Accessibility Services
Case Management Model
Providing a Student-Centered, Goal-Oriented Process for Students with Disabilities
Presenters

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• Keysha McCloud, Director
Objectives

• The Student Success Movement
• Dallas, TX and Poverty
• Reorganization from Dallas County Community College District to Dallas College
• Removing Barriers and Creating High Impact Engagement
• Case Management in Higher Education
• Dallas College Accessibility Services Case Management Model
  • Three Principles of this Model
  • Case Managing Non-Disruptive and Disruptive Behaviors
  • Case Managing Crisis Situations
  • Effectiveness of the model (data)
• Case Studies / Small Group Discussion
The Student Success Movement

- College Completion Culture
- President Barak Obama – 2009 – **American Graduation Initiative**
  - To Increase the nation’s community college graduates by 5 million in 10 years
  - To Raise the percentage of Americans with a certificate or degree to 60% in 2019
- Did not even come close to meeting this goal.
  - Federal and State Budget Cuts
  - Spiraling Tuition
  - Political Distraction
  - Public skepticism about the value of higher education
The Student Success Movement continued

• There are 35 million people over the age of 25 that began but never finished college. -- the Census Bureau

• This movement has shifted the responsibilities placed on institutions of higher education.
  
  • No longer is our ultimate responsibility to admit students.
  • Our responsibility is to ensure students have appropriate social, academic, cultural, and financial support to stay in school and earn their certificate or degree.

• The old support systems don’t necessarily work anymore.
Poverty and Education

• The Hope Center surveyed 167,000 students attending 171 two-year institutions and 56 four-year institutions:

• **46% of students/respondents were housing insecure in the previous year** (housing insecurity = inability to pay rent or utilities or the need to move frequently)

• **39% of students/respondents were food insecure in the prior 30 days** (food insecurity = limited availability of nutritionally adequate and safe foods, or the ability to acquire such foods in a socially acceptable manner.)

• **17% were homeless in the previous year** (homelessness = no permanent place to live, often residing in a shelter, in an automobile, in an abandoned building or on the street.)
Dallas, Texas – 1,304,379

• Poverty Rate
  • Per welfareinfo.org – 21.8% (284,354)

• Poverty Rate
  • Per US Census – 18.1% (234,788)

• People with disabilities, under age 65.
  • 7.2% (91,306)

• People w/o health insurance, under age 65.
  • 25.5% (332,616)
Definitions of Poverty

• Federal Poverty Threshold (used by the US Census)

• Supplemental Poverty Measure (used by the Bureau of Labor) also made changes for Census Bureau for 2021.

• The Federal Poverty Level (FPL) is a measurement of the minimum amount of annual income that is needed for individuals and families to pay for essentials, such as room and board, clothes, and transportation.

• The FPL is used to determine eligibility for programs and benefits. (Medicaid)

• As a point of reference, at the time of this writing, the annual FPL for a household of one is $12,880 ($1,073 / month). And the maximum annual SSI benefit amount for a single individual is $9,528 ($794 / month).
Living Income

• Living Income Concept – Estimate of the cost of a basic and decent standard of living for a HH.

• How much does a typical HH in a particular place need to earn, from all income sources, to achieve a decent standard of living?
The Illusory Truth Effect

- Students who receive FA often experience the illusory truth effect.
  - It’s the tendency to believe false information or untrue statements after repeated exposure.

- What do we do to our students who need Financial Aid?
  - We make them prove multiple times that they need the money.
  - They must tell their story over and over especially if they are selected for verification.
  - Or, if the student needs other types of assistance – help with books, emergency funds, housing assistance, etc.
  - This story becomes their truth and becomes harder to overcome.
El Centro Campus

Dallas College El Centro Campus was the first college of the district to open its doors in 1966. Its name reflects its location in the center of Dallas’ downtown area.

Reorganization 2020

• Moved from Dallas County Community College District to Dallas College
• 7 separately accredited colleges to 1 college with 7 campuses
Dallas College
Student Headcounts

Credit
• Fall 2021 – 70,316
• Spring 2022 – 67,717

Spring 2022
40% Male
60% Female
45% 1st generation
23% Live in Poverty
48% Hispanic

Continuing Education
• Fall 2021 – 21,890
• Spring 2022 – 25,676

Dual Credit
• Fall 2021 – 21,915
• Spring 2022 – 23,241
Dallas College
Transforming Lives and Communities

- Dallas College strives to help people move out of poverty and move toward a Living Income!

- “We must work to build a resource and opportunity network and explore who might be able to assist us in removing the obstacles that prevent people from moving out of poverty.” – Dr. Donna Beegle

Richland Campus

For nearly 50 years, Dallas College Richland Campus has focused on teaching, learning and community building. Richland’s richly diverse student population provides a global experience to enhance students’ future success in the broader world community.
Removing Barriers and Creating a Resource Network

- Food – Partnership with North Texas Food Bank; Food Pantries on all campuses
- Financial – Partnership with Edquity – Emergency Funds for students
- Referrals – Student Care Network / Community Resources
- Transportation – Free DART Bus Passes for students taking at least 6 credit hours per semester
- Campus Support Personnel – Success Coaches
- Guided Pathways to Success – Pathways Coaches and Career Specialists
Removing Barriers and Creating a Resource Network continued

• Learning Commons with Academic Coaches (aka tutors)

• CARE Teams; Student Care Network; Child Care; Clothing Closets; Laptops/Hotspot

• Mental Health Counselors on all campuses

• Support Programs – Foster Care, Military-Connected Services, LGBTQ+, Male Achievement Program, Women Empowerment Network

• Accessibility Services – Case Managers
Transformation to Dallas College

Moved from Transactional Interactions with students to Transformational Interactions

- High Impact Engagement
  - Case Managers
  - Success Coaches
  - Pathways Coaches
- Culture of Care
  - Learner Care Model
  - Wrap-Around Services
- Equity-Minded
- Data-Informed Decisions
High Impact Engagement

• Academics: Faculty, Learning Commons, Schools of

• Student Success:
  • Success Coaches
  • Pathways Specialists
  • Multicultural Affairs
  • Student Care Network & Basic Needs (Case Management)
  • **Accessibility Services** – (Case Management)
  • Title IX
  • Athletics
  • Career and Transfer Specialists
  • Support Programs – MCS, MAP, Inclusive Excellence, Foster Care, TRIO, etc.

• Student Life

• Workforce: Career-Connected Learning
Dallas College North Lake Campus has served Irving and northern Dallas County since 1977. The campus’ 276 wooded acres feature a lake and DART light rail station.

**Question**

- What campus resources, campus programs, grant programs, and services are on your campus that provide high impact engagement with students?
Case Management
Case Management in Higher Education Pre 2007

- Pre 2007
  - Cases “managed” all over
  - No formal model
  - First case management that occurred outside of Campus Counseling Centers can be traced back to 2000 – Univ. of Miami – one position split between counseling and student affairs.
Case Management in Higher Education Post 2007

Post 2007

- Formal behavioral intervention teams/CARE Teams
  - not only address threat, but also provide CARE

- Case management positions created, or individuals have been designated to help case manage

- Increased accountability for colleges to assist struggling students
  - Academic struggles
  - Mental Health struggles
  - Essential Needs struggles
Case Management is a client-centered, goal-oriented process for assessing the needs of an individual for particular services and helping them obtain those services.
Case Managers assist students in accessing resources or navigating systems:

- They serve as the College’s contact person for external constituents.
- They locate referral resources for students.
- They work with referrals from staff, faculty, and students.
- They work creatively with students to ensure they find proper access to care.
- They maintain records of students at risk. (Maxient; Accommodate)
Case Management in Higher Education - Responsibilities

Case Managers help students:

- Obtain a framework for practicing good self-care and self-advocacy
- Schedule and keep their appointments
- Navigate college processes
- Utilize a system of accountability/follow-up
- Move beyond the current stressor
- Get connected with appropriate campus and community resources
- Engage in effective problem solving by identifying solutions
Case Managers provide help to high-risk students:

- Students who are unhoused
- Students who are food insecure
- Students who have financial concerns (rent is not paid; no electricity in July)
- Students who have transportation issues
- Students who are victims of domestic violence
Case Management in Higher Education – Removing Silos

• Case management in higher education was created to catch students in distress (financial, emotional, behavioral) that seem to exist between the silos of counseling, BIT, judicial affairs and residential life.

Moving Beyond Traditional Role:
• If case management exists in many areas/programs on campus, there can be no silos.
Questions:
On Your University or College

• Does your College or University have Case Managers or Specialists in any programs or departments? How could they be of assistance to students with disabilities?

• Does your College or University have a CARE or BIT Team?

• Does the Team have a Case Manager to address the needs of students lacking essential resources (food, housing)?

• If so, have you made referrals to the Team?
Cedar Valley Campus

Dallas College Cedar Valley Campus covers 300 acres and is located in Lancaster, Texas, serving southern Dallas and northern Ellis counties. Cedar Valley opened in the summer of 1977, becoming the fifth of seven campuses.

High Impact Services

• Case Management has become a larger responsibility at Dallas College.
• Many employees share in this role, so the ownership of caring for and supporting our students beyond their academic needs has become a shared responsibility.
High Impact Services at Dallas College

- 38 Case managers – Military Connected Services, Basic Needs, Accessibility Services, Rising Star, Dallas Promise
- 80 Coaches – financial, recruitment, career
- 183 Student Success Coaches
- 17 Professional Counselors (Mental Health)
- 14 Advocates (Judicial Affairs)
- 7 Student Care Professional Counselors (CARE/BIT Team)
Transformation from DCCCD Disability Services to Dallas College Accessibility Services

**DCCCD**
- BHC – 2 FT Staff
- CVC – 1 FT Staff
- ECC – 4 FT Staff
- EFC – 3 FT Staff
- MVC – 1 FT Staff
- NLC – 3 FT Staff
- RLC – 5 FT Staff
- **19 Total**

**Dallas College**
- 16 Case Managers
- 7 Coordinators
- 6 ASL Interpreters
- 1 Senior Manager
- 2 Directors
- 1 Associate Dean
- **33 Total (74% increase)**
Accessibility Services Case Manager Duties

- Conduct intakes with students
- Review documentation
- Determine appropriate accommodations
- Send accommodation notification forms to instructors
- Work with the Coordinators to arrange accommodations
- Conduct 3 to 6 case management sessions each semester
- Work with students’ Success Coaches
- Connect students to campus resources
- Document all interactions
Questions

• What is the makeup of your department?

• Are you a one employee department or do you have several employees?
Dallas College
Accessibility Services
Case Management
Accessibility Services Case Management Model

• Assesses for the following:
  • Accommodations
  • Academic Concerns and Progress
  • Life Stressors
Case Management – Accommodations

Case Managing Accommodations is NOT about determining accommodations, setting up accommodations, or troubleshooting accommodations.

Case Managing Accommodations is about:
- Determining if the student is using their approved accommodations.
  - If not, what prevents them from using them.
  - If not, would they be more successful if they did use them.
  - If so, what benefits are they getting from the accommodations.
  - If so, are they fully utilizing them.
Accommodations:
Questions to ask about accommodations

• Have you used your testing accommodation? Your reader?
• Have you been getting the notes from the note-taker? Instructor? CART?
• How do you use the audio recording of the lectures?
• Tell me about your experience in the Testing Center? Did you have enough time to complete the test?
• How is the textbook? Are you using the IncludEd textbook’s audio feature?
• Tell me how often you go into eCampus?
Case Management - Academic Concerns and/or Progress

- Assignment Clarification
- Class Issue / Non-accommodation Issue
- eCampus, eConnect, Self-Service Help
- Progress Report
- Success Coach/Advising
- Program of Study/Pathway
- Goal Setting
- Study Skills
- Time Management
- Tutoring
Academic Concerns and/or Progress: Questions to ask about classes

• Tell me how your semester is going?
• How are your classes? What class do you like the most? What is it about the class that makes you like it so much?
• What class do you like the least? What is it about the class that makes you dislike it so much?
• Have you had any assignments that seemed too difficult? Did you still complete them? If not, what happened?
• What has been your favorite assignment so far?
• Do you know your current average in each class? Can we look at your grades together in eCampus?
Academic Concerns

What behaviors might need to be addressed?

• Missing classes

• Falling behind on assignments
Strategies for Academic Problems

• Identify which classes are the problem, what study skills are lacking
• Connect student to academic tutoring
• A,B,C - create a list of things to complete
• Develop small, manageable goals
• Reward students for successes
Case Management - Life Stressors

- Basic Needs and Community Connections
- Career Resources / Jobs
- Care Team Referral
- Counseling Services Referral
- Emergency Funds
- Financial Aid
- Health Services

- Laptop Loan
- Paratransit
- Student Rights and Responsibilities
- Support Programs
- Student Life
- TRIO Referral
Questions to ask about stressors

• Are you working? Where do you work? How many hours per week?
• How are things going at work?
• How are things going at home?
• What fun things do you get to do each week?
• Can you tell me about your sleep schedule?
• Can you tell me about your eating habits?
Strategies for Managing Stress

- Make list of stressful events (social, family, academics, homework, tests, mental health)
- Identify positive coping strategies
- Develop list of supportive individuals
- Break down difficult tasks into smaller, more manageable pieces
Strategies to Help with Social Difficulties

- Increase positive opportunities for social interactions
- Review problematic interactions and offer positive suggestions
- Encourage reading, talking and exploration of ways to learn how to better interact with others
Accessibility Services
Case Management: Communication for 1st session

- Show empathy and listen to build trust
- Ask open-ended questions
- Be mindful of body language and other nonverbal cues
- Maintain professional boundaries

- Will evolve as the relationship evolves
- Obtain necessary forms
  - Informed Consent
  - Release of Information
Accessibility Services Case Management: Setting up the initial relationship

- **Scope of Authority**
  - Case Manager does not require compliance and/or provide sanctions.
  - The Case Manager does not refer students’ conduct to Conduct Officer.
  - Case Managers are focused on providing assistance.
  - Case Managers may provide information to the CARE Team.

Dallas College Brookhaven Campus was founded in 1978, making it the youngest of the seven Dallas College locations. The campus now welcomes more than 13,000 students each semester and serves the Farmers Branch, Carrollton, Addison and North Dallas areas.
From Senior Rehabilitation Specialists to Case Managers - Testimony

- Webster, Briaina – Case Manager, Accessibility Services
- Reyna, Linda – Case Manager, Accessibility Services
- Davis, Vivian – Case Manager, Accessibility Services
- Hickman, Kellie – Case Manager, Accessibility Services
Questions

• Could existing employees take on some case management responsibilities?

• Can you partner with another department or program?
Other Case Management Responsibilities

Case Managing Disruptive Behaviors, Emotional Distress and Crisis Situations
Disruptive Behaviors

What behaviors might need to be addressed?

- Intentionally Defiant
- Annoying
- Disrespectful
- Antagonistic
- Questioning the rules
- Finding the loophole
- Continuous disregard for others/rules

- Make a CARE Team Referral
Case Management - Emotional Distress

• Case managers make sure the relationship they have with the student is not set up to be in isolation between student and case manager

• Students need support during times of crisis (wide safety net)

• Case Managers do not operate beyond their scope of practice
  • Case managers do not try to be a student’s ‘therapist’
  • Case managers do not become overly harsh and adopt a strong stance like a probation officer
  • If the student is suicidal or in crisis, case managers do not try to handle everything on their own
  • Case managers consult with others
Behaviors that Indicate Emotional Distress

What behaviors might need to be addressed?

• Worsening depression
• Substance use/abuse
• Anxiety
• Disordered eating
• Self-harm
• Students often becomes tearful, agitated or nervous
Behaviors that Indicate Crisis

What behaviors need to be addressed?

• Behavior is strange or bizarre
• Student seems out of touch with reality
• Student mentions having thoughts of harming themselves or others
• Students says, “I don’t want to be here anymore.” “I just wish this was all over.” “I wish I could go to sleep and not wake up.”
• Student is extremely agitated or upset and you are concerned for the safety of others.
Behaviors that Indicate Emotional Distress

What should Case Managers do?

• “You said you are having trouble concentrating. This might be related to anxiety. We have counselors who can help with this. I can help you make an appointment.”

• Thank you for telling me about your depression. After hearing all of this, I’m worried about you. Let’s walk over to the counseling office and make an appointment.

• Make a CARE Team Referral
Data Review
Accessibility Services
Spring 2022 Disability Categories

1,285 students with 1,834 disabilities
# Accessibility Services

## Spring 2022 Services Provided

<table>
<thead>
<tr>
<th>Service</th>
<th>Count</th>
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<tr>
<td>MEETING REQUEST</td>
<td>2784</td>
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<tr>
<td>ACCOMMODATION - RENEWAL</td>
<td>1982</td>
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<td>ACCOMMODATION - SEMESTER LETTER</td>
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<td>ACCOMMODATION - APPROVAL LETTER</td>
<td>381</td>
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<td>INQUIRY</td>
<td>679</td>
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<td>INTAKE</td>
<td>504</td>
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<td>DOCUMENTATION REVIEW COMMITTEE</td>
<td>118</td>
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<td>ALTERNATE TEXTBOOK</td>
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<td>FORMS</td>
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<td>MISSING DOCUMENTATION</td>
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<td>ACCOMMODATION SUPPLEMENTAL</td>
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<td>EVALUATION RESOURCES</td>
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</table>

8,646 total services
Accessibility Services Spring 2022 Accommodations

4,874 accommodations approved for Spring 2022
Accessibility Services
Spring 2022 Case Management

• 1,447 (unduplicated) total case management sessions serving 449 students. Average = 3 sessions per unique student ID

• Average 76 sessions per week. 4.75 sessions per week per case manager

• Academic Progress Sessions – 2,472 sessions (duplicated)
• Accommodation Sessions – 324 sessions (duplicated)
• Life Stressors Sessions – 356 sessions (duplicated)
## Accessibility Services
### Spring 2022 Academic Progress Case Management Sessions

<table>
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<th>Topic</th>
<th>Sessions</th>
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<td>TIME MANAGEMENT</td>
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<tr>
<td>STUDY SKILLS</td>
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<td>GOAL SETTING</td>
<td>283</td>
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<tr>
<td>SUCCESS COACH/ADVISING</td>
<td>278</td>
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<tr>
<td>PROGRAM OF STUDY/PATHWAY</td>
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<td>PROGRESS REPORT</td>
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<td>ECAMPUS/ECONNECT/SELF-SERVICE HELP</td>
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<tr>
<td>CLASS ISSUE / NON ACCOMMODATION ISSUE</td>
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<tr>
<td>ASSIGNMENT CLARIFICATION</td>
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2,472 (duplicated) Academic Progress Sessions
## Accessibility Services
### Spring 2022 Life Stressors Case Management Sessions

*356* (duplicated) Life Stressors Sessions

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<tr>
<th>Category</th>
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<td>STUDENT LIFE</td>
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<td>SUPPORT PROGRAMS</td>
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<td>STUDENT RIGHTS &amp; RESPONSIBILITIES</td>
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<td>LAPTOP LOAN</td>
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## Fall 2021 to Spring 2022 Comparison

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<th>Spring 2022</th>
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<td>Disabilities</td>
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<td>1,447</td>
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<tr>
<td>Services</td>
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<td>8,646</td>
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# Data

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<th>Credit Hrs.</th>
<th>Successfully Completed Classes with A, B, or C</th>
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<td>2878</td>
<td>8759</td>
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<tr>
<td>Spring 2022</td>
<td>1285</td>
<td>4,368</td>
<td>13,211</td>
<td>72.4%</td>
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Case Management Data
Implementation, Scenarios, Questions