
Chapter 5: Program Initiatives to Improve Performance

“How do you propose improving future performance?”

DISABILITY SERVICES

**When proposing an initiative(s), use the following structure for each initiative proposed:*

Initiative Title

- Describe Initiative
 - Why do it?
 - What will the product of this initiative be?
 - What is the need or intended use?
 - Is it feasible?
 - What would be the campus location of this request/project?
 - How many students (per year) will benefit?
 - How will students benefit?
- Describe the resources needed
- List the possible funding sources
 - Can this project be partially funded?
 - If so, what minimum cost?
- Provide ORG and PROG codes
- How does this project articulate with the college’s vision, mission and goals and contribute toward meeting the President’s/Board’s approved goals?

#1 Initiative Title: Department Reorganization: Phase 1

- *Describe Initiative:* This initiative involves adding four positions to the Disability Services Unit in order for this department to function with appropriate competence and legally mandated timeliness in its role of responding to student/community inquiries, analyzing student eligibility and providing services and accommodations to students with disabilities. These positions will be located in Disability Services and will benefit well over 700 students per year who need timely and effective eligibility analysis, determination and implementation of DS accommodations, and/or essential information/assistance. This initiative is feasible. The four positions include:
 - **Alternative Format Specialist (1.0 FTE):** For a number of years, DS has hired a part-time, hourly staff person to coordinate the department’s alternative format services. These services include all tasks related to providing course/college materials and textbooks in audio tape format, scanned to disk and enlarged. This role involves an enormous amount of time and expertise related to organizing, tracking and maintaining detailed records of these separate systems; hiring, training, overseeing and evaluating the hourly staff who implement these services; working directly with students, faculty, the College bookstore, textbook publishers, other colleges and other agencies/organizations; responding to crises and complaints; and analyzing/revising systems regularly. It has proven to be impossible for this job to be accomplished on a part-time basis and, as a result, last year we unintentionally and unavoidably exceeded the 1039 limit with this person’s hours. Additionally, we have periodically had

serious complications related to difficulty in providing these important services in a timely, user-friendly way, as legally required.

- **Disability Services Advisor-2 (Documentation Review Specialist, 1.0 FTE):** For a number of years, DS has hired a part-time, hourly staff person to act as a DS advisor whose primary duties include reviewing all disability documentation for eligibility purposes. This person's expertise is highly specialized and that role also includes responsibility for some student appointments, attending staff/advisor meetings and assisting in developing and revising some of DS's essential systems that are related to eligibility and accommodation determination. At any given time, DS has 30-80 student files waiting for eligibility analysis and accommodation determination or that are in the process of detailed follow up (with the student's physician, psychologist, school district, etc.) Since the department completes about 20-40 intake appointments per week, new disability documentation is continually arriving. As a result, the waiting period for documentation to be initially reviewed (not including any follow-up) has extended from a moderately reasonable 2 weeks to at least 4-6 weeks. This has resulted in frustrated students and could lead to a formal complaint about DS's inability to determine eligibility in a timely way, as indicated by legal precedent. It has proven to be impossible for this job to be accomplished on a part-time basis.
- **Disability Services Advisor-2 (1.0 FTE):** Currently, there are 2.5 salaried DS Advisors who serve as many as 700 eligible students with disabilities per year, as well as more than 100 additional students who have been seen by those advisors for intake appointments but whose eligibility is still being determined. While the recommended best practice ratio is 1 FTE DS advisor per 100 students with disabilities, Lane's ratio is 1 FTE per 280 students. Not only is this unreasonable for the average population of students with disabilities, but the current trend at Lane and throughout Oregon involves an increase in highly complex student issues, including a large increase of students with multiple disabilities and with psychiatric disabilities... requiring advisors to provide more time, attention and expertise. Due to the limited number of advisors working in the department, there is a time-lag for appointments... typically at least 2-3 weeks, which does not meet the legal requirement for timeliness in responding to the needs of students. Additionally, there are not enough advisors to be available to students on a drop-in basis each day to respond to crises and problems. It is essential that the College increase the number of DS advisors who can provide more effective, timely services to students with disabilities, and uphold the institution's legal responsibilities.
- **Front Desk Specialist (1.0 FTE):** For a number of years, DS has hired several part-time, hourly staff who juggle their hours to cover the role of receptionist at the DS front desk. This arrangement has proven to be inappropriate, inefficient, and ineffective in responding to the needs of this volatile, sensitive population of students. Additionally, the procedures, detailed tracking, and follow-up tasks that must be

accomplished by the staff in this role are very complex and require the consistency of one person with a high level of maturity, cultural awareness, communication and organizational skills. The person in this role must be able to respond to inquiries either in person or over the phone... ranging from 4500-5300 per year. As the needs, complexity, number of demands, and number of complaints the person in this role must address have increased, it has clearly become essential for DS to have a very skilled full-time Front Desk Specialist.

- *Describe Resources Needed:* Personnel and OPE funds totaling: \$194,529
- *List Possible Funding Sources:* general fund
- *ORG and PROG codes:* 540305 & 310000
- *Articulation with College's vision, mission, goals and President's/Board's goals:* Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

#2 Initiative Title: Budget Revision

- *Describe Initiative:* DS's allocated general fund budget has gradually become grossly inadequate over the years... however, it was important to observe the impact of recent and severe budget cuts to determine whether the demand for DS services would change... prior to determining budget allocation needs. Interestingly, the demands for DS services, equipment and accommodations have increased/expanded in nearly all areas since the College's budget cuts were implemented. During recent years, DS has received extra section funds to offset substantial deficits created by necessary spending for Materials and Supplies (M&S, phone, travel, outside services, etc.) as well as hourly service providers (who work as interpreters, test proctors/readers/scribes, classroom aides, computer-assisted notetakers, text on tape readers, etc.) This initiative is needed to supplement the existing DS general fund budget for both M&S and 04 hourly service providers... and bring the full DS budget up to an appropriate amount. This will allow DS to potentially balance its own budget when serving students with disabilities, rather than rely upon other departments' extra section funds to cover what has become an annual overdraft. This initiative is feasible. It will benefit all students with disabilities by creating fiscal responsibility for DS.
- *Describe Resources Needed:* \$7960 of M&S funds (M&S, Phone, Outside Services) and \$20,600 (personnel with OPE) for hourly timesheet service providers... total: \$28,560 to supplement existing general fund budget allocation
- *List Possible Funding Sources:* general fund
- *ORG and PROG codes:* 540305 & 310000
- *Articulation with College's vision, mission, goals and President's/Board's goals:* Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

#3 Initiative Title: Non-computer-related Accommodations

- *Describe Initiative:* Disability Services provides essential services and accommodations that ensure Lane's legal compliance and support the enrollment and retention of students with disabilities. This initiative specifically supports the success of students with disabilities who are enrolled in professional technical education programs and need (non-computer-related) accommodations in order to participate in those courses and activities. This initiative is feasible.

This initiative includes:

- \$ 166 for equipment for students with Vision Impairments (various magnifiers)
- \$1688 for equipment for students with Hearing Impairments (amplification systems, AlphaSmart hardware/software, etc. for notetaking)
- \$2038 for equipment for students with Learning Disabilities or Vision Impairments (equipment related to Text on Tape, tactile graphics, and Scanning... such as 4-track tape recorders/players, microphones, duplicators, rewritable CDs, Tactile Graphic paper)
- \$3678 for Alternative Format materials (paper, blank tapes, tape labels, enlargement binding costs, etc.)
- \$1050 for repairs for 4-track and 2-track recorders

TOTAL for EQUIPMENT: \$8620

- \$4725 for Service Providers (test scribes/readers/proctors, Text on Tape readers, Scanners, Enlargers, Brailers, in-class Aides/Scribes, etc.)
- \$7200 for Sign Language Interpreters

TOTAL for PERSONNEL & OPE: \$11,925

- *Describe Resources Needed:* \$8,620 of M&S Funds (for M&S, equipment and repair) and \$11,925 (personnel with OPE) for hourly timesheet Service Providers... total \$20,545
- *List Possible Funding Sources:* Carl Perkins grant funds
- *ORG and PROG codes:* 540305 & 310000; other codes assigned through the Perkins grant process
- *Articulation with College's vision, mission, goals and President's/Board's goals:* Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displaced homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

As many as 700 eligible students with disabilities are served by DS per year, as well as more than 100 additional students who have been seen by DS advisors for intake appointments but whose eligibility is still being determined. In order to be eligible for services with this department, these students must present documentation of a disabling condition that qualifies them for academic accommodations or services in a postsecondary education setting, according to the Americans with Disabilities Act and Sections 504 of the Rehabilitation Act.

- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

Goal 1. Student Skills Gain Goal: Improve Academic and Technical Skills

To ensure that professional technical education students with disabilities have the support services needed to improve their chances for successful completion of Lane's courses and programs.

Goal 2. Special Populations Student Results Goal

To ensure that students with disabilities are able to access and participate in PT programs at the same rate and level as non-disabled.

This initiative will ensure the accomplishment of both goal 1 & 2 in the following ways:

- Recruit, hire, train, evaluate, and utilize Service Providers to act as sign language interpreters, computer notetakers, test scribes/proctors/readers, Text on Tape readers, Brailers, Enlargers, classroom or lab aides/scribes, etc. for students with disabilities enrolled in Professional Technical Education Programs and classes.
 - Provide access to appropriate materials/supplies, equipment for all students with disabilities enrolled in PT Education Programs and classes on all of Lane's campuses.
- Describe how this project might show collaboration with Lane County high schools
- Collaboration between DS and Lane County high schools include various methods of sharing information about DS resources through numerous transition activities and presentations, on and off campus. Examples include:
- (e.g., Lane's DS Transition Orientations;
 - the Transition Academies co-sponsored by UO, Lane ESD, and LCC;
 - Documentation Day co-sponsored by Lane ESD, Lane County school districts and LCC;
 - high school transition fairs;
 - statewide and regional conference presentations related to transition to college;
 - facilitating community forum discussions with high school personnel and parents;
 - campus tours;

- outreach to school districts where it works best for us to come there to conduct intake and second appointments;
- collaborative meetings with high school students, parents, transition specialist, college staff... facilitated by DS staff, etc.

4 Initiative Title: Computer-related Accommodations

- *Describe Initiative:* This initiative involves essential computer-related hardware/software for anticipated accommodations for students with disabilities. This equipment is either for direct student use or for staff to use in providing accommodations. This initiative is feasible. See itemized list of equipment and costs in TACT section below.
- *Describe Resources Needed:* \$7798
- *List Possible Funding Sources:* TACT Funds
- *ORG and PROG codes:* 540305 & 310000; other codes assigned through the TACT funding approval process
- *Articulation with College's vision, mission, goals and President's/Board's goals:* Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:

- Category of request:
 - Maintain existing technology
 - Increase student access to technology
 - X** New technology
- How does this request fit in with other unit or college technology plans?

This initiative will expand and enhance the accessibility of other areas in the College for students with disabilities, e.g., Academic Learning Skills Lab and other computer labs.
- Cost breakdown, including any unit resources being applied to the project (i.e., hardware, software, wiring, installation costs; timesheet staffing, licensing, other)

This initiative includes:

- \$157 for 3 seats of Windows XP (for use on 1 student/notetaker computer at the AT Island; 1 notetaker computer; 1 scanning computer)
- \$1400 for 10-seats of Dragon Naturally Speaking (for use in the Academic Learning Skills Lab)
- \$700 for a VT Player Braille Mouse (for use in IT by a student who is blind)
- \$133 for a Quill Computer Mouse (for students with mobility impairments)
- \$4617 for 5-seats of JAWS/maintenance agreement (to increase the number of JAWS seats in computer labs and add to the AT Island in DS for those with visual impairments)

- \$70 for PDF Magic Pro Software (for students with visual impairments)
- \$529 for 12 MS Office Upgrades (for student computers, notetaker computers, and student/notetaker laptops)
- \$192 for 4 MS Office for Mac upgrades (for CBCN notetaker laptops for students with hearing impairments)

TOTAL: \$7798

#5 Initiative Title: College-wide Assistive Technology Support

- *Describe Initiative:* This initiative involves creating a 1.0 FTE Assistive Technology Specialist for the entire college. This person would work a majority of the time with AT tasks and research for Disability Services, but would also be available to Human Resources for employee accommodation consultation/installment/etc.; the Library for maintenance, research and installment of AT; CIT and other instructional divisions for faculty consultation, installation, maintenance; Academic Learning Skills for consultation and support for the ALS AT lab, and to participate with the Computer Services team. Full support has been expressed by the managers and some staff in each of these departments. Currently, DS hires an AT Specialist as a part-time hourly staff and there is a lot of confusion about how to share his time with other departments who need his help, without cutting short his already limited time with Disability Services. This initiative is feasible.
- *Describe Resources Needed:* Personnel and OPE totaling \$46,719
- *List Possible Funding Sources:* general fund
- *ORG and PROG codes:* 540305 & 310000
- *Articulation with College's vision, mission, goals and President's/Board's goals:* Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

#6 Initiative Title: Technical Support for Web Access

- *Describe Initiative:* This initiative involves technical support for the college webmaster to set up a method for text-only conversions of college-wide webpages. Currently, we do not have any consistency among faculty in creating webpages that are accessible to students and potential students who use screen reader programs due to visual, learning or other disabilities. This initiative would allow the webmaster to utilize some technical support to expedite the development of a method by which the college could assure accessibility to all students. This initiative is feasible.
- *Describe Resources Needed:* \$2000
- *List Possible Funding Sources:* Either TACT or Carl Perkins grant funds
- *ORG and PROG codes:* 540305 & 310000; other codes assigned through either the TACT or Carl Perkins funding approval process
- *Articulation with College's vision, mission, goals and President's/Board's goals:* Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of hourly, part-time staff). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.

IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

As many as 700 eligible students with disabilities are served by DS per year, as well as more than 100 additional students who have been seen by DS advisors for intake appointments but whose eligibility is still being determined. In order to be eligible for services with this department, these students must present documentation of a disabling condition that qualifies them for academic accommodations or services in a postsecondary education setting, according to the Americans with Disabilities Act and Sections 504 of the Rehabilitation Act. Additionally, this initiative would provide access for a vast number of other potential students who want to use Lane's websites and Distance Education webpages from afar.

- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

Goal 1. Student Skills Gain Goal: Improve Academic and Technical Skills

To ensure that professional technical education students with disabilities have the support services needed to improve their chances for successful completion of Lane's courses and programs.

Goal 2. Special Populations Student Results Goal

To ensure that students with disabilities are able to access and participate in PT programs at the same rate and level as non-disabled.

This initiative will ensure the accomplishment of both goal 1 & 2 by providing funding for technical assistance so that Lane's webmaster can develop a method for converting Lane's webpages to an accessible format. Creating accessible webpages is essential for Lane in order to move into legal compliance for those whose visual and learning impairments require them to use a screen reader program.

➤ Describe how this project might show collaboration with Lane County high schools
This initiative would allow high school students with disabilities who use screen reader programs (and all who work with them) to access Lane's websites.

IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:

- Category of request:
- Maintain existing technology
 - X** Increase student access to technology
 - New technology

➤ How does this request fit in with other unit or college technology plans?

This initiative would expand and enhance Lane's accessibility in all areas of the college that use webpages.

➤ Cost breakdown, including any unit resources being applied to the project (i.e., hardware, software, wiring, installation costs; timesheet staffing, licensing, other)

\$2000 for technical support to Lane's webmaster to set up a text-only conversion of all college-wide webpages

#7 Initiative Title: Department Reorganization: Phase 2

- *Describe Initiative:* This initiative would be activated in July 2005 and involves two additional positions for Disability Services to continue to improve effective and appropriate service delivery for students with disabilities:
 - **Test Accommodations Specialist (0.5 FTE):** Currently, DS utilizes a part-time hourly person to coordinate all test accommodation services to a rapidly growing number of students. This job has become an absolutely essential part of the department in response to steady growth and demand, and should become a salaried, permanent position to create stability in the department.
 - **Sign Language Interpreter (0.5 FTE):** A few years ago, DS had a half-time salaried Sign Language Interpreter in addition to our full time lead interpreter/advisor. However, the person holding the part-time position developed a medical condition that prevented her from continuing in that role, and so that position became a half-time DS Advisor to accommodate the employee's needs. Currently, nearly all interpreting demands are filled through free lance interpreters... some of whom are extremely expensive. Among other things the DS lead interpreter/advisor must be free to coordinate and assign, evaluate, hire/screen interpreters, work with students, and to handle appointments with students who are deaf or hard of hearing. Therefore, it is not realistic to put the lead interpreter/advisor in the classroom and make her unavailable for her other important duties. It would be a cost savings to the college to have a part-time interpreter working at the college who could fill in and work in the classrooms as needed. This initiative is feasible.
- *Describe Resources Needed:* Total of \$47,260
- *List Possible Funding Sources:* general fund
- *ORG and PROG codes:* 540305 & 310000
- *Articulation with College's vision, mission, goals and President's/Board's goals:* Disability Services supports the College's vision and mission by promoting and providing an accessible learning environment to a diverse population of students (those with disabilities). This initiative enhances the college climate and helps achieve financial stability (by reducing risks of potentially expensive legal liability and by reducing inappropriate/over-usage of expensive free lance interpreters). It aligns with the core values of learning, diversity, innovation, collaboration/partnership, integrity, and accessibility.