

9th Annual



ACCESSIBILITY
CONFERENCE



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accessibility
self-advocacy
success
information

responsibilities
accommodations digital
assistive technology
ability education
lecture college inclusive
support explore advocacy
resources

Transitions: Supporting Students with Disabilities through Higher Education

graduation
supporting planning
transitioning university

diversity
academic impact important
independence equipped
technology

student
support

April 6th, 2018

**John Jay College of Criminal
Justice**

ACKNOWLEDGEMENTS

9th Annual CUNY Accessibility Conference

Acknowledgements and Special Thanks to:

2018 CUNY Accessibility Conference Committee

Shivan Mahabir, Co-Chair, CUNY Assistive Technology Services (CATS)
Carlos M. Herrera, Co-Chair, Queensborough Community College
Athanasia (Tania) Kalaitzidis, Media Accessibility Project (MAP)
Ron Bissessar, Baruch College
Stefan Charles-Pierre, College of Staten Island
Ben Freier, Queensborough Community College
Chris Fleming, LD Project Coordinator
Howard Hines, Deaf & Hard of Hearing Program
Kevin Korber, Assistive Technology Specialist, York College
Christopher Leydon, CUNY School of Professional Studies
Jhony Nelson, LaGuardia Community College
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Brian Cohen, Vice Chancellor for Technology & CIO

CUNY Council on Student Disability Issues (COSDI)

Stefan Charles-Pierre, College of Staten Island, Co-Chair
Jhony Nelson, LaGuardia Community College, Co-Chair

CUNY Assistive Technology Services (CATS)

Shivan Mahabir Ben-Ami Freier Athanasia Kalaitzidis Suraj Allie
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Transition & College Access Center •

9th Annual CUNY Accessibility Conference

Program Schedule

7:30am to 9:00am	Registration and Breakfast	2nd floor Cafeteria
9:15am to 10:15am	Conference Convened Session 1 Presentations	(See Presentation grid, page 20)
10:30am to 12:00pm	Welcoming and Introductions	Carlos M. Herrera, Assistant Director, SSD, QCC Ashleigh Thompson, University Dean for Education Dr. Christopher J. Rosa, Interim Vice Chancellor for Student Affairs Keynote Speaker Corinne Rello-Anselmi Deputy Chancellor Division of Specialized Instruction and Student Support New York City Department of Education
12:15pm to 1:15pm	Session 2 Presentations	(See Presentation grid, page 20)
1:30pm to 2:30pm	Lunch	2nd floor Cafeteria
	Vendor Showcase	Hound Square
2:45pm to 3:45pm	Session 3 Presentations	(See Presentation grid)
4:00pm	Conference adjourned	

GREETINGS

April 6th, 2018

Greetings! Welcome to the 9th Annual CUNY Accessibility Conference. Much has transpired across CUNY since we convened last year, and so today we have an opportunity to review and consider outcomes, strategies and actions that help shape the foundation of a more accessible and prosperous University, City and nation. The relationship between the City University and the Department of Education has deep roots and we welcome our colleagues from the NYC Department of Education, partners in the public education enterprise.

Today will spark a renewal of conversations and a strengthening of commitments between our two institutions, both of which are undergoing major transitions in leadership, in classroom practices and in the lives of the students they serve. The Conference theme “Transitions: Supporting Students with Disabilities from High School to Higher Education” will guide our discussions today and we hope these conversations can be marshalled to guide the DOE and CUNY forward.

In 2017, CUNY implemented university wide assistive technology software licensing, an unprecedented step in higher education that makes student accessibility and the technology that supports it available to all CUNY students, Faculty and staff. This is concrete evidence of CUNY’s commitment to all students and makes CUNY a national model for accessibility in higher education.

It wasn’t long ago that the foundations for student accessibility were forming across CUNY; that foundation continues to grow wider and stronger. Examples abound: the CUNY Access Technology Project (CATS), the Media Accessibility Project, the Learning Disabilities project, the CUNY IT Accessibility Task Force, LEADS, Project Reach, CUNY Unlimited and cuny.edu/accessibility, are but a few of the pillars upon which we are building a more accessible CUNY. You all are the engine that drives this progress.

My sincere gratitude goes out to Interim Vice Chancellor Dr. Christopher Rosa, University Dean Ashleigh Thompson and to the member of the CUNY Accessibility Conference coordinating committee as well as to the team at CUNY Assisitive Technology Services (CATS) for their tireless work in putting together today’s event.

Thank you as well for your interest and your presence and your support.

Carlos M. Herrera
Accessibility Conference Co-Chair

April 6th, 2018

Dear Colleagues,

Please accept a heartfelt welcome to the 9th Annual CUNY Accessibility Conference! Today we expand our reach to our colleagues from the New York City Department of Education, who are partners in the important work we do for students with disabilities. As one of the premier national conferences on accessibility in higher education, the CUNY Accessibility Conference attracts over 350 attendees from across the country and is a signature event of the Annual CUNY Disability Awareness Month.

This year's conference, "Transitions: Supporting Students with Disabilities Thorough Higher Education" will examine the many different roles and needs of our students and the innovative services available to them. We will share information on how CUNY has served the needs of students with disabilities and look for areas where we need improvements. With an emphasis on CUNY's historic partnership with NYC DOE, we will share ideas and practices designed to insure truly inclusive access for students with disabilities.

I am especially honored to welcome DOE Deputy Chancellor for the Division of Specialized Instruction and Student Support, Corinne Rello-Anselmi as our keynote speaker. With more than 40 years' experience in the classroom, as an administrator and as an innovator in the NY City Department of Education, Deputy Chancellor Rello-Anselmi has played a key role in preparing many of CUNY's past and future students. We look forward to her insights.

Please also join me in recognizing CUNY's IT Accessibility Task Force. With the support and guidance of Vice Chancellor for Technology & CIO Brian Cohen, CUNY has made a precedent setting decision to provide assistive technology software to all students.

Finally, I extend my deep appreciation to the Conference Planning Committee, the CUNY Council on Student Disability Issues (COSDI), the CUNY Assistive Technology Services (CATS) Project, and our AT vendor community for their support. My colleagues and I from CUNY's Central Office of Student Affairs are honored to help sponsor this conference, and are eager to learn alongside you today.

Sincerely,



Christopher J. Rosa, Ph.D.

KEYNOTE SPEAKER



Corinne Rello-Anselmi
Deputy Chancellor for the Division of
Specialized Instruction and Student Support
(DSISS)
New York City Department of Education

Corinne Rello-Anselmi serves as the Deputy Chancellor for the Division of Specialized Instruction and Student Support (DSISS) at the New York City Department of Education. Ms. Rello-Anselmi began her career in her home borough of the Bronx more than 40 years ago at P.S. 108 where she served as a special educator, resource room teacher, assistant principal, and principal. As principal, she led inclusion efforts and ensured all educators were teachers of reading which resulted in significant improvements in student learning outcomes. After 28 years at PS 108, Ms. Rello-Anselmi became the Deputy Regional Superintendent for Special Education of Region Two and then as Cluster Leader for Cluster One. In 2012, she was appointed Deputy Chancellor of DSISS where she has spearheaded the special education reform initiative, A Shared Path to Success. This movement has prioritized access, quality individualized education programs, transition planning and supports, and behavioral supports for NYC's students. As a result of these collective efforts and partnerships with families, achievement and graduation rates for students with disabilities have increased with a decrease in the dropout rate. Ms. Rello-Anselmi's belief in the power of the student-teacher relationship and its impact on students' academic and socioemotional growth are at the core of her work in advancing the Shared Path to Success as a part of the Department of Education's Equity and Excellence for All charge.

Ms. Rello-Anselmi holds a master's degree in special education and reading from New York University and a bachelor's degree in psychology and elementary education from Lehman College.

Elizabeth Flint



Elizabeth Flint is a graduate of Queensborough Community College (CUNY) where she received her Associates degree in Criminal Justice. Currently, she is a junior at St. John's University where she is getting her Bachelor's Degree in Legal Studies. Her goal is to attend law school to study the American with Disabilities Act (ADA) or Elder Law. Her goal is to be an advocate for those with disabilities to continue to live their lives independently.

In addition to her academics, Elizabeth is an intern at the New York Lawyers Assistance Group (NYLAG), handling client intakes for the Public Benefits Unit. Elizabeth resides in Far Rockaway, NY and in

her spare time likes to read, attend concerts, and watch television.

Wendy Lader



Wendy Lader has served as Director, Management Analysis and Communications in CUNY Central's Computing and Information Services since November 2008. In this role, she develops and coordinates special projects and programs that serve CUNY's 24 colleges; manages a communications team to promote new services and tools; and helps develop new policies and guidelines.

Wendy co-chairs the Technology Accessibility Task Force, working with Central Office and college representatives to make technology accessible to those with disabilities.

She has helped respond to complaints by the U.S. Department of Education's Office of Civil Rights and is working on initiatives to comply with Resolution Agreements.

Prior to CUNY, Wendy worked with the Bloomberg Administration to promote affordable and widespread telecommunications and technology services. She previously worked in federal government at the National Telecommunications and Information Administration (NTIA) and as an attorney at the Federal Communications Commission. She is a graduate of Harvard University and University of Pennsylvania Law School.

AWARDEES

Katherine Raymond



Katherine Raymond is a Senior Associate General Counsel in the Office of the General Counsel (OGC) of The City University of New York. Kathy has worked at OGC for over 25 years, specializing in labor and employment law and student affairs issues. For the last four years, Kathy has co-chaired CUNY's Technology Accessibility Task Force, working with Central Office and college representatives to make technology accessible to those with disabilities. Kathy has also taught in the paralegal studies program at New York City College of Technology.

Before her employment at CUNY, Kathy worked as an in-house counsel in the NBC Legal Department. Prior to that, she worked as an associate at two large law firms, Proskauer Rose and Patterson Belknap Webb & Tyler. She is a graduate of Barnard College and the Harvard Law School.

Joseph Sherman



Joseph Sherman has served as Accessibility Specialist in CUNY Central's Computing and Information Services since September 2014. In this role he supports the University's effort to develop and maintain accessible Information Technology and is a member of the Technology Accessibility Task Force. He audits websites and reviews CUNY-wide systems and applications, helps remediate sites, and provides training and guidance on accessibility throughout CUNY.

Prior to CUNY CIS, Joseph served as a research and technology assistant for the Baruch College Office of Services for Students with Disabilities, where he worked directly with students to provide access to assistive technology.

He is a graduate of Haverford College and the University Of Alabama School Of Law.

Digital Accessibility in City Government

Walei Sabry, Digital Accessibility Coordinator, NYC Mayor's Office for People with Disabilities

As the world becomes more digital, institutions of higher education are increasingly moving towards adopting newer technologies. Electronic documents, e-books, online learning platforms, discussion forums, online class registrations and websites are being used more and more in classrooms. If these technologies are not universally designed or adhere to existing accessibility standards, transitions of students with disabilities are not equal to their peers. This presentation will highlight the importance of digital accessibility as well as the efforts that the City of New York has taken to address this issue. The long-term strategy for implementing accessibility into over 280 websites operated by over 50 City agencies will be shared. Topics include, developing an accessibility culture within organizations, implementing a system of accreditation to insure accessibility of all content before it goes live and solutions for complex digital features such as interactive maps.

Walei Sabry was born in Egypt and raised in New York. He was once sighted and now blind. Walei's field of expertise is transitioning in many facets of life. As the Digital Accessibility Coordinator, Walei makes sure that the City of New York's digital products can be accessed by all.

Invisible Disabilities, Stigma, and Student Veterans: Contextualizing the Transition to Higher Education

Dr. Patrick Flink, Borough of Manhattan Community College

As military veterans transition back into civilian life, the transition process is often filled with challenges. Some veterans leave military service having developed a service-related disability such as post-traumatic stress disorder (PTSD), anxiety, or depression. These invisible disabilities can further complicate the transition from military to civilian life. As military veterans with invisible disabilities begin the transition back into society, many enroll in college to retrain or start new careers. While many military veterans experience difficulties transitioning into civilian life, their invisible disabilities, and the often stigmatization that comes with such disabilities, can make integrating into college as a student a uniquely challenging transition in their new lives.

Dr. Patrick Flink is currently an Assistant Professor at the Borough of Manhattan Community College. Dr. Flink currently researches various student populations within the larger community college student population. As a Navy veteran, Dr. Flink has experienced first hand, the effects of transitioning from the military into the civilian world, and into higher education. Through first-hand experience, and current research, Dr. Flink aims to present a balanced yet personal approach to this topic.

Where We Were, Where We Are, and Where We Are Going - A Breakdown of the Past, Present, and Future of Assistive Technology Support for College Students

**CUNY Coalition for Students with Disabilities
Charmaine Townsell, CUNY Central**

How long ago were academic technologies implemented? How far have they come? How much further will they adapt to better serve students with disabilities? CCSD will explore these ideas and reflect on Assistive Technology's growing positive impact on student success.

The CUNY Coalition for Students with Disabilities, or CCSD, include Executive Board members Bryan Wigfall, Leonard Blades, Roberto Zamora, Ahra Sung, Aziza Busby, and Sayonara Diaz.

CCSD is a coalition of student clubs/organizations aimed at protecting students' rights, in particular students with disabilities. We explore politics and political action, as well as discussing and debating developments in local, state, and national politics. CCSD strives to increase awareness, opportunity and foster community amongst CUNY's students with disabilities.

Charmaine Townsell is the advisor for the CUNY Coalition for Students with Disabilities (CCSD).

Facilitating Successful Transitions to Online Teaching & Learning

Christopher Leydon, Student Services Coordinator
Antonia Levy, Instructional Technology and Multimedia Manager
CUNY School of Professional Studies

Transitioning from taking courses in traditional face-to-face classroom environment to attending an online degree program presents a particular set of challenges for students with disabilities, for the faculty who teach them, and for the staff members who work to support their academic success. In this presentation, we will discuss a three-pronged approach toward providing a smooth transition for students entering the asynchronous distance learning environment: Direct support for students by disability services staff on the front end (assistive technology and the human element); Direct support for faculty on the back end (training in UDL and best practices); and Remediation of inaccessible course content and course sites as a last resort. The presentation will include an interactive element, allowing for discussion of particular scenarios and comparisons between supporting student transition issues in an online or face-to-face learning environment.

Christopher Leydon is the Student Services Coordinator at CUNY School of Professional Studies, where he oversees student disability services and works to optimize the accessibility of online and face-to-face instruction. He began his career in student affairs at the CUNY Graduate Center, while completing a doctorate in comparative literature and a certificate in medieval studies. He has taught literature, writing, and disability studies at several units of the CUNY system.

Antonia Levy is an East German transplant to New York and is currently the Instructional Technology and Multimedia Manager at CUNY School of Professional Studies. Working in faculty development and instructional technology, she is dedicated to the implementation of universal design. Antonia is also finishing her dissertation in sociology at the Graduate Center, and has been teaching for many years as an adjunct instructor at several CUNY colleges.

College and Beyond: Helping Students on the Autism Spectrum Transition

Dylan Emmons, Cooperating Reading/Writing Teacher, CUNY Start, Hostos Community College

The goal of this presentation is to give faculty, staff and professionals an insider's perspective regarding the unique and not always obvious challenges that students on the Autism Spectrum and with related disorders experience when transitioning into college life. Social issues relating to unspoken norms and rules, shifting support groups and relationships have the potential to de-rail students in this population who, due in part to increased reliance on routine, can experience more hardship than their neuro-normative peers with transitions. These may not be easy for students to express or for educators or professionals to meaningfully respond to. A secondary goal of the presentation will be to discuss strategies for communicating more effectively with students on the spectrum, as well as a few keys for ensuring that incoming college students on the autism spectrum have the best chance of success possible in shaping and realizing their professional goals.

Dylan Emmons is the author of *Living in Two Worlds: On Being a Social Chameleon with Asperger's*. Diagnosed with Asperger's Syndrome at the age of six, he now offers workshops for teachers, professionals and parents of individuals on the autism spectrum and consults for organizations working with or employing individuals on the Autism Spectrum. Most recently, he has worked with programs serving incoming and current students on the autism spectrum at Westchester Community College and Manhattanville College. Dylan is a Reading/Writing Teacher at Hostos Community College and lives just outside of New York City.

Using Universal Design for Learning to Promote Success among Transitioning and Current College Students with Disabilities: Project REACH and CUNY Unlimited

Kristen Gillespie-Lynch, Assistant Professor of Psychology
Vandana Chaudhry, Assistant Professor of Social Work
College of Staten Island and the Graduate Center

Students with disabilities face challenges transitioning from high school to college, including a pronounced reduction in supports available in college. There are few specialized programs for college students with autism and/or intellectual disabilities nationwide; the programs that do exist are often expensive and not systematically evaluated (Barnhill, 2014; Grigal et al., 2011). College students with disabilities are also confronted with the challenge of self-advocating to request needed accommodations. This presentation will share insights from two initiatives to support college students with autism and/or intellectual disabilities, disabilities that have historically been particularly underrepresented in the college environment (Shattuck et al., 2012).

Dr. Kristen Gillespie-Lynch is an Assistant Professor of Psychology at CSI. She developed a mentorship program for college students with autism (Building Bridges Project REACH), directs CSI's Advanced Certificate Program in ASD and is co-chair of the TPSID faculty sub-committee. She uses online surveys/trainings to assess and change conceptions of autism among people with diverse relationships to autism internationally.

Dr. Vandana Chaudhry came to the College of Staten Island in 2012 after completing her doctoral studies in Social Work and Disability Studies at the University of Illinois at Chicago. Dr. Chaudhry's dissertation was supported by the Ford Foundation, the National Science Foundation, and the Society for Social Work and Research among others. She has worked extensively on disability issues in developing countries, and has served in consultative roles with various international institutions including the World Bank. Dr. Chaudhry's research is oriented towards building knowledge that embraces disability as intrinsic to human diversity, and to promote policies that enable self-determination and full participation for all.

Bridging a Digital Divide: Introducing Students with Disabilities to Technology at CUNY

Ashleigh Thompson, Ph.D., University Dean for Education, CUNY

Nadia Griffith Allen, Deputy Director, Accessibility Services,

John Jay College of Criminal Justice

Carlos Herrera, Assistant Director, Services for Students with Disabilities,

Coordinator CUNY IT Accessibility Task Force,

Queensborough Community College

Alyssa Vine, Associate Director of Communications, Office of Academic Affairs, CUNY

In collaboration with the CUNY Central Office of Academic Affairs, and with funding from the CUNY IT Steering Committee's Strategic Technology Initiative, last summer Queensborough Community College and John Jay College of Criminal Justice presented technology workshops for new students with disabilities. The workshops, designed and facilitated by each college's Office of Disability Services, introduced students to crucial academic resources like CUNYfirst and Blackboard, as well as a variety of available assistive technology tools. Organizers will share outcomes of the workshops and offer actionable, low-cost strategies for replicating aspects of the program.

Nadia Griffith-Allen has a Master of Arts in Higher and Adult Education from Columbia University. She is currently the Deputy Director of Accessibility Services at John Jay College of Criminal Justice in New York City. Before coming to John Jay College, she served as the Dean of Students at Berkeley College. She is the Chair of Compliance and Diversity for the Institute for Intellectual Property and Social Justice, Inc. Nadia Griffith-Allen has worked in higher education for 25 years and in disability services for more than a decade.

Ashleigh Thompson serves CUNY as University Dean for Education, and in this role oversees Teacher Education across the University, a portfolio encompassing more

than 16,000 education students pursuing associate to doctoral degrees.

Dean Thompson leads several funded programs to increase the teacher pipeline and its diversity, as well as an array of University-wide Academic Affairs initiatives focused on student access and success. Dr. Thompson has taught graduate coursework, presented and published, especially in the interdisciplinary fields of Disability Studies and Youth Studies. In 2016 she received a Fulbright award for study in France.

Carlos Herrera has over 30 years of experience in the workforce development and education field. His tenure at CUNY has been marked by an expansion of awareness and collaboration in student accessibility services. Formerly Manager of the CUNY Assistive Technology Services Project (CATS) , Carlos was the driving force behind the creation of CATSweb an online AT resource and website as well as the annual CUNY Accessibility Conference which brings together hundreds of disability services and assistive technology professionals every year.

Alyssa Vine is the Associate Director of Communications in CUNY's Office of Academic Affairs. Her work supports a wide range of university-wide efforts related to academic policy, with particular emphasis on experiential learning and adult learner initiatives. She also serves on the university's Technology Accessibility Task Force and is currently leading an Academic Affairs' project focused on improving accessibility of web content on CUNY.edu.

University-wide Licensing of Assistive Technology: A National Model

CUNY Assistive Technology Services

Through the use of various assistive technologies (AT), including screen readers (JAWS), optical character recognition (Open Book), screen enlargers (Zoom Text Fusion) and reading and writing software suites (Wynn), students with disabilities can be accommodated and given tools to access CUNY's educational program and services. These same AT tools can bring benefits to many others in the CUNY community, where the opportunities for extending those benefits across CUNY programs are not targeted towards students with disabilities. i.e.: CUNY Start, Libraries, Continuing Education, etc.

CUNY Assistive Technology Services (CATS) is a team of assistive technology specialists that provide training and support on the latest technologies that assist CUNY students with disabilities. Their goal is to stay on the forefront of assistive technology and provide support for those technologies used by students with disabilities who attend various CUNY campuses. Their website, cats.cuny.edu, is an online source that provides a unified channel of information on best practices, emerging technologies, and tested solutions that can aid CUNY assistive technology specialists, as well as faculty and staff. Our online content offers professionals resources, software reviews, and real life case studies of CUNY student-based experiences with assistive technologies.

Neurodiversity among Students of Color: Supporting African American and Latino Students with Learning Disabilities

Crystal Vazquez, Guttman Community College

Kristopher Robinson, Neurodiversity Student Support Specialist

Students with disabilities and students of color, particularly African American and Latino students, represent two rapidly growing, but traditionally underachieving groups in higher education institutions. This session will focus on neurodiverse African American and Latino students, or those who present with disabilities that affect learning, such as ADHD, dyslexia, and Autism Spectrum Disorder. It will define and examine neurodiversity, and its prevalence and manifestation in African American and Latino students in higher education.

Crystal Vazquez is the Associate Director of the Office of AccessABILITY Services at Guttman Community College, specializing in assistive technology, Universal Design for Learning, and AccessABILITY advocacy. She has over 10+ years' experience in AccessABILITY services, leadership, and higher education, all spent working to create accessible communities for diverse, underserved, and/or underrepresented populations. Previously, Crystal served the John Jay College community as the Assistant Director of the Office of Accessibility Services, while earning a dual Master's Degree in Public Administration and Criminal Justice with a concentration in Diversity Management and Human Resources from John Jay.

Kristopher Robinson is the CUNY LEADS Neurodiversity Advisor at Guttman Community College within the Office of AccessABILITY Services, where he works to spread awareness and celebration of neurodiversity and to prepare students with disabilities to have successful postsecondary outcomes. Kris has a Master's Degree in Rehabilitation Counseling from Hunter College and is a Certified Rehabilitation Counselor (CRC). He is currently pursuing a second master's degree in Higher Education Administration at Baruch College. Kris is passionate about discussions related to equity, diversity, access, and inclusion and is particularly interested in advocating for students of color with multiple, intersectional, marginalized identities.

Changes and Challenges: Designing for All at LaGuardia and Beyond

**Designing for All Project Team
Collaborative Campus Team
Priscilla Stadler, Associate Director
LaGuardia Community College**

What types of transitions are experienced by students, faculty, staff, and administrators when an institution commits to providing access to learning for all? How can Assistive Services and pedagogical practices be connected most effectively to serve our students? LaGuardia Community College's Designing for All (DfA) pilot project recognizes multiple types of transitions, including those of students coming into a new and different learning environment. LaGuardia's DfA pilot also acknowledges the potential changes faced by faculty, staff, and administrators who are learning as professionals and practitioners.

This session will explore the student-centered learning implications of designing courses, classrooms, and policies in direct response to feedback and innovation from students with dis/abilities; students who learned other languages before they learned English; and, generally, students who have been historically marginalized by educational systems and course design.

The Designing for All Pilot Project, supported by the CUNY Strategic Technology Initiative and LaGuardia Community College, is dedicated to inclusive pedagogy that provides a welcoming learning environment for all of our students regardless of the obstacles they are facing.

Priscilla Stadler is the coordinator of LaGuardia's Designing for All pilot project which includes students, faculty, IT, Assistive Services, the Library and the Center for Teaching and Learning. She is the Associate Director of instructional Design and Technology Platforms at LaGuardia's Center for Teaching and Learning.

PRESENTATION GRID

<p>9:15am to 10:15am</p>	<p>Session IA Digital Accessibility in City Government (Summary on pg. 9) Room: 1.77</p>	<p>Session IB Invisible Disabilities, Stigma, and Student Veterans: Contextualizing the Transition to Higher Education (Summary on pg. 10) Room: 1.75</p>
<p>10:30 am to 12:00 pm</p>	<p>Welcoming and Keynote</p>	
<p>12:15pm to 1:15pm</p>	<p>Session 2A College and Beyond: Helping Students on the Autism Spectrum Transition (Summary on pg. 13) Room: 1.75</p>	<p>Session 2B Using Universal Design for Learning to Promote Success among Transitioning and Current College Students with Disabilities: Project REACH and CUNY Unlimited (Summary on pg. 14) Room: 1.77</p>
<p>1:30pm to 2:30pm</p>	<p>Luncheon - 2nd floor Cafeteria Vendor Showcase - Hound Square (Landing between first and second floor)</p>	
<p>2:45pm to 3:45pm</p>	<p>Session 3A Neurodiversity among Students of Color: Supporting African American and Latino Students with Learning Disabilities (Summary on pg. 18) Room: 1.77</p>	<p>Session 3B Changes and Challenges: Designing for All at LaGuardia and Beyond (Summary on pg. 19) Room: 1.73</p>
<p>4:00pm</p>	<p>Conference Adjourned</p>	

PRESENTATION GRID

<p>Session 1C</p> <p>Where We Were, Where We Are, and Where We Are Going - A Breakdown of the Past, Present, and Future of Assistive Technology Support for College Students</p> <p>(Summary on pg. 11) Room: 1.73</p>	<p>Session 1D</p> <p>Facilitating Successful Transitions to Online Teaching & Learning</p> <p>(Summary on pg. 12) Room: 1.69</p>	<p>9:15am to 10:15am</p>
<p>Welcoming and Keynote</p>		<p>10:30 am to 12:00 pm</p>
<p>Session 2C</p> <p>Bridging a Digital Divide: Introducing Students with Disabilities to Technology at CUNY</p> <p>(Summary on pg. 15) Room: 1.73</p>	<p>Session 2D</p> <p>University-wide Licensing of Assistive Technology: A National Model</p> <p>(Summary on pg. 17) Room: 1.69</p>	<p>12:15 pm to 1:15 pm</p>
<p>Luncheon - 2nd floor Cafeteria Vendor Showcase - Hound Square (Landing between first and second floor)</p>		<p>1:30pm to 2:30pm</p>
<p>Session 3C</p> <p>Millennials in Transition: Bridging the Employment Gap of Young Adults with Disabilities</p> <p>(Summary on pg. 22) Room: 1.75</p>		<p>2:45pm to 3:45pm</p>
<p>Conference Adjourned</p>		<p>4:00pm</p>

Millennials in Transition: Bridging the Employment Gap of Young Adults with Disabilities

Bethany LaLonde, CUNY LEADS Job Developer, College of Staten Island
Jim Poyerd, CUNY LEADS Advisor, Hunter College

This presentation will address the growing needs of millennial youth with disabilities as they transition from programs in higher education to the workforce. As the number of young adults with disabilities increasingly embark on college and the workforce, the focus on more individualized and age-appropriate transition approaches and preparation are needed.

By highlighting the successes of CUNY students who have navigated the leap from education to employment, we will recognize the efforts that have worked among this population. This presentation will encourage young people and employers to speak openly about their experiences and strengths, utilize the techniques of universal design for employment, and seek out meaningful accommodations and natural supports in the workplace.

Bethany LaLonde has a Bachelor of Science in Human Services with a Minor in Sociology from Cazenovia College and a Masters in Social Work from Rutgers University. Before CUNY, Bethany advocated for individuals with developmental and intellectual disabilities and their families as a Staff Advocate at Disability Rights New Jersey in Trenton.

Jim Poyerd, a native Brooklynite, earned his BA in Psychology with a minor in Philosophy of Applied Ethics, as well as his MEd in School and Community Counseling Psychology from St. Bonaventure University, and an MA in Forensic Psychology from John Jay College of Criminal Justice and took courses in Rehabilitation Counseling at Hunter College. Previous work experience includes: Mental Health Unit Chief at Riker's Island, and Casework Supervisor for a Red Cross 9/11 Family Assistance program.

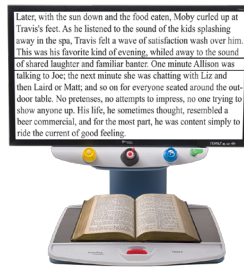
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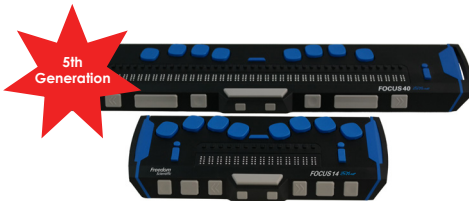
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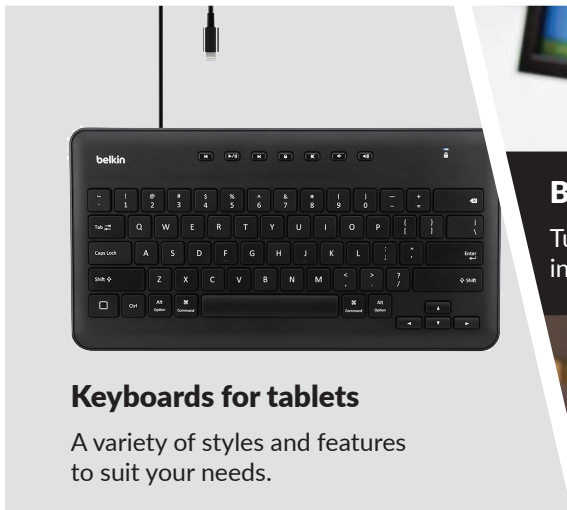


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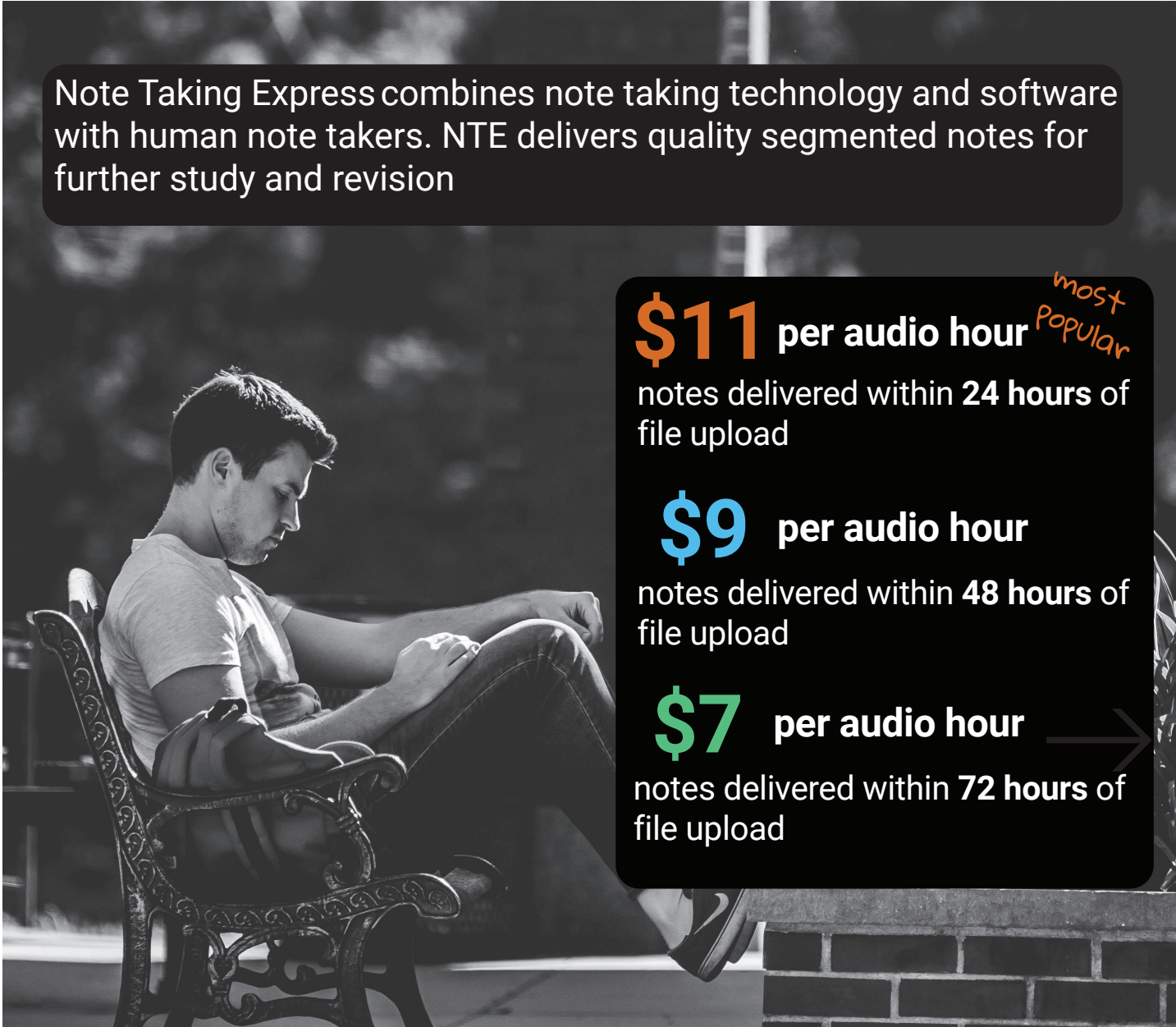
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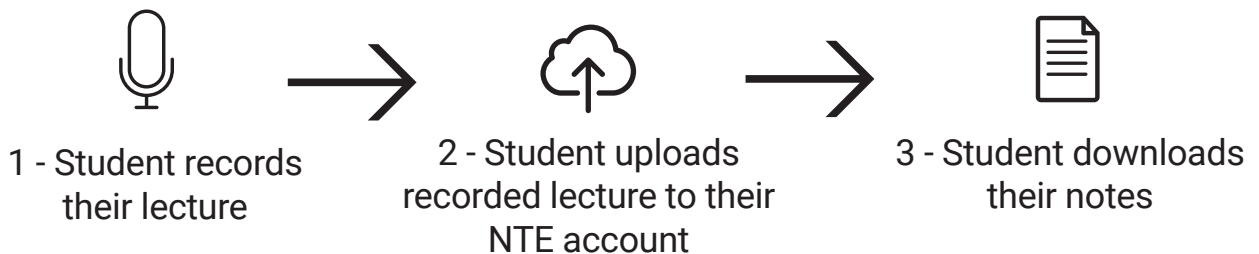


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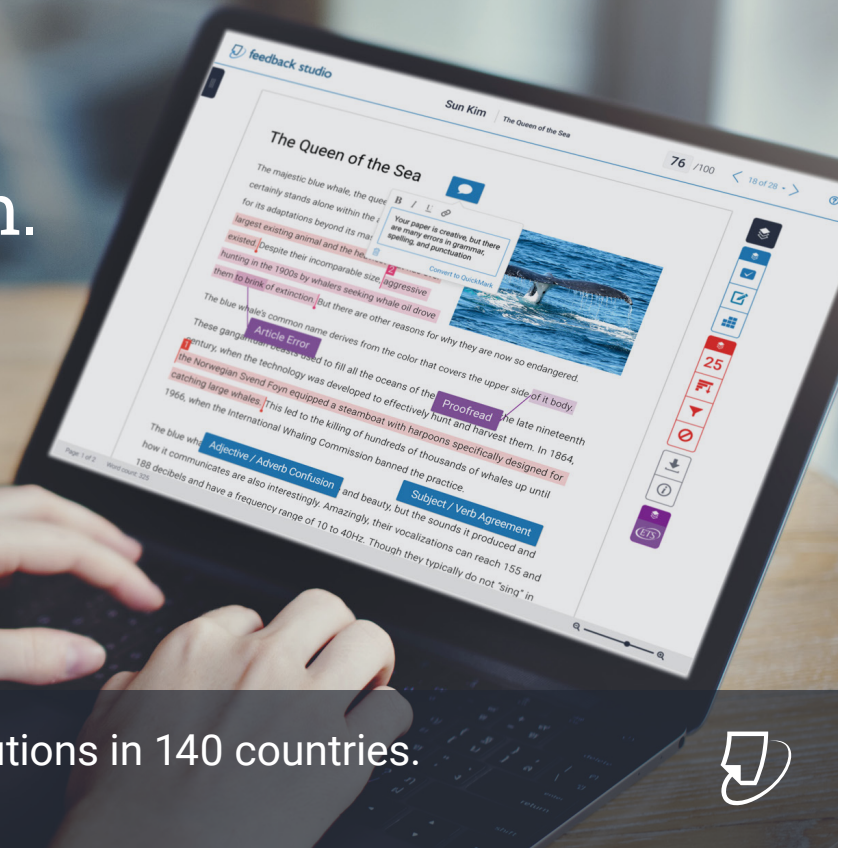
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NYC

Emergency Management

The NYCDOE Special Education Office has expanded support for students with disabilities and their families as they move from pre-K to 12th grade and on to college, career or other post-secondary options. Transition and College Access Centers (TCACs) are devoted to ensuring that students with disabilities are prepared for postsecondary life experiences. In addition to college readiness resources and supports, the TCACs facilitate diverse work-based learning opportunities for students and are designed to support all stakeholders in the critical work of meaningful transition planning for students with IEPs in preparation to be productive and contributing members of society.



For Additional Information:

<p>Brooklyn Transition & College Access Center Boys & Girls High School, Room G170 1700 Fulton Street Brooklyn, NY 11213 718-804-6790 bklyntcac@schools.nyc.gov</p>	<p>Bronx Transition & College Access Center DeWitt Clinton High School, Room 150 100 W Mosholu Parkway S Bronx, NY 10468 718-581-2250 bxtcac@schools.nyc.gov</p>	<p>Transition Coordination Center 28-11 Queens Plaza South, 2nd floor, Special Education Office Queens, NY 11101 718-391-6861 tcc@schools.nyc.gov</p>
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LD Project

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[CUNY Assistive Technology Services \(CATS\)](#)

CUNY Assistive Technology Services (CATS) is a team of assistive technology specialists. Our mission is to stay on the forefront of assistive technologies and provide support for those technologies used by students with disabilities who attend the various CUNY campuses. We provide CUNY's assistive technology specialists with resources, equipment, and software testing and reviews, along with real life case studies of CUNY student-based experiences with assistive technologies.

[Media Accessibility Project](#)

The Media Accessibility Project (MAP) provides the following services: audio and video (a/v) captioning services for use by deaf and hard of hearing students; transcripts of a/v materials for use by students with learning disabilities; and audio description of videos used by visually impaired students. The MAP also provides training to campus DS/AT staff, Faculty and other parties on best practices in this area. By engaging with Faculty, Instructional Designers and other content producers, the Project will maximize the availability of captioned a/v content in on-line, hybrid and traditional learning spaces and courses.

For more information on CATS/MAP, contact: 718-281-5014

Shivan Mahabir: Shmahabir@qcc.cuny.edu

Ben-Ami Freier: BFreier@qcc.cuny.edu

Athanasia (Tania) Kalaitzidis: AKalaitzidis@qcc.cuny.edu

Cats.cuny.edu is CUNY's online portal to information and resources on the three COSDI Special Projects. Visit us on the web at **www.cats.cuny.edu**

[Learning Disabilities Project at Hostos Community College](#)

The mission of the Learning Disabilities Project is to develop students' self-understanding of their own strengths and limitations. The Learning Disabilities Project addresses these needs by assisting students in receiving evaluations and reviewing their learning disability assessments in a supportive and friendly environment. Furthermore, training for faculty and staff at CUNY is provided on a regular basis to support the continued growth of our students.

Raymond Perez: rmperez@hostos.cuny.edu

For more information contact the LD Project at: 718-518-4459

CUNY DISABILITY SERVICES DIRECTORY



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The City College of New York	(212) 650-5913
The College of Staten Island	(718) 982-2510
The CUNY School of Law	(718) 340-4380
CUNY School of Professional Studies	(646) 664-8616
CUNY School of Public Health	(646) 664-8373
The Graduate School and University Center	(212) 817-7400
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Hunter College	(212) 772-4857
John Jay College of Criminal Justice	(212) 237-8031
Kingsborough Community College	(718) 368-5175
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Ben Freier

Director
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Carlos Herrera

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Adina Mulliken

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Raymond Perez

Student Disability Services Manager
Hostos Community College
Co-Chair, CUNY Council on Student
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