each section that you read, try to state, aloud or silently, the important points covered in that section. If you find this hard to do, you probably have not understood the section and need to reread it. However, if the central idea comes easily to mind, then you can be confident that you understand it. Try to state the points that support or develop the central idea as well before you go on to the next section. Reciting not only increases your memory's power, it helps you monitor your comprehension.

Review

Review a chapter immediately after you finish reading it. One quick way to review is by resurveying the chapter. Go over any notes you made in the margins, and see if they still make sense to you. Reread any passages that you underlined or highlighted. Also, review a chapter before you take a test. It is a good idea to review a chapter at least once between your first reading of it and your last pre-test review. With practice, you will determine how many times you need to review a chapter in order to keep the information in your long-term memory.

There is no one best way to learn, no system that works for everyone all the time. What is best for you, what helps you read, study, and remember information, depends on your learning style. Commitment and consistency lead to success in college. Finding a study system that works, making a commitment to learn, and using your system consistently are much more important than *which* system you use.

Most study systems are variations on the basic one, SQ3R. Try SQ3R first and see if it works for you. Or use it as a starting point to create your own study system by varying the steps to fit your preferred way to learn and the material that you need to study.

For Mathematics Courses

Add a *practice* step for solving problems. In math courses you learn skills. To master a skill you must practice, so doing the practice exercises in your math textbook is an essential part of studying for the course. Before you start a new assignment, review the previous one, since every assignment builds on skills taught in the previous lesson. Do not attempt to do the exercises in a new chapter until you have read the chapter and studied the example problems. Your studying for a math class will be most productive if you do it as soon after the class meets as possible, while explanations are still fresh in your mind. For more tips on how to improve your performance in math courses see Chapter 17.

For Science Courses

Add a *draw* step to supply a visual mode for getting information into your long-term memory. Make your own diagrams of processes and concepts such as reproduction and food chains. Draw organisms and label their parts. Your diagram of a complex process may be easier for you to remember than a verbal list of the steps. When you recite, describe processes and state principles in your own words. If your preferred mode of learning is auditory, recitation is an important step for you. Your words are easier to retrieve from memory during an exam than someone else's words that you memorized. Make flash cards of specialized terms to recite from and review. For more tips on how to succeed in science courses see Chapter 18.

For Literature Courses

Expand the recite and review steps of SQ3R to include *interpret, evaluate,* and *write*. In a literature course you must interpret the theme of a story, the meaning of a poem, or the development of a character, and you must evaluate the worth or literary merit of what you read. Put your thoughts in writing to prepare for writing papers and essay exams. Underlining and marking your textbook can help you remember the characters and events of a story or novel. Mark words and phrases that identify characters or suggest a theme. Write

plot summaries of stories. Make flash cards of important literary terms. Write a brief statement of your interpretation of a poem's meaning. When reading literary criticism, summarize in your own words the critic's evaluation of the story, poem, or novel. Then write your own evaluation of the significance of the literary work you are studying. For more tips on how to read and study literature see Chapter 19.

For Foreign Language Courses

As they are in math courses, practice exercises are an essential part of studying a foreign language. Exercises help you learn new words, verb conjugations, and parts of speech. They also provide practice in using words in different contexts, so that you can develop your skill in forming sentences and translating from one language to another. Follow a regular study routine. Review the previous chapter, read the new chapter, and then do the practice exercises as soon as possible after your class meets. Spend a lot of time reciting new words and meanings and drilling yourself on verb conjugations through all the tenses. To the *review* step of SQ3R add making flash cards of terms and conjugation charts for verbs. Recite from these and use them to review for tests.

For Social Science Courses

When you underline and mark during the *read* step, focus on theories and principles of behavior and research findings that support a certain theory. Make charts to compare theories and recite from your charts.

Other ways to vary SQ3R may take into account whether you prefer to study alone or with someone and whether you prefer visual, verbal, auditory, or tactile modes of learning. For example, if you prefer to study with someone, do your surveying, questioning, and reading on your own, but recite and review with a study partner. If you prefer auditory modes of instruction, tape the material you want to review—a list of vocabulary words and definitions, for example—and listen to the tape. If you prefer visual modes of learning, make charts, diagrams, and illustrations to look at and review.

When you have settled on a study system that works, use it consistently. Knowing that you have a study system will make you feel confident that you can learn and remember. Also, if you are like many students and have trouble getting started when you try to study, a study system will provide the starting point you need. Figure 12.6 is a summary of ways to vary the SQ3R study system to meet specific course needs. It shows that surveying, questioning, and reading, reciting, and reviewing are essential for studying every subject. Variations in the system can be made in the way you apply the steps or in the addition of a step. As you become more comfortable using a study system, you will think of many more variations. Some of them may be better for you than those suggested in this chapter because they will be based on your own learning style.

Figure 12.6 How to Vary the SQ3R Study System

Course	What to Study	Your System
Math	Sample problems and exercises	Add a *practice* step for solving problems.
Literature	Elements of fiction: plot, characters, point of view, theme, style, and tone	Expand *recite* and *review* to include *interpret, evaluate,* and *write*
Science	Facts, processes, and principles	Add a *draw* step to illustrate principles and processes
Foreign languages	Words, meanings, pronunciations, and tenses	Add flash cards and conjugation charts to your *review* step
Social sciences	Theories and principles of behavior	Add underlining and marking to the *read* step; make charts to compare theories

EXERCISE 12.3

Do you know what to study for your courses? List the courses you are taking and the kinds of information you are expected to know. To help yourself with this exercise, look at the assignments you have been doing for these courses and at your old tests.

Course	Information

Now find the types of information you listed in the "What to Study" column in Figure 12.6. Look at the "Your System" column for ways to build the best study system for yourself.

EXERCISE 12.4

Read the next assigned chapter in one of your textbooks, and try out the SQ3R study system. When you have finished, answer these questions.

Yes	No	
☐	☐	1. Did surveying the chapter before reading give you an idea of what the chapter covers?
☐	☐	2. Were you able to formulate questions from the headings to guide your reading?
☐	☐	3. Did you find answers to most of your questions as you read each section?
☐	☐	4. After reading, did you know what to underline?
☐	☐	5. Did you make any marginal notes?
☐	☐	6. Did you find any material that would be easier to understand if you were to diagram it to make it more visual?
☐	☐	7. After reciting and reviewing, did you feel you had a good understanding of the information contained in the chapter?

8. Judging from your experience with this exercise, would you say that SQ3R is an effective or an ineffective study system for you?

_____

9. With which of the SQ3R steps do you need more help?

_____

_____

_____

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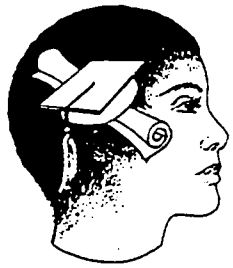
CONFIDENCE BUILDER



The PREP Study System

Use this system to prepare for classes and tests in skill development courses such as algebra and foreign languages. The PREP system integrates two of the critical thinking strategies introduced in Chapter 9, *predict* and *evaluate,* with the steps of SQ3R.

P = Predict

R = Read

E = Evaluate

P = Practice

Predict Predict or anticipate what a reading assignment will cover. Monitor your comprehension as you read by surveying the chapter to get an overview and then formulating questions to guide your reading and predict outcomes.

Read Use RMO, a three-step process of *read, mark,* and *organize. Read* carefully, one section at a time. *Mark* your textbook by underlining important information and summarizing key ideas or concepts in the margin. In the margin of a math chapter you could briefly list the steps for solving a problem, or you could restate a rule or principle in your own words. To *organize* information that you want to remember, make notes or study guides. Make lists or note cards of vocabulary words or verb conjugations for a language class. These activities help you to read actively and retain more.

Evaluate As you recite and review, apply the standard of usefulness to evaluate your progress by making connections between newly acquired knowledge or skills and what you already know. For a math course, whenever you review, distinguish the principles, rules, and types of problems that you understand from those that need more review. Spend most of your time reviewing material that you have not learned sufficiently.

Practice The most important step in studying for a skill development course is the practice of new skills. For a math course, do exercises and solve example problems. For a language course, complete exercises that require you to speak, write, and translate in your new language. By attempting to do exercises and problems, you learn whether you are able to apply your knowledge to new situations and you discover your strengths and weaknesses. To ensure that you get enough practice, always complete all exercises in a math or language chapter.

STD 100
Tools for Transition to College

- Identify and describe strengths and weaknesses of your own learning style.
- Learn and apply appropriate study strategies.
- Learn what accommodations to ask for to compensate for weak areas. Learn and use your rights.
- Explore a variety of careers by evaluating personal interests, skills and values.

Course Index Number:	2604
Section Number:	STD 100-60 M
Meeting Time and Place:	1100-1300 Thursdays MC 238
Class Dates:	1/20/98 to 3/14/98
Instructor:	Nancy Adams 257-6610
Registration:	By permission of the instructor

Note: Textbooks provided free of charge for this section of STD 100 only.

Internet Assignment
STD 100
Nancy Adams

1. Choose to do only one of the following topics for this two page paper

   A. Research a career field on the internet
   B. Research transfer to a 4 year university on the internet

2. Assignments are due by 1 p.m. on Tuesday, March 24. One letter grade will be deducted for each day your paper is late.

3. Answer the following questions in your two page paper. It should be typed, double spaced and spell checked.

   A. Describe your experience using this resource.
   B. Visual appearance and readability of the information.
   C. Ease of locating information you needed.
   D. Was the information obtained helpful? (for instance phone numbers, additional resources to use on computer or books)
   E. On **transfer to 4 year schools**, were college applications, financial aid information and transfer guides available and easy to use?
   F. On **career information**, were salary expectations available? How much education is required, what is the job outlook for the next several years?

4. You may either do this project at home, in the Counseling Center, or the LRC. Staff will be here to assist you in Counseling from 8:30 am - 7:30 pm Monday through Thursday, and 8:30 - 5 on Friday. In Counseling, you may also choose to write your paper using Microsoft Word.

5. Some World Wide Web starter addresses for each project:

   University/Transfer Project
   http://www.nv.cc.va.us/annandale/career for state of Virginia info or

   http://www.utexas.edu/world/univ/ for colleges throughout the U.S.

6. Career Search Project
   http://www.dbm.com/jobguide for the Riley Guide or

   http://www.bls.gov/ for Occupational Outlook Handbook (Click on publications)

Student Development Orientation 100
Thursday 11:00 am - 1:00 pm
Colgan Hall, Room 238

Instructor: Nancy B. Adams, Counselor

Office: Room 110-I Phone: 257-6665

Hours: 9 am - 2:30 pm Monday through Thursday or by appointment

Textbook: Tools for Transition Student Handbook

January 29	Introductions and Post Secondary Plans
February 5	Unit 1 - Identifying Strengths and Weaknesses
February 12	No Class - Individual Appointments with Instructor
February 19	Unit 2 - Study Strategies
February 26	Unit 3 - Planning Accommodations
March 5	Unit 4 - Advocating for Yourself
March 12	Unit 5 or 7 - Career or College Plan Internet Project

Grading

Attendance and Participation Completion of in Class Work	25%
Participation in Education Plan Meeting with Instructor	25%
Completion of Career or College Internet Project	50%

Attendance policy: Because 25% of your grade is based on class participation, more than one unexcused absence in the eight week course is subject to your grade being lowered one letter grade per absence.

Internet assignment
STD 100
Nancy Adams

1. Choose to do only one of the following topics for this two page paper

   A. Research a career field on the internet
   B. Research transfer to a 4 year university on the internet

2. Assignments are due by 1 p.m. on Thursday, October 23. One letter grade will be deducted for each day your paper is late.

3. Answer the following questions in your two page paper. It should be typed, double spaced and spell checked.

   A. Describe your experience using this resource.
   B. Visual appearance and readability of the information.
   C. Ease of locating information you needed.
   D. Was the information obtained helpful? (for instance phone numbers, additional resources to use on computer or books)
   E. On **transfer to 4 year schools**, were college applications, financial aid information and transfer guides available and easy to use?
   F. On **career information**, were salary expectations available? How much education is required, what is the job outlook for the next several years?

4. You may either do this project at home, in the Counseling Center, or the LRC. Staff will be here to assist you in Counseling from 8:30 am - 7:30 pm Monday through Thursday, and 8:30 - 5 on Friday. In Counseling, you may also choose to write your paper using Microsoft Word.

5. Some World Wide Web starter addresses for each project:

   University/Transfer Project
   http://www.so.cc.va.us/transfer.htm for state of Virginia info or
   http://www.utexas.edu/world/univ/ for colleges throughout the U.S.

6. Career Search Project
   http://www.dbm.com/jobguide for the Riley Guide or
   http://www.bls.gov/ for Occupational Outlook Handbook
   (Click on publications after http search)

Underlining a Textbook

Here is an example of underlining to pick out the main points (from C. R. McConnell and S. L. Brue, Economics: Principles, Problems, and Policies, *11th ed., McGraw-Hill, New York, 1990, pp. 40–41).*

Extensive Use of Capital Goods

All modern economies—whether they approximate the capitalist, socialist, or communist ideology—are based upon an advanced technology and the extensive use of capital goods. Under pure capitalism it is competition, coupled with freedom of choice and the desire to further one's self-interest, which provides the means for achieving technological advance. The capitalistic framework is felt to be highly effective in harnessing incentives to develop new products and improved techniques of production. Why? Because the monetary rewards derived therefrom accrue directly to the innovator. Pure capitalism therefore presupposes the extensive use and relatively rapid development of complex capital goods: tools, machinery, large-scale factories, and facilities for storage, transportation, and marketing.

Why are the existence of an advanced technology and the extensive use of capital goods important? Because the most direct method of producing a product is usually the least efficient.[2] Even Robinson Crusoe avoided the inefficiencies of direct production in favor of "roundabout production." It would be ridiculous for a farmer—even a backyard farmer—to go at production with bare hands. Obviously, it pays huge dividends in terms of more efficient production and, therefore, a more abundant output, to fashion tools of production, that is, capital equipment, to aid in the productive process. There is a better way of getting water out of a well than to dive in after it!

But there is a catch involved. As we recall our discussion of the production possibilities curve and the basic nature of the economizing problem, it is evident that, with full employment and full production, resources must be diverted from the production of consumer goods in order to be used in the production of capital goods. We must currently tighten our belts as consumers in order to free resources for the production of capital goods which will increase productive efficiency and permit us to have a greater output of consumer goods at some future date.

[2]Remember that consumer goods satisfy wants directly, while capital goods do so indirectly through the more efficient production of consumer goods.

Specialization

The extent to which society relies upon specialization is astounding. The vast majority of consumers produce virtually none of the goods and services they consume and, conversely, consume little or nothing of what they produce. The hammer-shop laborer who spends his lifetime stamping out parts for jet engines may never "consume" an airplane trip. The assembly-line worker who devotes eight hours a day to the installation of windows in Camaros may own a Honda. Few households seriously consider any extensive production of their own food, shelter, and clothing. Many farmers sell their milk to the local dairy and then buy margarine at the Podunk general store. Society learned long ago that self-sufficiency breeds inefficiency. The jack-of-all-trades may be a very colorful individual, but is certainly lacking in efficiency.

In what specific ways might human specialization—*the division of labor*—enhance productive efficiency? First, specialization permits individuals to take advantage of existing differences in their abilities and skills. If caveman A is strong, swift afoot, and accurate with a spear, and caveman B is weak and slow, but patient, this distribution of talents can be most efficiently utilized by making A a hunter and B a fisherman. Second, even if the abilities of A and B are identical, specialization may prove to be advantageous. Why? Because by . . . .

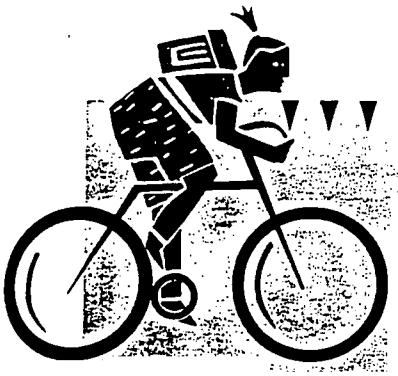
mark your textbook in this way depends upon the material you are studying.

Taking Reading Notes

Taking notes from your textbook is one way to be active in the learning process. If you write down in short form what the author says, you make it part of your own mental processes. You can't fool yourself into believing that you have really been studying, when your mind has been elsewhere. The best way to take notes is in outline form.

Methods of Outlining

How do you go about outlining? First, use whatever clues the author gives you for her or his own outline. If there are headings, you can get the



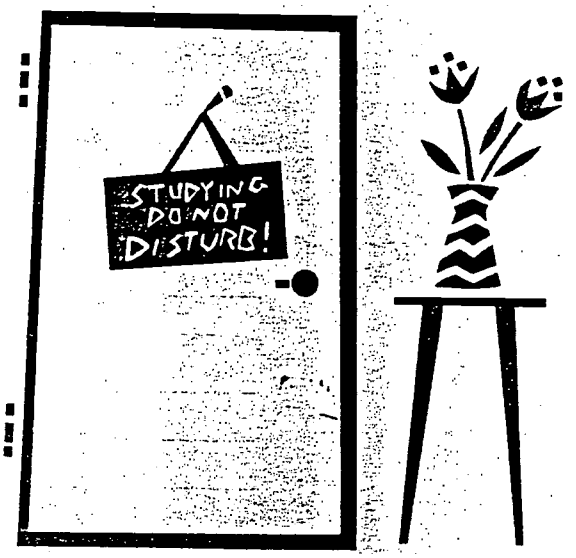
"Do Not Disturb"

Read how one single-parent commuter handles distractions:

I made it a point to select one area of the house for serious study. I selected a specific block of time to study. When I entered the room, I would place a red sign outside my door to signal the kids that I was not to be disturbed.

My kids didn't buy into this right away, but they soon learned that I was not going to alter this strategy. I was amazed at how soon they adjusted. Later they were a big help in keeping me on schedule.

I feel much better about working at home because I am no longer under pressure to get things done in a piecemeal fashion. My children feel better too. They feel that they have a part to play in helping me with my studies.



4. Reduce Distractions

Female ticks will remain dormant on a branch or leaf for weeks waiting for an unsuspecting mammal to pass directly beneath. Only the odor of butyric acid, which is emitted from the mammal's skin, will trigger the tick to fall on the animal host. The odor is a "sign stimulus" triggering the tick's behavior.

Are there any such sign stimuli in your life? For instance, just when you are preparing to study, does a host of would-be distractors suddenly descend upon you like so many ticks? When this happens, ask yourself whether you are unwittingly giving them a signal to approach.

One sign stimulus may be study location. If you study in the living room, in front of the television, or in other places associated with leisure, you may be giving the message that your study isn't serious. Study time is another signal: Studying at times associated with eating or family interaction can signal others that you want to be approached. Method of study also carries a message. Studying while lying on your bed, while walking around the house, or while listening to the radio can signal to others that you really aren't studying.

Use sign stimuli to *reduce* distractions. Set aside specific study times at locations not associated with socialization. Behave in a way that is consistent with academic work and that signals others not to disturb you.

EXERCISE 2.8 Study Time Without Distractions

Using the goal-setting process in Chapter 1 and small-group discussion, record your plans for studying with fewer distractions and for sending signals to distractors that you are not to be disturbed.

AT SCHOOL

Time: _____ to _____ Location: _____

Potential distractors (human and physical):

_____

_____

_____

Actions against physical distractions:

_____

_____

_____

Signals to human distractors:

_____

_____

_____

AT HOME

Time: _____ to _____ Location: _____

Potential distractors (human and physical):

_____

_____

_____

Actions against physical distractions:

_____

_____

_____

Signals to human distractors:

_____

_____

_____

tervening reviews are the ones most often skipped by students, but they make the final review easier.

The final review should consist of as much unprompted recitation as possible. Use the book to check the accuracy of your recitation, but try to recite without first reading. Go over all the material you think you will be responsible for. Plan your time so that you can review *all* of the material. You don't want to run out of time when you are halfway through. It goes without saying that trying to cram a review into the last few hours before an examination is not a winning strategy.

We've stressed studying for examination, but we have really been writing about studying for mastery. Mastering something doesn't mean that you will not "forget" it, though in a sense if you have really mastered something it is always with you. When faced with a problem in statistics years after you have studied the subject, you may feel that you remember nothing. But after a few minutes of working with the problem, the whole thing will come back. Things that you have mastered—that you have studied well—become part of you. They never leave you, and they allow you to understand and appreciate your world in a deeper and more knowing way.

UNDERLINING, HIGHLIGHTING, AND OUTLINING TEXTBOOKS

Most students underline or highlight textbooks or make notes. These are good ways to prepare for review. Note taking in particular, if done the right way, provides for recitation. Because these techniques are so important to studying from textbooks, we have a special section on them.

Underlining and Highlighting

A typical practice of poor students is to sit down with a book in front of them and read away in a listless manner. When they see something they think is important they underline or highlight it. They do this without surveying or asking questions. The result is a hit-or-miss selection of passages, something that reflects a chance judgment rather than any sense of the overall organization of the material. If you do this you are stuck with what you have done. You may think that you have underscored the important points, but you have probably not only missed some but have selected others that are of minor importance. You can correct this somewhat by checking when you review to make sure you have hit the major points.

Incidentally, if you are buying a secondhand textbook, make sure you get one that has not been underlined or highlighted. Otherwise, buy a new one, because the handicap of seeing someone else's underlining is far too serious to be worth the amount of money you save by buying a used book.

Underlining and highlighting have their place. Some people find them useful and others do not. But if they are to be useful to you, they must be done wisely at the right time and according to a plan. The plan is this: First survey what you are going to read. Then ask yourself questions and try to answer those questions as you read. *In this first reading it is better not to underline or highlight.* You won't really know what is important until you have grasped the whole. As your questions are answered, or as you think that you spot main ideas and important details, make a checkmark in the margin. The next time you read, read for the main ideas, important details, and technical terms. It is these you will want to underline or highlight.

Even on the second, careful reading, don't underline or highlight the sentences as you read them. After you have read one or two paragraphs, go back and decide what it is you are going to mark. As a guide, use your checkmarks in the margin. If they don't designate the main points, you can ignore them.

Don't underline or highlight whole sentences. Many of the words in a sentence that contains an important idea are unimportant. Leave these out when you underline. (We know that it's easier just to move the magic marker across the page, but that's the point. Anything that's easy to do does not allow you to be an active student.) Underline only the words and phrases which are essential. If you do this, when you go back at reviewing time you can pick up only the important words; that will *force* you to reconstruct the rest. On page 51 you will find an example of good underlining. Look at this example carefully and try to figure out why we underlined the things we did.

If you follow these rules, you will not underline or highlight as much as most students do. On the average, a half-dozen or so words per paragraph will do the trick, though, of course, how much you

APPENDIX D

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

_____ 100 ✓ 75-100% _____ below 75%

2. Was the course required?

✓ Yes _____ No

3. What grade do you expect in this course? A

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

✓ Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

✓ Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

✓ Good _____ Average _____ Poor

5. Grading was:

_____ Hard _____ Average ✓ Easy

6. The Instructor's comments on written work were:

✓ Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More ✓ Same _____ Less

2. Prior to your taking this course, what was your opinion of the subject:

✓ Important _____ Useful _____ not Useful _____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

✓ Important _____ Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your ability to [illegible]:

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

It helped me to be able to talk to my instructers.

2. What specific suggestions would you make for improving this course?

I think there should be more people coming in to help us with dealing with teachers.

3. What did you hope to learn from this course when the class began?

I wanted to get help from the people that came to speak, about the teacher melping me.

Course: 2100 Instructor Williams Date 10/19/1

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

   ____ 100 ✓ 75-100% ____ below 75%

2. Was the course required?

   ✓ Yes ____ No

3. What grade do you expect in this course? A

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

   ✓ Well ____ Average ____ Poorly

2. Discussions (if any) were organized and handled:

   ✓ Well ____ Average ____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

   ✓ Good ____ Average ____ Poor

4. The Instructor's attitude in class toward students and his subject was:

   ✓ Good ____ Average ____ Poor

5. Grading was:

   ✓ Hard ____ Average ____ Easy

6. The Instructor's comments on written work were:

   ✓ Helpful ____ Confusing ____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

   ✓ Good ____ Average ____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: ____ More ✓ Same ____ Less

2. Prior to your taking this course, what was your opinion of the subject:

   ✓ Important ____ Useful ____ not Useful ____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

   ✓ Important ____ Useful ____ not Useful ____ No Opinion

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COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

I like her techniques because she explains how to do the work.

2. What specific suggestions would you make for improving this course? make it a required class for Freshmen.

3. What did you hope to learn from this course when the class began?

Learn to deal with your learning disability

Course: STD 100 Instructor Nancy Adams Date 10-16

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

✓ 100 _____ 75-100% _____ below 75%

2. Was the course required?

✓ Yes _____ No

3. What grade do you expect in this course? A

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

✓ Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

✓ Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

✓ Good _____ Average _____ Poor

5. Grading was:

_____ Hard ✓ Average _____ Easy

6. The Instructor's comments on written work were:

✓ Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

✓ Good ✓ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More _____ Same ✓ Less

2. Prior to your taking this course, what was your opinion of the subject:

_____ Important ✓ Useful _____ not Useful _____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

✓ Important _____ Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your ability to "think" i.e., to analyze a problem and to reach a logical conclusion supported by sound evidence?

✓ Yes _____ No _____ No Opinion

(PLEASE CONTINUE ON BACK)

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

the teacher had a great attitude

2. What specific suggestions would you make for improving this course?

little more time on break

3. What did you hope to learn from this course when the class began?

how to deal with my learning disability,

Instructor Nancy Williams Date 5/10/91

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

✓ 100 _____ 75-100% _____ below 75%

2. Was the course required?

✓ Yes _____ No

3. What grade do you expect in this course? _____

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

✓ Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

✓ Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

✓ Good _____ Average _____ Poor

5. Grading was:

_____ Hard ✓ Average _____ Easy

6. The Instructor's comments on written work were:

✓ Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More ✓ Same _____ Less

2. Prior to your taking this course, what was your opinion of the subject:

✓ Important ✓ Useful _____ not Useful _____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

✓ Important ✓ Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your [illegible]

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COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

The Instructor carried a good responsive, active, helpful, and useful information.

2. What specific suggestions would you make for improving this course?

Possibly speaking and describing a bit more with the Internet for those who know nothing about it. Those who have only heard of it.

3. What did you hope to learn from this course when the class began?

All that was discussed in the book and notes to follow through every class with all good intentions for good learning & good expectations

Instructor [illegible] Date 10/7+

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

_____ 100. ✓ 75-100% _____ below 75%

2. Was the course required?

✓ Yes _____ No

3. What grade do you expect in this course? A

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

✓ Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

✓ Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

_____ Good ✓ Average _____ Poor

5. Grading was:

_____ Hard ✓ Average _____ Easy

6. The Instructor's comments on written work were:

✓ Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More _____ Same ✓ Less

2. Prior to your taking this course, what was your opinion of the subject:

_____ Important ✓ Useful _____ not Useful _____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

✓ Important _____ Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your [illegible]

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

Less work than normal Classes and I learned more.

2. What specific suggestions would you make for improving this course?

None

3. What did you hope to learn from this course when the class began?

How to approach my teachers

Instructor Nancy Adams Date 10-16-91

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

✓ 100 _____ 75-100% _____ below 75%

2. Was the course required?

✓ Yes _____ No

3. What grade do you expect in this course? A+

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

✓ Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

✓ Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

✓ Good _____ Average _____ Poor

5. Grading was:

_____ Hard ✓ Average _____ Easy

6. The Instructor's comments on written work were:

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✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More ✓ Same _____ Less

2. Prior to your taking this course, what was your opinion of the subject:

✓ Important _____ Useful _____ not Useful _____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

✓ Important _____ Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your ability to ...

BEST COPY AVAILABLE

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

I did like The instructor techniques of presintg The Subject to The student and How they Can deal with it about The class was very good, good size and good lightning in The room.

2. What specific suggestions would you make for improving this course?

~~[illegible]~~

This is my opinion some student in The class have kind of difficlty dealing with some teachers. ~~[illegible]~~ I don't know what solution Can be made to solve this kind of problem.

3. What did you hope to learn from this course when the class began?

as I do have a brain injury and as well some medical limitation I hoped to find The right way to get by school and to find some help I belive The instructor [illegible] to deal with all These

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

✓ 100 _____ 75-100% _____ below 75%

2. Was the course required?

✓ Yes _____ No

3. What grade do you expect in this course? A

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

✓ Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

✓ Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

✓ Good _____ Average _____ Poor

5. Grading was:

_____ Hard ✓ Average _____ Easy

6. The Instructor's comments on written work were:

✓ Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More ✓ Same _____ Less

2. Prior to your taking this course, what was your opinion of the subject:

_____ Important ✓ Useful _____ not Useful _____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

_____ Important ✓ Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your ability to [illegible]

BEST COPY AVAILABLE

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)? discussion techniques how she got us in a group.

2. What specific suggestions would you make for improving this course? Nothing

3. What did you hope to learn from this course when the class began? How to express myself

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

✓ 100 _____ 75-100% _____ below 75%

2. Was the course required?

✓ Yes _____ No

3. What grade do you expect in this course? A

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

✓ Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

✓ Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

✓ Good _____ Average _____ Poor

5. Grading was:

_____ Hard ✓ Average _____ Easy

6. The Instructor's comments on written work were:

✓ Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More _____ Same ✓ Less

2. Prior to your taking this course, what was your opinion of the subject:

_____ Important _____ Useful _____ not Useful ✓ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

_____ Important ✓ Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your abilities to ...

BEST COPY AVAILABLE

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

The knowledge of different types of tools you can use to help you through a class.

2. What specific suggestions would you make for improving this course?

go over more types of study Strategies

3. What did you hope to learn from this course when the class began?

well I expected to learn what Accommodations to ask for. learn different studys Strategies.

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

✓ 100 _____ 75-100% _____ below 75%

2. Was the course required?

✓ Yes _____ No

3. What grade do you expect in this course? B-C

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

X Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

X Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

X Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

X Good _____ Average _____ Poor

5. Grading was:

_____ Hard X Average _____ Easy

6. The Instructor's comments on written work were:

X Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More X Same _____ Less

2. Prior to your taking this course, what was your opinion of the subject:

X Important _____ Useful _____ not Useful _____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

_____ Important X Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your ability to [illegible]

BEST COPY AVAILABLE

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

The WAY it WAS EASY to learn from the teacher. Text Books were NOT Bad Needs a little more info.

2. What specific suggestions would you make for improving this course? More info. ? Not sure

3. What did you hope to learn from this course when the class began?

TO Study Better TO UNDER STAND that Just cause I have A Disability that I Still CAN make it.

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

   X 100 _____ 75-100% _____ below 75%

2. Was the course required?

   X Yes _____ No

3. What grade do you expect in this course? B+

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

   X Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

   X Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

   X Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

   X Good _____ Average _____ Poor

5. Grading was:

   _____ Hard X Average _____ Easy

6. The Instructor's comments on written work were:

   X Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

   X Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More _____ Same X Less

2. Prior to your taking this course, what was your opinion of the subject:

   _____ Important _____ Useful X not Useful _____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

   _____ Important X Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your ability to [illegible]:

BEST COPY AVAILABLE

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

Mostly the instructors attitude & techniques.

2. What specific suggestions would you make for improving this course?

None, really.

3. What did you hope to learn from this course when the class began?

How to be a self-advocate.

Instructor [illegible] Date 10 10 7 /

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

✓ 100 _____ 75-100% _____ below 75%

2. Was the course required?

✓ Yes ✓ No

3. What grade do you expect in this course? A

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

_____ Well ✓ Average _____ Poorly

2. Discussions (if any) were organized and handled:

✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

_____ Good ✓ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

✓ Good _____ Average _____ Poor

5. Grading was:

_____ Hard ✓ Average _____ Easy

6. The Instructor's comments on written work were:

✓ Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More _____ Same ✓ Less

2. Prior to your taking this course, what was your opinion of the subject:

_____ Important ✓ Useful _____ not Useful _____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

_____ Important ✓ Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your [illegible]

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?
We really never had any out side work, so there wasn't much pressure. the textbook wasn't nessacary for this class.

2. What specific suggestions would you make for improving this course?
less than 2 houss
after an hour & 10 min. you get tired of siting their

3. What did you hope to learn from this course when the class began?
Different study stratagies for students w/ learning disabilitys.

_____ Instructor Nancy Mum Date 10/10/77

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

   ✓ 100 _____ 75-100% _____ below 75%

2. Was the course required?

   ✓ Yes _____ No

3. What grade do you expect in this course? A

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

   ✓ Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

   ✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

   ✓ Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

   ✓ Good _____ Average _____ Poor

5. Grading was:

   _____ Hard ✓ Average _____ Easy

6. The Instructor's comments on written work were:

   ✓ Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

   ✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More _____ Same ✓ Less

2. Prior to your taking this course, what was your opinion of the subject:

   _____ Important ✓ Useful _____ not Useful ✓ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

   _____ Important ✓ Useful _____ not Useful _____ No Opinion

4. Did the course help you improve your abilities [illegible]

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

The different techniques she told us to use ~~for~~ ~~us~~ to help us out w/our disabilities. Not having to do a lot of homework. Made interesting at times.

2. What specific suggestions would you make for improving this course?

More videos.

3. What did you hope to learn from this course when the class began?

How to deal w/my disabilities

Instructor Adams Date 9 10 / /

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

✓ 100 _____ 75-100% _____ below 75%

2. Was the course required?

✓ Yes _____ No

3. What grade do you expect in this course? A

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

✓ Well _____ Average _____ Poorly

2. Discussions (if any) were organized and handled:

✓ Well _____ Average _____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

✓ Good _____ Average _____ Poor

4. The Instructor's attitude in class toward students and his subject was:

✓ Good _____ Average _____ Poor

5. Grading was:

_____ Hard ✓ Average _____ Easy

6. The Instructor's comments on written work were:

✓ Helpful _____ Confusing _____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

✓ Good _____ Average _____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: _____ More _____ Same ✓ Less

2. Prior to your taking this course, what was your opinion of the subject:

_____ Important _____ Useful _____ not Useful ✓ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

_____ Important _____ Useful _____ not Useful ✓ No Opinion

4. Did the course help you improve your [illegible]

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

I think she did a reall good JOB in instructing the cource.

2. What specific suggestions would you make for improving this course?

If is for L.D. ~~And when you are~~ When you sign up for the cource you have to Be L.D. to take it, and If you are not L.D. ~~the~~ the Counclers should not Let you take it.

3. What did you hope to learn from this course when the class began?

Better study skills
Better use of time.

_____ Instructor _____ Date _____

STUDENT EVALUATION OF COURSE & INSTRUCTOR - NVCC/MANASSAS

DIRECTIONS: Please provide the following course & instructor evaluation information by placing a check mark for each statement.

STUDENT INFORMATION

1. What percentage of the time have you attended this course?

   ✓ 100 ____ 75-100% ____ below 75%

2. Was the course required?

   ✓ Yes ____ No

3. What grade do you expect in this course? ____

EVALUATION OF INSTRUCTOR

1. The lectures (if any) were organized and presented:

   ✓ Well ____ Average ____ Poorly

2. Discussions (if any) were organized and handled:

   ✓ Well ____ Average ____ Poorly

3. The Instructor's presentation of difficult, complicated and/or abstract material was:

   ✓ Good ____ Average ____ Poor

4. The Instructor's attitude in class toward students and his subject was:

   ✓ Good ____ Average ____ Poor

5. Grading was:

   ____ Hard ✓ Average ____ Easy

6. The Instructor's comments on written work were:

   ____ Helpful ____ Confusing ____ Insufficient

7. The Instructor's knowledge of the subject matter seemed to be:

   ✓ Good ____ Average ____ Poor

EVALUATION OF COURSE

1. Compared with other courses you have had, the amount of work was: ____ More ____ Same ✓ Less

2. Prior to your taking this course, what was your opinion of the subject:

   ✓ Important ____ Useful ____ not Useful ____ No Opinion

3. After taking this course, what is your opinion of the study of the subject:

   ✓ Important ____ Useful ____ not Useful ____ No Opinion

4. Did the course help you improve your ability to [illegible]

COMMENTARY QUESTIONS

1. What specifically did you like about the course (Instructor's techniques, assignments, textbooks, class format, tests, etc.)?

Class ~~in~~information

2. What specific suggestions would you make for improving this course?

None, the course was very helpful

3. What did you hope to learn from this course when the class began?

To explain my learning disability to professors, And Now I can talk to my professors about my learning disability.

APPENDIX E

Evaluation JAWS, ACCESS & ZOOMTEXT Training

Please complete the following evaluation regarding the training received in Richmond on the JAWS, ACCESS, & ZOOMTEXT assistive technologies. Thank you for you assistance.

1. Did you find the training informative and useful?

   YES_____ NO_____ SOMEWHAT_____

2. Compared with other computer training courses you have completed, was the amount of work

   JUST RIGHT_____ NOT ENOUGH _____

3. How would you evaluate the instructor's knowledge of the subject?

   GOOD_____ AVERAGE_____ POOR

4. What specifically did you like about the training?

5. What specific suggestion would you make for improving this training?

Evaluation Summary

1. 100 % of all training participants answered YES.

2. !00% of all training participants answered JUST RIGHT.

3. 100% of all training participants answered GOOD

4. Comments to this question regarding what was liked about training included:
   The hands- on aspect
   Being able to use the software during training will make it easy to recall it later
   Covered what we needed to know to support the students
   The instructor's ability to work on everyone's level.
   The instructor's offer to provide answers to questions once we return to campus.

5. Comments regarding training improvements:
   A classroom with less distractions
   A follow-up training to include any software updates and to address any questions.

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