

# I am so excited you are here!

As we wait for folks to arrive, please share with those around you:

Your name, pronouns (if you wish), institution, role  
\*and\*

What are some ways your institution supports students with disabilities?

Kristidel McGregor, [kristidel.mcgregor@ode.oregon.gov](mailto:kristidel.mcgregor@ode.oregon.gov)

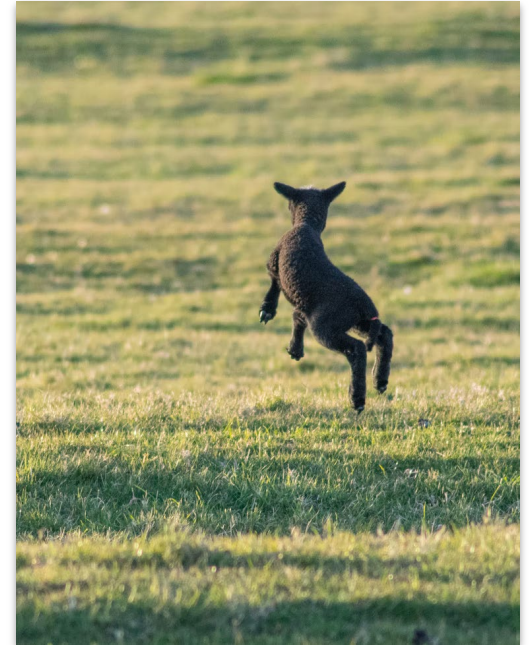


Image by Jonathan Mabey on [unsplash](https://unsplash.com)



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

# Increasing Access to Accelerated Learning for Students With Disabilities

C3 Conference  
August 3<sup>rd</sup>, 2023

# Session Structure (flexible)

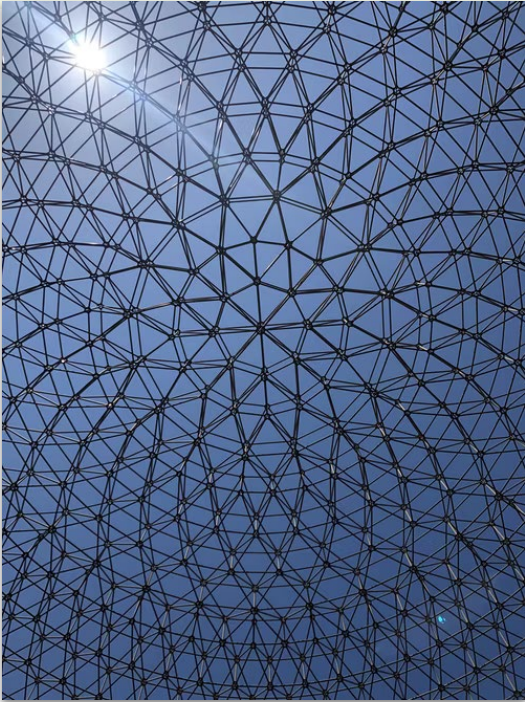


Photo by Vishal Vasnani on [unsplash](#)

- Purpose for Learning
- Legal Foundations
- Ableism and Higher Education
- Universal Design for Learning
- Data Activity
- Closing and Reflection

# Purpose for Learning

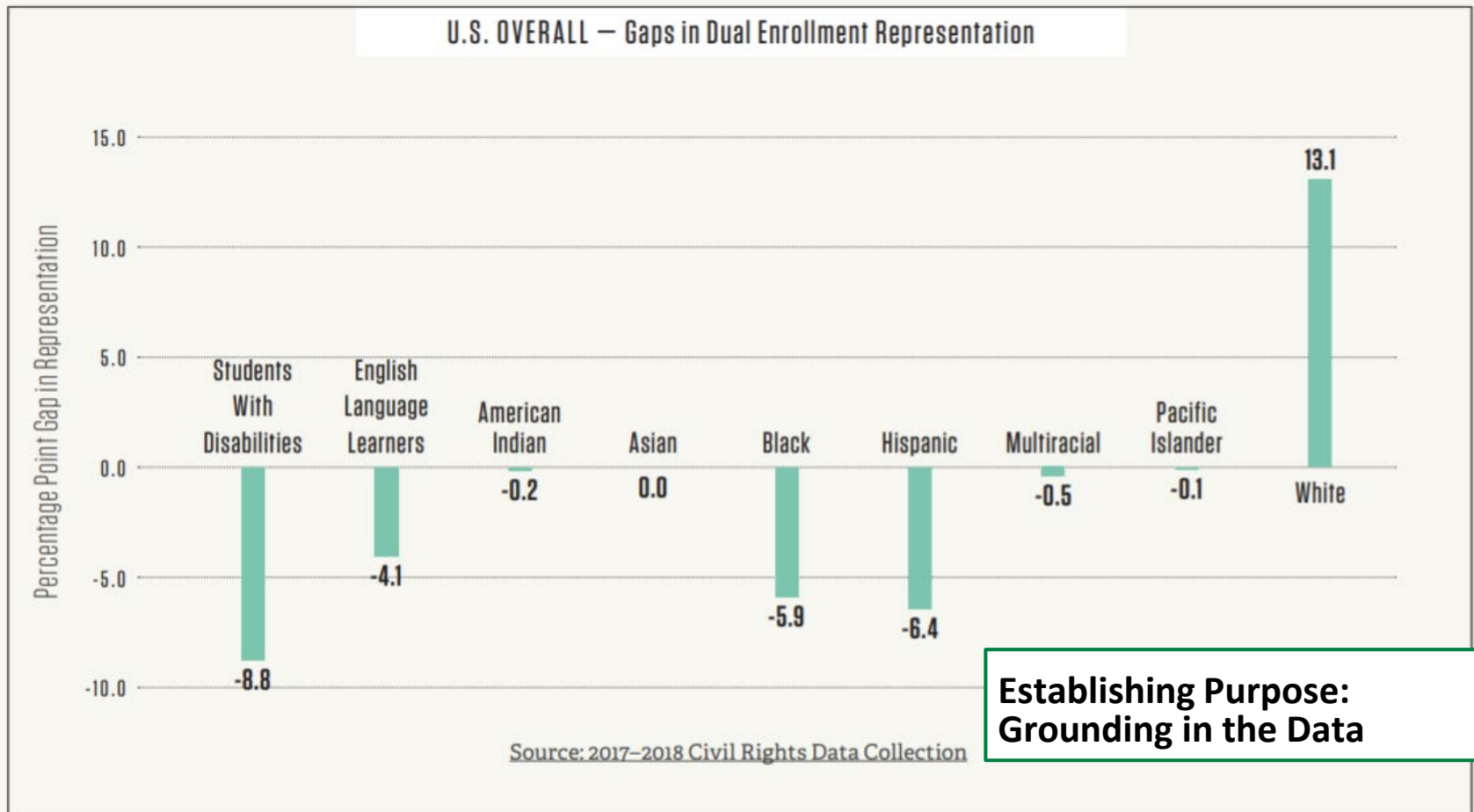


Photo by [Beth Jnr](#) on [Unsplash](#)

- Ensure that students with Individual Education Plans (IEPs) have equitable access to college credit opportunities and are receiving the services they are entitled to, and that support success, while they engage in those opportunities
- Promote a call to action to engage with partners who have information and resources for increasing access and success for students with disabilities
- Provide opportunity for practitioners to reflect and network with peers on local practices, equitable practices, and continuous improvement strategies
- Review and reflect on tools that can help support equitable access to accelerated learning for students with disabilities
- Create a next steps action for yourself and/or your partnership program that supports the call to action

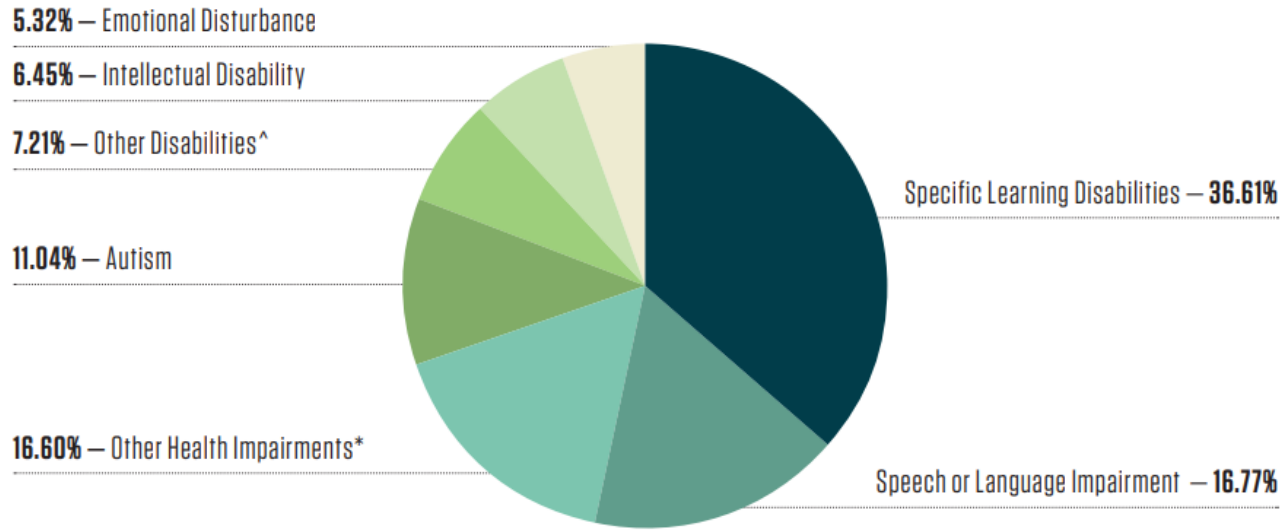
FIGURE 2

Students With Disabilities Were the Most Underrepresented Student Group in Dual Enrollment in School Year 2017–2018



From [Unlocking Potential](#), CHSA

FIGURE 1 Percentage of Students in Special Education Nationally, by Disability — 2018–2019



## **PAUSE & REFLECT:**

- What wonderings do you have?
- What “Data story” is this information telling you?
- How does the way institutions serve students with disabilities impact overall equity goals?

- Participation rates for students with disabilities nationally are zero in too many schools that offer dual enrollment.
- Data from the Community College Research Center (CCRC) suggest that 37% of schools that enrolled students with disabilities offered dual enrollment coursework, but didn't enroll any students with disabilities in these courses

**Turn and talk**

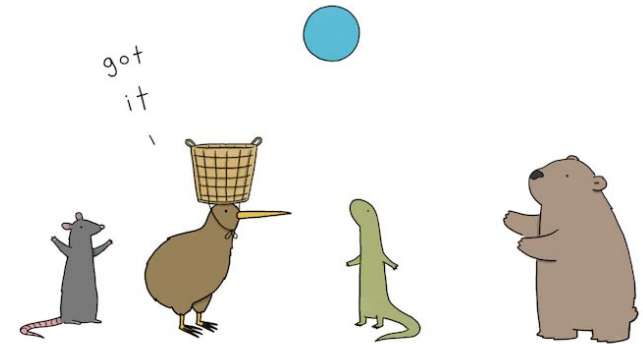
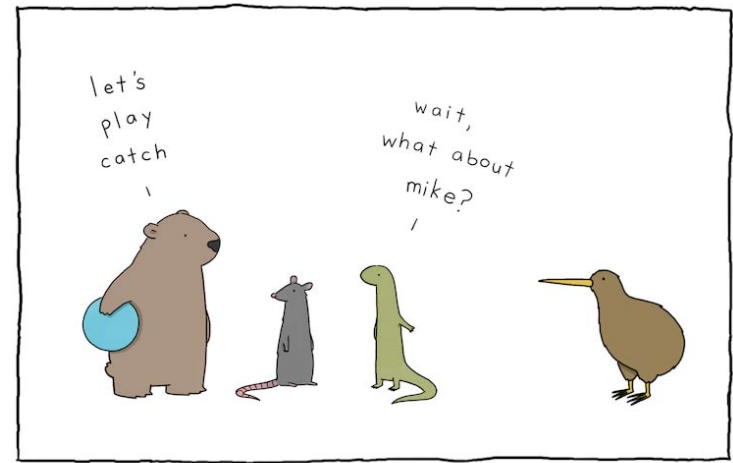
# Legal Foundations IDEA/Section 504/ADA

|                                  | IDEA (K12)  | Section 504 (Both)  | ADA (Postsecondary)  |
|----------------------------------|---|---|--|
| <b>Legal Requirements</b>        | <ul style="list-style-type: none"> <li>- FAPE (free appropriate public education)</li> <li>- Least restrictive environment</li> </ul> | <ul style="list-style-type: none"> <li>- Any institution using federal funds</li> <li>- Provide opportunity to be integrated into mainstream to greatest extent possible</li> </ul>             | <ul style="list-style-type: none"> <li>- Extends coverage of Section 504 to public and private educational institutions regardless of any federal funding</li> </ul> |
| <b>Who is covered</b>            | <ul style="list-style-type: none"> <li>- Students with specific educational disabilities</li> </ul>                                   | <ul style="list-style-type: none"> <li>- All persons with disabilities</li> </ul>   | <ul style="list-style-type: none"> <li>- All persons with disabilities</li> </ul>  |
| <b>Funding</b>                   | <ul style="list-style-type: none"> <li>- <u>K12 schools</u> received funding to provide services</li> </ul>                           | <ul style="list-style-type: none"> <li>- No funding provided, but schools must provide accommodation</li> </ul>   | <ul style="list-style-type: none"> <li>- No funding provided, but schools must provide accommodation</li> </ul>  |
| <b>Evaluation/ Documentation</b> | <ul style="list-style-type: none"> <li>- Districts responsible for identifying and evaluating, with parent consent</li> </ul>         | <p><u>K12</u>: Parents/ Guardians must consent to evaluations and placement decisions</p> <p><u>Postsecondary</u>: Student has responsibility for advocacy, negotiating accommodations plan</p> | <ul style="list-style-type: none"> <li>- Student has responsibility for advocacy, negotiating accommodations plan</li> </ul>   |

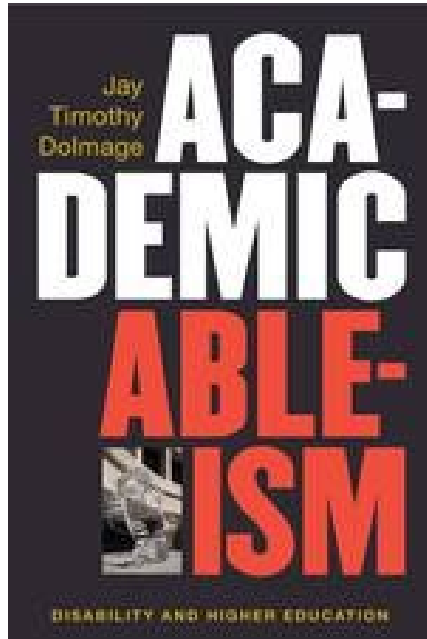


# So who is responsible?

- Both partners take responsibility
- Both legal requirements are in play
- High School can provide IDEA supports
- College or University can provide ADA and work with high school teacher to support the specific students who are participating
- AND/BOTH provide the best supports possible - “the best of both worlds”

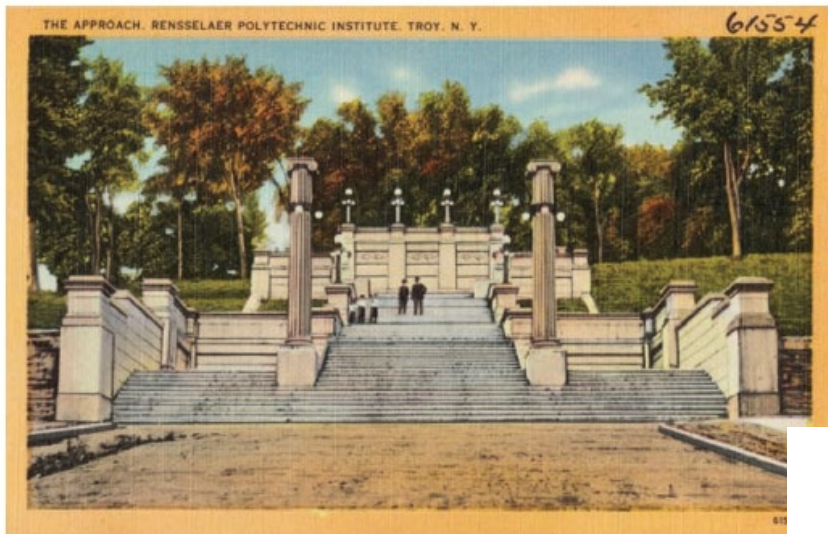


# What stands in the way?



“Disability has always been constructed as the inverse or opposite of higher education. Or, let me put it differently: higher education has needed to create a series of versions of “lower education” to justify its work and to ground its exceptionalism, and the physical gates and steps trace a long history of exclusion.” (pg. 3)

Ableism renders disability as abject, invisible, disposable, less than human, while able-bodiedness is represented as at once ideal, normal, and the mean or default. (pg. 7)”



**Fig. 1. “Postcard: Approach to Rensselaer.” Rensselaer Polytechnic Institute Library Archives, 1910.**

The very fact that these steps are featured in a postcard reveals the ways that such structures are the stylistic and aesthetic center of many campuses. If we were to object that such steps make the university inaccessible, many universities would make the argument that steep steps are stylistically desirable, that they fit with the template, the architectural fingerprint of the school: all the buildings are the same color, with the same size Ionic columns, maybe even the same number of stairs leading up to buildings. These counterarguments show the ways that in the construction and maintenance of the steep steps there is also a latent argument about aesthetics or appearances, one that trips over to the classroom, into ideology and into pedagogy, where teachers are also sometimes concerned about pattern, clarity, propriety—and these things are believed to be “beautiful” (access Hunter).<sup>1</sup> Today, the steps in this postcard are

# Turn and Talk: Discuss

---

## Discussion questions:

- How does your institution currently support dual credit students with disabilities?
  - In the classroom?
  - Registration and advising?
- How does a student access those services?
- What barriers in our systems are standing in the way of access?



# Universal Design for Learning (UDL)

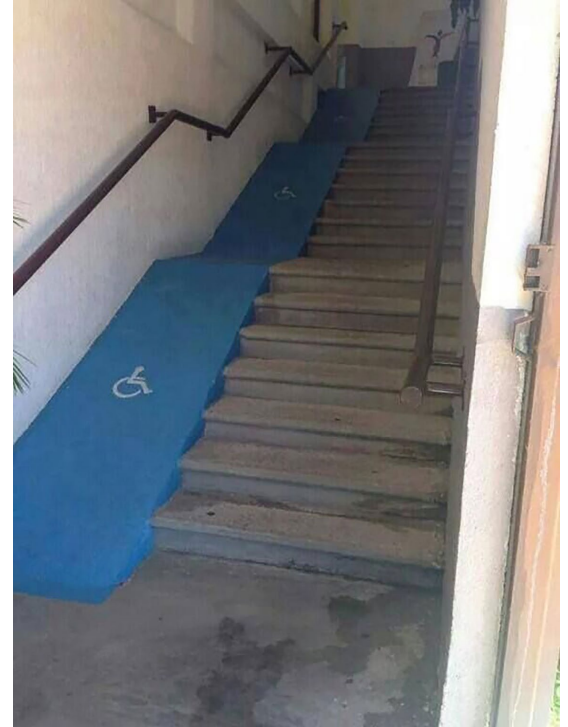
Universal Design for Learning originated in architecture

Buildings, like instruction, are often designed for the “average” person

Buildings then need to be retrofitted to accommodate other individuals


Retrofits (e.g., ramp) are often expensive, don't work well, are ugly, call attention to user, and solve only one problem at a time

UDL asks “What if we designed to be accessible to everyone, right from the beginning?”





## Principles of Universal Design for Learning

| <b>Representation<br/>Principle 1</b>  | <b>Action and Expression<br/>Principle 2</b>   | <b>Engagement<br/>Principle 3</b>  |
|--|--|--|
| Presenting information and course content in multiple formats so that all students can access it   | Allowing students alternatives to express or demonstrate their learning  | Stimulating students' interests and motivation for learning in a variety of ways   |
|    |  |  |
| <i>Examples</i> <ul style="list-style-type: none"><li>• Provide alternatives for accessing information (e.g., visual, auditory)</li><li>• Provide or activate background knowledge in multiple ways (e.g., pre-teaching concepts, using advanced organizers)</li></ul> | <i>Examples</i> <ul style="list-style-type: none"><li>• Provide options for responding (e.g., keyboard instead of pen to complete a writing assignment)</li><li>• Provide options for completing assignments using different media (e.g., text, speech, film, music)</li></ul> | <i>Examples</i> <ul style="list-style-type: none"><li>• Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math, culturally significant activities)</li><li>• Provide options that encourage collaboration and communication (e.g., peer tutoring)</li></ul> |

Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved Lesson Planning With Universal Design for Learning (UDL). *Teacher Education and Special Education*, 36(1), 7–27. <https://doi.org/10.1177/0888406412446178>

| <u>UDL</u>                                       | <u>DIFFERENTIATION</u>                            | <u>TRADITIONAL EDUCATION</u>                |
|--|---|---|
| Proactive  | Reactive  | Static                                      |
| Evaluates environment, classroom, culture        | Evaluates the student                             | Evaluates the curriculum                    |
| Intentional                                      | Cause/Effect                                      | Follows script                              |
| Designs instruction prior to arrival of students | Retrofits instruction by providing accommodations | Teaches lesson and follows unit as designed |
| Focuses on Variability                           | Focuses on individual ability                     | Focuses on the "average" student            |
| Plans for the Margins                            | Modifies to Individual Margins                    | Does not consider students in the Margins   |
| Values Variety                                   | Tries to bring all students into "normal"         | Conforms to "normal"                        |
| Removes Barriers                                 | Works around barriers                             | Ignores barriers                            |

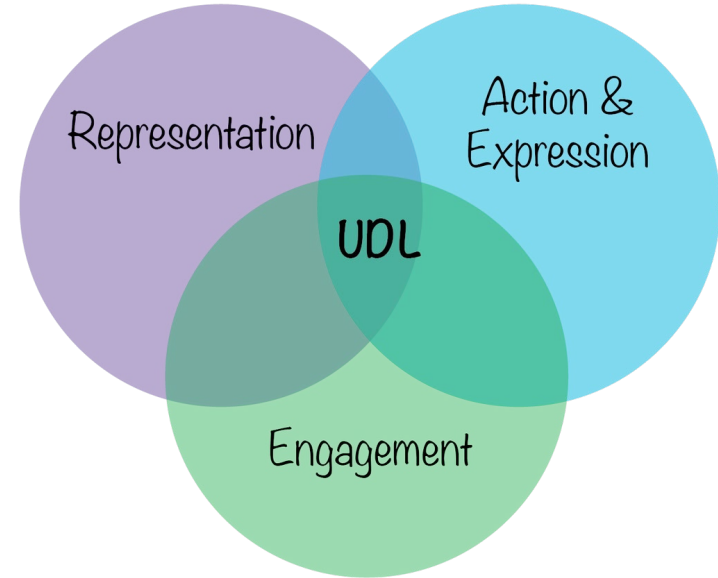
# UDL Reflection

Turn and Talk:

- Is UDL new to you, or are you already using it some way?
- What's a UDL idea or principle you could apply to your partnership program?

Share whole group (volunteers) :

- How you already use UDL
- One way UDL could be applied to what you already do







# Review of Oregon Data: Accelerated Learning Dashboard

# Bright Spots

---

## Treasure Valley Community College

- Interviewed Stephanie Oester, Dual Credit Coordinator/Advisor
- Smaller equity gaps in CTE than non-CTE was expected
- Student accommodations go through high school, not TVCC
- Reasons for these outcomes?
  - Small schools, personalized learning environments, wrap-around supports
  - Close relationships w/parents/guardians/caregivers
  - TVCC has strong relationships & close partnerships with high schools in their region

# Bright Spots

---

## Klamath Community College

- Strong relationships between teachers, coordinator and staff in ADA office in the partnership - **Idaly Bustillos** is the KCC disability services contact.
- With the high schools, a student with IEP has support, and the teachers know they can connect with Idaly at KCC to find out more accomodating services that would support that student.
- Klamath Community College is renaming the college accessibility services (formerly disability services) and there is a marketing campaign coming up around this

# Reflect on the available data

---

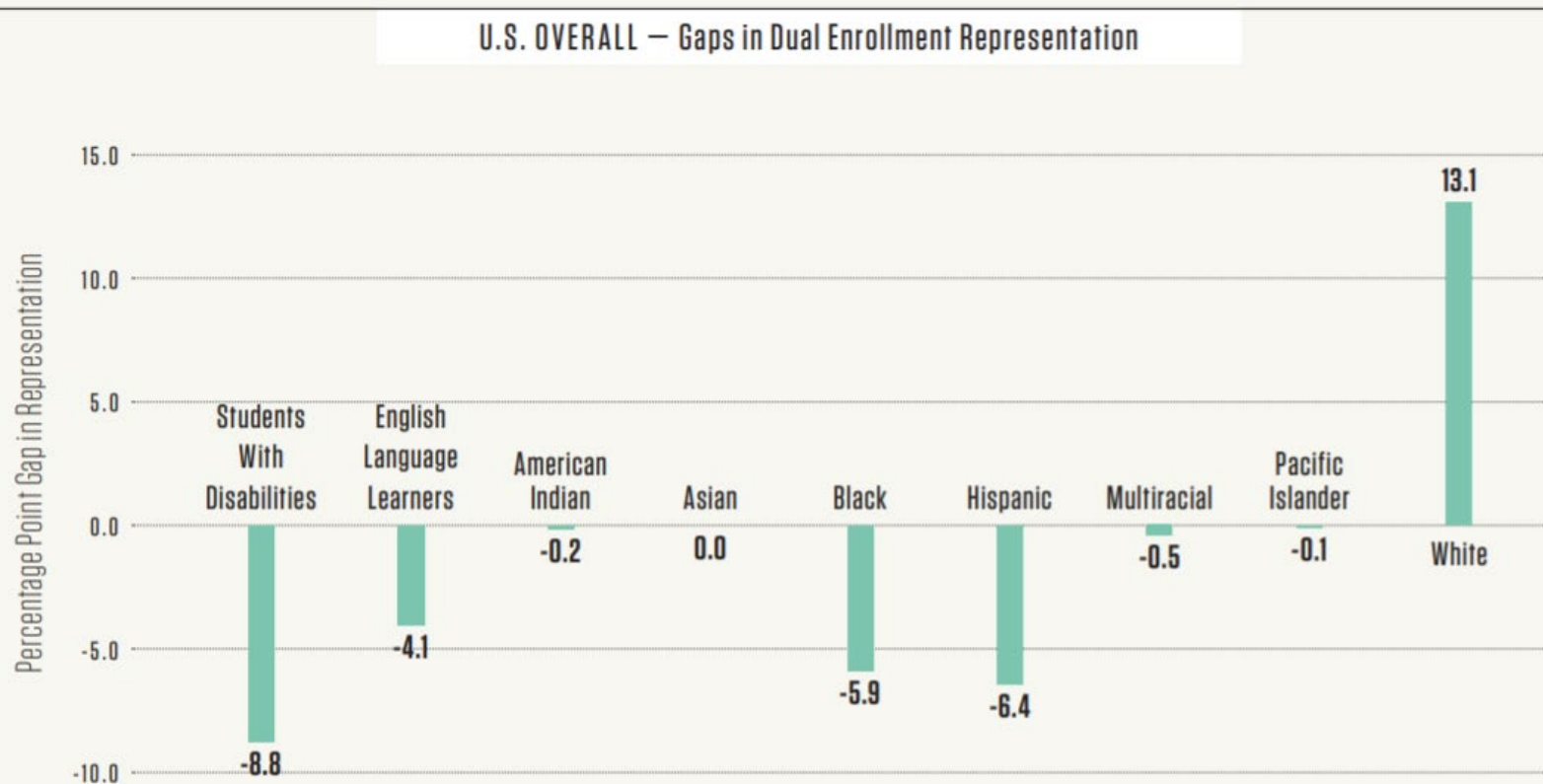


SCAN ME

- Nationwide: participation 8 percentage points lower for students with a disability in concurrent enrollment
- Statewide: participation rate 26 percentage points lower for 11-12 graders for 2017-2018
- At your site (take a look) [Accelerated Learning Dashboard](#)
- In our schools (percent of students with IEP) <https://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx>

FIGURE 2

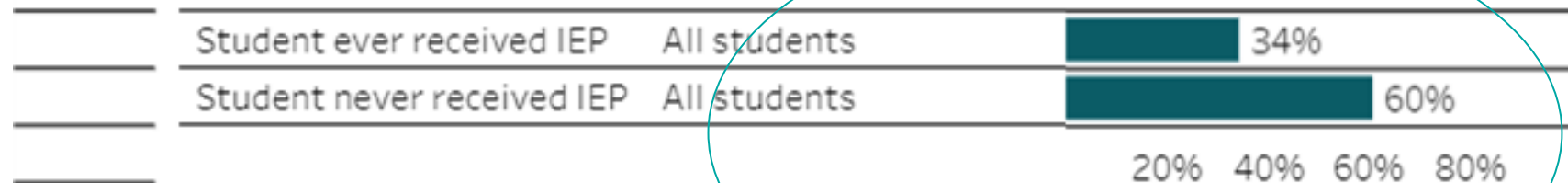
Students With Disabilities Were the Most Underrepresented Student Group in Dual Enrollment in School Year 2017–2018



Source: 2017–2018 Civil Rights Data Collection

I don't see any data? Cells representing fewer than 10 students are suppressed to protect increase sample size. Additionally, if you are viewing school-level data, change the entity to

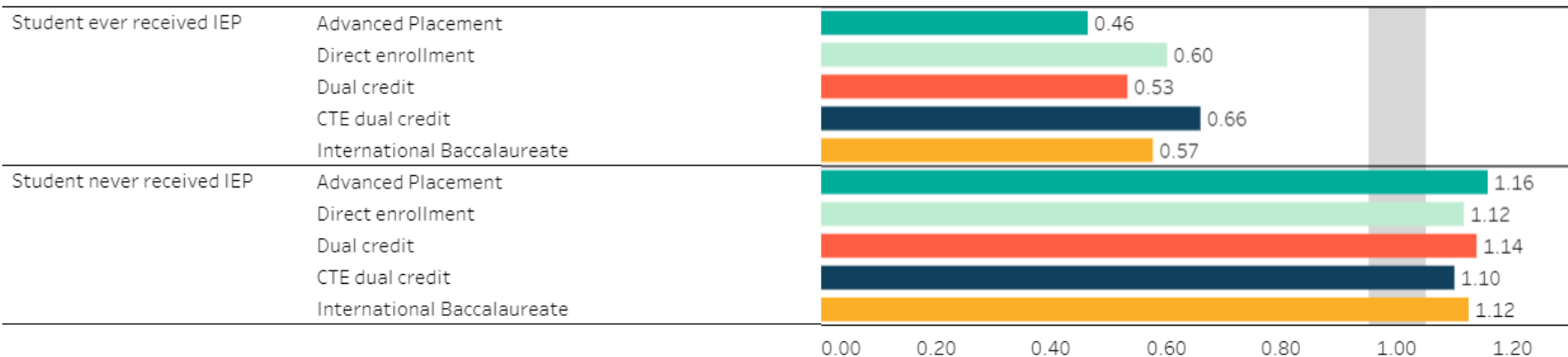
## Participation rates for any accelerated learning (including Regional Promise), by individualized education program status



Caption: Horizontal bar graph displays the percentage of Oregon students in grades 11 and 12 who participated in any accelerated learning (including Regional Promise) during 2017/18 by student eligibility for FRPL and individualized education program status. These percentages will not sum to 100. Hover over individual bars in the figure to display more information

# How do you know if you are doing well?

## Composition indexes by individualized education program status



**Caption:** Horizontal bar graph that displays composition indexes for 9th-12th grade students in Oregon during the 2017/18 – 2020/21 academic year by individualized education program status. A composition index is equal to the percentage of students in the given accelerated learning course-taking population (e.g., Advanced Placement, dual credit) who identify as a given student group (the numerator), divided by the percentage of students in the overall population who identify as that student group (the denominator). Hover over individual bars in the figure to display more information.

Use the dashboard to look up your school/district/college



# How to support students with this information

---

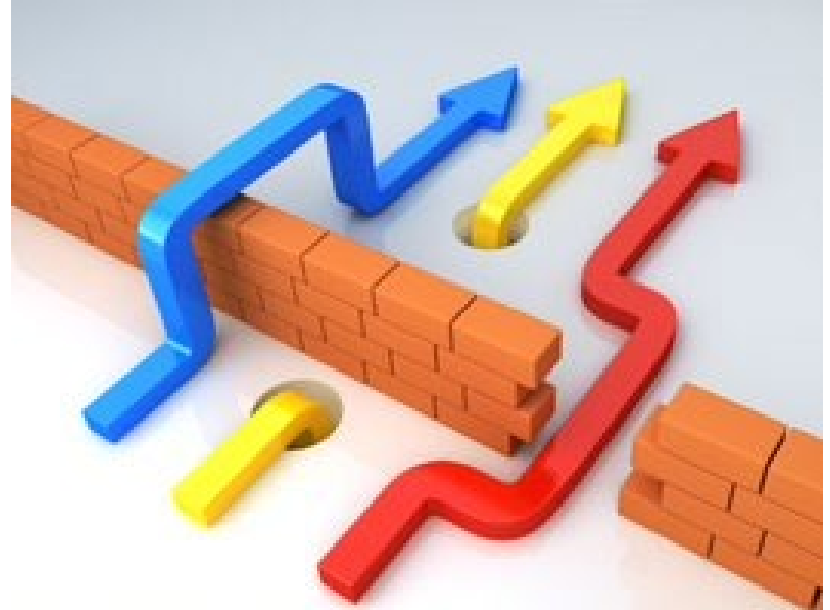
- Navigate the resources available in your partnership and ensure that the information is also available to students and teachers
- Network between special education professionals and Coordinators; provide accommodation as needed
- Point towards shared responsibility in the standards (S3- Student Rights and Responsibilities ) and the IDEA/ADA for the partnership; work out how to ensure access for students

# Q & A Wrap Up

---

What questions are coming up for you?

What action steps might you take?



# Resource Links for our slides



[Accelerated Learning Dashboard](#) Data for Accelerated Learning in Oregon

[Using the Accelerated Learning Dashboard](#) supplement

[Data Inquiry Tool](#) for use with the Accelerated Learning Dashboard

[Equity Gap Root Analysis Tool: Fishbone Diagram](#) for use with the Accelerated Learning Dashboard

[Expanding Access: A State Policy Roadmap for Equity and Quality in College in High School Programs for Students With Disabilities](#) by Karla Phillips-Krivickas

[Think Inclusion](#) Karla Phillips-Krivickas's website

[ORAHEAD](#) The Oregon Association of Higher Education and Disability, or ORAHEAD, is a coalition of professionals from public and private institutions of higher education around the state of Oregon.

[Dual Enrollment for Students from Special Populations](#) Jobs for the Future report on creating access for special populations

# Thank You!



Kristidel McGregor, [kristidel.mcgregor@ode.oregon.gov](mailto:kristidel.mcgregor@ode.oregon.gov)

Lillian White, [lillian.white@ode.oregon.gov](mailto:lillian.white@ode.oregon.gov)

Erin Weeks-Earp, [erin.weeks-earp@hecc.oregon.gov](mailto:erin.weeks-earp@hecc.oregon.gov)

Eric Juenemann, [eric.juenemann@hecc.oregon.gov](mailto:eric.juenemann@hecc.oregon.gov)