

Little Campus, Big Access: Scaling Solutions to Tiny Offices

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We ask you to join us in creating a culture that reflects...

Access and Inclusion

and

Civility and Respect

...this week and in all aspects of our organization.

Outline

1. Intro of myself and Helena College
2. Process Framing - Finding Partners and What to Ask
3. Case Examples
 - a. Pink Shoes
 - b. Tactile Materials
4. Group Share
5. Closing Thoughts

Introduction

- Kasandra Reddington.
 - Specialised Tutor, to Transition Specialist, to Disability.
 - One-person show for day-to-day accessibility:
 - Accommodations, tech, budgets, policy, software, compliance audits, even Title IX Modification help.
- Helena College, University of Montana.
 - High Dual Enrollment, Non-Trad, & Rural population.
 - Public two year institution.
 - Headcount of 1575 with an FTE of 361 (Fall 2025).

Starting Resources at Helena College

- Position is 50/50 split with TRIO SSS program.
- Captioning Budget: \$5k.
- General Budget was insufficient.
- Inherited four filing systems for accommodations.
- I had to apply for every chance at PD, but multiple applications hurt chances to receive funding.
- No clearly defined community or educational partners.

The Interactive Process is Your Friend

Always start at the most direct levels:

- Student, to determine needs (throughout).
- Faculty, to determine options for course.
- Campus partners to determine access.
 - Faculty, 504 Coordinator, other relevant parties.
- Other institutions to determine best practices.
- Off-campus partners to pool resources.
- Sometimes meet with legal to determine obligations.
- Meet with student to finalise accommodations.
- Supervisor to assess future planning.

Key Questions for Partners

- “Have you encountered this situation before?”
 - If so, “What do you do?”
 - If not, “What would you do in my position?”
- “Can you recommend anyone else I should talk to?”
 - Local or other states
- “Do you have any resource recommendations for myself or the student?”
 - Institutions / orgs, PD opportunities, websites, etc.

Case 1

The Pink Shoes

The Case of the Pink Shoes!

- New Cosmetology program which came with:
 - New rules to learn, new standards and best practices.
 - Inconsistent interpretations from cosmetology dept.
 - Very strict dress code, but not for chemicals.
- Accommodation for footwear, “regardless of color.”
- Sending the letter started a several month battle about shoe color and whether or not it constituted a “fundamental alteration” of the program.

Pink Shoes Continued

- I had constant meetings with cosmetology, 504 Coordinator, the college dean, ODE, and legal.
- I talked to many off-campus experts: six different cosmetology programs, and a state board expert.
- Money was the deciding factor in the case.
 - Assistive mobility wear is an extension of the person and you cannot mandate colour.
 - So if we require black shoes we pay for black shoes.
- Student experienced bullying & refused to use them.

Deep Dive Questions:

- How did I determine partners and schools to contact?
 - Institutional Research
 - Same System
 - State Laws
- How did I get people to take it seriously?
 - Shared language: Mobility Aid / Assistive Tech
 - \$\$\$ and OCR

Case Two

Tactile Materials

Tactile Materials for Human Biology

- A student who is blind requested tactile materials for an anatomy course, week two of the semester.
 - A few materials are available, most did not exist.
 - A lot of easy structures for cells and veins did not exist.
 - Labs were all based off microscopic slides and visual recognition to identify them.
- Student was not interested in a course substitution.

Tactile Materials Continued

- Took stock of current resources (models & 3D printer).
- Discussed structure and timeline with the instructor.
- Discussed options and process with ODE, UM's Mansfield library, local high schools, coordinated with MT BLVS and Voc Rehab. Talked with other colleges in MT, CA, UT, and WA.
- Found a presenter from AHEAD last year on the schedule and she met with me to discuss options.

Tactile Materials Continued

- A lot of unsuccessful attempts:
 - Technology like the Monarch or 3D Printing.
 - Purchasing available models.
 - Pushing substitutions on the student.
 - “Nothing more you can do.”
- Some good options:
 - Referrals to other experts.
 - Swell printer (I recommend!)
 - Tactile transcription.
 - Reorganisation of the class timeline and grading.
 - Reader for tests and scribing.

Outcomes of Tactile Materials Case

- Time was the single deciding factor.
 - Time prevented transcription and true course changes.
 - We were not able to purchase a swell printer in time.
- Key relationships with faculty were instrumental.
- Student was the most important partner.
- State and federal budget cuts were also a factor.
- Lack of experience from partner institutions.
- Student was able to graduate with a B in the course.

Deep Dive Questions

- How did I determine partners?
 - State and local vs. national
- How did I determine responsibility for student access?
- How to determine legal obligation for access?
 - Trick question, ask your lawyer.
- How did I set expectations with the student?

Takeaways

What did I learn?

Use Cases to Advocate for Yourself!

- Missing resources? Update the budget.
- Knowledge gap? PD and networking opportunities!
- Caseload making special cases impossible? Change the structure of the office.
- Faculty and staff need PD? Campus trainings.
- Something new would increase capacity? Go get it!

Thrifty Use of Resources

- Genio has many uses: audio recording, note taking, and even a replacement for CART captioning.
- Google “Live Caption” was preferred by one student.
- Bookshare for audiobooks and alt text is fundamental.
- Sister institutions had some shared contracts.
- Partners with other departments for materials.
- MOU’s with other state partners and resources.
- AHEAD presenters are excellent resources! Reach out!

Group Discussion!

Split into small groups to:

- Briefly share one complex case you have / had.
- Identify your campus partners (think outside the box!)
- Think of some off-campus partners to contact?
 - Is there a similar school you could ask?
 - Is there a local org?
 - Is there a state partner?

Share back with the group!

Session Evaluation

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Thank you for attending!

Your feedback helps shape future programming.

