



Guided Pathways: Strengthening & Supporting Teaching & Learning for Students with Disabilities

LOOKING AT WAYS TO BETTER SERVE OUR DISABLED STUDENTS BY
EMPOWERMENT

Upcoming webinars:

- ▶ April 7th 9-10am
- ▶ April 21st 9-11am “Town Hall – board of governors” long meeting
- ▶ 2021 System Webinars Registration Link:
https://cccconfer.zoom.us/webinar/register/WN_CCmd2T3WRtiEEE6fux3V3
- ▶ A The recording and slides from this webinar will be uploaded to the Vision Resource Center and can be accessed by following these steps:
- ▶ Log in to <https://visionresourcecenter.cccco.edu/login/> After logging in, under the “Communities” menu, visit “All Communities” and look for “CCC | Webinars, Conferences, and Events”. Join this community, then access the “Chancellor’s Office System Webinars” topic to view the content.

Fiscal Updates:

- ▶ 3rd stimulus based on head count (1 in 4 college students are CC students)
- ▶ American Rescue Plan is 39.6 Billion (HEERF)
- ▶ This stimulus will have a longer availability (through sept, 2023)
- ▶ Appeals are being made for students who have recent changes (Jobs, disabilities, finances, etc. related to covid pandemic – so the window for these changes and supplementation is being left open until Sept. 2023)
- ▶ 50% of the HEERF funds must be spent on students
- ▶ Like the CARES act, provisions of this bill do not appear to restrict the colleges ability to provide aid to students based on immigration status*
- ▶ Each institution may develop its own system for allocation of these funds

Allowable Uses of Funds

- ▶ Expenses & support for lost revenues (payrolls, buildings being closed, etc)
- ▶ Support for student activities
- ▶ Bringing back enrollment and physical bodies
- ▶ Covid -19 testing
- ▶ Mitigating services that may have been lost in the pandemic:
- ▶ Food services, PPE, retrofitting classrooms, housing, childcare, health and mental health services, etc.

Priorities of Guided Pathways: Year 5

- ▶ To strengthen our focus on equity & dismantling structural racism all over campus
- ▶ Address disabled populations across all platforms (Not just in DSPS)
- ▶ There are 74,000 students with disabilities in CCC system, and that number is highly underrepresented (I'll go into this later)
- ▶ Focus on the data & Guided Pathways performance indicators (KPI's)
- ▶ Connect reforms, initiatives, & structures to the GP framework & priorities
- ▶ Support & Strengthen teaching & learning
- ▶ Provide a safe & supporting learning environment for ALL students and everyone involved (Faculty, Staff, Administration, everyone!!!)

Focus Group Findings: DSPTS

▶ 20 Colleges were used in a student survey among students with disabilities

▶ Some of their survey responses:

-Debating vocal or audio recordings of classes

-Students feeling singled-out for their disabilities (Special desk, etc)

-Teacher's asking students out loud "What exactly is your disability?"

-Feeling 'ousted' among peers

-traumatized to sit in 'special desk' or walk 'papers' over to DSPTS (Everyone knows now that I'm disabled)

****These statements are not the majority- but in the end, even if we have 1 student experiencing these things, that's too many***

What can we do to understand different disabilities?

- ▶ There is no harm in having a meeting with an instructor to let them know what it is to be disabled.
- ▶ Disabled persons rarely have role models on campus in a professional sense (leaders who have disabilities have been recognized as a need among the campus environment)
- ▶ Students are sensing a lack of awareness among even the most thoughtful people
- ▶ Links for some resources related to supporting students with disabilities:
 - ▶ <https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=1762>
 - ▶ <https://eric.ed.gov/?id=EJ1217453>
 - ▶ <https://files.eric.ed.gov/fulltext/EJ1085895.pdf>
 - ▶ <http://www.nccsdonline.org/>

Regelio Licea spoke up for the deaf community:

- ▶ Videos without Closed Captioning very difficult for deaf community
- ▶ Being left to find their own videos is overwhelming and defeating
- ▶ Power point presentations are shown with lights off (very difficult for the deaf community) Not easy to read CC and also hard to see interpreters
- ▶ Prolonged processes for financial aid, student services, counseling, etc. Even after he would write down his answers (no interpreter in many cases) people would still just talk ‘at’ him, and he would feel overwhelmed.
- ▶ People get angry and irritated at him for how long it takes to communicate
- ▶ “PLEASE, when speaking with a deaf person, even when the interpreter is standing right there, look the deaf person in the eyes NOT the interpreter – it creates a connection that makes us feel like we matter. Most people talk to the interpreter making us feel like we aren’t really there”

Where does the burden of resources fall?

- ▶ Usually, the burden is put upon the student to ‘figure things out’ for themselves
- ▶ How can we mitigate the burden on students in general? (Disabled or not)
- ▶ Cross-departmental Collaboration! Not just recognizing a student with disabilities when they come into DSPPS, but across campus.
- ▶ Honoring not only disability rights, but centering access, justice, and wholeness for all disabled persons and communities in order to celebrate them as individuals and as a contributing community on campus
- ▶ Students are the experts here- place those values on each person
- ▶ Calling out normalcy expectations (excellence at being normal and not hard to deal with) and create a space where normal can be ‘individual’ rather than society norms

Digital Accessibility: Pre-Covid vs Today

- ▶ Distance Education Classes: Even those being taught 15 years ago need to be updated with the new technologies and accessibilities for all students
- ▶ CDC OEI Course Design Rubric
- ▶ Peralta CC Online Equity Rubric
- ▶ Offering virtual help for not only students in college but for parents and younger people who predict that college may be in their future. Help them get started now.
- ▶ 2 positions the speaker found CRUCIAL in updating the D.E. courses: Assistant technical specialist and Instructional designer
- ▶ Overall- changing the mindset of faculty “I don’t have any disabled students in my class so I don’t need to focus on accessibility” **Yes you do- accessibility isn’t just for disabled persons**

Questions about Funding

- ▶ DSPS funding is not large enough to address all of these issues
- ▶ Allocation from other departments (even if not monetary) is needed
- ▶ H.R. Support
- ▶ Administrative Support
- ▶ District Support
- ▶ Grants and outside supports are always beneficial
- ▶ Leverage resources across the campus and recognize that all funding streams can help the disabled populations. Disabled populations are under-reported as a whole
- ▶ Focus on language: captioning services, conversations, zoom meetings, etc.
Be aware, be thoughtful