Convention 2017
Full Program

Soaring Beyond Achievements

Huntington Beach, CA
Welcome
Convention Planning Committee
CAPED Membership
CAPED Interest Groups (CIGs)
Membership Application
Hotel Information
Transportation
Sponsors
Special Donor
Exhibitors
Scholarship Fundraiser
Scholarships
Keynote Speakers
Daily At-A-Glance/Program
We are so excited to welcome you to the 42th annual CAPED Convention and Training!!! This year’s conference promises to be an exciting and educational experience for all attendees as we focus on the theme “Soaring Beyond Achievements.” This year’s CAPED committee has worked hard to bring you another wonderful opportunity to collectively gather as one to develop new strategies for success to overcome the new challenges students with disabilities face in today’s world. What better place to hold such an event than across the street from the beautiful Pacific Ocean in Huntington Beach at the Hyatt Regency Huntington Beach Resort and Spa.

Through the development and implementation of new strategies we ensure the success of individuals with disabilities within post-secondary education, Department of Rehabilitation, and other agencies throughout the state.

There is a tremendous selection of workshops to meet the needs of everyone whether you work at the community college, private or public university, Department of Rehabilitation, Workability, or are a student wanting to explore the varied opportunities within these fields. This year our special guests include Oz Sanchez and Nina Ghiselli as our keynote speakers.

We have an exciting scholarship fundraising event planned. The first live interactive show for CAPED includes a dueling piano show as well as a fine champagne/beer bar at the Central Park Library in Huntington Beach. This year’s committee would like to not only invite CAPED Conference attendees, but would like to extend the invite to non-attendees to participate in this fun and exciting event to help raise money for student scholarships. All of the proceeds will go towards scholarships for students with disabilities.

This year’s committee has worked very hard to bring you the very best CAPED Conference with a wealth of information to share amongst colleagues as well as network with professionals in the field. Please let us know if we can assist you in any way. We are eager to make this your finest CAPED experience yet.

On behalf of the committee, I would like to welcome you to Huntington Beach and the 2017 CAPED Convention.

Sincerely,
Nicole Smith

Nicole Smith, PhD
CAPED Convention Committee Chair
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convention Chair</td>
<td>Nicole Smith</td>
<td><a href="mailto:Nicole.smith@mvc.edu">Nicole.smith@mvc.edu</a></td>
</tr>
<tr>
<td>Convention Support</td>
<td>Julie Sedlemeyer</td>
<td><a href="mailto:julie.sedlemeyer@sjsu.edu">julie.sedlemeyer@sjsu.edu</a></td>
</tr>
<tr>
<td>Convention Coordinator</td>
<td>David Sanfilippo</td>
<td><a href="mailto:david.sanfilippo@csulb.edu">david.sanfilippo@csulb.edu</a></td>
</tr>
<tr>
<td>Convention Treasurer</td>
<td>Allison Brown</td>
<td><a href="mailto:caped38@gmail.com">caped38@gmail.com</a></td>
</tr>
<tr>
<td>Convention Executive Assistant</td>
<td>Kim Letendre</td>
<td><a href="mailto:caped.execasst@gmail.com">caped.execasst@gmail.com</a></td>
</tr>
<tr>
<td>Events/Entertainment</td>
<td>Alexander Ygloria</td>
<td><a href="mailto:Alex.ygloria@rcc.edu">Alex.ygloria@rcc.edu</a></td>
</tr>
<tr>
<td>Committee Member: President Reception</td>
<td>Jenn McMahan</td>
<td><a href="mailto:jlemcmahan@gmail.com">jlemcmahan@gmail.com</a></td>
</tr>
<tr>
<td>CAPED President</td>
<td>Gwyn Tracy</td>
<td><a href="mailto:TracyG@scc.losrios.edu">TracyG@scc.losrios.edu</a></td>
</tr>
<tr>
<td>Photographer</td>
<td>Adrian Gonzalez</td>
<td><a href="mailto:gonzalA2@lamission.edu">gonzalA2@lamission.edu</a></td>
</tr>
<tr>
<td>Program Chairs</td>
<td>Melodie Cameron</td>
<td><a href="mailto:melodie.cameron@missioncollege.edu">melodie.cameron@missioncollege.edu</a></td>
</tr>
<tr>
<td></td>
<td>Kim Bell</td>
<td><a href="mailto:kimberly.bell@norccollege.edu">kimberly.bell@norccollege.edu</a></td>
</tr>
<tr>
<td>Registration Chair</td>
<td>Jenny Nominni</td>
<td><a href="mailto:jnominni@swccd.edu">jnominni@swccd.edu</a></td>
</tr>
<tr>
<td>Pre-Conference Chair</td>
<td>Scott Brown</td>
<td><a href="mailto:scott.brown@rcc.edu">scott.brown@rcc.edu</a></td>
</tr>
<tr>
<td>Pre-Conference Committee Member</td>
<td>Jennica Krause</td>
<td><a href="mailto:jennica.krause@mvc.edu">jennica.krause@mvc.edu</a></td>
</tr>
<tr>
<td>Publicity/Signage Chair</td>
<td>Bree Kennedy</td>
<td><a href="mailto:bkennedy@sdccd.edu">bkennedy@sdccd.edu</a></td>
</tr>
<tr>
<td>Committee Member: Design Support</td>
<td>Joe Gonzales</td>
<td><a href="mailto:joe.gonzales@mvc.edu">joe.gonzales@mvc.edu</a></td>
</tr>
<tr>
<td>AV Chair</td>
<td>Brian Brautigam</td>
<td><a href="mailto:brian.brautigam@mvc.edu">brian.brautigam@mvc.edu</a></td>
</tr>
<tr>
<td>Exhibitor Chair</td>
<td>Joe Reynolds</td>
<td><a href="mailto:joe.reynolds@rcc.edu">joe.reynolds@rcc.edu</a></td>
</tr>
<tr>
<td>Volunteers/Facilitators Chair</td>
<td>Norma Ortega</td>
<td><a href="mailto:nortega@gwc.cccd.edu">nortega@gwc.cccd.edu</a></td>
</tr>
<tr>
<td>Membership Chair- Survey</td>
<td>Dawn Decker</td>
<td><a href="mailto:capedmembership@gmail.com">capedmembership@gmail.com</a></td>
</tr>
<tr>
<td>Website Support</td>
<td>Mark Matsui</td>
<td><a href="mailto:Mmatsui@riohondo.edu">Mmatsui@riohondo.edu</a></td>
</tr>
<tr>
<td></td>
<td>Joseph Polizotto</td>
<td><a href="mailto:jpolizzotto@htctu.net">jpolizzotto@htctu.net</a></td>
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<tr>
<td></td>
<td>Kim Letendre</td>
<td><a href="mailto:caped.execasst@gmail.com">caped.execasst@gmail.com</a></td>
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<tr>
<td></td>
<td>Julie Sedlemeyer</td>
<td><a href="mailto:julie.sedlemeyer@sjsu.edu">julie.sedlemeyer@sjsu.edu</a></td>
</tr>
<tr>
<td>Key Note Chair</td>
<td>Michelle Orbitz</td>
<td><a href="mailto:mobritz@lbcc.edu">mobritz@lbcc.edu</a></td>
</tr>
<tr>
<td>Silent Auction Chair</td>
<td>Patti Carpenter</td>
<td><a href="mailto:Patti.carpenter@rcc.edu">Patti.carpenter@rcc.edu</a></td>
</tr>
<tr>
<td>Access/Accommodation Chair</td>
<td>Jennica Krause</td>
<td><a href="mailto:jennica.krause@mvc.edu">jennica.krause@mvc.edu</a></td>
</tr>
<tr>
<td>Committee Member</td>
<td></td>
<td><a href="mailto:Saht@scc.losrios.edu">Saht@scc.losrios.edu</a></td>
</tr>
<tr>
<td>Convention Chair 2018</td>
<td>Tasneem Sah</td>
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CAPED Membership

Become a member of a professional association of faculty, staff and students serving individuals with disabilities within post-secondary education and other agencies throughout the state. CAPED provides equal educational access to students with disabilities through support services, adapted curricula and academic adjustments. This association empowers more than 80,000 students with disabilities in over 125 colleges and universities to realize the potential for learning, independence, employment and integration. CAPED is a key advocate with the legislature and public and private systems of higher education to improve, expand and finance comprehensive and cost-effective programs of instruction and services for students with disabilities. This organization provides the most up-to-date training and professional development to professionals working individuals with disabilities.

The following are benefits included in your membership:

- Discounted Registration Convention & Trainings Fees
- Information and Referral Clearinghouse
- Interest Group Program and Activities
- Legislative and Policy Advocacy
- Membership Directory
- Networking Opportunities
- Peer Support
- Professional Development
- Publications
- Recognition and Awards
- Scholarships for Students
Membership Dues: (per year)

<table>
<thead>
<tr>
<th>Type</th>
<th>Fees</th>
<th>Description</th>
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<tbody>
<tr>
<td>Institutional</td>
<td>$240</td>
<td>An organization or institution other than the state system of higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>education, represented by 3 professional members designated by the</td>
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<tr>
<td></td>
<td></td>
<td>organization or institution. Those designated are entitled to</td>
</tr>
<tr>
<td></td>
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<td>vote and are eligible to hold office</td>
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<tr>
<td>Professional</td>
<td>$80</td>
<td>Faculty, professional, certificated or other similar salaried staff</td>
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<tr>
<td></td>
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<td>actively working with students with disabilities.</td>
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<tr>
<td>Associate</td>
<td>$40</td>
<td>Support service or part-time hourly staff.</td>
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<tr>
<td>Retired</td>
<td>$40</td>
<td>Retired faculty, professional, certificated or other similar salaried</td>
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<tr>
<td></td>
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<td>staff actively working with students with disabilities.</td>
</tr>
<tr>
<td>Student</td>
<td>$18</td>
<td>Full time students who do not meet one of the categories above. (faculty</td>
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<tr>
<td></td>
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<td>verification required)</td>
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<tr>
<td>Library</td>
<td>$20</td>
<td>All mailings and the Communiqué</td>
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</table>

CAPED Interest Groups

CAPED Interest Groups (CIGs) (pronounced “sigs”) are special divisions within the CAPED organization that provide the members the opportunity to consort and exchange their knowledge and wisdom with other members that are also working in a common field of expertise.
Which CIG one is right for you?

CAPED Interest Groups:

**Access Technology** - to facilitate the exchange of information among personnel providing assistive technology and alternate media services for students with disabilities and to encourage coordination of assistive technology and alternate media efforts among all departments offering programs or services to persons with disabilities.

**Acquired Brain Injury/Speech Language** – to provide a forum that promotes awareness, communication, education and professional growth among educators of individuals with acquired brain injuries that leads to increased access to educational and vocational opportunities.

**Adapted Physical Education** - provides adapted physical education professionals with the opportunity to collaboratively ensure the quality of adapted physical education at the postsecondary level across the state.

**Counseling & Career Development** - to facilitate the exchange of information among personnel providing career development, job search assistance and counseling for students with disabilities; also encourage coordination of career development and counseling efforts for persons with disabilities among the campus Career Centers, Disability Services centers and WorkAbility Programs throughout the state.

**Deaf and Hard-of-Hearing** - facilitate the exchange of information among personnel providing services for students who are d/Deaf/hard-of-hearing in the post-secondary educational setting. We welcome anyone who provides services to students who are d/Deaf, late deafened, deaf-blind, or hard-of-hearing, and to anyone who is interested in learning more about this population.

**Developmental Disabilities** - there continues to be a vast need to have DSP&S faculty and staff trained in the process of completing the Disability Verification form for students characterized as Developmentally Delayed Learners.
**Learning Disability** - through professional development activities, inter-segmental collaboration, and inter-agency communication the CIG members strive to improve the quality of programming and service in our institutions and communities. Join us in spreading a greater awareness of cognitive diversity by highlighting the mission of CAPED with a focus on students with learning disabilities.

**Program Management** – join with fellow program managers within rehabilitation to learn how together you can collaborate on critical information regarding our students!!!

Attend a Grab-n-Go Lunch CIG Meeting!

The break out session on Friday, October 20th at 12:15 – 1:15PM is where one can grab a quick lunch and join a CIG meeting! Join us as we develop strategies for *Soaring Beyond Achievements* with other professionals within your specialization throughout the state. Members are connected to community colleges, universities and various community agencies.

**CIG Membership Dues:** $10 annually (per CIG)

To become a CAPED and CIG Member tear out and complete the Membership application on the next page. You can mail or email your competed application, contact information can be found directly on the application.

Please drop by the Registration Desk if you have any questions!
# CAPED Membership Application

## Personal Information

Name: 

College/Affiliation: 

Department/Title: 

Mailing Address: 

## CAPED Membership

<table>
<thead>
<tr>
<th>Category</th>
<th>Annual Fee</th>
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<td>Professional</td>
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<td>Associate</td>
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<tr>
<td>Retired</td>
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<tr>
<td>Student</td>
<td>$18/yr</td>
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<tr>
<td>Library</td>
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All mailings and the Communiquet

## CAPED Interest Groups

<table>
<thead>
<tr>
<th>Category</th>
<th>Annual Fee</th>
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<tbody>
<tr>
<td>Acquired Brain Injury/Speech/Language</td>
<td>$10</td>
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<tr>
<td>Adapted Physical Education</td>
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<tr>
<td>Access Technology</td>
<td>$10</td>
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<tr>
<td>Counseling/Career Employment Transition</td>
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<tr>
<td>Deaf/Handicapped/Hearing</td>
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<tr>
<td>Developmental Disabilities</td>
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<tr>
<td>Learning Disabilities</td>
<td>$10</td>
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<tr>
<td>Program Management</td>
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<tr>
<td>Donations:</td>
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<tr>
<td>Student Scholarships</td>
<td>$10</td>
</tr>
</tbody>
</table>

**Dues & Donations Total:** $ 

## Payment Method

MasterCard  Visa  Check (circle one)

Cardholder's Name:  Card Number:  

Exp. Date (required):  Mo/Yr  VCODE (3-digit # on back of card):  

Cardholder's Signature:  

Please make checks payable to CAPED. Your check is your receipt. 

(Dues and donations are tax-deductible to the extent permitted by law.)

## Are you interested in:

- CAPED Committee Service?  Y  N
- Becoming an Interest Group Chair?  Y  N
- Writing for our Communiquet?  Y  N
- Assistance by a CAPED "Buddy"?  Y  N
- Other  

Do you wish to receive informational mailings from agencies or companies outside of CAPED?  Y  N

Mail completed application and fees to: Allison Brown  
10073 Valley View St. #424  
Cypress, CA 90630

If you want to email your application or have any questions please contact Allison at caped38@gmail.com
Hotel Information

This year's CAPED convention will be held at the Hyatt Regency Huntington Beach, which has been rated as a 4.2 Overall Diamond luxury hotel on AAA. The Huntington Beach Hyatt has a view of the Pacific Ocean from your room and is located 7.2 miles from Mile Square Regional Park. You are also within short driving distance of some of Huntington Beach's best shopping & restaurants.

With a Contemporary, Spanish-style architecture, you can wake up to shimmering views of the Pacific Ocean from your private balcony and pamper yourself with a relaxing treatment at Pacific Waters Spa which includes a dry sauna, steam rooms, men’s and women’s lounges with whirlpools, waterfall showers, a premier fitness center, and a full service salon, or soak in the sun at the lagoon-style pool, golf at some of the nearby championship golf courses or directly access the beach via a pedestrian bridge.

**Room Rates:** Special CAPED Price - $229/night
**Parking:** Valet only, $30/day
**Wi-Fi:** Available for free in your hotel room
Make a Reservation
To receive the CAPED discounted pricing on rooms please go to the following link; https://aws.passkey.com/gt/72221965?gtid=35eb057b0a59c3f28d70c912d3f2a2ae

The link above will take you to a website designed for Hotel Registration purposes specifically designed only CAPED guests.

* Check-in time is 4:00 pm. Room assignments prior to that time are subject to availability. Check-out time is 11:00 am. Guests staying in their rooms beyond that, without hotel authorization, will be charged for an additional night. Late check-out is subject to availability, subject to business needs.

Hotel Accessibility
Hyatt Regency Huntington Beach is committed to ensuring that they meet and exceed all of the requirements for the Americans with Disabilities Act, including our ADA-compliant guestrooms. The staff at the Huntington Beach lodging are trained to accommodate guests with special needs to ensure that all of the guests, including those with disabilities, have an enjoyable and safe stay. The hotel strives to ensure that all of our guests are able to take advantage of every activity the hotel has to offer.

Facilities for people with disabilities include:
- Emergency strobe light fire alarm and smoke detectors
- Closed-caption TV
- Lower level peepholes
- Climate control
- Vanities
- Shower bars
- Accessible bathroom with tub and extra wide doors.
- Wide doors
- Cordless phone, and more.

For specific requests, please contact the concierge at (714) 698-1234.
Transportation

If you are parking your vehicle, CAPED members will have a discounted rate of $30.00/day. The normal daily rate for parking is $37.00.

There is no direct shuttle service offered by Hyatt, but below are some options for transport from John Wayne Airport to the Hyatt.

**Super Shuttle:**
- Shared-ride van- $24.00 (could make multiple stops for other riders prior to arrival at the Hyatt)
- Business express car- $56.00
- Non-stop van- $79.00 (can accommodate several people traveling together to the convention)

**Yellow Cab**
- Approx.- $32.00 (one way trip)

**ABC Shuttle**
- Single rider- $28.00 (could make multiple stops for other riders prior to arrival at the Hyatt)
- 7 people- $57.00 (direct ride from SNA to Hotel)
- 8 people- $62.00 (direct ride from SNA to Hotel)
- 9 people- $69.00 (direct ride from SNA to Hotel)
Long Beach City College
Cal State University Long Beach
Cerritos College
School of Continuing Education, NOCCCD
Butte College
Aquarium of the Pacific
Melissa Gomez
Nikolaus (Niko) Turcaz
Sam Borin
Starbucks
Lucinda Aborn
Tim Kyllingstad
Elizabeth Page
Michele Obritz
Katella Deli
Finbars
Mi Mi’s Café
Patricia-Flores Charter
Petco
United Artists
Toys R Us

Erika Alonso
Nicole Smith
Jamie Dillard
Joyce Bell
Brian Pineda
Shani Bangash
Walts Warf
Javatinis
Rivers End
Captain Jacks
Wilson Creek Winery
Alexander Ygloria and Family
David and Laura Sanfilippo
Patricia Bonacic
Dana Brittingham-Garrido
Paul Grossman
Ai Squared/ Freedom Scientific/Optelec  
(800) 444-4443  
Reps: Joe McDaniel and Mike Wood  
Assistive technology for the visually impaired.

AMAC  
Georgia Tech University  
(404) 385-1128  
Rep: Doug Neal  
Contact: doug.neal@Amac.gatech.edu  

“SAM” – The Student Accommodation Manager is a web-based tool customized for managing and reporting everything you do to support a student with a disability in the CCC. SAM was created by DSPS for DSPS.

Asians and Pacific Islanders with Disabilities of California  
(626) 644-1954  
Reps: Peter Wong and Chester Hashizume  
Visit our table to find out about the current and upcoming programs that are provided by our organization, including: Youth Leadership Institute, Statewide Disabilities Conference, and Walk-n-Roll Disabilities Awareness Tour.

ClockWork provides a single solution to supporting the complex coordination and record-keeping needs of disability resource offices in Universities and Colleges throughout the United States and Canada.

sComm  
(816) 350-7008  
Reps: Ben Lake  
Contact: ben@scomm.com  
sComm is the manufacturer of the UbiDuo. The UbiDuo communication devise enables deaf, hard of hearing and a hearing individual to communicate with each other face-to-face without an interpreter. The UbiDuo allows deaf or hard of hearing people to interact freely with hearing people anywhere, anytime, in the work and social settings. Learn more at www.sComm.com.

Sterling Adaptives, LLC  
(415) 878-2922  
Reps: Mark Gibbons  
Contact: Lesley@sterlingadaptives.com  
Sterling Adaptives is a leading California AT company and the distributor for Sonocent’s Audio Notetaker. This cutting edge software is changing the way students with disabilities can easily and independently take notes in class and also provide greater study skill success.
This year at the 43\textsuperscript{rd} Annual CAPED Convention & Training we have a fun and exciting fund raiser event planned! Join us Saturday night as the Killer Dueling Pianos brings their full-crowd interactive show to CAPED for the first time ever!

The Killer Dueling Pianos will have you clapping, singing and laughing all night with their special brand of entertainment. With a catalog of songs ranging from the likes of Frank Sinatra and Elvis Presley to Bruno Mars and Lady Gaga, everyone is sure to be entertained. Don’t miss this opportunity to watch an amazing show, request your favorite songs and cut a rug..... all while supporting our CAPED Scholarship fund!

\begin{tabular}{|c|c|c|}
\hline
\textbf{Where:} & \textbf{Transportation will be provided} & \textbf{When:} \\
CENTRAL LIBRARY & Champagne Bar & SATURDAY \\
7111 Talbert Avenue & Hors D’oeuvres & October 21, 2017 \\
Huntington Beach, CA. 92648 & & 7:00PM – 10:00PM \\
(714)842-4481 & & \\
\hline
\end{tabular}
Access Technology Scholarship up to $1,000
This scholarship is recognized in memory of Penny Petersen, who was an Assistive Technology Specialist from CSU Long Beach. Penny promoted and advocated for the technology needs of students with disabilities. Assistive technology software or hardware (up to $1000) will be awarded to one or more college/university students, who use this technology to access college courses.

Alyssa McCroskey Memorial Scholarship $1,000
This scholarship is recognized in memory of Alyssa “Aly” Rayne McCroskey, who is the granddaughter of Paula McCroskey. Aly lost her life to suicide in 2008; she was 16 years old. Paula McCroskey has been Coordinator of Disability Support Programs & Services in the Riverside Community College District for over 25 years. This scholarship is awarded to a college/university student with a disability, who is making a positive difference in the lives of other students who are struggling to maintain or regain their mental health.

Betty Bacon Memorial Scholarship $1,000
This scholarship is recognized in memory of Betty Bacon, who, for over 25 years, was a Director of Disabled Student Services at San Diego State University. She was a consummate advocate for people with disabilities. This scholarship is awarded to a 4-year college/university student with a disability.

CAPED Excellence Scholarship $1,500
This scholarship is recognized in celebration of student excellence. This scholarship is awarded to a college/university student with a disability, who demonstrates high academic achievement and who is involved in his/her community and campus life.
**CAPED Memorial Scholarship $1,000**
This scholarship honors outstanding professionals within the field of California postsecondary disability services. This scholarship is awarded to a college/university student with a disability.

**College Access & Success Scholarship $1,000**
This scholarship is in support of neuro-diverse students building their career skills through attending college or university classes. This scholarship is awarded to students with intellectual disabilities or on the autism spectrum who are participating in postsecondary education in order to support their transition to employment.

**Dick Griffiths Memorial Scholarship $1,000**
This scholarship is recognized in memory of Richard (Dick) Griffiths, who was a CAPED founder and Learning Disabilities Specialist at Cabrillo College. This scholarship is awarded to a college/university student with a learning disability in math.

**Steve Fasteau Past Presidents' Scholarship $2,500**
This scholarship is in honor of all the dedicated professionals, who have served as President of CAPED. This year’s award is in honor of Mark Matsui. Mark has been with CAPED for over 31 years, and served as CAPED’s 21st president. Mark has served the DSPS community for over 35 years, at Cal State Dominguez Hills, Long Beach City College and now Rio Hondo College. The service he has provided students with disabilities is exemplary by the highest, most rigorous standards. This scholarship is awarded to a college/university student with a disability, who has high academic achievement and has shown leadership and dedication to the advancement of students with disabilities in postsecondary (college/university) education.

**Susan Bunch Memorial Scholarship $1,000**
This scholarship is in memory of Susan Bunch, who was a Learning Disabilities Specialist from West Valley College. This scholarship is awarded to a college/university student with a learning disability, who is pursuing a college/university degree program.
Paul Grossman and Ralph Black

Paul Grossman and Ralph Black continue their tradition of providing the CAPED attendees with clarity and insight on developments in the courts and the legislative arena pertinent to postsecondary disability law.

Paul Grossman

Paul Grossman is a nationally recognized authority on post-secondary disability law; presenting for over 15 years annually for CAPED and AHEAD. Paul is an Adjunct Professor at Hastings College of Law as well as a guest lecturer at Boalt, UC Davis, the University of Texas and Ohio State University. Paul is also Chief Regional Attorney for OCR in San Francisco. Paul recently has contributed to workshops concerning veterans with disabilities in higher education and has promoted an in depth understanding of the 2009 Amendments to the Americans with Disabilities Act. Mr. Grossman is participating in his private capacity. The views expressed in his presentations will be the result of his independent research and do not necessarily represent the views of the US Department of Education or government.

Ralph Black

Ralph has spent his career working on issues related to programs for students with disabilities—first with the California Postsecondary Education Commission and later with the Disabled Students Programs and Services Unit at the Chancellor's Office for the California Community Colleges. In 1988, Ralph joined the Legal Affairs Division of the Chancellor's Office for the California Community Colleges. Over a period of almost 20 years, he served as both Assistant General Counsel and General Counsel for the Chancellor's Office. This often involved working on issues related to students with disabilities. For example, he led the development of policies which have made the California Community Colleges leaders in providing access to print and electronic instructional materials for students with disabilities.
In April 2008, Ralph Black left the Chancellor’s Office and accepted an appointment as Assistant Director for Legislation with the California Department of Rehabilitation. In that capacity he advised the Director of the Department of Rehabilitation, the Health and Human Services Agency, and the Governor’s Office concerning bills of interest to the disability community that are relevant to the Department’s mission of providing employment, independence and equality for persons with disabilities. Although Ralph retired from DOR in 2011, he continues to work for DOR as a retired annuitant and he serves as the Legislative Consultant for CAPED.

Oz Sanchez

While growing up in the Los Angeles area, Oz's early life was crippled with abuse and family dysfunction. His late teens were riddled with drugs, misdirection and the all too common street life for a youth in the city. In 1996, he opted for a different life and joined the Marine Corps. After 6yrs of service and following two deployments to the Middle-East, Oz decided to make a career of military service. He also decided to transfer branches into the Navy, to serve as a Navy Seal. In 2001, during the period of his transfer, Oz's life took a tragic turn when he became the subject of a hit-and-run accident while riding his motorcycle. He suffered a spinal cord injury that left him with near complete paralysis of the lower extremities.

Following the accident, Oz fell into deep depression and had seemingly lost all hope for any version of a fulfilling life. He spent the better part of the next 5 years in a state of deep depression, simply going through the motions of day-to-day life, and held little faith in being happy again…but the mind is a resilient entity.

After some soul searching, Oz made a choice to redefine himself and began to move forward in life. He enrolled in school, devoted himself to his studies, and earned his Bachelor's degree in
Business Management with a minor in Communications from San Diego State University. He also actively pursued sports and is now a three-time Paralympian; winning a combined total of six medals in the past three games! A 5-time world champion, Kona Ironman finisher, and now motivational speaker, Oz takes great pride in his role as a mentor for the wounded warrior community and being a source of inspiration for anyone suffering from depression or struggling with life’s many challenges. He is of the belief that with passion and purpose, there is no obstacle that can stop us.

His message, “Know No Limits”!

**Nina G**

Nina G is the San Francisco Bay Area’s favorite female stuttering standup comedian. She is also a disability activist, storyteller, author and educator. She brings her humor to help people confront and understand social justice issues such as disability, diversity and equity.

When she isn’t performing at comedy clubs like the San Francisco Punchline or the Laugh Factory, she is playing colleges and presenting as a keynote speaker to children with disabilities and training professionals! Nina is part of the comedy troupe The Comedians with Disabilities Act, which brings laughter and awareness to audiences of all ages across the country.

She is the author of a children’s book titled, *Once Upon An Accommodation: A Book About Learning Disabilities*, that helps children and adults advocate for their rights as a person with a disability. Nina’s one person show, *Going Beyond Inspirational*, which is a comical exploration about growing up with Learning and Speech Disabilities debuted in 2015 and was featured on CBS San Francisco Local.
## 2017 CAPED PRE-CONVENTION

### Wednesday, October 18, 2017

<table>
<thead>
<tr>
<th>Sandpiper</th>
<th>Goldenwest</th>
<th>Mariners Ballroom</th>
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<tr>
<td><strong>Universal Design Program</strong>&lt;br&gt;Facilitators: Dr. Nicole Smith &amp; Grace Hanson&lt;br&gt;Fee: $160.00&lt;br&gt;8:30am-4:30pm</td>
<td><strong>LD Meeting</strong>&lt;br&gt;Presidents: Patricia Flores-Charter&lt;br&gt;Fee: None&lt;br&gt;10:00am-1:00pm</td>
<td><strong>Regional Coordinators Meeting</strong>&lt;br&gt;Facilitated by Linda Vann&lt;br&gt;Fee: None&lt;br&gt;2:00-5:00pm</td>
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### Thursday, October 19, 2017

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<tr>
<th>Huntington Foyer-South</th>
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<tr>
<td><strong>Program Management CIG Program</strong>&lt;br&gt;Management Legal Workshop&lt;br&gt;Presenters: Paul Grossman, Gaeir Dietrich, Mary Lee Vance&lt;br&gt;Fee: $50 Members&lt;br&gt;$75 Non-Members&lt;br&gt;9:00am-4:00pm</td>
<td><strong>ID/ASD/DD CIG</strong>&lt;br&gt;Students on the Autism Spectrum: Strategies and Accommodations for the Classroom and on Campus&lt;br&gt;Presenters: Jane Thurford Brown&lt;br&gt;Fee: $60 Member $80 Non-Member&lt;br&gt;9:00am-4:00pm</td>
<td><strong>LD CIG</strong>&lt;br&gt;Using the WJ IV to Diagnose Dyslexia in Postsecondary Students&lt;br&gt;Presenters: Nancy Matter, Ph.D.&lt;br&gt;Fee: $75 Member&lt;br&gt;$100 Non-Member&lt;br&gt;9:00am-3:30pm</td>
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<td><strong>AT CIG</strong>&lt;br&gt;Eliminating Electronic Barriers: Continuing to Build Accessibility and Partnerships for Student Success&lt;br&gt;Presenters: Todd Selman, Mike Sauter, &amp; others&lt;br&gt;Fee: $70 Members&lt;br&gt;$85 Non-Members&lt;br&gt;8:00am-5:00pm</td>
<td><strong>DOR Student Services - WIOA Pre Employment Transition Services</strong>&lt;br&gt;Presenter: Lisa Harris &amp; Scott Hamilton&lt;br&gt;Fee: None&lt;br&gt;1:00pm-4:00pm</td>
<td><strong>College to Career</strong>&lt;br&gt;Presenters: Lisa Harris &amp; Will Francis&lt;br&gt;Fee: None&lt;br&gt;9:00am-12:00pm</td>
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Wednesday October 18, 2017

SANDPIPER ROOM

Universal Design Program
8:30 AM – 4:30 PM
Fee: $160

Universal design [CAPED Universal Design Flier](#) is a framework designers can use to create environments, services, and curriculum that benefits most of the users without the need for separate services, facilities, or accommodations. Beyond the Basics: Universal Design 2.0 is a highly interactive session designed to provide participants with hands on implementation strategies to infuse universal design practices in higher education. Our distinguished panel of universal design experts will provide a hands on, interactive set of activities that will engage participants with “how to” implement universal design strategies in their everyday work with students. They will also provide studies demonstrating increases in student success as a result of curriculum upgrades to universal design in the classroom. Join us and improve your students’ success!

GOLDENWEST ROOM

LD Field Advisory
10:00 AM – 1:00 PM

MARINER’S BALLROOM

Regional Coordinators Meeting
2:00 PM – 5:00 PM Wednesday

MARINER’S BALLROOM

CAPED Mentorship Program – Invitation Only
6:00 PM – 9:00 PM
**Thursday** October 19, 2017

**HUNTINGTON FOYER SOUTH**

**PROGRAM MANAGEMENT LEGAL WORKSHOP**
9:00 AM – 4:00 PM
**FEE: $50 MEMBER / $75 NON-MEMBERS**

**Purpose:**
This workshop will serve a valuable educational resource for Disability Professionals regarding legal issues facing the field.

**Objective:**
The objective of this workshop will be to educate professionals on legal aspects of the ADA, 504 and Title V in respect to disability service providers. Outcomes: Participants will gain knowledge in legal requirements for program accessibility, electronic and information technology (EIT) and alternate media recourses, including VPATS and web accessibility.

**MARINERS BALLROOM**

**STUDENTS ON THE AUTISM SPECTRUM – STRATEGIES AND ACCOMMODATIONS FOR THE CLASSROOM AND ON CAMPUS**
8:00 AM – 5:00 PM
**FEE: $75 MEMBER / 100 NON-MEMBER**

**SANDPIPER ROOM**

**USING THE WJ IV TO DIAGNOSE DYSLEXIA IN POSTSECONDARY STUDENTS**
9:00 AM – 3:30 PM
**FEE: $75 MEMBER / $100 NON-MEMBER**

In this workshop, the presenter will explain the unique features of the WJ IV that can be helpful in the identification of dyslexia in postsecondary students. Attendees will be able to identify: discrepancy and variation procedures, relevance and importance of assessing strengths and weaknesses in performance, specific processing deficits that can contribute to accurate diagnosis, and appropriate accommodations and interventions. This workshop is intended for LD Specialists trained on the Woodcock Johnson IV and Psychologists who diagnose Learning Disabilities in postsecondary students.
DRIFTWOOD ROOM
Eliminating Electronic Barriers: Continuing to Build Accessibility and Partnerships for Student Success
8:00 AM – 5:00 PM

CATALINA ROOM
WorkAbility III/IV
1:00 PM – 4:00 PM

HUNTINGTON BEACH
College 2 Career
9:00 AM – 12:00 PM
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<td>8:00-8:30</td>
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<td>8:30-8:50</td>
<td>Registration (guests)</td>
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<td>8:50-9:00</td>
<td>Keynote Speaker Q &amp; A: &quot;Know No Limits&quot;</td>
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SANDPIPER ROOM

Veterans Services: Adapt, Improvise, Overcome

Presenters:
Nancy L. Montgomery RN, MSN, Director Health, Wellness & Veterans, Irvine Valley College
Patricia D’Orange-Martin, Coordinator, Veterans Services, Pasadena City College

Program Abstract:
There are currently 113 Community Colleges in California with over 70,000 veterans attending and there is no State, VA or Federal funding to support the veterans as they acclimate from military life to college life. In 2008 Congress passed the Post 9/11 Veterans Educational Assistance Act to support veterans post deployment when they enroll in higher education. With the large numbers of veterans enrolled in our higher education support services should be offered on campus and off campus for successful integration. Our discussion will provide the information, data and best practices of the lessons learned when establishing a veteran center and discuss how to leverage collaborative connections using existing resources to assist our veterans in their academic success and transition into civilian life.

Program Description

Purpose:
Provide a holistic approach to building Best Practices for Veteran Resource Centers that will promote well-being for student veterans.

Outcomes:
1) Define how to establish a holistic Veteran Resource Center on your campus.
2) Introduce the different types of resources and collaborative connections that support student military/veterans on your campus.
3) Describe the interpersonal, academic and professional problems that may be encountered in your Veteran Resource Center.
4) Discuss different prevention and intervention techniques that may be used with veteran students to support their integration into education.
Presenters:
Jenn McMahon, Rehabilitation Supervisor - State of Nevada Vocational Rehabilitation

Program Abstract:
ACT, the highly reputable assessment organization has brought their talents to career readiness. Their Work Readiness Program encompasses all that an individual needs to be successful in the workplace for all ages, all levels and all stages of life. Recently revised to meet the needs of the 21st Century workforce, there is currently not another program out there like this!

Program Description:
If you are in the world of employment then this presentation is for you! ACT has created a program that not only is updated to meet the current demands of the 21st Century workforce, but offers a nationally recognized career readiness certificate and curriculum to increase workplace skills while addressing the very important soft (employability) skills at the same time.

Presenters:
Lexi Bosic, Assistant Executive Director, Starting Gate Educational Services, NPS

Program Abstract
This presentation will discuss the effectiveness of evidence based interventions on students with disabilities in a non-public school setting (NPS) and how those interventions can be successfully transitioned and implemented into higher education to continue to support and increase success for students with disabilities. For personnel in higher education will become familiar with students in secondary special education settings, such as NPS, in order to better serve students with disabilities as they transition from high school to college. Personnel will become familiar with NPS settings and effective Interventions for students with disabilities and mental health issues. Furthermore, programming for community colleges and universities to better serve this population will be discussed and resources and linkages for students with disabilities and mental health issues will be provided.

Program Description:
*Purpose: To discuss the effectiveness of evidence based interventions on students with emotional, behavioral, and mental health issues in a non-public school setting (NPS) and how
those interventions can be successfully transitioned and implemented into higher education to continue to support and increase success for students with disabilities.

Objective: For personnel in higher education to become familiar with students in secondary special education settings, such as NPS, in order to better serve students with disabilities as they transition from high school to college.

Learning Outcomes:
(1) Become familiar with NPS settings. (2) Effective Interventions for students with disabilities and mental health issues. (3) Programming for community colleges and universities to better serve this population. (4) Resources and linkages for students with disabilities and mental health issues.

Target Audience: All adults and students in education

PRESENTATION TITLE
MAKING SENSE OF THE ALPHABET SOUP

Presenters:
Timothy Kyllingstad, Senior Accessibility Compliance and Assistive Technology

Program Abstract and Description:
Provide information to the CAPED members as to how TTAC, DEETAC, CVC, CCCCCO, IEPI, TRIS, DSPS, Regional Coordinators, CENIC, 4CNET, Tech Centers, HTCTU, CCCApply, CCCConfer, OEI, EPI, CAI, CCC Security Center, CCC Accessibility Center, and other multi-letter acronyms - what they are, how they fit together, or not, who are they responsible to and who is responsible to them. Objective is to provide a quick reference road map to members of the thirty thousand foot level of the Community College organizations that CAPED influences and is influenced by. Target Audience is CAPED member sometimes confused by the level of the alphabet soup supporting them from above or below.

PRESENTATION TITLE
DEAF/HARD OF HEARING SERVICES PROGRAMS IN POST-SECONDARY EDUCATION

Presenters:
Amanda Rose, Deaf/Hard of Hearing Coordinator, National University

Program Abstract
Creating or managing a Deaf/Hard of Hearing program within post-secondary education can be a complex and daunting endeavor. This workshop will provide a brief overview of a cost analysis for hiring interpreters directly vs through agencies, interpreter qualifications, coordinator qualifications and how school demographics may affect your decisions.
**Program Description**
This session is designed to provide a scaffolding for persons intending to open or maintain Deaf/Hard of Hearing services in the post-secondary educational setting. At the end of this session, the participant will know:

- How to create a cost analysis for hiring interpreters directly vs through agencies.
- What are necessary interpreter qualifications?
- What are necessary interpreter coordinator qualifications?
- How school demographics may affect decisions.

**DRIFTWOOD ROOM**
**UDL PROVIDED LECTURES USING AUDIO NOTE TAKER**

**Presenter:**
Gary Greco, Director, Special Resource Center, *El Camino College*
Brian Krause, Coordinator of Alternative Media Services, *El Camino College*
Tiffanie Lau, Learning Disability Specialist and Educational Development Professor, *El Camino College*

**Program Abstract:**
We'll demonstrate an instructor's approach to providing lectures integrating PowerPoint, digital recording, notetaking software, and speech recognition to create powerful learning strategies for all learners.

**Program Description:**
We will demonstrate an instructor's approach to providing lectures integrating PowerPoint, digital recording, notetaking software, and speech recognition to create powerful learning strategies for all learners. This session is directed toward anyone seeking information of the latest note-taking technologies and current resources available for instructors to use in the classroom. Also for those interested in providing students with an alternative to current notetaking methods including the transcription of digitally recorded lectures into text.

**SEACLIFF ROOM**
**REAL TIME CLASSROOM ACCESS FOR BLIND & VISUALLY IMPAIRED STUDENTS**

**Presenters:**
Renee Clark, Western Regional Manager
Deborah Armstrong, Alternative Media Specialist, *De Anza College*
Program Abstract:
This session addresses strategies for organization, notetaking, and real-time access to classroom content for students who are visually impaired or blind using a combination of techniques, low-tech, and high-tech solutions.

Program Description:
This session addresses strategies for organization, notetaking, and real-time access to classroom content for students who are visually impaired or blind. Blind and low vision students traditionally relied on the ability to acquire classroom materials in advance to enjoy full participation in the classroom experience. Textbooks, hand-outs, and PowerPoint presentations often depended on the advanced planning of professors. With today’s technology options including a blend of cloud computing, mainstream technology, and assistive technology, students who are visually impaired or blind can have real-time access to course materials. Even when professors make last minute changes, blind and visually impaired students need not be left out. This session will provide multiple scenarios for students who use electronic braille, speech output, or large print to obtain real-time access to classroom content. Additionally, we will provide an overview of low and high tech solutions that support organizational and notetaking strategies that enable students who are blind and low-vision to successfully navigate the college environment. And we will address those situations that still need alternative media intervention for full access.

12:15-1:15
Concurrent Sessions

HUNTINGTON ROOM
Learning Disability CIG

SHORELINE ROOM
Adapted Physical Education CIG

SANDPIPER ROOM
Veteran/Acquired Brain Injury CIG

SUNRISE ROOM
Deaf/Hard-Of-Hearing CIG

GOLDENWEST ROOM
Counseling & Career Development CIG

DRIFTWOOD ROOM
ID/ASD CIG

CATALINA ROOM
Program Managers CIG

SEACLIFF ROOM
Access Technology CIG
Concurrent Sessions

HUNTINGTON BALLROOM
CSU 2025

Presenter:
Tom Thompson

Program Description:
GI 2015 is a major initiative of the Chancellor’s Office and it comes with incentive funds for campuses. In this session, we’ll explore the role of DSS in relation to this initiative by discussing questions such as:

- What is DSS role and/or contribution to advancing retention and completion?
- How can DSS work with Institutional Research to gather performance data?
- Can we ensure that administrators understand our primary mission is access and that our secondary mission on campus can include other priorities such as student success, culture change, greater understanding of disability as a human, universal experience?

Translation – DSS alone is NOT responsible for the success of students with disabilities, but surely we promote their access and success.

SANDPIPER ROOM
VETERANS MENTAL HEALTH "EMBRACING THE STUCK"

Presenters:
Patricia D’Orange-Martin, Coordinator for Veterans Services at Pasadena City College and an Associate Professor of Counseling
Carol Calandra, Veterans Resource Center Specialist, Pasadena City College

Program Abstract:
Pasadena City College (PCC) leverages campus and off campus partners to bolster the mental health services provided on campus to veterans that make a difference in their academic success and make their transition back from the military much easier. PCC partners with US Vets’ Outside the Wire program bringing mental health services to veterans on campus and removing barriers for them to seek mental health services. By embracing strategic partners for mental health services on campus, we empower veterans to take control of their lives with honor and respect.
Program Description:
Many veterans return home from combat with mental health issues and are hesitant to seek treatment because of the stigma that surrounds mental health. Even non-combat veterans may struggle with depression, sadness, loss of identity or may be having a difficult time readjusting to civilian life. Psychological injuries are invisible wounds and left untreated make it more difficult for many veterans to adjust back to civilian life putting them at higher risk for mental illness, unemployment, substance abuse, homelessness, violence, relationship problems, and suicide. Helping them to “embrace the suck” in military slang means having them accept that they are having a tough time and leading them to embrace the reality of confronting their issues and handle whatever it is that sucks.

GOLDENWEST ROOM
WorkAbility III and IV’s - Incorporating Pre ETS Services

Presenter:
Lisa Harris, Chief CA Department of Rehabilitation Cooperative Services
Jenn McMahon, Consultant - CA Community Colleges Chancellor's Office

Program Abstract:
All Workability III and IV Programs - This Workshop is for YOU!

Program Description:
This workshop is designed to discuss in detail the new WIOA regulations in regards to Pre ETS and how your Workability III and IV Programs can enhance your services with this new focus. If interested in expanding your services, increasing certified time or reaching a new type of student, then join us!

CATALINA ROOM
Different Accommodation Process/ Same Goal

Presenter:
Timothy Montgomery, Director, Student Disability Services, University of California, San Francisco
Jennifer Billeci, Director, Student Disability Center, University of California, Davis
Maria Keller, Senior Coordinator of Services for Students with Disabilities, University of California, Riverside

Program Abstract:
DS providers share the goal of supporting and advocating for students with disabilities but may approach this goal differently. This session will highlight the similarities and differences between institutional environments.
Program Description:
DS Providers share the goal of supporting and advocating for students with disabilities. However, they may approach this goal through different processes and procedures. This session will allow each participant to:
1. Understand the accommodation procedures at the UC schools
2. Share basic procedures for documenting disabilities and providing accommodations
3. Discuss similarities and differences among other institutions in supporting and advocating for SWD.
Opportunities for scenario discussion and Q and A will be provided. The goal of this presentation is to provide greater awareness, understanding, and appreciation for institutional similarities and differences which will in turn lead to greater communication and collaboration among colleagues at all CA institutions of higher education. No handouts will be provided.

SHORELINE ROOM
BEYOND THE COVER

Presenter: Lisa Yates, DSPS Counselor

Program Abstract
Beyond the Cover...Living Books, helps to remove the stigma of disabilities by fostering dialogue between students with disabilities and their college community. As a “Living Book,” each DSPS student involved, creates an abstract and chooses a title for their “Book.” These are both published along with their photo on the college library website. Faculty, students and staff can preview the Living Books on the website. Individuals who wish to learn more about a particular student and/or disability, will choose become “Readers.” They will reserve the living book in the college library. By stepping outside the safety of their comfort zones, DSPS students help to lift the invisible veil that often separates them from participating in the full college experience. For some students, they are given a voice for the first time, simply by sharing their story. On the day of the event, Living Books are matched up with Readers. They engage in a conversation using questions that are taken from the Living Book’s title and abstract. Questions are approved of by the Book ahead of time, and they can prepare their answers. Each “reading” lasts 10-15 minutes. For the MSJC event, a former MSJC/DSPS student graduate from who is now a DOR Counselor was invited to speak. The program proposed for CAPED is a presentation showing how this event was created, carried out and the results of the event, so that other colleges might create a similar event.

Program Description
For CAPED, the program’s purpose would be to share with CAPED attendees, how Beyond the Cover came to be, how it was organized, carried out and the outcome of the event, so that those interested in other colleges might host something similar. The purpose of the Beyond the Cover...Living Books event is to begin a conversation between students with disabilities and those in their community without disabilities that will enlighten, inform and inspire.
The objectives of the Beyond the Cover event are;
1. To help the particular students involved in the event, to articulate their challenges and dreams to individuals outside of their comfort zone.
2. To attempt to reduce some of the stigma associated with being a student with disabilities.
3. To inspire self-advocacy in students with disabilities
4. To fostering understanding amongst students and faculty without disabilities, that DSPS students can and do achieve academic and career success, with the support of DSPS.
5. To inform the college community of some specific struggles, challenges and triumphs that students with disabilities experience -usually from the fringe of typical college students' experience.

The objectives of the CAPED proposed program would be:
1. To give DSPS professionals an event that can help increase awareness of disabilities on their own campus
2. To give DSPS professionals a tool that might help assist DSPS students to develop self-advocacy skills
3. To help DSPS professionals find a way to begin removing some of the stigma associated with disabilities.

The target audience for CAPED are DSPS Directors, Faculty, Support Staff and those purposed with increasing diversity awareness on campus.

SUNRISE ROOM
INTEGRATING 3-D PRINTING ACROSS THE CURRICULUM

Presenter:
Paul McKinley, DSPS Director at College of the Desert
Jonathan Gorges, Alternative Media Specialist, College of the Desert

Program Abstract:
Learn how Fullerton College and College of the Desert have used 3-D printers to not only provide educational accommodations and equal access but also to promote UDL principles across their campuses.

Program Description:
Target Audience is wide open to all involved in education. Purpose is to demonstrate that 3-D printing can be used as part of UDL principles when creating and delivering educational content. The participants will be able to share at least one example of how they could incorporate 3-D printing into the curriculum on their campus.
DRIFTWOOD ROOM

CREATIVE STRATEGIES TO ENGAGE STUDENTS IN THE CLASSROOM

Presenter:
Krystle Taylor, LD Specialist/Counselor and Instructor, San Diego Community College District,
Brandi Behringer, Counselor/Instructor, San Diego Continuing Education
Tayler Nichols, Counselor, San Diego City College

Program Abstract:
This workshop provides an interactive dialogue of lessons, curriculum and strategies for instructors teaching students with disabilities. Topics include incorporating universal design in the classroom to enhance student learning.

Program Description
Targeted Audience: Instructors and Counselors.

Purpose:
Provide information on creative teaching strategies to engage students in learning.

Objectives:
Discuss ways to incorporate modern society and culture into the classroom. Discuss curriculum and strategies to offer maximum student interest and engagement.

Learning Outcomes:
Disseminate information back to college staff and implement strategies in every day work. College instructors have an understanding of incorporating universal design into courses.

SEACLIFF ROOM

USING MATH TYPE TO MAKE TEXT BOOKS ACCESSIBLE

Presenters:
Jeff Baugher, Alternate Text Production Center
Joseph Polizzotto, Access Technology Specialist Instructor
Brian Velo, E-text training specialist
Sheena Ortiz, E-text Publisher Liaison
**Program Abstract:**
The ATPC and HTCTU present an overview of ways to handle math in accessible documents.

**Program Description:**
An overview of the various ways that math can be handled using Math Type and MathML. Accessible math has changed in the last few years dramatically in the last few years opening new possibilities to alternate media professionals. Members of the ATPC and HTCTU will go over the process of creating accessible math documents and how to use them with current software.

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**3:15pm-4:30pm**
Concurrent Sessions

**SANDPIPER ROOM**

**STRENGTHENING THE BRIDGE BETWEEN VETERANS SERVICES AND DSPS SERVICES TO CREATE A WELCOMING ENVIRONMENT FOR STUDENT VETERANS WITH HEARING LOSS**

**Presenters:**
Hira Paulin, ACCESS/DSPS Counselor, *Copper Mountain College*
Donna Lange, Director and PI, DeafTEC, *Rochester Institute of Technology*
Terence Nelson, VETS Program Coordinator/ Veterans Counselor, *Saddleback College*
Mike Sauter, Alternate Media Specialist, *Saddleback College*

**Program Abstract:**
This presentation is meant to educate DSPS Staff on how to work with student Veterans. Encourage DSPS staff to learn about military friendly language and connect with their Veteran Services and Veterans Resource Centers. Address a commonly overlooked disability in the Veteran population, hearing loss and its' effects in an educational environment. Learn about the student Veteran’s Top Ten List of ways to make the classroom environment more welcoming for Veterans with hearing loss, through the DeafTEC Student Veterans with Hearing Loss project.

**Program Description:**
Specific Learning Outcomes of Presentation:
1. How to describe disability services and accommodations to Veteran students
2. Discussion topics and trainings to bring back to individual campuses to bridge the gap between Veteran services and DSPS services
3. Increased understanding of the effects of hearing loss in the classroom
4. Increased knowledge of resources and tools for educating students, faculty and staff about hearing loss and Veterans
5. Increased understanding of Alt. Media services, technologies and how to explain them to Veteran students

GOLDENWEST ROOM

EFFECTIVE STRATEGIES FOR STUDENTS ON THE AUTISM SPECTRUM

Presenters:
Jane Thierfeld Brown, Assistant Clinical Professor, Yale Medical School

Program Abstract:
This session will address the needs of students on crucial higher education (and employment) skills such as executive function, self-regulation and sensory integration. We will also discuss the need for training on campus and developing partnerships to assist in the retention and graduation of students on the spectrum.

Program Description:
In his book, "Context Blindness", Peter Vermuelen explains autism as an inability to see the world and social situations in the context in which neurotypicals understand the same events. For college students with autism this can mean living in a world that seems foreign. Behavior for students on the spectrum will be examined as a function of sensory integration and understanding. Title IX issues, which are complex for all students and all campuses, will be discussed along with appropriate accommodations for training and compliance. Strategies for classrooms and residence halls will be presented along with ideas for explaining necessary conduct as "non-optional." The overwhelming majority of students on the autism spectrum will not have behavior issues on campus. For the small number of students who do have issues, the time investment for staff will be very high. In this session we will examine how training for faculty and residence life staff can assist in lessening significant behavior issues for students on the autism spectrum. This has become a sizable issue on many campuses with time being drained from offices already overwhelmed with increasing numbers and complexity of students. As Vermuelen explains, students on the autism spectrum see the world differently than those not on the spectrum (neurotypicals.) When details are perceived rather than the context of the larger situation, behavior can be inappropriate. For example, if students are listening to a math lecture and the student on the spectrum sees a mistake in the professor’s calculations, the student may not recognize the context of the class as an inappropriate time to correct the professor. Too many of these interruptions may cause serious problems for disruption of the educational environment thus leading to conduct issues on campus. With training and structure this small group of students on the autism spectrum can become productive members of our campuses.

Students with Autism add richness and diversity to our campus. Investing time in some training and awareness will benefit higher education and each campus and will also have residual effects on employment.
Learning Outcome:
Participants will understand students on the autism spectrum, their behavior and causes. Participants will also examine conduct codes, residence life and classroom issues and develop strategies for students with autism.

CATALINA ROOM
Training Student Paraprofessionals and Developing Transferable Skills for any Future Profession

Presenter:
David Guzman, Exam Proctoring Program Coordinator, CSUF
Rosalind Blackstar, Program Operations Coordinator, CSUF
Darlene Serrano, Front Office Administrative Assistant, CSUF
Isis Stansberry, Assistant Director, CSULA

Program Abstract:
Many of us in DS offices work with student paraprofessional staff. As student paraprofessionals are readily accessible to hire at majority of colleges and universities, they have become an integral part of our program’s functions. But, are we providing them a work experience that allows them to acquire the skills necessary to be successful in the professional workforce? This presentation will cover best practices in hiring strategies, providing interactive and enriching trainings, and developing transferable skills for student paraprofessionals that can be utilized in any future profession.

Program Description
Purpose:
To provide DS professionals strategies and resources to create an effective hiring, orientation & training process for student paraprofessionals working in our offices.

Objective:
To provide DS professionals effective hiring strategies, including looking for specific hiring criteria in applicants, identifying areas in which to recruit and developing appropriate interview questions for interviews. We will provide tips and resources on how to develop training days that have a balance of engaging activities including: team building, professional development, and learning the "how's and whys" of the department functions and the students we serve. An important goal of hiring and training student paraprofessionals is to create an enriching experience while working in a professional academic setting. Learn ways in which you can engage your student paraprofessionals in new projects and assignments.

Learn how to provide opportunities to student paraprofessionals that enhance transferrable skills towards any future profession. We also will discuss ways we can assist student paraprofessionals explore and discover their professional interests and abilities!
Learning Outcomes:
By the end of this presentation, DS professionals will be able to create their own personalized hiring criteria, identify areas in which to recruit new student paraprofessionals and create mock interview questions. DS professionals will be able to organize and create interactive and effective training materials for all student paraprofessionals. Supervisors will be able to identify student paraprofessional’s interest and abilities and assist in developing them into transferable skills for any future professional career.

Target Audience:
All DS professionals who hire, train, and work with student paraprofessionals.

Presenter:
Anne Haga, Adjunct Professor, California State University Los Angeles

Program Abstract:
Small disability services offices do not have the staff to fully support the growing number of students with disabilities. Often this the office to struggle in keeping up with the workload. By using a proactive, developmental and intrusive approach, disability service programs can develop excellent rapport with students as well as ease their workload.

Program Description:
As the number of students with disabilities increases, the workload for disability services offices increases as well. However, many small schools are unable to invest in more staff for disability services. Not only does this result in burnout, but disability service providers in small schools often feel under-appreciated and under-supported.

The objective of this presentation is to allow disability service providers a way to ease their workload by using proactive, developmental and intrusive approaches to assist students with disabilities. The presentation targets novice to advanced disability service providers in small, private schools with limited resources. Learning outcomes include the audience obtaining specific examples on how to implement these approaches in order to enhance student experiences while easing the workload. Tactics on how to capture students before chaos begins and maintaining trusting and lasting rapport with students will be discussed.
SUNRISE ROOM
TEXTHELP MAKES ALL SUBJECTS ACCESSIBLE

Presenter:
Nora Trentacoste, Territory Director, Texthelp

Program Abstract:
Texthelp makes all subjects accessible:
Millions of students depend on tools like Read&Write and EquatIO every day to help them read and respond to content.

Program Description:
Would your students benefit from annotating PDF files---with their voice?
Collaborating in real time with instructors and peers within files in their native format?
Accessing texts independently through your LMS (Learning Management System)?
Receiving feedback on writing- spelling, punctuation, grammar- all within their document?
Reading and studying in MSWord, PDF, ePub, Daisy, Websites, Google docs and Office 365?
Creating and reading accessible equations with handwriting, voice input or math word prediction?

Join Texthelp and users from area colleges to find out how you can effectively serve your student population with easy to use, cost-effective tools for your campus.

In lieu of handouts, all materials will be provided online at: http://bit.ly/thCAPED17
We’ll be demonstrating from a PC, but bring your Mac or PC laptop and we’ll help you load free access to tools we show you in the session.

DRIFTWOOD ROOM
PROJECT INNOVATE

Presenter:
Rudy Contreras, Executive Director of Southern California Resource Services for Independent Living

Program Abstract:
SCRS partnered with the Columbia Memorial Space Center located in the city of Downey. The Space Center has been the site of aviation ingenuity since 1929. With this partnership, SCRS launched the first ever Science, Technology, Engineering, and Math (S.T.E.M) program designed specifically to youth with disabilities. The youth surrounding SCRS, represented 6 different High Schools and 9 various disabilities, were able to embark on a journey to embrace the technology that affects many of them (and their peers) daily lives by creating assistive technology (Braille
Embosser), that is oftentimes out of range for them because of its excessive cost. Phase I of this project initiated the R&D of developing the curriculum and blueprint for designing the Braille Embosser using Lego Robotics. Due to the success of this program, Phase II is now in development.

**Program Description:**
Project INNOVATE focuses on one activity: student with Disabilities learning and success in STEM fields of study, with two integrated subcomponents: 1) Planning, development, and the establishment of a comprehensive STEM Student Projects (SSP) integrating STEM academic and student support services; and 2) increasing STEM accessibility to youth with disabilities, including STEM staff development and curricula development.

Magnitude of Need for Services: Faced with STEM persistence and success trends that indicate people with disabilities and other low-income students which include all youth with Disabilities are not receiving the academic and student support services needed, it is imperative that the Independent Living Center establish and maintain high quality and effective STEM academic and student support services. Statistics on the state of education in the United States indicate a decreasing trend in domestic students choosing to major in and successfully complete degrees in Science, Technology, Engineering, and Mathematics (STEM) disciplines (National Science Board, 2004). This data does not include people with disabilities, as the numbers are so insignificant that post-secondary education is not even attempted by many young adults with disabilities.

More than 67% of entering students at community colleges within Los Angeles County need remediation in math, a basic requirement for graduation and transfer. Mathematics, especially a fundamental understanding of algebraic concepts, is a key gatekeeper to equitable student success in general and in STEM fields of study. Mathematics is a primary ingredient for life-long learning and the progress of our society. Project Innovate focuses on this deficiency of knowledge and build the skills necessary to strengthen ones abilities in Mathematic comprehension.

**Learning Outcome:**
To significantly improve the integration of STEM and youth support services to improve student learning and success. By developing the first successful program specifically for the disability community, it has garnered the support of Universities, Legislative Officials, and School Districts. The youth selected for Project Innovate, represented 6 different High Schools and 9 various disabilities, as they embarked on a journey to embrace the technology that affects many of them (and their peers) daily lives by creating assistive technology (Braille Embosser), that is oftentimes out of range for them because of its excessive cost. Integrating Disability History and the importance of being the innovators of the future into the curriculum led to greater interest in understanding the STEM curriculum. Phase I of this project led to the successful development and assembly of a one-of-a-kind fully functional Braille Embosser made of Lego Robotics.
Presenters:
Jeff Baugher, Alternate Text Production Center
Roberto Gonzalez, Alternate Media Specialist, Berkeley City College
Dawn Gross, Braille Program Manager, Alternate Text Production Center

Program Abstract:

Program Description:
Aimed at the California Community Colleges but relevant to all institutions, this presentation will be covering how to prepare for the needs of blind students and their braille needs. A review of the types of braille and the quality needed to best serve your students and avoid legal problems.
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SANDPIPER

A NEW PARADIGM IN NOTE TAKERS: THE NEWLY LEVELLED PLAYING FIELD

Presenters:
Damian Pickering, Vice President of Sales & Marketing for HIMS, Inc.

Program Abstract:
In this session we will show the features of the newest member of the HIMS family, the BrailleSense Polaris which includes all of the features that you have grown to love from the BrailleSense line of note takers along with access to mainstream apps such as Google Docs, Google Classroom, Google Slides and the Google Play Store.

Program Description:
In this workshop we pull back the curtain and reveal the newest member of the HIMS family, the BrailleSense Polaris. We have bridged the gap between blindness-specific and mainstream programs in a single device. This notetaker capitalizes on the strength of the Polaris Office suite of programs familiar to millions of Android users worldwide, including Word, PowerPoint, Excel, mainstream email and web clients, and much more. Combine Polaris Office and Google Docs, Google Classroom, and other capabilities and you have a complete mobile classroom solution while maintaining blind-friendly tasks such as allowing for proper Nemeth and UEB math entry and display.

Outcomes:
Participants will learn about the accessibility features HIMS has built into Polaris office. They will also learn how to pair the Polaris with phones, tablets, and touch screen monitors to allow for easy operation by visual parents, teachers and IT professionals. They will also experience a new level of accessibility to Google services and the Google play store.

VISTA 1

WHERE IS ACCESSIBILITY HEADING IN 2017?

Presenters:
Laurie Vasquez, Faculty, Assistive Technology Specialist SBCC
Gaeir Dietrich (HTCTU), Sean Keegan (CCC Technology Center), Jayme Johnson (OEI), Jeff
Baugher (ATPC), James Glapa-Grossklag (DECT grant)

Program Abstract:
This presentation is brought to you by accessibility leaders in the field. Learn where the work is being done around the state and what it means for you.

Program Description:
Purpose: To educate audience members on the current accessibility work being accomplished around the state.

Objectives: Audience members will know who the accessibility lead is for each of the presented grants and initiatives.

Outcomes: Audience will learn about the challenges, changes and opportunities available to the field on behalf of our students.

VISTA 2

Enhancing Learning and Engagement Opportunities for Students with Disabilities: The San Jose City College Model

Presenters:
Edina Rutland, Ph.D., DSP&S Supervisor, San Jose City College
Roland Montemayor, Vice President of Student Affairs, San Jose City College

Program Abstract:
In 2014, the administration of San Jose City College decided to restructure its Disabilities Support Program and Services (DSP&S) in order to enhance learning and engagement opportunities for the 1,000+ students with disabilities the College provides services for annually. This new paradigm has reorganized the program creating and expanding positions, and most importantly, it has established a unique intra-collegiate collaboration that allows for the maximization of resources available to students with disabilities. The main goal is to increase student success outcomes; specifically course completion and graduation/transfer rates for DSP&S students. While the model is still in its early stages, initial data has shown it to be not only beneficial to our current students but predicts a positive impact for prospective students. The workshop will explore and analyze this paradigm shift providing specific examples of the collaborative efforts among departments and divisions.

Program Description:
Purpose: Current State Initiatives, such as Student Success and Student Equity, encourage and expect all California Community Colleges to increase course completion, graduation and transfer rates for their students. San Jose City College developed a unique college-wide collaboration that supports students with disabilities to close the equity gap by increasing access, achievement and engagement. Since we believe it takes a whole village, or in this case a
whole college to achieve these goals, the partnership permeates across Divisions, ensuring that Student Services, Academic Affairs and Administrative Services all contribute with their resources. The purpose of this workshop is to demonstrate this model to attendees and provide an exceptional and proven example to enhance learning and opportunities for students with disabilities.

**Objectives:**
1. Understand the history of the collaboration – how it started and developed throughout the years
2. Capture the specific resources provided by each division
   a. Student Services
   b. Administrative Services
   c. Academic Affairs
3. Learn how it all comes together to provide the best practices in making equal access and exceptional educational opportunities possible for students with disabilities.

**Outcomes:**
1. Attendees will be able to identify the resources and services provided to students with disabilities that enhance learning and engagement opportunities.
2. Attendees will understand the dynamics behind a unique collaboration that provides best practices for students with disabilities.
3. Attendees will analyze the information provided, compare and contrast it to the practices of their own college and apply if deemed beneficial.

**Target Audience:**
College/District Administrators, Student Services Personnel, DSP&S Directors/Coordinators

**GOLDENWEST**

**LOOKING BEYOND THE DIAGNOSIS: RETHINKING TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES**

**Presenters:**
David Morrison, Ed.D., Professor/Educational Psychologist
Christopher Morrison, PsyD, Clinical Director, College Connect

**Program Abstract:**
Transition planning at the secondary level is often insufficient in preparing a student with special needs for higher education. Insufficient transition planning can lead to a “gap” between success at the secondary and post-secondary levels. College support programs for students with disabilities are limited in the type of support that they can offer. This presentation will discuss preliminary findings of College Connect, a collaborative project with Citrus College, a California Community College and San Gabriel Pomona Regional Center.
Program Description:
Students with high functioning autism (HFA) and other developmental disabilities are now actively considering college as a realistic obtainable option. Adjustment to the demands of college life can be difficult for students without neurodevelopmental disabilities but can be particularly challenging for those identified with neurodevelopmental disorders such as autism. Deficits in communication, social interaction, repetitive motions, and restricted interests can adversely impact the student’s ability to successfully complete their academic objectives. Transition planning at the secondary level is often insufficient in preparing a student with special needs for higher education. Insufficient transition planning can lead to a “gap” between success at the secondary and post-secondary levels. College support programs for students with disabilities are limited in the type of support that they can offer. This presentation will discuss preliminary findings of College Connect, a collaborative project with Citrus College, a California Community College and San Gabriel Pomona Regional Center. The purpose of this presentation is to provide college counselors and faculty information regarding the various dynamics impacting the successful transition from high school to college for students diagnosed with Autism Spectrum Disorder (ASD). College Connect has collected data over a three-year period regarding the comorbid symptomology such as depression and anxiety. This presentation will provide a comprehensive discussion into the successful transition of students with ASD.

SEACLIFF ROOM
THE NECESSITY OF SEX EDUCATION FOR STUDENTS WITH ID

Presenter:
Evette Reagan, Coordinator, Intellectual Disabilities Program, Coastline Community College

Program Abstract:
Presentation will focus on the need for greater access and opportunities that adult students with ID can learn about sex. This population group has staggering sexual assault statistics which may be correlated with lack of knowledge, access to care, and safe supportive spaces. Compounding the situation is the lack of appropriate sex education opportunities, family disapproval of sex education, and cultural misinformation.

Program Description:
Purpose: To highlight need for appropriate sex education for our students with ID or similar disabilities. Objective: Provide information on lack of sex education programs, resistance and stigma from families, and consequences of this area of need (confusion, assault, STI/D transmission, relationship difficulties, etc).

Outcomes: Participants will be informed about the lack of sex education available for our student population, statistics of the consequences, suggestions for implementing sex education workshops or classes for our students.
**Target Audience:** Educators, counselors, administrators, families, vendors, peer mentors who serve our post-secondary students with disabilities.

**DRIFTWOOD**  
**READ & WRITE FOR GOOGLE CHROME**

**Presenter:**  
Tom Peters, Faculty, *Santa Monica College*

**Program Abstract:**  
The Complete Premium Toolset of TextHelp’s Read&Write for Google Chrome made available to 30,000 Santa Monica College students

**Program Description:**  
This presentation is targeting schools and institutions interested in taking full advantage of a TextHelp Read&Write site license they may already have or elect to purchase the Read&Write App for Google Chrome via a group license. I work as a faculty member in the High Tech Training Center at Santa Monica College (SMC) and with a grant purchased a site wide license for TextHelp’s Read&Write that includes Read&Write App for Google Chrome. SMC students all have Google accounts issued upon enrollment for free. Through a demonstration I want to show attendees how to go about making this amazing app available to their students without IT deployment. To work around the deployment obstacles I encountered for a whole year or so, a support tech person (Sean) at TextHelp walked me through a way to instruct students in setting up the app in their Google account. The full premium toolset allows students working in their Google Drive and other apps to hear text read to them, voice type, word prediction, regular and picture dictionary, translator, and more.

**SANDPIPER**  
**SERVICE ANIMALS**

**Presenters:**  
Dr. Mary Lee Vance, *Orange Coast College*  
Dr. Lucinda Aborn and Judi Holmes, *Cerritos College*

**Program Abstract:**  
There is an increase in the number of students bringing service animals to class. Faculty, students and administration do not always understand the legal mandates. This presentation will provide an overview of the pertinent legislation and highlight what Cerritos College has done to develop a Board Policy, implement training and change the campus culture around service dogs and their handlers.
Presenters:
Dave Tucker, CEO of Sonocent
Elizabeth Burke, Assistive Technology Specialist at Bakersfield College, California

Program Abstract:
What is it about effective note-taking strategies that helps students remember so much more of what they hear? Do studies that show the importance of taking notes independently cast doubt on the efficacy of traditional forms of note-taking support?

Program Description:
When it comes to note-taking support at your college, how can you ensure your students aren’t at a disadvantage compared to their peers? Looking at research into effective note-taking strategies and the science of memory, this session will show how top schools are looking again at whether providing students with a peer note taker is likely to impact their performance in assignments and exams. You will hear how many of these institutions are replacing peer note takers with digital note-taking technology that enables students with disabilities to take notes independently, following a methodology founded upon active, not passive, learning. In particular, Elizabeth Burke, Assistive Technology Specialist at Bakersfield College, California, will demonstrate how her students utilize Sonocent for independent note taking and will share student testimonials and results that highlight the effectiveness of the approach. The session will include a demonstration of how all students can use this technology to capture and annotate audio in class, then revisit the material at their own pace to create richly detailed notes with minimal support. Finally, you will be walked through other mini case studies of colleges who have replaced peer note takers with digital note-taking technology, and shown the impact it has had on learning outcomes.

Objectives:
1. Analyse your current support in light of research into effective note-taking strategies
2. Learn how the latest audio-editing technology creates independence
3. Discover why top schools are looking again at their note-taking support

This session is aimed at higher and further education professionals who work with students with disabilities, veterans or in other academic support roles.
THE NEW FUSION: JAWS AND ZOOMTEXT

Presenter: Michael Parker, Director, Access Ingenuity

Program Abstract: Learn about the New Fusion – bringing the power of JAWS and ZoomText together to help blind and low vision students access course content, Google Docs, MathML and more!

Program Description: The New Fusion brings the power of JAWS and ZoomText together to help blind and low vision students succeed. This interactive presentation will demonstrate the new capabilities available in Fusion as well as how to access course content, including:
- Collaborating in Google Docs
- Accessing MathML
- EPUBs and other course content material
- Test taking strategies and tips

GOLDENWEST
PHONE APPS AND SUITE SUCCESS

Presenters: Tayler Nichols, MS, CRC - DSPS Counselor Specialist, San Diego City College
Michelle Wild, Faculty, Coastline Community College

Program Abstract: This workshop is aimed to provide review of phone apps to enhance student success. Apps that will be reviewed cover recording, read out loud, organization and others. Allows professionals to be familiar with, learn about, and use phone apps to assist students while in college.

Program Description: Purpose: For individuals to gain knowledge about and use of phone apps. Objective: Presenters will provide information and a guide as to how to use phone apps that are free and low cost.

Learning Outcomes: Individuals will have a greater understanding of phone apps available. Individuals will have a better understanding of how to use phone apps to aid students in college.

Target audience: Professionals in field, students
SEACLIFF ROOM
ID/AUTISM SOFT SKILLS THROUGH ART

Presenters:
Katie Stubblefield, Adjunct Faculty, Coastline Community College
Debra Barrett, Adjunct Faculty, Coastline Community College

Program Abstract:
Together is an experimental large-scale mural project facilitating soft skill growth toward employment for adults with ID and Autism. Using interactive art processes targeting specific soft skills, CAPED participants practice creative group work scenarios requiring positive communication and attitude, teamwork, problem solving and professionalism.

Program Description:
State Regional Centers working with adults with ID and/or Autism advocate teaching soft skills to improve employability. Art curriculum is a platform for students to actively develop, practice and refine positive appropriate communication, interpersonal skills and work ethic. The 'Together' project allowed students from two separate sections of Orientation to Art courses to focus on these skills through shared work creating two murals. At the beginning of the project students were informed of the shared process the artworks would go through. This cooperative process allowed students to actively focus on creative processes and simultaneously develop soft skills with the common objective of public exhibition. These works were presented with a statement outlining the guidelines the students followed. This allowed students to discuss their process with others, positively reinforcing these skills. We propose to introduce Together as preface to an interactive program allowing CAPED participants the opportunity to experience a similar collaborative art making process and exhibit the results at the conference. Participants will actively experience soft skill building scenarios through a creative art exercise. Participants will begin the creation of a small collage. At the end of the timed segment, these works will be swapped with other participants to complete. Time for questions and conversation will be provided.

DRIFTWOOD
BUILDING VETERAN ACCESS ON AND OFF CAMPUS

Presenters:
J.B. Robinson, Ph.D - Manager, Student Accessibility & Wellness Services, National University
Nicole Locker, MS, CRC - Assistant Manager, Student Accessibility Services, National University

Program Abstract:
The panel will discuss efforts to increase Veteran student comfort, engagement, and success through in-depth examples, lessons learned, and best practices. Innovations have included
faculty training and learning groups, cross-discipline staffing, community building, and a dedication to Veteran-centered communication.

**Program Description:**
National University is a private, non-profit educational institution which has a long history of building programs and policies to meet the needs of active duty service members and veteran students. The panel will present common barriers to post-secondary education for men and women of US armed forces as well as the diverse population of veteran students. We will also address efforts to increase Veteran student comfort, engagement, and success in on campus and online instructional environments through examples, lessons learned, and best practices. Relevant innovations have included faculty training and learning groups, cross-discipline staffing, community building, and a dedication to Veteran-centered communication. We will also present program design and outcomes related to our internally-funded grant program, ACCELERATE, which provides coordinated efforts toward student, faculty, and community involvement in veteran student success.

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**12:00-1:20pm**
**Keynote Speaker - plated lunch**

**1:30pm-2:45pm**
**Concurrent Sessions**

**SANDPIPER**

**Title 5 And Allocations**

**Presenters:**
Gail Conrad, Project Manager, *DSPS Solutions*
Jill Jansen, Project Consultant, *DSPS Solutions*
Jill Baker, Project Consultant, *DSPS Solutions*

**Program Abstract:**
DSPS has undergone sweeping changes to Title 5 regulations and allocations criteria over the past year of full implementation, specifically related to sections 56000-56076. As Project Consultants, we provide technical assistance for the CCCCO and there continues to be numerous questions and clarifications asked.

**Program Description:**
This workshop will cover all topics related to Title 5 and Allocations for any DSPS Certificated Staff, Coordinators, Directors and Deans or those involved with Student Equity seeking understanding of our new regulations and implementation. The presentation will be a Question and Answer session where the audience will be able to ask the 3 panel members any questions,
concerns, or issues needed to clarify information for their DSPS programs including MIS programming.

Outcome: As there is still a need for better understanding of our operational procedures and implementation of these regs, this will allow for questions to be answered as well as in depth discussions of particular areas of concern.

VISTA 1

DSPS Counselor, Alternative Media Specialist, Educational Technologies, and the Student: A Vital Relationship for Student Success

Presenters:
Mike Sauter, Alternate Media Specialist, Saddleback College

Program Abstract:
Educational Technologies? You may have heard about them, but what do they do? This workshop will cover pertinent information that counselors needs to know when determining and authorizing appropriate educational technologies and discuss the many ways they can be used to assist students.

Program Description:
The relationship between the DSPS Counselor, who authorize appropriate academic accommodations and the Alternate Media Specialist, who deliver the accommodation is key to helping the student discover which tools work best for him/her. This session will explore the relationships that are built between the DSPS Counselor, Alternate Media Specialist and the student to find solutions that work to accommodate a wide range of disabilities and their unique needs. Case examples will be used to demonstrate how working collaboratively with the Alternate Media Specialist and the student is a smart approach to address the student’s unique functional limitations, taking into consideration their technology readiness, capacity to adapt, and willingness to learn something new? Specific Educational Technology to be explored include the SmartPen by Livescribe, Audio Notetaker by Sonocent, Kurzweil Firefly, Assistive Listening devices, tablets with apps, and portable magnifiers.

VISTA 2

Mango Conversations: Development of Accessible Language Learning Experiences

Presenters:
Michael Parker, Director, Access Ingenuity
Josh Hoover, Product Development, Mango Languages
**Program Abstract:**
Access Ingenuity has worked with Mango Languages in the development and testing of their accessible Mango Conversations applications. This presentation will demonstrate the new accessible application and how it performs with screen readers and other assistive technology device as well as present some of the accessibility challenges and trade-offs.

**Program Description:**
Mango Conversations builds language proficiency and cultural understanding around real-world communication skills using conversations, goal-based learning, cultural and grammar insights, as well as pronunciation helpers, and voice comparison tools. Access Ingenuity has worked with Mango Languages in the development and testing of their accessible Mango Conversations applications. This presentation will demonstrate the new accessible application and how it performs with screen readers and other assistive technology devices as well as discuss some of the accessibility challenges, trade-offs, and end-user feedback.

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**GOLDENWEST**

**Tools for Automating the Captioning of Video**

**Presenters:**
Joseph Polizzotto, *High Tech Center Training Unit*
Joshua Hori, *UC Davis Accessible Technology Analyst*

**Program Abstract:**
Creating synchronized video captions can be a time-consuming and tedious process. Thankfully, there are a variety of free to low-cost tools that speed up this process. In this session, we will demonstrate how to use speech recognition tools to produce a "raw" transcript and how to synchronize the transcript with a video. Finally we demonstrate the usefulness of Amara, which is a free, web-based portal you can use when you don't own the copyright to a video.

**Program Description:**
Many transcribers and video editors may experience a pain point in their production workflow when it comes to creation of a closed caption file (e.g., SRT, VTT, SBV). While many paid tools and services exist that can help with automatic synchronization of audio and text, why not consider using a fast and accurate tool that is open-source? And why not try to use speech recognition to quickly generate a transcript for an audio file while you're at it?

**Outcomes:**
In this session, we will cover the following areas:

1. How do three zero to low-cost speech recognition tools stack up in accuracy? We will demonstrate and contrast the use of Dragon Naturally Speaking, Google Speech API, and IBM Watson's Speech to Text Service for creating a "raw" transcript of a video or audio
2. What is a forced-alignment tool like Aeneas and how can this tool automatically synchronize text a transcript with an audio or video recording? We will discuss the use of the Aeneas Web App, a Python-based forced aligner that quickly produces SRT, VTT, and other syncmap formats when you already have a transcript and a clean audio file.

3. Basic steps for creating closed captioned YouTube videos using YouTube's native captioning tools. We will also discuss how to download the closed captioned file from YouTube for use within another video editing program.

4. When you need to caption a YouTube video that you don't own, what options do you have? We will demonstrate how to leverage YouTube's auto captions for videos you don't own and how to set up an Amara account to post a link to a captioned version of the YouTube video.

5. Finally, we will discuss tools (e.g., Captions Converter) that can be used to convert one caption file format to another (e.g., YouTube's' SBV to SRT)

SEACLIFF ROOM
LEARNING RAMPS: UNIVERSAL DESIGN IN THE CLASSROOM

Presenters:
Nina Ghiselli

Program Description:
This dynamic workshop is an introduction to Universal Design for learning. Topics discussed will include biological underpinnings of learning styles, dyslexia, and how multiple modes of learning can be used to make the curriculum more accessible to all learners. When the needs of students with disabilities are addressed in the classroom, all student benefit and good teaching happens!

DRIFTWOOD
SUPPORTING THE CAMOUFLAGED IN TRANSITION: SERVING STUDENT VETERANS WITH DISABILITIES

Presenters:
Brooke Boeding, Ed.D -Associate Dean, Disability & Veterans Resource Center, Gavilan College

Program Abstract:
The purpose of this study was to identify the ways in which veterans with disabilities navigate the process of transition from their lives as members of the military community to participants of the community college. This information provides a greater understanding of ways to improve services and reduce barriers to services for this camouflaged population. This study
analyzed the subset of veterans with disabilities in a community college to identify the support structures and services that can help this population to navigate their academic experiences effectively. A qualitative, community-based participatory research design was used to provide a holistic account of the military to community college transition experience for student veterans with disabilities who participated in the Iraq and Afghanistan Wars. Three major themes emerged from the data. This study provides community colleges with insights and suggestions from the practitioners' perspective as well as the voices of the participant student veterans with disabilities on how to improve services to meet their needs with a "one-stop" approach.

**Program Description:**
There are specific obstacles that community colleges face that must be taken into consideration with regard to providing accessible services to the veteran and veteran with disabilities populations. One of these challenges has to do with the fact that veterans tend to resist announcing their veteran status and disability for the sake of receiving any preferential or specialized. The military training that service members have undergone specifically indoctrinates them to identify with strength and perseverance and to not identify anything that would make them appear weak or unfit for duty. This phenomenon is a specific area of disconnect in the higher education environment because disability services require students to self-identify in order to qualify for any accommodations or support. Another complicating factor in providing assistance to this population of students is that veterans tend to exhibit a distinct distrust of decisions made by those in power with limited experience or knowledge of what it means to be in the military or to be a veteran. Therefore, any decisions made on their behalf, any offering or changes to services that do not consider their unique situations, desires or needs, could undermine the purpose of supportive services and programs. Currently, research can be found on the transition experience for student veterans into higher education best practices and recommendations on how to meet the needs of student veterans, research has also shown that student veterans prefer not to receive special treatment in the college environment. The shortfalls with existing literature is that previous studies address student veterans as a homogeneous population without disaggregating specific groups such as veterans with disabilities. The areas of research related to veterans with disabilities are limited to research on PTSD and the acknowledgement that these students are resistant to self-identify their disabilities. Studies have found that many veterans feel stigmatized by the PTSD label; they feel that they are perceived as “ticking time bombs”, which in turn, increases veterans’ hesitancy to identify any additional needs in the academic environment. The transition experiences of student veterans with disabilities at the community college has not been thoroughly investigated or well understood. Without an in-depth understanding of this subgroup of veterans, community colleges may not be prepared to assist this growing population of students who are navigating a path from a very structured military environment to that of a more open academic environment, while also learning to manage a new disability. It is necessary to understand how veterans with disabilities experience their transition from their role as soldiers, sailors, marines or airmen to community college students. Gaining new knowledge about this population will help in the design of support structures and services to guide their process of transition.
Purpose:
The purpose of this study was to identify the ways in which veterans with disabilities navigate the process of transition from their lives as members of the military community to participants of the community college. This study analyzed the subset of veterans with disabilities in a community college to identify the support structures and services that can help this population to navigate their academic experiences effectively.

Objective:
The objective of this program is to provide community colleges with insights and suggestions from the practitioners' perspective as well as from the voices of this camouflaged population who prefers to remain unseen. Areas for suggestions include: how to improve services to meet the needs of a population who prefers not to identify with a "one-stop" model to services.

Outcomes:
The ability to discuss the student veteran with disabilities transition experience into the community college; relate information to student veteran populations at individual college campus'; analyze and identify potential areas of service\ integration in order to provide more comprehensive services and support to meet the unique needs of this population. Target audiences include Disability Support Service professionals (coordinators, instructors, counselors, etc), veteran support services professionals, administrators, service-learning professionals, and policy makers.

3:00pm - 4:15pm
Concurrent Sessions

SANDPIPER
DSPS Solutions Year 2

Presenters:
Gail Conrad, Project Manager, DSPS Solutions
Jill Jansen, Project Consultant, DSPS Solutions
Jill Baker, Project Consultant, DSPS Solutions

Program Abstract:
DSPS Solutions/SDSU Interwork Institute is the DSPS Technical Assistance team contracted by the CA Community Colleges Chancellor's Office. Discussion on the revised website, the future Technical Site Visits, as well as answer questions on implementation of regulations and procedures.

Program Description:
The purpose of this program, conducted by DSPS Solutions, is to (1) discuss evaluations and surveys conducted by DSPS Solutions this year (2) discuss Technical Assistance site visits for the 2017-2018 year, and (3) present the revised DSPS Solutions website, with hands-on opportunity for those bringing their laptops or tablets.

**Outcomes:**
The objectives are: 1) discuss issues related to the New Directors and All Directors trainings and future considerations 2) introduce the process and criteria for requesting TA site visits 3) demonstrate areas of revised DSPS Solutions website and obtain feedback

VISTA 1  
**BEST PRACTICES FOR TRAINING STUDENTS ON SONOCENT**

**Presenters:**  
Amer Latif, Vice President of Sales at Sonocent  
Elizabeth Burke, Alternate Media Specialist, Bakersfield Community College

**Program Abstract:**  
Learn the simplest way to take notes from class with Sonocent software - a method that almost any student can independently apply after under 30-minutes of training. Throughout the session, Mike Sauter, Alternate Media Specialist at Saddleback College, California, will demonstrate how his students utilize Sonocent for independent note taking.

**Program Description:**  
In this session, Mike Sauter, Alternate Media Specialist at Saddleback College, California, will walk you through his method for training students in Sonocent software for note taking. His in-depth presentation, designed for disability student services professionals, focuses on the proven steps your team can take to get students recording and annotating in class and utilising their projects for revision and assignments. Mike will show you how to train on: - Recording in class on a mobile device or laptop - Marking up the key moments from the recording - Meaningfully annotating audio with keyboard shortcuts - Summarizing audio as text notes or dictations, after class - Creating study resources featuring audio, text, images, and slides - Utilizing completed projects for revision and assignments Mike will also share student testimonials that highlight the effectiveness of the approach. Learning objectives: - Learn how Sonocent breaks note-taking down into simple steps - Learn how students can take notes in class without writing or typing a word - Learn why this method helps students achieve more at exam time This session is ideal for professionals who work with students with disabilities at university, college or K12 level, particularly those who train students or manage the training of students.
Presenter:
Gwyneth Tracy, DSPS Coordinator/Counselor emeritus, Sacramento City College

Program Abstract:
The Occupational Therapy and Occupational Therapy Assistant students: using resources to support students executive function challenges/Sacramento City College workshop will introduce OT programs in California in the four year universities and the OTA programs in the community colleges. Transitional programs for high school students on the autism spectrum and post secondary support programs will be described. The use of coaches, mentors, peers and the wide variety of supports will be explored. Reaching out to local supports, whether on the campus, or nearby with other campuses will be discussed. The audience will be encouraged to be engaged with questions, anticipated obstacles, and practical steps to move to a model that they think would work on their campus.

Program Description:
The purpose of this workshop is to share the need, the resources, and some creative supports for high functioning students on the autism spectrum and other students with similar executive function challenges. The audience will understand that there are a variety of approaches to supporting the population of ASD students and others, and that often the resources for such support are on the campus or down the street at another campus. The focus will be on occupational therapy practices that are especially focused on improving executive function. The panel of occupational therapists, occupational therapy coordinators in post-secondary institutions and DSPS coordinators and counselors will present opportunities and contacts for partnerships. They will engage the audience in discussion and problem solving. The target audience is anyone who is seeking support for ASD students and students with executive function challenges. This is primarily DSPS coordinators, counselors, others who have the interest in developing programs and supports. At Sacramento City College the disability services (DS) coordinator and the OTA program coordinator developed a partnership. The OTA students who required Level One Fieldwork the first semester would have the option of working with students with HFASD as assigned by the disability services coordinator. When the project was initiated SCC had over 50 documented HFASD students. The pilot started with one OTA student assigned to work with two HFASD students. The DS coordinator met weekly with the OTA student, developing goals, and monitoring progress of the HFASD student. Copious log notes were maintained by the OTA student, who met with the HFASD students individually on the campus in various settings (the library, the cafeteria, the main quad, and so forth). The meetings occurred a minimum of once a week, and might include numerous phone calls, e-mails or text messages in addition to the once per week face-to-face meeting. The OTA student acted as a mentor, coach, peer, and sometimes a tutor. She or he shared techniques to monitor
academic progress, role played how to meet with the instructor during office hours to discuss questions or grades, walked the student to the career center to utilize career exploration services and to request assistance to find an internship, took the student to the library and the Learning Resource Center to show him how to sign up for academic tutoring and use the writing lab, and assisted the student to identify tools to address anxiety in the classroom. The OTA coach also worked with the student to modulate his very loud voice. As the collaboration grew, more OTA students participated, allowing for a greater number of HFASD students to get coaching. At the same time the HFASD population continued to grow to reach the current level of over 200 identified students with HFASD. Some of the same HFASD students have now been utilizing OTA coaches for four years until transfer to a CSU. This has allowed various techniques to be tried when addressing behaviors that have been consistently challenging, such as the loud voice, the lack of follow-through on tasks, the poor organization of backpacks, the difficulty in speaking with the instructor, and so forth. Other models will also be described. These models will include a CSU, and a transitional model from high school students transitioning to work or post-secondary education.

GOLDENWEST
APIDC YOUTH LEADERSHIP PANEL

Presenters:
Peter Wong, Asians and Pacific Islanders with Disabilities of California, Research Director
Raymond Kwong, Multicultural Affairs Advocate, Disability Rights California
Brian McGrath, Licensed LA city structural steel welder
Kristen Higa, Development Specialist, National Multiple-Sclerosis Society

Program Abstract:
Asian Americans with disabilities is a hard to reach population because of cultural stigma and other barriers. Past APIDC conferences have identified leadership as a tool to breaking barriers. APIDC began a Youth Leadership Institute in 2014 to provide hands on leadership training to college students who present their successes and challenges.

Program Description:
Purpose:
The purpose of this panel is to focus on how leadership training is a tool to breaking barriers to service access and improves self-advocacy for Asian Americans and Pacific Islanders with disabilities. The objective of this panel discussion is to share the experiences of the Asians and Pacific Islanders with Disabilities of California(APIDC) Leadership Training program that occurred in the spring of 2014-2016. Leadership Training graduates will present their learnings to the audience through a facilitated panel discussion. The presentation is divided into two parts. Part 1 includes the presentation of different components of the leadership training programs and how it aids to overcome challenges API students face on college campus and in their communities. Part 2 is a panel discussion with the past graduates on the
impact and learnings from the leadership training and their advocacy activities after the training.

Outcomes:
By the end of the session, the participant will be able to: (1) identify problems facing Asian Americans with disabilities on college campus; and (2) learn about the how leadership training could potentially reduce employment and access to service disparities. The information from this panel is intended for all audience levels, including individuals with disabilities, families with disabilities, and professionals working with individuals with disabilities.

SEA CLIFF ROOM

LIFE IS A CIRCUS: LET’S ADDRESS THE ELEPHANTS IN THE ROOM

Presenters:
Krystle Taylor, LD Specialist/Instructor with San Diego Community College District
Rusty Krumm, Vocational Specialist with San Diego Community College District

Program Abstract:
The workshop will address the challenges faced by rehabilitation counselors and those who work with students to obtain employment. We plan to address topics such as: 1) building confidence and self-esteem in students 2) guiding students to appropriate and realistic positions 3) working with the societal stigma of disability.

Purpose: Address the realities counselors face when it comes to assisting students with obtaining employment.

Objectives: Discuss ways to build student self-esteem and confidence, provide strategies for career guidance and identifying appropriate career goals, ways to discuss challenges counselors face when it comes to working with students, families, and support teams, how to handle sensitive conversations regarding career goals and the reality of the job market, how to teach students to be empowered in a world filled with stigma

Target Audience: Career Counselors, C2C and WAIi Vocational Specialists
**Presenters:**
Mike Sauter, Alternate Media Specialist, *Saddleback College*
Hira Paulin, DSPS Counselor, *Copper Mountain College*

**Program Abstract:**
Sonocent Audio Note taker VRC/DSPS Grant awarded 100 licenses to 50 colleges to promote educational technology, collaboration between the VRC/DSPS, and encourage student veterans to use support services. The panel will share their experience with the grant and breaking down barriers to services.

**Program Description:**
The Sonocent Audio Note taker VRC/DSPS Grant awarded 100 licenses to 50 California Community Colleges to promote the use of educational technology, build collaboration between the VRC and DSPS departments, and to encourage student veterans and students with disabilities to use vital support services. Notetaking is a key skill for students to succeed in college. Many students, however, due to various conditions ranging from mobility, processing, attention, and brain issues, struggle with this. Audio Note taker is an innovated educational technology that records classroom lectures on laptops or mobile devices. As the notes are recorded, they can be synchronized with PowerPoint slides, PDF files, or key words. The notes can also be color-coded, for importance, relevance, etc. Students can interact with the recording software to create their personal study material. This panel comprises colleges using the grant. They will share their experiences, stories of student successes and also challenges they faced in implementing the grant. We encourage a lively discussion and will provide strategies for you to build your own programs to help students struggling with classroom lecture notetaking.

**Presenters:**
Adam S. U. Gottdank, Ph.D., DSS Counselor, Senate President, *North Orange Continuing Education*
Denise Simpson, Director, Disability Support Services, *North Orange Continuing Education*
Wilbert Francis, Project Director of Postsecondary Education, *UCLA Tarjan Center*
Program Abstract:
Individuals who attend this session will learn about how DSS professionals have become involved with their AEBG consortium to develop programs and services for adults with disabilities. The panel will discuss some of the barriers to DSS involvement and implementation of strategies.

Program Description:
Purpose:
The purpose of this session is to present several examples of Adult Education Block Grant consortia who have developed and implemented successful strategies to better serve adult students with disabilities. The panel will include representatives from postsecondary institutions who will describe services and programs developed through their AEBG consortia. Discussion will focus on both successful implementation and barriers to implementation.

Objectives:
1. Provide some background information related to the inclusion of DSS in the AEBG.
2. Offer some examples of successful implementation strategies for students with disabilities.
3. Identify and discuss barriers to successful program implementation through AEBG consortia.

Outcomes:
Learning outcomes resulting from this discussion include increased familiarity with:
1. Accessing local consortia
2. Programs and services that can be developed through AEBG
3. Overcoming barriers to successful AEBG program implementation for adults with disabilities. The target audience is faculty, staff, and administrators. There will be a presentation and discussion. A PowerPoint presentation and other materials will be utilized and available for download

4:30pm-5:00pm

GOLDENWEST

SAM

Presenter:
Doug Neal, STARR Programs Manager, AMAC Accessibility Solutions & Research Center
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<tr>
<th>Time</th>
<th>Location/Event</th>
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<tbody>
<tr>
<td>8:00 - 10:00</td>
<td>Registration</td>
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<tr>
<td>10:00 - 12:15</td>
<td>Huntington Ballroom/Plated Breakfast &amp; CPED Business Meeting</td>
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<td>12:15 - 12:30</td>
<td>Huntington Ballroom/Technical Session</td>
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<td>12:30 - 2:30</td>
<td>Convention Dinner, Ballroom, Shopping Room</td>
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<td>1:30 - 5:00</td>
<td>CSU Director's Meeting/Cafeteria Room</td>
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Special thanks to our major sponsors for this year's convention:

- Wilson Creek Winery & Vineyards
- Quick Caption
- Interwork Institute
- DVS Solutions
CAPED GLOSSARY

Some Acronyms that you may run into at CAPED (pronounced “kay-ped” by the way):

**CAPED**
California Association for Postsecondary Education and Disability

**CO**
Chancellor’s Office (for the California Community Colleges)

**CCs**
Community Colleges

**CCCs**
California Community Colleges

**Categorical's**
These are programs within the California Community Colleges that have special funding and funding restrictions

**DHH or DHOH**
Deaf or Hard of Hearing

**Title V**
Regulatory Code for the California Community Colleges (by the way, there is another Title 5 from the Federal Government involving grants for Hispanic Serving Institutions)