

**BEST PRACTICES AND PROCEDURES
OF THE
SPECIAL POPULATIONS AREA
OF THE
WISCONSIN TECHNICAL COLLEGE SYSTEM**

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Advisor

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By

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ABSTRACT

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Diane L. Bartels
Under the Supervision of Dr. Richard A. Rogers

Statement of the Problem

The purpose of this study was to examine the accommodations available within the Wisconsin Technical College System (WTCS) for students with disabilities and provide recommendations for best practices, policies, and procedures related to this population. This research pursued questions such as the following:

1. Are all of the technical colleges to be surveyed in compliance with the Americans with Disabilities Act (ADA)?
2. What modifications at the local or state level need to be made in order for them to be compliant?

Methods and Procedures

This research was based on a review of literature and survey responses from 6 of the 16 WTCS colleges. The review of literature and the analysis of survey results helped to determine present practices, policies, and procedures as it related to students with disabilities. A comparison was made between the results from the technical colleges surveyed and the research identifying best practices. The researcher developed a survey that was sent to personnel at 6 of the 16 technical colleges and was also used in a follow up personal interview with each individual responsible for services to students with disabilities at two (2) of the technical colleges. To facilitate this process, a thorough exploration of literature was done concerning the background of the ADA, current best practices, policies, and procedures as they related to students with disabilities.

Summary of Results

In conducting the research through the use of surveys and personal interviews, this researcher found that the technical colleges abided by the laws and regulations governing students with disabilities. Disability Specialists worked one-on-one with students with disabilities to help them succeed using the resources available to them in terms of budget dollars and college personnel.

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CHAPTER 1

INTRODUCTION

It is estimated that some 54 million people in the United States are known to be disabled. Within this 54 million people can be found disabilities of varying types and degrees, some more noticeable to the naked eye than others. All are, however, protected under legislation such as the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities in Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. It is because of these laws that people with disabilities are given an equal opportunity to enroll in higher education and a chance at an independent life thereafter.

This study focused on a small fraction of those with disabilities who attended college in the Wisconsin Technical College System in Academic Year 2004-05, and the services provided to them through their respective college's Support Services Departments.

Statement of the Problem

This study explored the special populations area with regard to students with disabilities who are enrolled in the colleges of the Wisconsin Technical College System (WTCS). The research compared and contrasted the accommodations offered to students with disabilities at 6 of the 16 technical colleges in Wisconsin.

Purpose of the Study

The purpose of this study was to examine the accommodations available within the WTCS for students with disabilities and provide recommendations for best practices, policies, and procedures related to this population. This research pursued questions such as the following:

1. Are all of the technical colleges to be surveyed in compliance with the Americans with Disabilities Act (ADA)?
2. What modifications at the local or state level need to be made in order for them to be compliant?

This study will benefit technical colleges in Wisconsin to better plan and prepare for students with disabilities who are entering the vocational/technical college system and who will ultimately enter the workforce.

Significance of the Problem

This research provided a base regarding evaluation of best practices, policies, and procedures as they related to students with disabilities. The study will have significant importance due to the fact that the Wisconsin Technical College System had experienced an increase in enrollments of students with disabilities.

Methods and Procedures

This research was based on a review of literature and survey responses from 6 of the 16 WTCS colleges. The review of literature and the analysis of

survey results helped to determine present practices, policies, and procedures as it related to students with disabilities. A comparison was made between the results from the technical colleges surveyed and the research identifying best practices. The researcher developed a survey that was sent to personnel at 6 of the 16 technical colleges and was also used in a follow up personal interview with each individual responsible for services to students with disabilities at two (2) of the technical colleges. To facilitate this process, a thorough exploration of literature was done concerning the background of the ADA, current best practices, policies, and procedures as they related to students with disabilities.

Assumptions

This researcher was able to develop a survey and conduct follow-up interviews that determined practices, policies, and procedures at each of the technical colleges involved in the study. A further assumption was that each respondent provided sound data and relevant information.

Limitations

The researcher surveyed only 6 of the 16 technical colleges in Wisconsin and focused on the programs/services that assisted students with disabilities. This research dealt only with students with learning and physical disabilities specifically those defined in the definition section.

Definitions

The following definitions were used while conducting this seminar research:

1. *Learning disability* is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are: reading, writing, listening, speaking, reasoning and doing math (National Information Center, n.d.).
2. *Hearing impairment* is defined by IDEA as “an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance” (National Information Center, n.d.).
3. *Deafness* is defined as a “hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification” (National Information Center, n.d.).
4. The terms *partially sighted*, *low vision*, *legally blind*, and *totally blind* are used in the educational context to describe students with visual impairments. They are defined as follows:
 - a. “*Partially sighted*” indicates some type of visual problem has resulted in a need for special education;
 - b. “*Low vision*” generally refers to a severe visual impairment, not necessarily limited to distance vision. Low

vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;

- c. “*Legally blind*” indicates that a person has less than 20/200 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- d. *Totally blind students* learn via Braille or other non-visual media (National Information Center, n.d.).

- 5. *Visual impairment* is the consequence of a functional loss of vision, rather than the eye disorder itself. Eye disorders which can lead to visual impairments can include retinal degeneration, albinism, cataracts, glaucoma, muscular problems that result in visual disturbances, corneal disorders, diabetic retinopathy, congenital disorders, and infections (National Information Center, n.d.).
- 6. A *traumatic brain injury* (TBI) is an injury to the brain caused by the head being hit by something or shaken violently. (The exact definition of TBI, according to special education law, is given below.) This injury can change how the person acts, moves, and thinks. A traumatic brain injury can also change how a student

learns and acts in school. The term TBI is used for head injuries that can cause changes in one or more areas, such as the following:

- a. Thinking and reasoning
- b. Understanding words
- c. Remembering things
- d. Paying attention
- e. Solving problems
- f. Thinking abstractly
- g. Talking
- h. Behaving
- i. Walking and other physical activities
- j. Seeing and/or hearing
- k. Learning

The term TBI is not used for a person who is born with a brain injury. It also is not used for brain injuries that happen during birth (National Information Center, n.d.).

CHAPTER II

REVIEW OF LITERATURE

Evolution of Career and Technical Education

The phrase career and technical education changed over time from industrial education, which formerly included many categories of education for work, to vocational education, as named in the Smith-Hughes Act of 1917. The Carl D. Perkins Act of 1990 expanded vocational education to vocational applied technology education. The Carl D. Perkins Vocational and Technical Education Act of 1998 used the term vocational-technical education (Sarkees-Wircenski and Scott, 2003, p. 80). As of 2009, the field was called career and technical education in professional literature and was promoted the same way by the Association for Career and Technical Education. It encompassed a tremendous number of programs designed to prepare learners for employment and for living.

According to Boesel, Hudson, Deich, and Masten in Sarkees-Wircenski and Scott, program areas associated with two-year technical colleges were broad in scope:

Most people identified career and technical education at the secondary level with courses in one of seven specific labor market program areas: agriculture, business, family and consumer sciences (formerly home economics), marketing (formerly distributive education), health, trade and industry (T& I - now technical and industrial education), and technical communications. (1994, p. 80)

General goals for all career and technical programs were outlined by Boyett (1995) in Sarkees-Wircenski and Scott (2003) as follows:

1. Career and technical learning must emphasize intellectual skills as well as teach learners skills they will need on the job. Learners must know how to perform tasks that use thinking, estimation, reasoning, and judgment.
2. Career and technical education must stress a number of skills within an area rather than teach a learner to do one job. They must “learn how to learn.”
3. Developing good career and technical education skills requires two years of training beyond high school.
4. Learners should go to job sites to understand how the technologies they are learning are applied to the real world. By linking study and work through partnerships and apprenticeship programs, the theoretical aspects of education quickly become real.
5. Business leaders and workers must help teachers and administrators plan career and technical education programs. (p. 21)

Federal Laws With Regard to Students With Disabilities

The cornerstone for assuring that students with disabilities receive a fair chance at receiving higher education came about with the passing of the

Americans with Disabilities Act of 1990. According to Sarkees-Wircenski and Scott (2003), this law read as follows:

The purpose of the ADA was to extend to the private sector civil rights protections for individuals with disabilities. The legislation provided civil rights similar to those based on race, religion, national origin, and sex in the Civil Rights Act of 1974. According to the Rehabilitation Act of 1973, whose definition has been used in the ADA, a person with a disability is defined as “an individual having a physical or mental impairment that substantially limits him or her in some major life activity and having experienced discrimination resulting from this physical or mental impairment. Those covered under the ADA include:

1. Persons with mobility impairments;
 2. Persons who have lost one or more limbs;
 3. Persons who have vision impairments;
 4. Persons who have hearing impairments;
 5. Persons who have mental or psychological disorders, including mental retardation, emotional and mental illness, and learning disabilities;
 6. Persons with a psychological disorder, including depression and post traumatic stress syndrome;
 7. Persons with cosmetic disfigurements (e.g. burn victims);
- and

8. Persons with serious diseases including AIDS, epilepsy, cancer and tuberculosis.

The four specific titles of the ADA that specify areas to benefit the related adult population are summarized below:

Title I: Employment Provisions - No covered entity shall discriminate against a qualified individual with a disability in regard to job application procedures, hiring, advancement, or discharge of employees, or other terms, conditions, and privileges of employment. An employer must make reasonable accommodations for employees with a disability so they will enjoy benefits and privileges equal to the benefits and privileges enjoyed by other employees.

Title II: Public Services - All government facilities, services, and communications must be accessible to individuals with disabilities; buses, trains, subways, and other transportation are required to be accessible.

Title III: Public Accommodations - Places of public accommodations may not discriminate and must be accessible to individuals with disabilities.

Title IV - Telecommunications - Any common carrier that offers telephone services to the public must make accommodations for people with disabilities. (Sarkees-Wircenski and Scott, 2003)

In an expansion of the ADA, not only are persons with disabilities protected but any and all family members associated with them have protection under this law. “Actual or prospective employees with a disabled spouse or child are therefore protected, and a whole new class of potential plaintiff[s] open[s] up” (Poskanzer, 2002, p. 173).

Three aspects of the ADA specify individual demands related to requesting accommodations. The following three subsections of this seminar paper explain the role the student played in seeking accommodations in regard to student responsibilities, self-awareness, and self-advocacy.

Student Responsibilities

Responsibilities of adults with disabilities who wished to receive accommodations to which they were entitled under the law were as follows:

1. Identify themselves as persons with learning disabilities confidentially with the disabilities services coordinator at the college.
2. Provide documentation concerning the learning disability and the need for accommodation - letter or report from professional who conducted the evaluation.
 - a. Statement of how the learning disability affects performance
 - b. List of recommended reasonable accommodations

As an individual with a disability entered post-secondary education, several factors require self-assessment. Such assessment increases self-awareness and increases the possibility of success in regard to completions of the educational program. These factors also need to be communicated to the disabilities services coordinator so that an effective service plan might be developed.

Self-Awareness

Adults with disabilities had to become aware of the following:

1. Strengths

What was it that I already did well, and how might this then be adapted to help me be successful in other areas?

2. Needs

What areas were not successful for me, and what strategies or special equipment did I need to be given to make this task something I could do?

3. Strategies That Will Help Them Succeed

An example might be that the student scored low when taking exams. One strategy to try to improve this outcome would be to spend an hour each day on the subject in question. A second strategy was to develop flash cards with key terms or ideas that might be on the exam and spend time each day reviewing them. Another idea would be to take notes while reading the chapter - by reading it and rewriting notes on key terms and ideas, the student

should see improvement in how much material could be remembered.

4. Accommodations That Bypass Limitations

In the above mentioned example, another accommodation that could be provided was to have someone else read the test, or to have it read using Kurzweil software, or it might have been something as simple as allowing the student to have had extra time when taking an exam.

5. Individual Learning Style

Having completed their K-12 education successfully; students and their special education instructors would have already identified together how students learned best. The three primary learning modes were as follows:

- a. Bodily Kinesthetic - The way a learner was involved in hands-on activities.
- b. Auditory - The way a learner heard words or processed spoken language.
- c. Visual - The way a learner saw words and processed written language (Sarkees-Wircenski and Scott, 2003).

6. Types Of Environment That Facilitate Learning

- a. Group learning - Did the student learn and retain more about a subject when studying with one or more people?

- b. Individual learner - Did the student learn and retain more when working alone on a project or subject?
- c. Physical environment - Did the student learn and retain more when listening to music/TV, or did the student prefer a library setting to better focus on the task at hand?

7. Demands Of Program Choice

Having analyzed the above items and come up with solutions to them, the student had to use those solutions to see if they could be applied to helping the student be successful in the program choice. Demands to consider when making a program choice could include the following:

- a. Would this program be too physically taxing for the student?
- b. Were special accommodations available to help the student through the program?
- c. Would the student need further retraining in the future with this program choice?
- d. Could the student complete the program within the 1- or 2 year timeframe, or would the student need to schedule a modified plan to complete the program over a longer period of time?

Self Advocacy

According to Kent State University, self-advocacy was defined as the following:

an individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involve[d] making informed decisions and taking responsibility for those decisions. Self-knowledge [wa]s the first step towards advocating for [one's] rights. [One] need[ed] to know...strengths, needs, and interests before...begin[ning] to advocate. (Kent State University from VanReusen et al., 1994)

Self-advocacy was a difficult skill for students to learn; therefore, disabilities services coordinators had to model and teach self-advocacy skills on a daily basis. To practice self-advocacy, a student had to be reminded to keep three responsibilities in mind:

- Identify personal goals.

Part of becoming an adult and completing one's education was to set and achieve goals that one felt were important. Some goals might be larger in scope than others and thus took longer to complete; but broken down into smaller parts, they would not be as overwhelming as they seemed at first glance. Patience was the key! No two people went about achieving the same goal in the same way because they might differ in their needs and abilities in completing the goal.

- Know legal rights and responsibilities.

As an adult student with a documented disability, of vital importance was that the student had knowledge of the legal rights and responsibilities due on both a state and federal level.

- Understand accommodation potentials.

Depending on the nature of the disability, accommodations might require more resources than what the special populations department could provide; i.e., might involve altering physical facilities on the student's behalf.

In addition to student responsibilities, institutions are governed by federal legislation regarding persons with disabilities; namely, The Individuals with Disabilities Education Act of 1990 (IDEA).

[This legislation] plays a role in serving students with disabilities.

This law expanded the definition of special education to include instruction in all settings, including workplace and training sites. The IDEA put a new emphasis on meeting the needs of traditionally neglected populations (defined as “underrepresented”) to include minority, poor, and limited English proficient individuals with disabilities. Eligible learners were identified in the IDEA by disability condition and include those with mental retardation, specific learning disabilities, serious emotional disturbances (behavior disorders), speech or language impairments, visual impairments (including blindness), hearing impairments, orthopedic

impairments, other health impairments, autism, and traumatic brain injury (U.S. Department of Justice, 2005).

This act stipulated that learners with disabilities must receive any related services necessary to ensure that they benefit from their educational experience. Related services refer to special transportation and other support services, including speech pathology, psychological services, physical and occupational therapy, recreation, rehabilitation counseling, social work, and medical services (U.S. Department of Justice, 2005).

The IDEA provided the following assurances to individuals with disabilities through the age of 21:

- Nondiscriminatory and multidisciplinary assessment of educational needs
- Parental involvement in developing each individual's educational program
- The right to learn in the least restrictive environment consistent with academic, social, and physical needs through a continuum of placements, ranging from regular classroom with support services to homebound and hospital programs (U.S. Department of Justice, 2005).

This law also created the idea of an individualized education plan (IEP) for each student. Each IEP contains information about the learner's present level of performance; annual goals; short-term instructional

objectives; related services; percentage of time spent in regular education; beginning and ending dates for special education services; and an annual evaluation. (Sarkees-Wircenski and Scott, 2003)

The final law protecting students with disabilities was Section 504 of the Rehabilitation Act. This legislation gave the guidelines to institutions for accommodating students with disabilities. An important concept to keep in mind is that accommodations had to be reasonable. Key portions of the statute read as follows:

Section 504 stated that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either received Federal financial assistance or was conducted by any Executive agency or the United States Postal Service. (U.S. Department of Justice, 2005).

Each Federal agency has its own set of section 504 regulations that apply to its own programs. Agencies that provide Federal financial assistance also have section 504 regulations covering entities that receive Federal aid. Requirements common to these regulations include reasonable accommodation for employees with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations. Each agency is responsible for enforcing its own regulations. Section 504 may also be enforced through private lawsuits. It is not necessary to file a

complaint with a Federal agency or to receive a "right-to-sue" letter before going to court (U.S. Department of Justice, 2005).

What this meant for institutions of higher learning was that failure to comply could result in loss of federal funding for them and their students.

Institutional Responsibilities

The best course of action for any institution to take with regard to complying with the laws as they related to students with disabilities was to be certain that they had adhered to the following: informed faculty and staff of their roles in educating students with disabilities, provided trained professionals to support students with disabilities, provided accessible facilities, and provided equipment and services for student accommodations.

Faculty and Staff In-service

This researcher conducted one-on-one interviews with support services personnel currently working in the WTCS and found that they had developed handbooks which clearly outlined for faculty, staff, and students with disabilities alike exactly what the support services personnel's role was in helping a student to be successful. These materials were often shared with all college personnel during in-services held at the beginning of the year or as new staff hires were individually introduced.

Provide Trained Professionals to Support Students With Disabilities

While conducting the one-on-one interviews with current support services college personnel, this researcher discovered that each college depending on its size and number of satellite campuses had varying numbers of personnel involved in providing services to students with disabilities. Each person in turn held a bachelor of science in education degree and had a specific role within the centers; i.e., transition personnel, sign language interpreter, special needs support instructors, etc. All personnel were well versed in the overall services provided by their individual departments, thereby, allowing a student the ability to consult with any and all personnel in the department should a question arise. This researcher had personal experience with this circumstance during a practicum experience for this degree. This researcher could not answer a question posed by a student and consulted other personnel in the department to adequately answer the question.

Provide Accessible Facilities

As Titles II and III of the ADA law clearly specified, educational institutions must provide accessible facilities for students with disabilities. This meant an institution must provide equipment and facilities such as elevators, handicap accessible restrooms, classrooms, tables, chairs, and other special accommodations as warranted by the individual student as long as the accommodation did not place an undue hardship on the institution itself.

Equipment and Services for Accommodation

This researcher personally was exposed to many types of accommodations equipment and services during the practicum experience. These included the following:

1. **Dragon Naturally Speaking** - A speech recognition software program that when trained with the student's voice will allow the student to speak and have the exact words transcribed into programs such as Microsoft Word.
2. **Kurzweil 3000** - Is the comprehensive reading, writing and learning software solution for any struggling reader, including individuals with learning difficulties, such as dyslexia, attention deficit disorder or those who are English Language Learners (Kurzweil Educational Systems, 2006).
3. **FM Sound Amplification System** (commonly known as the FM System) - An electronic amplification system consisting of two components: a microphone/transmitter, which the speaking person wears and the monoaural FM receiver, which the deaf or hard of hearing person wears. This device provides an amplified speech via a wireless FM frequency from a speaker to listener who has a hearing impairment (Fox Valley Technical College, 2006).
4. **Peer tutoring** - An additional service that provided students with disabilities who needed extra help with coursework with one-on-one tutoring help from a fellow student who had taken the course

previously. Building these types of relationships between students helped all parties involved become more aware of one another's needs and aspirations for the future.

Federal legislation had driven the Wisconsin Technical College System to provide facilities and educational programs to meet the needs of a wide range of adults with disabilities.

CHAPTER III

FINDINGS

Process

This researcher chose to gather information from 9 of the 16 technical colleges within the Wisconsin Technical College System with regard to serving student with disabilities receiving responses from 6 of those 9 in the form of a questionnaire (Appendix A) constructed by the researcher. This researcher also had the opportunity to conduct one-on-one interviews at two (2) of the technical colleges with the current Disabilities Specialists.

Questionnaire Analysis

The following information is a summary and analysis of the printed questionnaire responses:

1. Describe your accommodation policy for students with disabilities at your college.

All of the surveys returned expressed the common response that each student provided written documentation to the Disabilities Services Coordinators at the college during an intake session.

Intake sessions explored not only the disability of the student but the accompanying accommodations that matched the needs of the disability that the college could provide. Of vital importance during this session was that the student disclosed to the Disabilities

Services Coordinator any and all accommodations that they had received in their past educational settings that might be able to be continued at the college level. All colleges surveyed followed the guidelines as set forth by the ADA and Section 504 of the Rehabilitation Act.

2. **Is there a disability accommodation form to fill out? Who does it? Who at your college receives form?**

Responses to this question were an across the board, “Yes.”

Actually the student and Disabilities Services Coordinator filled out multiple forms with regard to the disability and accommodation needs. These forms (see Appendix C) were then shared as appropriate with the program counselor and faculty member affected by the accommodation. An example would be allowing the student additional time when taking exams. This accommodation information would then be shared with all faculty that gave written examinations.

3. **Do you have an accommodation budget? If so, how much? If not, how do you pay for accommodation requests from students?**

Response to this question varied from having no budget at all to utilizing college funds only to relying on Carl Perkins funding to serve students with disabilities. Funding is primarily provided through the Vocational Education Act (VEA), commonly known

as The Carl Perkins Act. One college reported having no budget for accommodations. Only two colleges submitted budget figures ranging from \$6,000 to \$380,000. In addition, all colleges reported that local district funds were used to supplement federal funding to serve students with disabilities.

4. **Does your college publish any brochures, pamphlets? Do you have any published resources with regard to accommodations? Would you please send me a copy?**

Response to this question was, “Yes.” Most every college sent a sample of its brochures or directions to a page at which the forms could be accessed from individual college Web sites.

5. **How do you help students with disabilities be successful in their training program?**

All colleges had the common thread of offering follow-up meetings to keep on top of a student’s progress, offering assistive technology options, providing tutors or mentors, and counseling services. However, the Disabilities Services Coordinators at each campus did some procedures differently than their peers at other colleges. For example, some colleges placed more emphasis on case management than others.

6. What is the best practice at your college with regard to students with disabilities and their success at earning their diploma?

The response to this question was, “Communication!”

Communication and follow-up among students, faculty members, and disability staff was critical if a student was to succeed. Without the honest feedback shared among these individuals, students run the risk of slipping through the cracks of the educational system. In many cases such students often dropped out of college.

7. How many students do you serve through your accommodation service each year? How many staff members do you employ with direct contact with students with disabilities?

The number of students served varied among colleges responding to the survey. The range was 120-1,400 students served annually by staff. This researcher took into account that some of the colleges surveyed had multiple locations, thereby, the number of students served increased dramatically. Staff hired to serve these students ranged from about 4 to 12 staff members at any given college serving students with disabilities.

8. Do you have any information on the number of students with disabilities that graduate from your technical college?

Responses given to this question from the technical colleges varied. Some disabilities services coordinators do not track that data. Others reported having a 93 percent success rate for the students served.

Interview Analysis

The following information is a summary and analysis of the one-on-one interviews using the questionnaire developed for this research:

This researcher conducted two one-on-one interviews with Disabilities Services Coordinators at Fox Valley Technical College in Appleton, Wisconsin, and Moraine Park Technical College in Fond du Lac, Wisconsin. Both of these individuals had many years of experience in working with students with disabilities at the technical college level, which they found to be a very rewarding and sometimes frustrating experience over the years. Rewarding in the sense that they helped students to succeed and complete their chosen career paths. Yet sometimes the job became frustrating because students either gave up after a short period of time in college or others did not self-identify in the beginning and seek the help they needed to succeed at the technical college level.

At the conclusion of these interviews, the interviewees remained compelled to continue to help students with disabilities to succeed by staying in their current positions at the two institutions of higher learning at which they were

employed. They indicated that the rewards in their position far outweighed the frustrations of working with students with disabilities.

These interviews revealed no new processes involved in working with students with disabilities in comparison to information given on the written questionnaire submitted by the other technical college personnel.

CHAPTER IV

SUMMARY AND CONCLUSION

The federal legislation currently in place with regard to persons with disabilities enforced equal treatment at the local, state and national levels. Persons with disabilities gained rights in the following areas: educational opportunities, employment hiring practices, and public services such as transportation, access to buildings, and telephone service accommodations. If this legislation had not been passed, persons with disabilities would be at a serious disadvantage among their peers in all aspects of life.

A person with a disability is responsible for disclosing the disability to the Disabilities Services Coordinator and requesting the services and accommodations needed. As summarized in Section 504 of the Rehabilitation Act of 1973, failure on the part of the technical college to provide this assistance could result in loss of federal funding. On the basis of this research it appears the colleges surveyed within the WTCS were in compliance with regard to providing accommodation services to persons with disabilities.

In conclusion, it is recommended that the Wisconsin Technical College System pursue additional sources of funding to continue to serve students with disabilities as funding cuts are taking place across the board in the educational sector and elsewhere. In addition, they need to be mindful of changes in the laws that may happen at the federal and state level which affect how students with disabilities are served.+

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Appendix A

Questionnaire

Please explain or expand upon your answers providing any additional information not requested in the questionnaire without violating student confidentiality.

Other comments:

Appendix B

Questionnaire Comments by College

Appendix B

Questionnaire Comments by College

Blackhawk Technical College Questionnaire Responses

1. Describe your accommodation policy for student with disabilities at your college.

Students must have documentation of disability on file to be eligible to receive accommodations. We request that they submit documentation at least one month prior to start of classes so services and accommodations can be in place before they start school. We have an appeal process in place for students who disagree with a decision regarding an accommodation request.

2. Is there a disability accommodation form to fill out? Who does it? Who at your college receives form?

All students meet with me to complete an Accommodation Form, indicating appropriate accommodations and services based on their documentation and the impact of their disability on learning and performance in school. The form is kept on file in the Student Resource Learning Center (lab for students with disabilities). If adjustments need to be made on the Accommodation Plan, students must meet with me to make changes.

3. Do you have an accommodation budget? If so, how much? If not, how do you pay for accommodation requests from students?

Funding for accommodations and support services is primarily provided through the Vocational Education Act (VEA), commonly known as The Carl Perkins Act. Amounts may vary from year to year, but it covers the following:

- Salaries for full time staff including Special Populations Instructor/Manager, Disability Support Specialist, Interpreter
- Hourly wages for staff who provide support in the lab including tutoring and alternative testing
- Notetakers
- Taped texts, texts in specialized formats
- Assistive technology
- Interpreting

The district also has provided funding for services and for assistive technology.

4. Does your college publish any brochures, pamphlets? Do you have any published resources with regard to accommodations? Would you please send me a copy?

Brochure included with survey returned.

5. How do you help students with disabilities be successful in their training program?

Transition services are available to students to assist them in preparing for admission to school by providing: career exploration and interest assessment to aid in educational and career decisions; tours of the college and program shadowing to learn more about the program; and a summer study skills workshop to prepare for success as a student.

The Student Resource Learning center provides a variety of service and accommodations for students which are listed above.

We also work with students on a case management basis, coordinating services both within BTC and in the community.

6. What is the best practice at your college with regard to students with disabilities and their success at earning their diploma?

I think our support staff in the lab deserves a lot of credit for helping our students succeed.

7. How many students do you serve through your accommodation service each year? How many staff members do you employ with direct contact with students with disabilities?

In 2004-05, we served 160 students in credit programs. We have 4 full time staff members (Special Populations Instructor/Program Manager, Transition Specialist, Disability Support Specialist, Interpreter), 2 part time staff who work in our lab, 1 part time Transition Specialist, and part time interpreters as needed.

8. Do you have any information on the number of students with disabilities that graduate from your technical college?

In 2004-05, 57 students who received support services for their disability graduated or completed their class/program. An additional 83 students are continuing in their program.

Our total number of students with disabilities who graduated 2004-05 would be higher-I don't have that information yet.

Gateway Technical College Survey Responses

1. Describe your accommodation policy for student with disabilities at your college.

Individuals enrolled in courses offered with proof of a diagnosed disability are provided accommodations appropriate to the course/s and the disability affecting the individual's learning.

2. Is there a disability accommodation form to fill out? Who does it? Who at your college receives form?

Gateway has several forms used for communication purposes and staff complete and receive them.

- a. "504" form identifies the individual requesting accommodations; the diagnosed disability identified by documentation, and individual's goal-education/career. This form is completed by the Special Needs or Transition Counselors. This form is given to the Special Needs Instructors who will determine accommodations for the semester (with the student) and continue to case manage student while enrolled. The student also receives a copy.
- b. The "accommodation" form is completed by the Special Needs Instructor. The form identifies the accommodation the student is eligible for during the semester. It is signed by the student and Special Needs Instructor. If the accommodations require the cooperation of the course instructor-such as testing accommodation-a copy is given to the course instructor.

- c. The testing accommodation form is completed by the student previous to a scheduled test. Student gives this form to the course instructor who attaches it to the test and sends to the Special Needs Instructor. The form requests the course instructor list the “conditions” of the test such as
- i. Notes may or may not be used
 - ii. Textbook may or may not be used
 - iii. Calculators may or may not be used
 - iv. Also states how the course instructor would like the test returned-via campus mail, will pick up from Special Needs Center, etc.

3. Do you have an accommodation budget? If so, how much? If not, how do you pay for accommodation requests from students?

Gateway has an accommodation budget which is a combination of “Perkins” funding and local College revenue.

4. Does your college publish any brochures, pamphlets? Do you have any published resources with regard to accommodations? Would you please send me a copy?

Gateway has brochures on:

- Special Needs Services
- Transition Services
- Building Evacuations Procedure for Physically Disabled

5. How do you help students with disabilities be successful in their training program?

A complete answer to this would require a book's-worth of information. Gateway offers academic counseling, accommodations and case management services to support student with disabilities to successfully complete their courses/program.

6. What is the best practice at your college with regard to students with disabilities and their success at earning their diploma?

The best practice at Gateway that provides support to students with disabilities is the constant, reliable, truthful communication between Special Needs staff, course instructors and students. A trusting relationship between the 3 parties is essential for student success.

7. How many students do you serve through your accommodation service each year? How many staff members do you employ with direct contact with students with disabilities?

Gateway serves between 1200 and 1400 students with disabilities each school year. Gateway has 4 staff giving direct services to students with disabilities. In addition, the College hires free lance interpreters for our deaf students; peer tutors and note takers.

8. Do you have any information on the number of students with disabilities that graduate from your technical college?

Special Needs focuses on students' successful completion of courses each semester. For the 2004-05 school year, 93% of students receiving services successfully completed courses.

Mid-State Technical College Survey Responses

- 1. Describe your accommodation policy for student with disabilities at your college.**

MSTC provides support services to ensure equal access to education for students with disabilities (as defined by ADA and Section 504 of the Rehabilitation Act). Services include reasonable and effective accommodation for otherwise qualified individuals.

- 2. Is there a disability accommodation form to fill out? Who does it? Who at your college receives form?**

Yes. Either the Disability Services Coordinator or Facilitator (depending on campus), student and faculty member receives the form.

- 3. Do you have an accommodation budget? If so, how much? If not, how do you pay for accommodation requests from students?**

District funds of about \$6000 are allocated for interpreters, etc. So far we haven't ever used this up. Perkins funding covers staff costs.

- 4. Does your college publish any brochures, pamphlets? Do you have any published resources with regard to accommodations? Would you please send me a copy?**

Yes. Also see our website @ www.mstc.edu Go to students, then Student Support Services, then Disability Services.

5. How do you help students with disabilities be successful in their training program?

Each student requires different amounts of support. For some, I meet with them regularly to discuss progress. This involves keeping in close touch with instructors. Many students require a lot of support/advice on test-taking.

6. What is the best practice at your college with regard to students with disabilities and their success at earning their diploma?

Frequent follow-up, use of Testing Center, Instructor follow-up.

7. How many students do you serve through your accommodation service each year? How many staff members do you employ with direct contact with students with disabilities?

We serve approximately 120 plus students each year. These are the students we enter into our program. We see many more that we don't enter in. We have two disability Services staff and one Assistive Technology/Testing Specialist.

8. Do you have any information on the number of students with disabilities that graduate from your technical college?

This is an area that needs constant re-assessment. Our graduation rates are still below the overall graduation rate.

Moraine Park Technical College Survey Responses

- 1. Describe your accommodation policy for student with disabilities at your college.**

Students must provide documentation of disability and meet with a Learning Specialist. Students must share their Accommodation Plan with instructors if they want accommodations. Students must work through all disability related issues with Support Services.

- 2. Is there a disability accommodation form to fill out? Who does it? Who at your college receives form?**

Yes. The Learning Specialist, Support Services staff, counselors, instructional staff. They must be on a release form.

- 3. Do you have an accommodation budget? If so, how much? If not, how do you pay for accommodation requests from students?**

No. We have no budget dedicated for this. We use dollars from the Special Services account but additional money comes from shared budget as needed.

- 4. Does your college publish any brochures, pamphlets? Do you have any published resources with regard to accommodations? Would you please send me a copy?**

Yes. Brochure included with survey returned.

5. How do you help students with disabilities be successful in their training program?

We encourage them to sign up for time in the Support Services lab. They can work with the Specialist for 2 or 3 hours per week.

6. What is the best practice at your college with regard to students with disabilities and their success at earning their diploma?

We are in the process of figuring for the past semester (04-05). It is always in the vicinity of 80-90% success. This is for students who follow the suggested numbers of hours on their Accommodation Plan.

7. How many students do you serve through your accommodation service each year? How many staff members do you employ with direct contact with students with disabilities?

We serve approximately 200 to 250 students. The largest numbers of students have a documented learning disability. We employ 8 individuals who provide direct services to this population.

8. Do you have any information on the number of students with disabilities that graduate from your technical college?

Again we are working to get this number. The only students we can account for are the ones who get direct services at one of our campuses or centers.

Other comments:

Many students have learning disabilities but do not attempt to access services. We definitely have a retention problem here at Moraine

Park and those students who choose not to ask for direct services are part of that problem. We are attempting to do a better job of tracking those students who leave. Funding is always an issue!

Northcentral Technical College Survey Responses

1. Describe your accommodation policy for student with disabilities at your college.

Any student with a disability has the right to appropriate accommodation if they bring in recent documentation and meet with special needs counselor to agree on accommodation. Once done it is up to student to follow-up and be responsible for requesting accommodation for each class.

2. Is there a disability accommodation form to fill out? Who does it?

Who at your college receives form?

All forms enclosed! Intake, accommodations, note taking, testing, equipment. Also look at website, shows more.

3. Do you have an accommodation budget? If so, how much? If not, how do you pay for accommodation requests from students?

[Funding for accommodations and support services at Northcentral are from various sources:]

- Interpreters \$200,000-Fund1
- Support staff \$80,000
- Assistive technologist \$100,000-Fund1, Carl Perkins, fee for
service
- Counselor Fund 1, Carl Perkins, fee for service
- Management/Transition Fund 1, Transition

4. **Does your college publish any brochures, pamphlets? Do you have any published resources with regard to accommodations? Would you please send me a copy?**

Enclosed with survey returned.

5. **How do you help students with disabilities be successful in their training program?**

Give support through counseling, transition and assistive technology.

6. **What is the best practice at your college with regard to students with disabilities and their success at earning their diploma?**

Assistive technology.

7. **How many students do you serve through your accommodation service each year? How many staff members do you employ with direct contact with students with disabilities?**

250-300 students, 12 staff

8. **Do you have any information on the number of students with disabilities that graduate from your technical college?**

10-15 students per year

Northeast Technical College Survey Responses

- 1. Describe your accommodation policy for student with disabilities at your college.**

Student provides documentation of disability at an “intake” counseling session. Services are reviewed, offered to student, and implemented (if they accept).

- 2. Is there a disability accommodation form to fill out? Who does it? Who at your college receives form?**

Yes. Support staff fills out forms. Faculty member affected by accommodation (i.e. extra time on test) also receives form.

- 3. Do you have an accommodation budget? If so, how much? If not, how do you pay for accommodation requests from students?**

Yes. Don't know-overseen by a grant specialist and it varies depending on needs of students.

- 4. Does your college publish any brochures, pamphlets? Do you have any published resources with regard to accommodations? Would you please send me a copy?**

Yes. Brochure sent with survey returned .

- 5. How do you help students with disabilities be successful in their training program?**

Mentoring, counseling, implementing and follow-up on services

6. **What is the best practice at your college with regard to students with disabilities and their success at earning their diploma?**

Follow-up, retention-related communication.

7. **How many students do you serve through your accommodation service each year? How many staff members do you employ with direct contact with students with disabilities?**

Approximately 575 in 2004-05

- a. Full-time counselor
 - b. 2 part time counselors
 - c. 1 Full-time Transition Specialist
 - d. 1 Full time Instructional support
 - e. 1- Lead Interpreter
 - f. 7-10 part-time Interpreters
8. **Do you have any information on the number of students with disabilities that graduate from your technical college?**

No. I personally monitor that but don't track data.

Appendix C

Sample Forms for Accommodation

SPECIAL NEEDS ACCOMMODATIONS FORM

Name _____ Social Security No. _____

Street Address _____ Phone No. (____) _____

City _____ State _____ ZIP _____

Program _____

Course _____ Instructor _____

THE ABOVE-NAMED STUDENT IS ELIGIBLE TO RECEIVE SUGGESTED ACCOMMODATIONS AS IDENTIFIED BELOW. THE STUDENT IS RESPONSIBLE FOR REQUESTING ACCOMMODATIONS AS NEEDED FROM THE INSTRUCTOR AND/OR FROM THE CENTER FOR STUDENTS WITH DISABILITIES (CSD).

ACCOMMODATIONS:

- Notetaker
 Interpreter
 Adaptive equipment: tape recorder calculator spellchecker, etc. FM system
 Extended test time
 Oral/taped test
 Separate test site
 Alternative test format
 Other _____

This is not an inclusive list of possible accommodations; others may be recommended as the need arises. If you have questions and/or would like clarification, please contact Joe Mielczarek at ext. 4087.

Student signature _____ Date _____

CSD staff signature _____ Date _____

Instructor signature _____ Date _____

Instructor - retain pink copy/ student - retain yellow copy/ send white original to CSD,
c/o Joe Mielczarek, Mail Stop D

OFFICE USE ONLY	
Date _____	Initials of person entering begin data _____
Date _____	Initials of person entering term data _____

STUDENT ID # _____ Campus/Location _____

1. DISTRICT NUMBER 15 2. SOCIAL SECURITY # _____ - _____ - _____ TODAY'S DATE _____

3. CLIENT NAME _____ E-MAIL _____

LAST NAME	FIRST NAME	MIDDLE INITIAL
ADDRESS _____		
STREET	CITY	STATE ZIP COUNTY <input type="checkbox"/>
HOME PHONE # _____	I am a legal resident of:	Legal Resident of Public School District
CELL PHONE # _____	County _____	Name of School _____
	Township _____	City _____
	City _____	
	Village of _____	

4. DATE OF BIRTH _____

Mo. Day Yr.

5. SEX Male Female

6. *SINGLE PARENT

1 - Yes 2 - No

7. *DISPLACED HOMEMAKER

1 - Yes 2 - No

8. ETHNIC CATEGORY

(Circle all that apply)

1 - Native American Indian or Alaskan Native

2 - Asian or Pacific Islander

3 - Black, not of Hispanic origin

4 - Hispanic

5 - White, not of Hispanic origin

6 - Hawaiian/Pacific Islander

9. *LIMITED ENGLISH PROFICIENCY

1 - Yes 2 - No

10. WORK STATUS AT ENTRY

01 - Employed, full-time

02 - Employed, part-time

03 - Underemployed

04 - Unemployed, seeking

05 - Not in labor market

06 - Dislocated worker

If Employed:

Firm _____

City _____ State _____

Phone at Work (____) _____ - _____

11. *HANDICAPPED (Report only 1 primary disability)

01 - Deaf 10 - Speech or Language Impaired

02 - Deaf-Blind 11 - Visually Impaired

03 - Hearing Impaired 12 - Autism

04 - Mentally Retarded 13 - Traumatic Brain Injury

05 - Multi-handicapped 14 - Handicapped - Primary Disability

06 - Orthopedically Impaired 15 - Handicapped - Not identified

07 - Other Health Impaired 16 - Handicapped - Primary Disability

08 - Seriously Emotionally Disturbed

09 - Specific Learning Disability 17 - Not Handicapped

12. HIGHEST GRADE COMPLETED AT ENTRY

<input type="checkbox"/> 00 - Did not attend	<input type="checkbox"/> 11 - 11th grade
<input type="checkbox"/> 01 - 1st grade	<input type="checkbox"/> 12 - 12th grade - diploma
<input type="checkbox"/> 02 - 2nd grade	<input type="checkbox"/> 12 - GED
<input type="checkbox"/> 03 - 3rd grade	<input type="checkbox"/> 12 - HSED
<input type="checkbox"/> 04 - 4th grade	<input type="checkbox"/> 11 - 12th grade - not graduated
<input type="checkbox"/> 05 - 5th grade	<input type="checkbox"/> 13 - 13th grade
<input type="checkbox"/> 06 - 6th grade	<input type="checkbox"/> 14 - 14th grade
<input type="checkbox"/> 07 - 7th grade	<input type="checkbox"/> 15 - 15th grade
<input type="checkbox"/> 08 - 8th grade	<input type="checkbox"/> 16 - 16th grade
<input type="checkbox"/> 09 - 9th grade	<input type="checkbox"/> 17 - more than 16th grade
<input type="checkbox"/> 10 - 10th grade	<input type="checkbox"/> 98 - no equivalent grade level

13. HIGH SCHOOL LAST ATTENDED _____

14. IF A HIGH SCHOOL GRADUATE, YEAR GRADUATED FROM HIGH SCHOOL _____

15. CITIZENSHIP STATUS

<input type="checkbox"/> 1 - U.S. Citizen	<input type="checkbox"/> 4 - Foreign Student
<input type="checkbox"/> 2 - Eligible Legalized Alien	<input type="checkbox"/> 5 - Immigrant
<input type="checkbox"/> 3 - Refugee	<input type="checkbox"/> 8 - Other

16. MARITAL STATUS

<input type="checkbox"/> 1 - Single	<input type="checkbox"/> 4 - Legally Separated
<input type="checkbox"/> 2 - Married	<input type="checkbox"/> 5 - Divorced
<input type="checkbox"/> 3 - Separated	<input type="checkbox"/> 6 - Widowed

17. ECONOMICALLY DISADVANTAGED (circle one)

<input type="checkbox"/> 1 - Yes	<input type="checkbox"/> 2 - No
<input type="checkbox"/> 1 \$9,310	<input type="checkbox"/> 2 \$12,490
<input type="checkbox"/> 3 \$15,670	<input type="checkbox"/> 4 \$18,850
<input type="checkbox"/> 5 \$22,030	<input type="checkbox"/> 6 \$25,210
<input type="checkbox"/> 7 \$28,390	<input type="checkbox"/> Add \$3,180 for each additional family member

TO BE COMPLETED BY STAFF: (HARD COPY REQUIRED)									
18. *ECONOMIC INDICATOR CODES	<table border="0"> <tr> <td><input type="checkbox"/> 01 - TANF</td> <td><input type="checkbox"/> 04 - Income at or below poverty level</td> </tr> <tr> <td><input type="checkbox"/> 03 - DVR</td> <td><input type="checkbox"/> 05 - Tribal general assistance</td> </tr> <tr> <td><input type="checkbox"/> 06 - WIA</td> <td><input type="checkbox"/> 98 - Need-based student financial</td> </tr> <tr> <td></td> <td><input type="checkbox"/> 99 - Other need-based financial assistance</td> </tr> </table>	<input type="checkbox"/> 01 - TANF	<input type="checkbox"/> 04 - Income at or below poverty level	<input type="checkbox"/> 03 - DVR	<input type="checkbox"/> 05 - Tribal general assistance	<input type="checkbox"/> 06 - WIA	<input type="checkbox"/> 98 - Need-based student financial		<input type="checkbox"/> 99 - Other need-based financial assistance
<input type="checkbox"/> 01 - TANF	<input type="checkbox"/> 04 - Income at or below poverty level								
<input type="checkbox"/> 03 - DVR	<input type="checkbox"/> 05 - Tribal general assistance								
<input type="checkbox"/> 06 - WIA	<input type="checkbox"/> 98 - Need-based student financial								
	<input type="checkbox"/> 99 - Other need-based financial assistance								
19. *ACADEMICALLY DISADVANTAGED	<input type="checkbox"/> 1 - Yes <input type="checkbox"/> 2 - No								

	OFFICE USE ONLY	59
Date _____	Initials of person entering begin data	_____
Date _____	Initials of person entering term data	_____

1. STUDENT ID # _____
 CLIENT NAME _____
 STATE OFFICE GRANT NUMBER _____

2. SOCIAL SECURITY # _____ - _____ - _____

3. GRANT ACTIVITY ENROLLMENT DATE
 _____ / _____ / 20____
 Mo. Day Yr.

4. GRANT ACTIVITY TERMINATION DATE
 _____ / _____ / 20____
 Mo. Day Yr.

5. REFERRAL SOURCE
- 01 Correctional Institution
 - 02 Community Based Organizations
 - 03 Homeless Services
 - 04 Job Service
 - 05 JTPA
 - 06 Labor Union
 - 07 Other Educational Institution
 - 08 Other Client
 - 09 Promotional Material
 - 10 Self
 - 11 Social Services
 - 12 Veteran Service
 - 13 WTCS District Personnel
 - 14 Vocational Rehabilitation
 - 15 Workplace (job site)
 - 16 Public & Private K-12
 - 17 Literacy Council
 - 18 W2 Agency
 - 99 Other

Definitions:

Single Parent: One who is unmarried, legally separated and has custody or joint custody of one or more minor children, or who is pregnant.

Displaced Homemaker: An adult who has worked at home without pay to care for family and is no longer supported by a relative's income or whose youngest dependent child will become ineligible for AFDC assistance within two years, and is unemployed or underemployed.

Limited English Proficiency: A member of a national origin minority who does not speak and understand the English language to the same extent as a person whose primary language is English.

Dislocated Worker: One who has been (1) terminated or laid off or received notification of termination or layoff, and (2) is eligible or has exhausted entitlement to unemployment compensation, and (3) is unlikely to return to his/her previous industry/occupation.

Underemployed: One who is employed full- or part-time, but the job duties are materially below his/her qualifications.

VERIFICATION OF HARD COPY DOCUMENTATION

*The following data elements will need hard documentation and/or a signature. Refer to guidelines in Client Reporting System User's Guide. I verify that the necessary elements are present to qualify this client for this grant.

1 - Single Parent	11 - Computational Math Level at Entry
2 - Limited English Proficiency	12 - Applied Math Level at Entry
3 - Academically Disadvantaged	13 - Functional Reading Level at Entry
4 - AFDC-Economic Indicator	14 - Functional Writing Level at Entry
5 - JTPA-Economic Indicator	15 - ESL Level at Entry
6 - DVR-Economic Indicator	16 - Computational Math Level at Term
7 - Income At/Below Poverty Level-Economic Indicator	17 - Applied Math Level at Term
8 - Needs Based Student Financial Aid-Economic Indicator	18 - Functional Reading Level at Term
9 - Other Need Based Financial Aid Assistance-Economic Indicator	19 - Functional Writing Level at Term
10 - Person with Disability	20 - English as Second Language (ESL) at Term
	21 - Service Hours
	22 - Displaced Homemaker

PLEASE COMPLETE ALL THAT APPLY:

Data Elements Documented
 (Use Code Numbers above)

Code(s)	Signature (Designated Personnel)	Date
Code(s)	Signature (Designated Personnel)	Date
Code(s)	Signature (Designated Personnel)	Date
Code(s)	Signature (Designated Personnel)	Date

6. SERVICE PROVIDED THROUGH GRANT
(May choose six)

General

- 02 Assessment
- 03 Direct student funding
- 04 Counseling
- 06 Tutorial (staff or peer tutor)
- 07 Job seeking/placement assistance
- 08 Prevocational training
- 09 Grant funded occupational training
- 10 Career guidance/advising
- 11 Financial aids advising
- 12 Study/learning skills

Basic Skills Education

- 20 Adult basic education
- 21 Adult secondary education
- 22 ESL
- 23 Remedial
- 25 Career awareness/exploration
- 26 Developmental
- 27 Family literacy
- 29 Workplace
- 31 Case management
- 32 Admissions assistance

Support Services

- 40 Adaptive course material
- 41 Adaptive equipment/instructional aids
- 42 Alternative test taking
- 43 Interpreter services
- 44 Note taking
- 45 Transition services
- 46 Retention services

PERKINS GRANT

- 07 Job Seeking/Placement
- 14 Counseling/Case Management
- 15 Supportive Services
- 16 Academic Support
- 17 Work-based Learning
- 18 NTO Service
- 19 Pre-Tech Services

7. EMPLOYMENT OUTCOMES

- 1 No change in employment status
- 2 Obtained subsidized employment
- 3 Obtained unsubsidized employment
- 4 Obtained nontraditional employment
- 5 Upgraded employment
- 6 Entered apprenticeship
- 7 Entered military
- 8 Retained employment

9. REASONS CLIENT LEFT BEFORE COMPLETING GRANT
ACTIVITY CODES (May choose three)

- 01 Child care problems
- 02 Class location
- 03 Class schedule
- 04 Financial problems
- 05 Found related job
- 06 Found unrelated job
- 07 Grade problems
- 08 Job conflict
- 09 Lost interest
- 10 Moved
- 11 Personal/family problems
- 12 Personal/family illness
- 13 Quality of instruction
- 14 Transportation problems
- 15 Deceased
- 16 Mandatory JOBS/W2 enrollment
- 17 Incarcerated
- 99 Unknown reason

8. TRAINING OUTCOMES (May choose three)

- 01 Enrolled in Occupational Program/Course
- 02 Enrolled in Nontraditional Occupation Program/Course
- 03 Enrolled in Remedial Services Program/Course
- 04 Completed Occupational Program/Course
- 05 Completed Nontraditional Occupational Program/Course
- 06 Completed Remedial Services Program/Course
- 07 Obtained GED
- 08 Obtained High School Equivalency Degree (HSED)
- 09 Obtained High School Diploma
- 10 Completed ESL
- 11 Removed from Public Assistance
- 13 Completed Partial GED/HSED
- 14 Entered Training Program in Other Educational Institution
- 15 Completed Partial Adult High School
- 16 Completed Basic Skills Course
- 17 Enrolled in Basic Skills Course
- 20 Completed work-related training
- 22 Completed partial ESL
- 24 Enrolled in college parallel
- 25 Continuing in high school
- 26 Increased contact with teachers
- 27 Assisted more frequently with school work
- 28 Increased involvement in school
- 29 Laid a foundation with language skills
- 30 Achieved work-based learner goal
- 31 Completed a computer course
- 32 Completed a civics course
- 33 Enrolled in a continuing education course

AUTHORIZATION TO RELEASE CONFIDENTIAL INFORMATION TO NTC

Name: _____ Prior Name: _____

Social Security Number: _____ Date of Birth: _____

Address: _____
Street City State ZIP

Agency Records Authorized for Release (****Please check all released****)

_____ School Transcripts	_____ Eye Reports
_____ Psychological Evaluations	_____ Employment Information
_____ Vocational Assessment Reports	_____ Social History
_____ Last M-Team Report	_____ AODA Reports
_____ Other (specify) _____	_____ Hearing Reports

Purpose or Need for Release of Agency Information

_____ Student Requires Special Services at Northcentral
_____ Other (specify) _____

Agencies/Organizations Authorized to Release Information

Release information to: Joe Mielczarek, Vocational Counselor/Instructor, Northcentral Technical College, 1000 W. Campus Drive, Wausau, WI 54401, telephone: 715/675-3331, Extension 4087.

I also authorize Northcentral Technical College to release agency or Northcentral Technical College reports to the following files, individuals, or offices:

- _____ Special Needs File (Parts 1 and 2)
- _____ Division of Vocational Rehabilitation (Parts 1 and 2)
- _____ Northcentral Technical College Program Counselor (Parts 1 and 2)
- _____ Instructors (Part 2)
- _____ Student (Part 2)
- _____ Other Northcentral Technical College Staff (____ Part 1, ____ Part 2)
- List: _____
- _____ Other (____ Part 1, ____ Part 2)
- List: _____

Records will not be released to any other agency without prior consent.

Authorization expires as of: _____
Date

I understand that I may revoke this authorization at any time by declaration in writing, except as information has already been released prior to revocation. Unless revoked, this authorization remains in effect until the expiration date.

Signature of Subject of Record Date

Legal Representative of Subject of Record Date

Signature of Subject of Record Date

TO THE STUDENT: Part 1 contains personal information (i.e., medical, psychological, social, therapeutic, psychiatric, drug, and alcohol) to be shared with counselors, Division of Vocational Rehabilitation staff, Special Needs personnel, and agencies delivering specific services in this regard. This information is protected through confidentiality laws. Part 2 contains educational information, strategies, and recommendations to help you reach your academic goals.

In Case of Emergency, Notify:

Name _____

Address _____ Phone _____

Military Branch: _____ Rank: _____

Discharge Status: _____

Training, Certifications: _____

EMPLOYMENT: List most current employer first

Name & Location of Employment	Date From - To	Position or Duties	Wage	Reason for Leaving
Supervisor			Phone	

Name & Location of Employment	Date From - To	Position or Duties	Wage	Reason for Leaving
Supervisor			Phone	

Name & Location of Employment	Date From - To	Position or Duties	Wage	Reason for Leaving
Supervisor			Phone	

Date _____ Signature _____

Northcentral Technical College
Wausau, Wisconsin
Program for The Visually Impaired
Assessment and Plan Form

Eye Condition _____
Total _____ Partial _____
Social Security Number _____

Applicant Name: _____

Assessor: _____ Date: _____

Below, please indicate the level at which the client is functioning; i.e., (P) poor (I) inadequate; (A) adequate; (G) good; or (L) excellent. Circle (NA) if not assessed for any program. Reference to Instruction Sheet of Working Definitions may be helpful during this assessment. Space is available to the right of each category to indicate the plan and/or action to be taken accordingly.

ASSESSMENT	ACTION TO BE TAKEN
1. Application Motivation and Attitude	
P I A G E NA	
1 2 3 4 5 6	
2. Physical Capacities	
P I A G E NA	
1 2 3 4 5 6	
3. Mental Capacities	
P I A G E NA	
1 2 3 4 5 6	
4. Vocational Objective - Yes ___ No ___	
P I A G E NA	
1 2 3 4 5 6	
5. Appropriateness Goals	
P I A G E NA	
1 2 3 4 5 6	
6. Skill Level	
P I A G E NA	
1 2 3 4 5 6	
7. Job Seeking Skills	
P I A G E NA	
1 2 3 4 5 6	
8. Job Related Environment	
P I A G E NA	
1 2 3 4 5 6	
9. Job Retention History	
P I A G E NA	
1 2 3 4 5 6	
10. Availability of Employment Opportunities	
P I A G E NA	
1 2 3 4 5 6	

COMMENTS OR RECOMMENDATIONS:

DATE: _____

STUDENT NAME: _____

DO YOU WORK WITH A DVR COUNSELOR?

_____ **YES**

COUNSELOR NAME _____

DVR OFFICE _____

_____ **NO**

- Alternative Text Request Form -

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Last Name _____ First _____ MI _____

Home Phone _____ Email Address _____

Social Security # _____ - _____ - _____ Student Id # _____

Enlargements:

I would like the attached material to be:

- enlarged
- copied
- other _____

Pick up date and time _____

Please note any other special instructions _____

Text-on-Tape: Semester: [] SUMMER [] FALL [] SPRING Year 20_____

Course Name _____ Catalog Number _____

Starting Date _____ Ending Date _____ Class Number _____

Instructor's Name _____

Textbook Title _____ Copyright _____

Author(s) _____ Edition _____

Publishers Name & Location _____

Check Preferred Format: [] Audio Tapes (4Track) [] Other _____

Signature: _____ Date: _____

STUDENT: Personal Information Semester: [] SUMMER [] FALL [] SPRING Year 20__

Last Name _____ First _____ MI _____

Social Security # _____ - _____ - _____ Student ID # _____

Telephone # (____) _____ - _____ Email _____

Course Name _____ Class Number _____

Course Day/s and Time/s _____

Course Room # _____

Instructor's Name _____

Today's Date _____

NOTETAKER: Please return this form to the Center for Students with Disabilities. (Room B205). Put in the slot for Notetaking/Kelly Derleth. You will need to obtain a hiring packet and complete the requested information required for payroll.

Social Security # _____ - _____ - _____

Student ID#- _____

Last Name _____ First _____ M.I. _____

Phone # _____ Email _____

Workstudy _____ Student Employee _____ Date _____

Notetaker's Signature : _____

**If you have any questions or comments, please contact Kelly Derleth at 715-675-3331 ext 1128 or via email at derleth@ntc.edu

REQUEST FOR TEST ACCOMMODATIONS

TO: Wayne Owens - Test Center

FROM: Joe Mielczarek - Center for Students with Disabilities

STUDENT: _____ ID# _____

PROGRAM _____

The above-named student has a documented disability and is eligible for test accommodations as noted below:

- unlimited test time
 separate test area
 reader
 Companion (test on tape)
 use of calculator
 other _____

TESTING NEEDED:

- Accuplacer: Reading
 Sentence Skills
 Arithmetic
 Algebra
 RFU
 Math 1- 75
 1-100

TEST DATE / TIME: _____

TEST LOCATION: Test Center
 Center for Students with Disabilities

COMMENTS: _____

Signed _____ Date _____

Sign-Up Sheet for Test-Taking Accommodations⁶⁸

Center for Students with Disabilities - Northcentral Technical College

Name: _____ Today's Date _____

Test Date: _____ Course: _____ Chap or Test # _____

Test Time: _____ Instructor: _____

****Please Note:** Unless indicated by your instructor, or you have an approved conflict, your test will begin at the scheduled time. **If you do not show up for your appointed time you may not take the test until new arrangements are made with your instructor.** It is your responsibility to deliver a test envelope to your instructor.

***Return this Sign-Up Sheet to the CSD Support Staff Office.
Your request must be received no later than 3 SCHOOL DAYS
prior to the test, or accommodations may be denied.***

Accommodations Requests (check all that apply)

Test Adaptations

- Large Print
- Scribe
- Test Reader
- Test on Tape
- Separate room
- Other: _____

Time

- Ext. time (1.5X)
- Other: _____
- *****
- This is a computerized test
- This test is on blackboard

Adaptive Equipment

- Dictionary
- Magnification Device
- Talking Calculator
- Computer
- Other: _____

CSD TESTING SERVICES USE ONLY

Date: _____ Proctor: _____ Room: _____

Time In: _____ Time Out: _____

How was test delivered: _____

Approximate time test was delivered: _____

Testing accommodations used: _____