

Hawaii Community College  
Ha`awi Kokua Program  
Services to Students with Disabilities  
Unit Report 2011-2012  
Submitted by Karen Kane

Ha`awi Kokua Program has been in place for over 20 years, providing services to Students with Disabilities for Hawaii Community College on the East Hawaii campus and the West Hawaii campus. Forms are generated by the East Hawaii campus and used by both. All data is collected for both campuses thru the East Hawaii location.

#### East Hawaii Campus

The Ha`awi Kokua Program on East Hawaii campus has 2 accessible locations. The G-funded counselor is located on Manono Campus in Building 388 – Room 106. The Assistive Technology Lab is located in the same building which houses software that is used for SWD to access information and accommodate various disabilities. Building 388 has a large sign outside that says “Disability Services”.

This program does not have direct clerical support. The CASSC clerical personnel provides support with purchasing equipment and supplies, creating requisition for ASL Interpreter services and processing invoices for payment for these services.

Information of Disability Services is distributed to students via:

- College Acceptance Letter
- College Catalogue
- Counselor referrals
- Course syllabus Statements
- Campus student Newsletters
- Packets sent out to the DOE Big Island High Schools, SPED department chair persons, to ensure appropriate and timely transition and services.
- New Faculty Orientations
- College emails and the ‘all college’ meetings

Packets for intake are made and provided to inquiries via mail or in person, when contact is made in the office. The packets include; application for disability services, checklist of required steps, college application, release forms for DOE and medical doctors/therapist/rehabilitation

agencies, etc., information of Learning Disabilities, ADD/ADHD, Dyslexia, community resources, Rights and Responsibilities of the Students with Disabilities as well as Rights and Responsibilities for the college, etc.

Past years the reports of the Ha`awi Kokua Program has been included with the college Counseling and Support Services Unit. During Summer 2012, under new direction of Vice Chancellor Cifra, the Disability Services has become its own unit for reporting. This is the first report as a separate unit.

The Disability Services Office, Ha`awi Kokua Program, has undergone changes in the way services are offered. This began with cleaning out of old records. Files of over 1,600 were kept in file drawers of each SWD who identified as having a disability. Approximately 800 files of SWD who have not been registered students for over 5 years, and SWD who graduated, transferred to other campuses, and SWD who did not have adequate documentation for their disability, were destroyed during summer 2012.

Funding for services to SWD is twofold:

- Carl Perkins funds
  - An annual grant is submitted to fund services to CTE students
  - Student Assistants who are notetakers and Lab Assistants for SWD in CTE programs.
  - Support the ASL Interpreters for SWD who have CTE majors.
  - Perkins grant also funds 2 APT positions:
    - 1. Education Specialist – coordinates the Notetaker services and Lab Assistants, and prepares packets for the DOE SPED transition students for the big island high schools.
    - 2. Education Specialist – Data Specialist, maintains list of SWD, generates reports of budget using CTE Perkins funds and General State funds as appropriate. Reports are generated to track the accommodations provided, evaluation of the services provided, number of student/agency contacts by Generalist Counselor, # SWD who are CTE (by major) for Perkins reports, and LBART for college reports.
- General funds
  - Support the full time counselor position. This is a tenure track position.
  - Student Assistants who are notetakers for SWD who are LBART majors.
  - Support the ASL Interpreters for SWD who are LBART majors.

Services are provided to:

- Students who have a disability that warrants an accommodation are served.
- Students who have a significant disability who want records on file, should they need accommodations in the future to support need for being absent from classes or make up exams etc.

Types of Services provided:

- Intake and assessment of accommodations
- Collection of documentation and application for services
- Letters of Accommodation are sent to all SWD who qualify for in class accommodation such as extended time for testing in a distraction free environment, and recording of lecturers. These letters are sent to the SWD one week prior to the first day of instruction, or when documentation is submitted. SWD are instructed to provide their instructors with the Letter of Accommodation and discuss their needs with the instructors.
- Notetakers for SWD who are physically unable to take notes
- ASL Sign Language Interpreters for students who are Deaf
- ECHO services for students who are Deaf and do not use sign language

These services are evaluated at the end of each semester.

All SWD are sent an evaluation for the services received through the program.

SWD who receive services, Notetakers, Instructors, are sent evaluation forms each semester to evaluate the services provided. These evaluation forms are used to continue employment or adjust services provided.

General Services provided:

- Walk-in services, due to not having a personal or support clerical to schedule appointments, or cancel, if the counselor is sick. Students who have an emergency or need immediate assistance are encouraged to walk-in to see the counselor.
- First semester registration of classes. It is at this time the SWD is informed of their accommodation, assisted with a schedule of classes that is supportive to their disability type, information of self-advocacy for their instructors and future counselors of which they will receive advising from.
- Mid-term Monitoring (MAP) to provide the form and empower the SWD to Monitor Academic Progress at the middle of each semester. SWD are encouraged to discuss their progress with their instructors and contact the counselor should they need to

consider dropping a class and how it will impact their future financial aid eligibility (GPA or credit completion rate).

### Assistive Technology Lab:

Summer 2012, the lab was renovated to provide Assistive Technology for SWD who need to accommodate their disability which affects their reading and writing skills. The multi-media stations are provided to support the distraction-free setting needed for SWD to use the AT software. Training on the Assistive Technology and adaptive equipment is provided by Educational Specialist and Student Assistants.

The types of AT in the lab:

- Low Vision CCTV – to view enlargement of course handouts such as maps.
- Sorenson Video Phone – to provide Deaf students with access to telephone services providing sign language interpreters
- Kurzweil Reader 3000 – text to speech, to support students with Reading Disabilities. This software allows the text to be spoken aloud through the use of headsets. All electronic format materials can be read instantly. Textbooks or printed materials require scanning and SWD are assisted with saving the material on a jump-drive.
- Dragon Dictate – speech to text, to support students with Writing Disabilities. This software allows the student to speak into a headset microphone and their voice information is presented as text in the computer document.
- Digital Recorders – are signed out to SWD to support their note-taking. Often documentation is provided for the SWD to be assisted with note-taking. If the student is able to write notes, a recorder is provided to support this accommodation.

Faculty Training for Students with Disabilities

- Packets are provided to all college faculty, to educate on the issues of SWD in their class, college compliance, and the laws that govern higher education. These packets include: information on various types of disabilities, suggested statement for their syllabus, resources available through the Ha`awi Kokua Program, etc.
- IN THEIR SHOES – a link on the college website for faculty to interact with the information that is needed to understand various disabilities and understand the laws that govern higher education. Faculty is able to take a pre-test and post-test and print out a certificate that they have completed the on-line training. Data is collected on the use and completion of this training option.

- New Faculty Hires – are brought to the Kokua Lab and given an introduction to disability services, the AT lab and an overview of the types of SWD and disabilities that are in their classes. The faculty is made aware of “invisible disabilities” to better understand the importance of classroom management, the course syllabus statement, and possible situations such as seizures or other situations that may present themselves in the class or on excursions.
- Distance Education Information – is provided to help faculty to understand that all on-line classes must be accessible to all SWD including the students who are Deaf.

### Mission Statement

The Ha`awi Kokua Program Mission is to promote an equal opportunity, for individuals with disabilities, to gain the maximum benefit from their educational / learning experience by participating fully in their regular courses and activities that are offered at Hawai'i Community College.

### Program Goals

- Ensure physical access with educational equality in all HawCC programs and activities.
- Assisting students in maximizing their potential by encouraging independence, self-determination, and full participation in the educational experience.
- Provide reasonable academic accommodations for students with disabilities in the least restrictive environment.
- Foster a sensitive environment for students with disabilities that are conducive to learning.
- Support students with disabilities in becoming independent, responsible, and productive community members.
- Provide consultation to students, faculty, and staff on disability issues and general access information.

### STUDENT LEARNED OUTCOMES

#### **Unit Outcome #1**

Ha`awi Kokua Counselor for Students with Disabilities will educate faculty to the issues and characteristics of students with disabilities to incorporate teaching strategies that will improve the success rate of this population.

This outcome is measured by the data collected in the on-line web training, IN THEIR SHOES.

#### **Unit Outcome #2**

Ha`awi Kokua Counselor for Students with Disabilities will provide accommodation letters to students with disabilities who have provided adequate documentation, to comply to the ADA and higher education access to course information for their disability. These qualifying students will provide this accommodation letter to their instructors.

This outcome is measured by the data of the number of SWD who are eligible for a Letter of Accommodation, sent to their homes. SWD are responsible to provide the letter to their faculty and discuss their accommodation and how it relates to their disability.

## FUTURE GOALS

Due to the changes in the way services are provide to SWD through the Ha`awi Kokua Program, there is a need for SWD to learn to self-advocate for their disability and accommodations. The following are ways we will address these important changes:

- Provide group ‘Self-Advocacy” workshops and training to SWD. This training will be done by the Educational Assistant and a UH Manoa Graduate Assistant during internship.
- Provide training to generalist counselors on making appropriate recommendations and referrals to students who they see. This training will be provided by the current Counselor for Students with Disabilities, prior to her retirement date.

## DATA

The following data charts are provided for the Fall 2011 & Spring 2012 semesters.

- SWD served, by major, disability,
- Accommodation evaluations
- Lab usage (questions answered at the first use of the lab)
- Strengths and Challenges identified by registered SWD