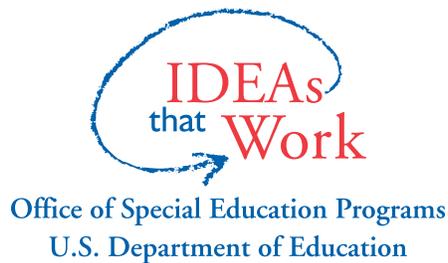

Pn2 Deaf Learner Symposium



NDCO
National Deaf Center
on Postsecondary Outcomes

Summary

Pepnet 2 convened a Deaf Learner Symposium to better understand the needs of deaf learners. Professionals from across the country compiled current practices, policies, challenges, and methodologies. The goal was to improve access and opportunity for deaf students.



Portions of the enclosed content were developed during past cycles of Department of Education funding. In 1996, the Department of Education funded four regional centers collectively known as Postsecondary Educational Programs Network (PEPNet). In 2011, the Department of Education changed the model from the four regional centers to one national center known as pepnet2. Materials from either or both PEPNet and pepnet2 cycles may be included herein.



pepnet 2
deaf and hard of hearing
connecting people, building capacity

Deaf Adult Learner Symposium

July 14 & 15, 2014
Sacramento, CA

funded by the **Research to Practice Division,**
Office of Special Education Programs
and the **US Department of Education**
via Cooperative Agreement #H326D110003



A Letter from the pn2 Director

Welcome!

Thank you for your participation in the first *Deaf Adult Learner (DAL) Symposium*. We look forward to this collaboration. We anticipate the impact of this *Symposium* to be far reaching. Pn2 recognizes the importance of the educational bridges programs such as yours designed for deaf adult learners provide. We know this bridge is vital to the success of many students transitioning from secondary to post-secondary settings and/or the workforce. We share a goal of improved access and opportunity for deaf and hard of hearing students, and look forward to the opportunities this collaboration provides us.

Pn2 is pleased to provide the platform for you to connect and interact with colleagues, learn from each other, and to plan together. We look forward to hearing about the pedagogy and specialized accommodations you have developed that have proven to be instrumental to student success. The 2012 pn2 *Needs Assessment* identified the experience of professionals working with deaf and hard of hearing students as a significant predictor of successful student outcomes. Drawing on your expertise will provide insight that can be shared with others.

Thank you for the work you do on a daily basis and for your participation in this collaborative venture.

Sincerely,



Cathy McLeod, Director Pn2

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Symposium Vision Statement & Outcomes

Our Mission

Pepnet 2's mission is to improve postsecondary outcomes for individuals who are deaf or hard of hearing, including those with co-occurring disabilities. Pepnet 2 provides resources to individuals who are deaf or hard of hearing, and the educators, schools, agencies and professionals who work with them. Our goal, and the focus of our resources, is to increase the educational, career, and lifetime choices available to individuals who are D/HH. Pepnet 2 is funded by the US Department of Education through the Office of Special Education Programs, Research to Practice Division.

Symposium Vision Statement

Programs explicitly designed for deaf adult learners provide vital links for students transitioning from secondary to post-secondary settings and/or the workforce. Pn2 will host a Symposium wherein participants with expertise in program administration and pedagogy for deaf adult learners will compile effective practices and policies, challenges, and methodologies for teaching English, mathematics, career exploration and job readiness.

Symposium Outcomes

Syntheses of evidence-based practices and strategies will be compiled through a series of written briefs and videos dialogues. These will highlight:

1. Current practices and services that demonstrated success of deaf adult learners in postsecondary level, 'preparation' courses
2. Use of evidence based practices as a foundation for program development
3. Core values and belief statements that drive the practices of established programs that provide direct instruction to deaf adult learners
4. Standardized practices of – student placement, curriculum and instructional models, funding opportunities, formative and summative assessments, and data collection

AGENDA

Monday, July 14, 2014

Facilitated by: Thomas K. Holcomb and Erika Shadburne

8:00-9:30 Welcome/Breakfast

- Cathy McLeod, pepnet2 Director
- Introductions
- Agenda Review

9:30-11:00 Program Theoretical Framework

- Belief Statement Discussion-the working foundation

11:00-11:15 Break

11:15-12:15 Program Considerations- current and evolving best practices

- Academic Services
- English/Math Skill Development
- Vocational Training
- Assessment & Placement
- Curriculum

12:15-1:15 Working Lunch Table Configurations

- ABE
- Developmental
- Non Academic/Student Services

1:15 – 2:15 Program Considerations- current and evolving best practices
(continued)

2:15-2:30 Break

2:30-4:00 Program Considerations- current and evolving best practices

- Non Academic/Student Services.
- Counseling/Advising
- Interpreting Student life
- Disability Student Services Office

4:00-6:30 Video Dialogues

AGENDA

Tuesday, July 15 2014

8:30-9:00 Check In

9:00-10:30 Program Considerations- current and evolving best practices

- Data collection mechanism
- Areas of data needed
- Reporting procedure
- Justification

10:30-10:45 Break

10:45-11:45 Community of Practice Discussion

11:45-12:45 Working Lunch - Grouped by program size (100+, 50-99, 49 and under)

1:00-2:30 Program Considerations- current and evolving best practices

- Funding
- Faculty/Staff Positions
- Support Services
- Vocational Rehabilitation
- State/Federal monies

2:30-2:45 Break

2:45-3:30 Finalize Belief Statements

3:30-4:00 The Next Step

4:00-6:30 Video Dialogues

DAL Video Dialogues

Overview:

Video dialogues will capture symposium participants discussing the issues, challenges and opportunities of their work. Discussions will be interactive and will be shared with stakeholders across the county.

Film Assignments & Guiding Themes

1. Specialized Programs for Deaf Adult Learners

Guiding Themes:

- The need for specialized programs for DAL
- The importance of direct Instruction
- The relationship of DAL's L1 and L2
- Other themes identified by participants

2. Creating an inclusive learning environment – Participants will highlight unique aspects of their respective programs that contribute to its effectiveness.

Guiding Themes:

- Staffing considerations (profiles of staff)
- Programmatic access- access to student life opportunities- why is important? how do you provide it-
- tutoring models
- Accommodations- when are interpreters are used with DALs, are there specific qualifications you feel are important?, how does the use of an interpreter changes access
- What “extra” support is needed to help DAL succeed in the mainstream environment
- Do you uses specialized or set curriculums
- What assessments do you use and what assessment tools would you recommend

3. How To- Special considerations for teaching Math to DAL

Guiding Themes:

- Do you uses specialized or set curriculums
- What assessments do you use and what assessment tools would you recommend
- Interpreters and advice for them?
- Teaching and or Interpreting techniques

4. How To- Special considerations for teaching English to DAL

Guiding Themes:

- Do you use specialized or set curriculums
- What assessments do you use and what assessment tools would you recommend
- Interpreters?

5. Transition: Providing Options for All

Guiding Themes:

- Access to Career and Technical Training
- Access to ABE Programs
- Career Counseling

6. Funding Considerations

Guiding Themes:

- The VR investment,
- the ROI,
- Why should local community college be interested in expanding its services to deaf/hh students and be burdened with the cost of supporting this population- what are the advantages?
- funding sources,
- Education vs. SSI,
- federal and state monies,



Postsecondary Education for Individuals who are Deaf or Hard of Hearing: **State of the Nation**

The Americans with Disabilities Act firmly opened the doors to postsecondary opportunities for individuals who were deaf or hard of hearing across the country. For many, that “open door” is an effective means to achieve their goals. However, there are some individuals for whom the “open door” is not effective – they have difficulty accessing, persisting and succeeding in traditional postsecondary environments. In this series, the term *Deaf Learner (DL)* will refer to this second group of learners.

Out of the population of individuals who are deaf or hard of hearing between the ages of 21 to 64, over 700,000 (17.6%) lack the high school diploma or equivalent GED required to enter a postsecondary program (Erickson, W., Lee, C., von Schrader, S., 2014). Ability to persist in a program may be related to the fact that 79% of students who are deaf or hard of hearing begin their post-secondary programs taking developmental courses (Bochner & Walter, 2005). Seventy to seventy-five percent of students who begin a program do not persist and successfully obtain a degree (Newman, 2011).

These Deaf Learners may require special services and supports to build the foundations they need to successfully complete postsecondary programs. However, the availability of these programs nationally is limited and may be threatened. A closer examination of the issues and challenges facing the Deaf Learner may provide a shared understanding of the unique needs of these students.

Availability of specialized programs

- There is little research or empirical evidence to guide the pedagogy required to meet the needs of deaf learners.
- No specific entity is charged with offering basic education. Rather the U.S. Department of Education gives grants to each state to provide Adult Basic Education. These programs are required to be accessible, but this is usually interpreted to mean that they provide interpreters as an accommodation. This may be effective for some deaf learners but is not likely effective for all.
- The availability of developmental education courses offered nationally has declined, supporting the prevailing philosophy that students should arrive at institutions with those skills in place.
- A few scattered programs do exist and recognize the need to be linguistically and culturally affirmative for deaf learners. However, there is no coordinated effort to establish, maintain or fund such programs.
- There is no open source (or commercially available) curriculum for providing basic education to deaf learners. Most existing programs report creating their own curriculum.

NOTE: In July, 2014, Pepnet 2 hosted a Symposium for participants with expertise in program administration and pedagogy for Deaf Learners. Symposium participants identified a number of guiding principles they felt were instrumental in creating accessible postsecondary environments for students who are deaf or hard of hearing.

Deaf Learners Guiding Principles

1. There are strong mutual benefits to the student, the institution and the community when a student who is deaf or hard of hearing has meaningful, comprehensive access.
2. Meaningful access for students who are deaf or hard of hearing goes beyond provisions of simple accommodations and must include a range of supports that meet the students' current needs.
3. Support services should empower students by fostering independence and self-determination.
4. Deaf Learners benefit from direct communication in academic, personal and social environments.
5. Deaf Learners benefit from a critical mass of peers and faculty/role models with whom they can communicate directly (without using an interpreter), offering them the opportunity to interact, develop relationships and establish mentor/mentee relationships.
6. In learning environments where direct communication is not available, collaboration between the student, instructor and access service provider is critical for student success.
7. Marketability and work sustainability for Deaf Learners is enhanced when they have a comprehensive support network that provides career counseling and field experiences.
8. Programs for Deaf Learners should use data -- qualitative and quantitative to establish and support programs.

Participating Program Summaries

Austin Community College

Edmonds Community College

LaGuardia Community College

Ohlone College

Ozarks Technical Community College

SouthWest Collegiate Institute for the Deaf (SWCID)

Intermediate District 287- Vector Program

WhatCom Community College

Austin Community College

5Ws

WHEN was your program established?

The Deaf program at ACC began expanding in 1996, when a Deaf Counselor was hired, with initially 20-30 Deaf students in hearing classes with interpreters. Then the ACC ASL-ESOL program was formally established in 2002. This was the result of a suggestion in a town hall meeting in 2001 that was part of ACC's accreditation process. Since 2002, with the Deaf ASL-ESOL classes, the number of Deaf students began increasing and has grown to more than 100 students each Fall and Spring semester. There are also about 100 Deaf students taking college credit classes in every subject, ranging from Culinary Arts, to Welding, to Physics, Calculus, Phlebotomy and Sonography!

WHO is your program designed for?

The Austin Community College (ACC)'s Deaf Adult Learner population is diverse. It includes students who range in ages from 18 to 65. Some students come from the Austin area, but many come from other cities in Texas and throughout the nation as well as abroad. Student goals vary from transfer to a four year college to an associate degree to a certificate and/or workforce/job training or enrichment education.

WHAT programs you offer?

ASL-ESOL

ACC is one of very few colleges nationwide that offers classes for Deaf students in ESOL (English for Speakers of Other Languages). These classes feature direct, teacher-to-student interaction via American Sign Language (ASL). Our ASL-ESOL classroom is outfitted with the latest technology to provide total visual access and improve the learning experience. Faculty are fluent in ASL and extensively trained in Deaf Education as well as ESOL principles.

L1- ASL Grammar

ACC offers ESOL 0321-L1ASL Grammar 1 for Deaf and Hard of Hearing students, which is the entry-level L1 ASL grammar course that introduces the four-part L1 ASL grammar series. While this course is not required, students take this class to improve their fluency in both ASL and English. Research has shown that in order to succeed in a second language (English), students need first language (ASL) knowledge. This non-traditional class allows students to view published ASL works as well as create informative and persuasive ASL videos that analyze ASL Grammar and review Deaf culture/history.

ABE (Adult Basic Education) Basic Math Support

An American Sign Language (ASL)-Intensive Math course to help students understand Math concepts and the language of Math by presenting everything in the students' first language (ASL). An active learning approach is employed by combining lectures with in-class assignments. Students choose the topic in advance and create various methods of solving problems. They also discover the relationship between English, ASL, and Math as well as how changes in each will influence the others. This course is intended for developmental students to improve their math course placement.

Human Development—Study Skills

Transition to College Success (HUDE 01110) is a freshman orientation class taught by a Deaf professor. Students learn important study skills, time management, and overcoming test anxiety. They also complete career and personality assessments and learn about campus/community resources.

PSYC 1300—Effective Learning Strategies: Keys to College Success

This three-hour college credit class is taught by a Deaf professor, and provides in-depth information on how to be successful in college classes. Topics include: how to really study, how to take notes and prepare for tests, journaling, and learning how to be better prepared for success in college and in life.

Deaf Services Certificate

By earning this certificate, students gain skills that will allow them to apply for entry-level jobs at schools and facilities that provide services for Deaf people, such as the Texas School for the Deaf, mainstream schools, and group homes. Students are trained for positions like teacher aide, resident hall assistant, recreation aide, and rehabilitation technician.

Tutoring in ASL

The Riverside Learning Lab & Computer Center is staffed with tutors who are fluent in American Sign Language to assist students in most academic subjects. Students can complete computer tutorials and get face-to-face assistance on anything technical from software programs to webcams and more.

SAS—Student Accessibility Services (formerly OSD - Office for Students with Disabilities)

The SAS can be a student's secret weapon for academic success. Each ACC campus offers support for students with documented disabilities. Some examples of services include interpreters, note takers, registration assistance, and testing with accommodations. Students are urged to apply for accommodations at least three weeks prior to the start of the classes. Each semester, students need to meet with a SAS coordinator at each campus they attend to discuss accommodation needs.

WHY is your program unique?

Austin Community College (ACC) has a large, dynamic community of Deaf students, as well as Deaf Faculty and Staff. The Deaf community at ACC includes more than 200 students and continues to grow, so opportunities to interact with other Deaf students are plentiful, both in and outside of the classroom.

In our high-tech visual classroom, created specifically for students who are Deaf, ACC offers courses taught in American Sign Language by Deaf and hearing faculty who are fluent in American Sign Language in key subjects including English, Math, and Transition to College Success. Tutoring support and study groups designed for Deaf students are also available at ACC.

A true learning community, ACC's Deaf students enjoy two social organizations—the Deaf Students Association (DSA) and ASL Friends United (AFU)— which foster friendship, support, and shared learning opportunities. There have been two Deaf officers playing a leading role within a hearing student organization called Renewable Energy Student Association.

ACC also provides opportunities for faculty and staff who are Deaf to work with the hearing population of the college. We have a Deaf faculty who teaches Math GED and HVAC. There is a SAS Coordinator who is Deaf and a Deaf Counselor who both work with hearing as well as Deaf students.

One of our graduates went on to get her Master's and now works as a VR Counselor in Austin with a Deaf Caseload. Another Deaf student transferred to a 4 year program and is successfully majoring in Social Work. We also have a student who took, passed and became the first Deaf person in the US to complete the National Renewable Energy Certification Exam - he now has his own business "Blue Paw Energy" in Austin, TX. And a former student and his wife loved to cook and recently opened their very successful restaurant "Crepe Crazy".

GURC Grant

Gallaudet University Regional Center—Southwest (GURC- SW) is one of the six regional centers of Gallaudet University. In partnership with Gallaudet University and Austin Community College District, the center initiates, leads and supports outreach efforts by providing resources, consultations, and training to address the educational, transition, and professional development needs of Deaf and Hard-of-Hearing people, their family members, and the educators and other professionals who work with them throughout the region.

The GURC-SW fosters opportunities for collaborative relationships between Gallaudet University and other educational institutions, governments, and non-profit agencies at the regional and national level. We strive to advance the intellectual, social, linguistic and economic vitality of Deaf and Hard-of-Hearing people through educational outreach and leadership development programs at the regional and national level. Our center is the first community college to offer 2+2 articulation agreement for transfer capacity with Gallaudet University.

DeafTEC Grant

Austin Community College is a Regional Partner for the DeafTEC grant. The National Science Foundation provided more than \$4.45 million to the National Technical Institute for the Deaf, a

College of Rochester Institute of Technology, in Rochester, New York to create DeafTEC: Technological Education Center for Deaf and Hard-of-Hearing Students.

DeafTEC serves as a clearinghouse for information related to technical education and technician careers for Deaf and Hard- of-Hearing students, including career awareness materials, teaching strategies for improving student access to learning, developmental math and English curricula, and information for employers to help them provide a more accessible workplace.

WHERE are you located?

ACC is located near downtown Austin, in beautiful Central Texas. Austin has a large, vibrant Deaf community with a very diverse Deaf population; hence, many opportunities for learning, recreation and service are available in this city. The ACC-Riverside campus is close to the Texas School for the Deaf in South Austin. Because of the large Deaf population in Austin, there are a number of Relay Call Centers located here, such as CSD, Z-VRS, Sorensen and Purple. Several Interpreting agencies provide quality services, with a large number of freelance interpreters moving to Austin for work.

ACC often collaborates with The University of Texas at Austin (UT) on various Deaf-related projects, and works closely with the DARS-VR services in meeting the needs of Deaf students. One real challenge is meeting the growing demand for qualified interpreters to serve the large Deaf community in Austin and at ACC, since Deaf students also attend UT as well as Texas State University, in San Marcos, Texas, about 30 miles south of Austin. There are a myriad of Deaf social organizations to join, choosing from Austin Deaf Club, DNO, GUAA, DWA, TAD, etc. ...help me here!! While many Deaf students come to ACC from the Austin area, many come from other cities in Texas, other states throughout the nation and several countries abroad.

Edmonds Community College



WHEN was your program established?

In 2011 EdCC started a pilot with an English class. 2012 We added 4 Math classes (Math-lab). Our program was established after we showed to administration the value of direct teaching and financial responsibility (interpreting services cost).

WHO is your program designed for?

The two classes we offer are designed for Deaf Adult Learners with direct instruction utilizing American Sign Language.

WHAT programs you offer?

- Math 40 – Arithmetic
- Math 60 - Intro to Algebra
- Math 80 - Fundamentals of Algebra
- Math 90 - Basic Intermediate Algebra

Real world application of the use of English. Two levels- Lower/ advanced.

WHY is your program unique?

We recognize the value of teaching our Deaf students utilizing American Sign Language.

WHERE are you located?

We are located North/ Seattle Washington. We have seen students advance to a higher-level classes in a shorter time period in comparison with mainstream classes. The majority of our students come from a local HS that has a Deaf program, other colleges and referrals from DVR advisors.

LaGuardia Community College

5Ws

WHEN was your program established?

Program for Deaf Adults was established in 1975 when a middle aged deaf woman approached the newly created (1972) CUNY campus informing Continuing Education of her desire to earn her GED and was told “yes, show us what you need from us to do that”. The program subsequently, and organically, evolved adding accommodation support services to degree bearing students, ASL classes, and in the mid-1990s, the ASL-English Interpretation program.

Separate classes for students who hold a high school diploma started in 1985 when administrators took notice that deaf and hard of hearing students in mainstream classes were not passing and were becoming extremely frustrated. At the time, one particular dean advocated for direct instruction and hired an educator of the deaf . . . and that educator is still teaching these classes (!) Direct instruction in developmental math, taught by a Deaf instructor, came on board about three years ago for similar reasons. The G.E.D. and ASDA (Academic Skills for Deaf Adults) programs were established more than 20 years ago, in response to the challenges of educating DHH students in a mainstream environment with ASL interpreters for communication access.

WHO is your program designed for?

Program for Deaf Adults serves the following student populations –

- deaf and hard of hearing individuals who have been admitted to the college to earn a degree;
- deaf adults seeking to improve their English reading and writing competencies and/or to get their High School Equivalency diploma;
- hearing adults wishing to learn ASL;
- competent ASL users wishing to become ASL-English Interpreters

Our deaf adult learners reflect the diverse and multi-cultural population of New York City, have a wide range of hearing loss and knowledge of ASL and English, many are tri-lingual. Mainstream, self-contained classroom and Deaf school educational environments are all represented among our students.

WHAT programs you offer?

For students who hold high school diplomas, there are special sections of basic skills reading, writing and math just for them that are taught directly in American Sign Language (ASL). For students who do not hold high school diplomas, we offer Adult Basic Education (ABE) courses,

including a course specifically for foreign-born Deaf/hard-of-hearing individuals wanting to learn ASL and English. We also offer Pre-High School Equivalency and High School Equivalency (Pre-HSE and HSE; replaces Pre-G.E.D and Pre-G.E.D.) classes for students wishing to obtain their high school equivalency diploma. We also offer Individual Instruction sessions for students who benefit from a more one-on-one approach.

- For deaf and hard of hearing students admitted to the college to earn degrees, we provide the full range of accommodation services (interpreters, captionists, note takers, tutors, extended testing time, advisement, ALDs, LiveScribe pens, etc.) in addition to the special sections of basic skills courses, and test preparation workshops, noted by Dr. Livingston that are taught in ASL
- For deaf students, who communicate in ASL, enrolled in our Continuing Education program we offer Adult Basic Education and High School Equivalency courses
- For hearing students wishing to learn ASL, we offer four levels of ASL and two levels of Finger Spelling classes
- For students skilled in ASL, we a two-year professional certificate training program in ASL-English Interpretation, and, a BA degree in Educational Studies: ASL-English Interpretation in collaboration with Empire State College/SUNY

WHY is your program unique?

Program for Deaf Adults at LaGuardia Community College in a best practice model of post-secondary urban education for deaf and hard of hearing adults offering comprehensive, one-stop, programs and services that are provided by a knowledgeable staff in a welcoming environment. With almost 40 years, it is the largest program of its kind, serving the largest number of post-secondary deaf and hard of hearing students, in the Great New York City Metropolitan Area.

Our program for students with high school diplomas is unique because we use methodologies that fit visual learners, we demand college-level work and we get good results. Our program for students without high school diplomas is similar in that we use methodologies that fit visual learners, and classes are tailored to fit students' reading and writing levels across a range of abilities. The program is important because it is the only one of its kind in the New York City metropolitan area, and is often the last bastion of educational empowerment for DHH students who did not succeed within traditional K-12 educational environments.

WHERE are you located?

Our location in Western Queens County, at the foot of the Edward Koch Bridge (formerly Queensborough or 59 Street Bridge) is easily accessible by public transportation and about 15 minutes by subway from midtown Manhattan. Our students primarily resided in New York City with some ASL and ASL-English Interpreter students living in Northern New Jersey and Long Island. A rather mundane challenge is educating people as to the location of Long Island City, which is not in Nassau or Suffolk Counties, and the provincial mindset of "Manhattan" being the fulcrum point of all things New York.

Students with high school diplomas take reading and writing courses offered within the Education and Language Acquisition Department at the college. Math students take their self-contained math class within the math department. Students are situated with all other classes taught at the college which makes the students feel a part of the college community. Our students come from mainstream classes in high schools as well as schools for the Deaf throughout New York City. A sizable portion of our student population is foreign-born and educated outside of the United States. The high cost of living in New York City, coupled with the fact that the Deaf/hard-of-hearing population is traditionally under-educated and under-employed, makes it difficult for students to afford our programs, courses, and services, which are tuition-based.

Ohlone College

5Ws

WHEN was your program established?

With the planned relocation of the California School for the Deaf from Berkeley to Fremont, the leaders from the deaf community approached the college about the possibility of starting ASL classes in order to prepare the Fremont community for the large influx of deaf people to the area. The classes began in 1972, long before the opening of the school in 1980 and the program continued to grow ever since. The division was created when it became large enough to justify creating a dean level position to administer the program. This was accomplished in 2000 when we consolidated all services related to deaf and hard-of-hearing students to create the division (Instructional Unit including ASL Program, Interpreting Preparatory Program, and Deaf Preparatory program; Support Services Unit including interpreting, captioning, and notetaking; and Gallaudet University Regional Center). In 2010, the support services unit returned to the Student Services Office, making the division primarily an academic affairs unit. Administrative support for the division and its programs has been steadfast and strong.

WHO is your program designed for?

Any deaf or hard of hearing adults who want to pursue some type of postsecondary education are welcome to study at Ohlone College. California has an open door policy for its community colleges. To this end, we serve almost anyone who wants to come to Ohlone and can benefit from instruction. Being located in Fremont, home of the California School for the Deaf (CSD), a little more than half of our student body come from CSD, while the rest come from mainstream programs throughout the state, other deaf schools, and abroad. While approximately 20% of our students are taking credit-bearing, college-level courses with the support of interpreting services, the majority of our students do not possess the academic skills needed to pursue a college degree. To this end, our division (Deaf Studies Division) provides classes taught in sign language to support their goals.

WHAT programs you offer?

1. Intensive University Preparation Program for students whose academic skills are just below what is considered necessary to be accepted by a four year program or to be enrolled in an AA program. Intensive preparatory courses in English and Math are offered. This is considered our flagship program.
2. Deaf Education Paraprofessional Program for students who seek employment within a school setting such as residential hall counselor or teacher's aide.
3. Direct Employment Program for students whose academic skills do not allow them to pursue a college degree. The focus is on getting students prepared to enter the work force.

4. STEM Support Program for students who seek certificate in one of our mainstream STEM programs. Extra support is provided to these students in form of professional tutoring, assigned interpreters trained to work in STEM classes, and designated professors who had expressed an interest in supporting deaf/hh students through the program.
5. ASL/English as a second language. When there is a sufficient number of international students needing beginning instruction in ASL and/or English, Ohlone is able to provide a series of courses in ASL and English as a Second Language

WHY is your program unique?

Our division (Deaf Studies Division) enjoys full support from the college in serving the deaf community. In addition to the Deaf Preparatory Program, the division is home to the American Sign Language program, Interpreter Preparation Program, Gallaudet University Regional Center, and the DEAF Tec Project for California. The program is also unique in that we have our own dean who reports directly to the Vice President of Instruction. Our program is also unique in terms of its size and scope. Having a large deaf and hard of hearing student population allows us to provide a full range of educational programs and services. Furthermore, having the ASL and interpreting preparation programs at our college help to foster an environment of inclusion and interaction between deaf and hearing people.

WHERE are you located?

The college is located in Fremont, which is home to one of the largest and most vibrant deaf communities in the world, primarily due to the presence of CSD and its large student body. To serve the school, more than 200 deaf people are employed, strengthening the Fremont/Bay Area Deaf community. As mentioned earlier, approximately half of our students are graduates from CSD with the rest of our students coming from mainstream programs throughout the state, other deaf schools, and abroad. We serve about 20 international deaf and hard-of-hearing students annually-- primarily from Asia, but a growing number from countries in Africa, the Middle East, and Europe.

Ozarks Technical Community College

5Ws

WHEN was your program established?

This program was established in fall of 2011. OTC and grants from (Missouri Department of Elementary and Secondary Education (DESE) provide the funding for the program.

The college was spending substantial amounts of money on interpreters while most deaf students were not completing their programs. This was costing the college a lot of money while yielding minimal returns. Also, many students were losing their financial aid because they were not meeting the college's completion rate requirement (67% completion). This was costing students valuable time, energy, and money. This was a problem on both fronts.

The problem seemed to be that many deaf students were ill-prepared for college. Many students who were deaf scored extremely low on the college entrance exam (COMPASS). These scores were so low that students were then enrolled into developmental courses. Once in these developmental courses however, students were still not passing even with qualified interpreters. It seemed that because many deaf students did not have command of the English language—especially in reading and writing—they were struggling with even their developmental courses.

After much deliberation, OTC administration finally agreed to hire a Deaf Education Specialist to teach an Adult Basic Education class for the deaf in order to help students better prepare for college courses. The goal was and continues to be that students will be able to study to improve basic literacy skills before enrolling into OTC. The hope is that students will re-take the college entrance exam and possibly test out of the developmental courses all together. The qualifications of the Deaf Education Specialist included having a M.S. degree in deaf-related studies/instruction and at least an intermediate level state certification of interpreting.

WHO is your program designed for?

Our program primarily targets adult learners who want to go to college or are enrolled in college (specifically OTC); however, our program is open to members of the community who want to improve their basic literacy skills to get a job or obtain their high school equivalency certificate.

WHAT programs you offer?

Our program is a collaboration effort between Adult Education and Literacy and Ozarks Technical Community College. Our aim is to offer support for OTC students who are deaf/hard of hearing. Our goal is to increase the number of successful outcomes (passing courses and graduating with degree or certificate) for students who are deaf at the post-secondary level.

We offer one Adult Basic Education class for the deaf. This course is taught by an instructor who is proficient in sign language and can communicate directly with the students. Students are required to attend 4 hours per week. Students work on an independent course of study focusing on greatest area of need first (math, language, reading). The ultimate goal is for students to gain the knowledge and skills necessary to go beyond developmental courses once in college.

We also offer tutoring services for college students who are deaf. They may either go to the Tutoring and Learning Center and set up a tutoring session using an interpreter or come directly to the AEL EDHH class room and tutor with the instructor who signs. Students typically bring in course work from developmental courses.

WHY is your program unique?

Our program is unique because it is the only one of its kind in Southwest Missouri. No other community college offers an AEL program for the deaf. We offer a great amount of support for and contact with the students as an effort to increase retention and successful completion of their courses and programs.

WHERE are you located?

Our program is centrally located in Springfield, MO on our main campus. The only challenge with having this location is for students that have to travel and may have transportation difficulties. Although, the opportunities outweigh the challenges tremendously in that students have access to all the services offered and can get immediate assistance with things like enrollment, financial aid, tutoring, etc. Advisors in the disability office are more than willing to assist students; even going as far as walking with students to the various offices and book store to show them where everything is and make sure they have completed all the necessary preparations required to register for classes.

SouthWest Collegiate Institute for the Deaf (SWCID)



WHEN was your program established?

SWCID was established in 1980 by the Texas Legislature. By law we can only serve students who are deaf/hh unless the hearing students are enrolled in either our Interpreter Training or Paraprofessional in Deaf Education programs. Funding is entirely from legislative appropriation and tuition/fees. We get no local tax based dollars.

WHO is your program designed for?

For Deaf/HH college students. Our deaf adult learners are mostly recent HS graduates attending college for the first time. About 25% of our students are from Texas and 15-20% international.

WHAT programs you offer?

We offer all the typical Jr/Community College courses in General Studies such as History, Art, Biology, English, Math, P.E., Sociology, Psychology, Drama, etc. In addition we have Preparatory classes in ESOL, Reading, Writing and Mathematics. We also offer a variety of Career & Technical programs such as Dental Lab, Dental Hygiene, Computer Science, Graphic Arts, Office Technology, Welding, Building & Construction, Automotive Technology, Paraprofessional in Deaf Education, Interpreter Training, and much more. Because we are part of Howard Community College our deaf/hh students have full access to any/all programs offered on the main campus via a mainstreamed environment with all support services provided by SWCID.

WHY is your program unique?

SWCID is unique because we are the only self-contained Community College campus for the deaf/hh in the world. Open, visual communication (ASL based) is provided campus-wide 24/7. All SWCID instructors are fluent in ASL and most are themselves deaf. Classrooms, dorms, cafeteria, recreation areas, etc are all designed to be “deaf friendly” with open sight lines and great lighting.

WHERE are you located?

SWCID is located in Big Spring, Texas, a west Texas community of about 30,000 people. The relatively small size of Big Spring presents challenges in finding varied internship opportunities for our students. However, our students enjoy the small town advantages such as little traffic, no lines, supportive people, and a quiet study environment.

Vector Program Intermediate District 287

5Ws

WHEN was your program established?

VECTOR is a nationally recognized transition program offered by Intermediate District 287 for 18-21 year olds who have a variety of disabilities in Minnesota. It was first created under federal grant in 1985. VECTOR has been customizing transition services for students who are deaf, hard of hearing or deaf/blind since 1987.

The College Reading Readiness class was designed and the first implemented in the 2012-2013 school year to meet the needs of our deaf and hard of hearing learners whose postsecondary goals were impacted their low reading skills.

WHO is your program designed for?

The VECTOR transition program is designed for referred students aged 18-21 years old in the Twin Cities and greater Minnesota. Our students have graduated from high school but their diploma is being held until aging out at 21 or completion of transition programming. Local school districts and students' IEP teams make referrals to the VECTOR program. The IEP is the document that drives transition programming.

Our deaf adult learner is deaf or hard of hearing, and comes from traditionally underserved groups including immigrants and refugees, low socioeconomic backgrounds, secondary disability, diverse racial and cultural groups, rural locations, those who have a parent at home who does not use sign language or speaks a language other than English, and those who are academically lower achieving.

WHAT programs you offer?

Since 1987, we have been customizing transition services for students who are deaf, hard of hearing, and deaf/blind, among other disability categories. Curriculum is delivered through direct instruction and focuses on three transition areas: postsecondary education and training, employment and independent living.

In the spring of 2012, VECTOR staff teamed up to design an intensive reading intervention to address our students' need to build their reading skills that would be needed to access and succeed in postsecondary education. This course, titled College Reading Readiness, was piloted in the 2012-2013 school year. This class brought together three critical components: reading research, transition program philosophy, and high expectations. We increased the time students spent reading and selected a text focused on academic reading in the college setting. We used an

online program that included the use of the Lexile system to measure text difficulty and to analyze students' reading levels as the levels changed over time. This course incorporated five key course components: substantial instructional minutes, authentic academic reading material, various instructional groupings, instruction on vocabulary and background knowledge, and modeling of college expectations. Alone, each component was effective; together, they were powerful.

WHY is your program unique?

Our College Reading Readiness program was designed to specifically build reading skills and general college-readiness for our bright and ambitious deaf and hard of hearing students who lacked the reading skills to enter even the developmental coursework at our local technical college. Colleagues Greta Palmberg and Kendra Rask published an article chronicling this journey in the 2014 edition of Odyssey magazine (Gallaudet University/Laurent Clerc National Deaf Education Center) titled "High Expectations + Reading Intervention Plan = Big Jump in Students' Reading Scores". Our goal was to increase our students' skills in meaningful, measurable ways that would allow them to read their college texts and benefit them over a lifetime. At the end of the first year, test results showed a success greater than any of us had anticipated. Every student increased his or her reading between three and five grade levels, and that first class averaged a 394-point increase in Lexile scores. 6 of that first group of 9 students raised their scores enough on the Accuplacer to take college developmental coursework and pursue their postsecondary goals. Not only did our student's increase their reading scores, but they became active learners, empowered and determined to hold themselves to a higher standard. As students' reading levels began to climb, they opened a pathway to college, and gained college-ready student skills. Year 2 came with the addition of a class for hearing students. Year 2 data on 21 students (10 of whom were deaf or hard of hearing) continued to support our assumptions about Lexile levels and college reading skills per the Accuplacer. Students were showing consistent growth and were testing into developmental or college-ready reading levels. Some committed to an additional year in the College Reading Readiness class to further their skills. Year 3 is set to commence in the 2014-2015 school year with 21 more candidates, with 14 being deaf or hard of hearing.

WHERE are you located?

The VECTOR program is located in Brooklyn Park, Minnesota and draws students from the Twin Cities of Minneapolis and Saint Paul and greater Minnesota. This large base allows VECTOR to achieve a critical mass of students who are deaf or hard of hearing. It can be challenging to assist students and families with living arrangements for those from greater Minnesota or facing a long commute. Some of our students have a one hour bus ride each way to access programming.

Whatcom Community College

5Ws

WHEN was your program established?

Our “English in ASL” program began Fall Quarter 2009. It was established for several reasons:

- a) D/HH students were not progressing through the standard Adult Basic Education or English as a Second Language classes.
- b) a cost-analysis showed having the students in one class with an instructor who was fluent in ASL was more financially responsible than paying interpreters for multiple classes (before this decision was made, surveys were done to ensure access for students. Students can opt out of this class if they prefer a “mainstream” setting with an interpreter).

We piloted a math class taught by the same instructor but it did not fill and due to budget cuts, the class was dropped.

WHO is your program designed for?

Our Deaf adult learners are:

- 18-40 years old
- Male & female
- Caucasian, Hispanic, Thai, Iranian, Vietnamese, other
- Attended public mainstream classes and/or Deaf residential school

WHAT programs you offer?

Basic Skills English class for D/HH students assessing into Adult Basic Education (ie: reading below 8th grade level).

WHY is your program unique?

This program has a Deaf instructor who teaches using a combination of ASL and English-like signing in a self-contained classroom. Students are learning alongside Deaf peers instead of being the only Deaf student in a hearing class.

WHERE are you located?

Our program is located in Bellingham, Washington at Whatcom Community College. Bellingham is about 90 miles north of Seattle. Most of our students are from local high school mainstream programs.

Deaf Adult Learners (DAL) Community of Practice (CoP)



WHAT is it?

This Community of Practice (CoP) provides a discussion platform for participants at the pn2 Symposium for Deaf Adult Learners. Through the CoP, members will share ideas, perspectives, and resources. It is a platform for addressing barriers, documenting programmatic practices that have been key to student success, and exchanging information and strategies with colleagues across the country.

WHO can participate?

The DAL CoP is an exclusive group for DAL Symposium participants. Participants can use this platform to interact before, during, and after the Symposium.

WHERE can I find it?

The CoP is located on the pn2 website, and can be accessed 24/7. To register you must have a pn2 account. For assistance with joining the CoP, please email Tia (Tia.Ivanko@pepnet.org)

WHY use Community of Practice?

Here are just few benefits of Communities of Practice¹:

- ‘Communities frequently link people with a common interest who do not have regular day-to-day contact’ (McDermott, 2000, p. 3).
- Stewart (1996) describes Communities of Practice as ‘groups that learn’ where members ‘collaborate directly, use one another as sounding boards, and teach each other’ (p. 2).
- According to McDermott (2000), frank and supportive discussions of real problems frequently build a greater sense of connection and trust between community members. ‘As they share ideas and experiences, community members often develop a shared way of doing things, a set of common practices, and a greater sense of common purpose’ (p. 4). In the course of helping each other, sharing ideas, and collectively solving problems, individuals ‘often become a trusted group of peers’ (p. 4).

WHEN is it available?

Now! JOIN US!

Deaf Adult Learner Symposium Participants

Austin Community College, Austin, TX

Paul Bernella Instructor, ASL-ESOL Program
Caroline Koo Adjunct Assoc. Prof., ASL-ESOL Program
Erika Shadburne Assoc. Prof., ASL-ESOL Program & Assistant Dean, Arts & Humanities
Dr. Patti Singleton Counselor & Prof. of Psychology/Human Development

Deaf Community Services, San Diego, CA

Jedediah Gallimore Instructor, Adult Literacy Program

Edmonds Community College, Lynnwood, WA

Ruben Alatorre Coordinator of American Sign Language Services
Paul Glaser Instructor, Mathematics Department

LaGuardia Community College, Long Island City, NY

Tony Allicino Director, Program for Deaf Adults
Pacts Cartagna Acting Coordinator of Continuing Education Programs,
Program for Deaf Adults
Dr. Sue Livingston Professor, Program for Deaf Adults/Education and Language Acquisition

Ohlone College, Fremont, CA

Stefanie Ellis-Gonzalez Counselor in Deaf Studies Division &
Training & Development Specialist, DeafTEC
Dr. Thomas K. Holcomb Professor Deaf Studies Division
Nancy Pauliukonis Professor Deaf Studies –English

Ozarks Technical Community College, Springfield, MO

Julia Edwards Assistant Dean –Disability Support
Melissa Jones Deaf Education Specialist

SouthWest Collegiate Institute for the Deaf, Big Springs, TX

Jeff Anderson Assoc. Prof & Program Coordinator, Paraprofessional in Deaf Education Program
Daniel Campbell Co-Executive Dean & Dean of Academic Affairs
Amanda Glasglow Instructor, Preparatory Studies ESOL

Intermediate District 287, VECTOR/Invest Transition Program, Brooklyn Park, MN

Greta Palmberg Transition Specialist/Teacher of the Deaf/Hard of Hearing
Kendra Rask Transition Instructor/Postsecondary Liaison

Whatcom Community College, Bellingham, WA

Linda Boyd Instructor, Deaf English Courses
Kerri Holferty Associate Director, Access & Disability Services & Instructor, First Year Exp.



Postsecondary Education for Individuals who are Deaf or Hard of Hearing: **State of the Nation**

The Americans with Disabilities Act firmly opened the doors to postsecondary opportunities for individuals who were deaf or hard of hearing across the country. For many, that “open door” is an effective means to achieve their goals. However, there are some individuals for whom the “open door” is not effective – they have difficulty accessing, persisting and succeeding in traditional postsecondary environments. In this series, the term *Deaf Learner (DL)* will refer to this second group of learners.

Out of the population of individuals who are deaf or hard of hearing between the ages of 21 to 64, over 700,000 (17.6%) lack the high school diploma or equivalent GED required to enter a postsecondary program (Erickson, W., Lee, C., von Schrader, S., 2014). Ability to persist in a program may be related to the fact that 79% of students who are deaf or hard of hearing begin their post-secondary programs taking developmental courses (Bochner & Walter, 2005). Seventy to seventy-five percent of students who begin a program do not persist and successfully obtain a degree (Newman, 2011).

These Deaf Learners may require special services and supports to build the foundations they need to successfully complete postsecondary programs. However, the availability of these programs nationally is limited and may be threatened. A closer examination of the issues and challenges facing the Deaf Learner may provide a shared understanding of the unique needs of these students.

Availability of specialized programs

- There is little research or empirical evidence to guide the pedagogy required to meet the needs of deaf learners.
- No specific entity is charged with offering basic education. Rather the U.S. Department of Education gives grants to each state to provide Adult Basic Education. These programs are required to be accessible, but this is usually interpreted to mean that they provide interpreters as an accommodation. This may be effective for some deaf learners but is not likely effective for all.
- The availability of developmental education courses offered nationally has declined, supporting the prevailing philosophy that students should arrive at institutions with those skills in place.
- A few scattered programs do exist and recognize the need to be linguistically and culturally affirmative for deaf learners. However, there is no coordinated effort to establish, maintain or fund such programs.
- There is no open source (or commercially available) curriculum for providing basic education to deaf learners. Most existing programs report creating their own curriculum.

Personnel

- There is little research or empirical evidence to guide the pedagogy and/or the qualifications of staff needed to meet the needs of deaf learners.
- Many geographic areas lack professionals qualified to develop and deliver basic education, ESL curriculum or developmental education courses in ASL. An additional factor is that students needing basic education and/or developmental courses are geographically dispersed (across each state and nationally) and the numbers of students requesting basic education/developmental courses in any given region fluctuates.
- It can be difficult to maintain qualified staff and courses offered due to fluctuating enrollment.
- Existing program structures vary widely, making it difficult for professionals to establish and share 'best practices'.

Related barriers

- Philosophical shift has impacted the overall number of universities and colleges nationally that offer developmental courses.
- Many postsecondary institutions require completion of writing proficiency exams to graduate. Some students take all of their required courses but are unable to pass the writing proficiency exam.
- While the number of colleges enrolling deaf student has increased, the types and quality of accommodations and services provided can vary dramatically, thus impacting the deaf learners' ability to engage in the college community.

Funding/Costs

- There is no public funding for basic education programs geared to deaf learners.
 - Funding and support of developmental courses offered at universities and colleges is decreasing.
 - The cost of tuition at postsecondary institutions can be prohibitive to individual students.
-



DL Guiding Principles

NOTE: In July, 2014, Pepnet 2 hosted a Symposium for participants with expertise in program administration and pedagogy for Deaf Learners. Symposium participants identified a number of guiding principles they felt were instrumental in creating accessible postsecondary environments for students who are deaf or hard of hearing.

Deaf Learners Guiding Principles

1. There are strong mutual benefits to the student, the institution and the community when a student who is deaf or hard of hearing has meaningful, comprehensive access.
2. Meaningful access for students who are deaf or hard of hearing goes beyond provisions of simple accommodations and must include a range of supports that meet the students' current needs.
3. Support services should empower students by fostering independence and self-determination.
4. Deaf Learners benefit from direct communication in academic, personal and social environments.
5. Deaf Learners benefit from a critical mass of peers and faculty/role models with whom they can communicate directly (without using an interpreter), offering them the opportunity to interact, develop relationships and establish mentor/mentee relationships.
6. In learning environments where direct communication is not available, collaboration between the student, instructor and access service provider is critical for student success.
7. Marketability and work sustainability for Deaf Learners is enhanced when they have a comprehensive support network that provides career counseling and field experiences.
8. Programs for Deaf Learners should use data -- qualitative and quantitative to establish and support programs.

About Southwest Collegiate Institute for the Deaf

SWCID was established in 1980 by the Texas Legislature and remains the only self-contained community college for individuals who are deaf and hard of hearing in the world. About 25% of their students are from Texas and 15-20% international. In addition to typical Community College offerings and vocational training, SWCID offers developmental courses in ESOL, reading, writing and math. SWCID offers ASL-based instruction with many instructors who are deaf or hard of hearing. All areas are designed to provide a 24/7 visually accessible environment.



About Vector Transition Program

The VECTOR transition program in Plymouth, Minnesota was first created under a federal grant in 1985, and began providing transition services for students who are deaf and hard of hearing 1987. Vector Transition offers a curriculum that focuses on three transition areas: postsecondary education and training, employment, and independent living. In the spring of 2012, VECTOR staff teamed up to design an intensive reading intervention, titled College Reading Readiness to meet the needs of students who are deaf or hard of hearing and whose postsecondary goals were impacted by their low reading skills. The VECTOR program is unique in that it focuses on helping students reach their goals. They have implemented a program that provides students with a measurable amount of progress and success.



Visit Vector Transition Program
(<http://www.district287.org/page.cfm?p=1090>)

About Whatcom Community College

Whatcom Community College began its “English in ASL” program in 2009. Recognizing students who are deaf or hard of hearing and whose placement tests indicate a need for developmental classes, they started offering a Basic Skills English class. The Whatcom program creates a community among learners who are deaf or hard of hearing as they learn, utilizing ASL alongside their peers and creating a familiar and safe learning environment.



Visit Whatcom Community College
(<http://whatcom.ctc.edu/student-services/access-disability-services>)

Investigate evidence-based practices

The use of the term evidence-based practices (EBPs) is more common in the 21st century. Yet, in the area of deaf education, there is no agreed upon standard of what makes a practice evidence-based.

This is an opportunity to look at what EBPs exist, to digest the topic with colleagues and friends and to see how EBPs impact education for students who are deaf or hard of hearing.



White Papers

White Papers examine the issues, challenges and opportunities that impact Deaf Learners.





Postsecondary Education for Individuals who are Deaf or Hard of Hearing: **Historical Foundations**

Higher levels of education have been linked with increased income (US Bureau of Labor Statistics, 2012), better quality of life (Calderon & Sorenson, 2014), and even improved health and longevity (Cutler & Lleras-Muney, 2006). Recent studies indicate that the correlation between educational attainment and income levels also holds true among people with disabilities (NCD, 2008), which include individuals who are deaf or hard of hearing. The return on the investment (ROI) has been high for those obtaining post-high school training.

Federal legislation has played an important role in paving the way for access to postsecondary education and, thus, higher quality of life for students who are deaf or hard of hearing. In 1864, President Abraham Lincoln signed a charter establishing what would later become Gallaudet College (now University) in Washington, D.C. and authorized the college to confer degrees (Gallaudet University, n.d.). For over 100 years Gallaudet filled a specific niche providing strong liberal arts postsecondary education to students who were deaf or hard of hearing. In the late 1950's and early 1960's the nation's educational needs were changing and vocational training programs were experiencing rapid growth. In 1965, Public Law 89-36 was signed into law, establishing the National Technical Institute for the Deaf in Rochester, New York. In 1969, NTID began to offer its first programs (National Technical Institute for the Deaf, n.d.). This gave individuals who were deaf and hard of hearing two options for advancing their education, two distinct pathways to postsecondary degrees and gainful employment.

Shortly after the establishment of the National Technical Institute for the Deaf, federal monies were appropriated to partially fund four Regional Postsecondary Educational Programs for the Deaf (RPEPDs) charged with serving deaf students pursuing liberal arts and vocational technical degrees (COED, 1986). The original programs were housed at California State University - Northridge, Delgado Community College in New Orleans, Saint Paul Technical Institute, and Seattle Community College (COED, 1986). These regional programs provided more options and greater geographic access to postsecondary educational programs for students who were deaf or hard of hearing.

During this same period, momentum was building that would ultimately have a major impact on postsecondary education for individuals who were deaf and hard of hearing. On the heels of the passage of the Civil Rights Act of 1964, disability advocates were organizing on local and national levels. Their advocacy resulted in the passage of the Rehabilitation Act of 1973 and the Section 504 regulations which prohibited discrimination on the basis of disability by any public or private program receiving federal funds. This, in essence, began opening doors of all postsecondary options to students who were deaf or hard of hearing, rather than only those established to serve those students. Many students did enter those doors. In fact, the number of programs reporting the provision of support services for deaf students increased from 6 programs in 1964 to 145 programs in 1985 (COED, 1986). Sixty-one percent of those programs enrolled fewer than 20 students who were deaf (COED, 1986). The dispersion of students who were deaf or hard of hearing increased even further by the passage of the Americans with Disabilities Act in the 1990's. According to a 1994 report by the National Center for Education Statistics, 2350 postsecondary institutions reported enrolling at least one student who identified as deaf or hard of hearing (<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=94394>).

Clearly the intention of these pieces of civil rights legislation was equality for people with disabilities and for most students with disabilities the changes have resulted in more equitable educational experiences. For students who are deaf, having the same opportunities to attend any postsecondary program certainly meets that standard. However, the quality of services being provided was called into question by the 1986 report by the Committee on Education of the Deaf. Reports cited high attrition rates and failure to meet the criteria recommended by the Conference on Educational Administrators Serving the Deaf (CEASD). Likewise, the 1994 NCES report revealed that a large number of the institutions surveyed reported the inability to respond adequately to requests for accommodations and indicated a need for more information about serving students who are deaf or hard of hearing.

Tinto (1993) proposed using retention and graduation rates for students in postsecondary programs as measurements of success. In examining these rates through The National Longitudinal Study 2, conducted by the National Center for Special Education Research, one observes that although 75% of students who were deaf or hard of hearing enrolled in some type of postsecondary education; 20-25% completed degrees at 2- and 4-year institutions (Newman, 2011). A factor potentially impacting retention and graduation rates may lay in the fact that 79% of students who are deaf or hard of hearing begin their postsecondary programs taking developmental courses (Bochner & Walter, 2005).

Overall, these numbers indicate that many students who are deaf or hard of hearing have difficulty persisting and succeeding in traditional postsecondary classroom environments and that, for some, the current system is simply not working. A closer look at the factors that impact retention and graduation could provide important information about how to meet the needs of all students who are deaf or hard of hearing.

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Deaf Learner Programs

Selecting
the right



postsecondary program may be key to the ongoing success of the Deaf Learner (DL). Deaf Learners' success at the postsecondary level may require developmental courses and nontraditional academic supports. The linked program pages with videos will explain in greater detail some of the postsecondary opportunities available. Pn2 developed a series of guiding questions for deaf learners so that they can identify programs that best meet their needs.

Download the [College Guide](#)
(/sites/default/files/College_Guide.pdf)



Guiding Questions

What's your next step?

I want:

- Small class sizes
- Teachers to communicate directly
- Specialized math and English classes



I want:

- Big classes
- Interpreters and speech-to-text service
- Classes with my hearing peers



Colleges and training programs offer different majors and provide different learning opportunities for students. Some colleges or universities are large, some are small. Some have classes with teachers who are deaf or who sign, some do not. To be successful, it is important for students to pick a college or training program that meets their needs and goals.

Some students already know what their major is and others do not.



 Agriculture, Food & Natural Resources

 Arts, A/V Technology & Communications

 Science, Technology, Engineering & Math

 Business, Management & Administration

 Finance

 Architecture & Construction

 Education & Training

 Hospitality & Tourism

 Government & Public Administration

 Health Science

 Law, Public Safety, Corrections & Security

 Human Services

 Information Technology

 Transportation, Distribution & Logistics

 Manufacturing

 Marketing





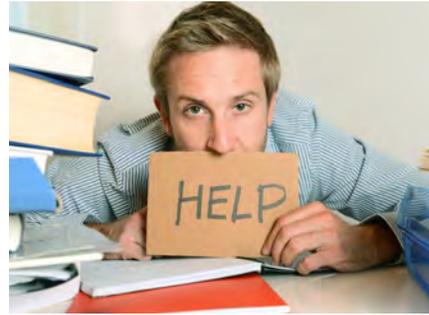
Some students get good grades with hearing teachers and interpreters.



Other students need classes taught by teachers who are deaf or who can sign for themselves.



Some students have strong reading and writing skills.



Some need extra support in reading and writing.



Some students want to go to a college that has other deaf/hard of hearing students.

Some don't mind being the only deaf/hard of hearing person on campus.



Some students got good grades in HS and others did not.



Guiding Questions

Knowing what you need is the first step to being successful. Rate the following statements 1-10 to find out what kind of program is your next step to success.

Not Important

1

2

3

4

5

6

7

8

9

10

Very Important

A large college or university with **many majors** to choose from.

1

2

3

4

5

6

7

8

9

10

A smaller college or training program **closer to my home town**.

1

2

3

4

5

6

7

8

9

10

A smaller college or training program that has **other students who are deaf/hh**.

1

2

3

4

5

6

7

8

9

10

A college that has **Deaf teachers or teachers who can sign**.

1

2

3

4

5

6

7

8

9

10

A college that offers special classes to **improve English skills**

1

2

3

4

5

6

7

8

9

10

A college that offers special classes to **improve math skills**.

1

2

3

4

5

6

7

8

9

10

A college that has **advisors who can sign**.

1

2

3

4

5

6

7

8

9

10

A college that has lots of **experience working with students who are deaf/hard of hearing**.

1

2

3

4

5

6

7

8

9

10



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About Austin Community College

The Deaf program at ACC in Austin, Texas was slowly developing in 1996, but got its formal start in 2002 when the ASL-ESOL program was established as a part of ACC's accreditation process. ACC offers a wide range of classes in every subject matter. Annually ACC offers the following developmental courses: ASL-ESOL (English for Speakers of other Languages), ASL Grammar, Basic Math Support, Human Development and Effective Language Strategies: Keys to College Success. It also offers a Deaf Services Certificate. ACC serves over 200 students who are Deaf or Hard of Hearing, offering them a wide range of classes taught through American Sign Language. Tutoring in ASL is provided and students work with the Student Accessibility Services office to establish accommodations when needed.



Visit Austin Community College
(<http://www.austincc.edu/info/deaf>)

About Deaf Community Services

The literacy program at Deaf Community Services (DCS) started in 1999. With support from the Department of Rehabilitation, DCS provides qualified clients with adult basic education in the area of English in order to improve job readiness skills. Education is delivered directly to students (not through an interpreter) by individuals trained to meet the unique needs of the population.



Visit Deaf Community Services
(<http://www.deafcommunityservices.org/>)

About Edmonds Community College

Located in Lynnwood, Washington, EdCC established a pilot program in 2011. Through this program they continue to offer students who are deaf or hard of hearing classes taught via American Sign Language. In 2012, four developmental math classes were added to the EdCC disabilities program. The college also offers two levels—lower and advanced—of a real world application of the use of English. EdCC recognizes the value of teaching Deaf students directly utilizing American Sign Language.



Visit Edmonds Community College
(http://students.edcc.edu/ssd/default.html?site_view_mode=desktop)

About LaGuardia Community College

The program for adults who are deaf or hard of hearing at LAGCC in Long Island, New York began in 1975 after the school was approached to create a class to help adults acquire their GED. In 1985 classes were added for adults who are deaf or hard of hearing who wanted to take college-level courses. The LAGCC program has been evolving with its student population since its creation. The current program offers a spectrum of opportunities: a developmental math class, courses for the academic degree student, continuing education programs such as GED and ABE (Adult Basic Education), and computer skill classes—all taught using American Sign Language. Offering comprehensive services for both students with high school credentials and without them, LAGCC provides services for every Deaf Adult Learner and incorporates methodologies that target visual learners.



Ohlone College

In 1972, the California School for the Deaf was in the planning stages of moving its campus from Berkeley to Fremont. Stakeholders in the deaf community approached the college about starting ASL classes to prepare the community for such a large influx of citizens who were deaf or hard of hearing. The school was opened in 1980 and has continued to grow ever since. Ohlone Community College offers a wide range of courses to meet every student's needs. Ohlone offers developmental English and Math programs, a Direct Employment program, a Deaf Educational Paraprofessional program, STEM support program and ASL/English as a second language. The Ohlone program is special for the type of inclusive environment it has created surrounding its Deaf Adult Learner programs. Fostering a large signing community, Ohlone is home to the Deaf Preparatory Program, the American Sign Language program, Interpreter Preparation Program, Gallaudet University Regional Center, and the DEAFTEC Project for California.



Visit Ohlone College
(<http://www.ohlone.edu/org/interpreting/>)

Ozarks Technical Community College

The program at Ozarks Technical Community College (OTC) was created in response to disappointing statistics. Despite being provided interpreters, students who were deaf or hard of hearing were not successfully completing their courses. Realizing that these students needed greater attention, a deaf education specialist was hired in fall, 2011. OTC currently offers one Adult Basic Education class for students who are deaf or hard of hearing. Students embark on an independent course of study focusing on greatest area of need (math, language, reading) and are instructed by a professor who is fluent in American Sign Language. OTC is unique because it grew out of the schools' desire to increase retention and successful completion of courses for deaf adults. The program is dedicated to working with its students to ensure a successful experience.



Visit Ozarks Technical Community College
(<http://www.otc.edu/disabilitysupport/disabilitysupport.php>)