More than Just Fun! Designing Accessible Summer Programs

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Deaf people are not all the same.
National Deaf Center
Mission

NDC provides evidence-based strategies to deaf individuals, family members, and professionals at the local, state, and national levels with the goal of closing education and employment gaps for deaf individuals.
State Rankings of Postsecondary Achievement for Deaf People: 2012-2016

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Data & Outcomes
HS Completion Gaps Across States
Bachelor's Completion

Smallest Gaps:
ID, NV, NM, OK, MS, FL, AR, AL, AZ, LA, SC, TX, CA

Largest Gaps: MA, MN, PA
Navigating Toward Successful Postsecondary Outcomes
An illustrated view of Root Causes and Key Impact Areas

Deaf people continue to face significant barriers that contribute to education and employment gaps between deaf and hearing people. To remove these barriers, it is necessary to recognize the underlying root causes that contribute to these gaps in educational attainment and employment. Key impact areas build on evidence-based strategies for improving postsecondary outcomes for deaf people and narrowing these outcome gaps.

**ROOT CAUSES**

- **Limited Access to Language and Communication**
  Limited access to language and communication across a range of settings results in fewer opportunities for language development and continued incidental learning.

- **Reduced Social Opportunities**
  Reduced access to social opportunities negatively impacts social development, and cuts off access to networks critical for future success.

- **Negative Attitudes and Biases**
  Negative attitudes, biases, and low expectations can reduce deaf people’s resilience to adversity and persistence in meeting their goals.

- **Lack of Qualified and Experienced Professionals**
  Many professionals do not have the appropriate qualifications and experience to work with deaf people, resulting in poor quality services.

**KEY IMPACT AREAS**

- **Design Accessible Environments**
  Environments that are designed with accessibility in mind, tailored to individual needs, and allow for flexibility can maximize access to educational opportunities for deaf students.

- **Collect and Use Data for Decision-Making**
  Collecting, analyzing, and using data, particularly when in collaboration with deaf people, can identify successful models and support data-driven decision-making to improve outcomes.

- **Leverage Community Resources**
  Strengthening community networks, building relationships, and increasing access to deaf role models contributes to stronger social capital available to deaf people in their communities.

- **Promote High Expectations for Success**
  Parents and professionals who believe that deaf people can succeed make an important contribution to the expectations that deaf people have of themselves, and their motivation to meet their goals.

- **Develop Collaborative and Integrated Systems**
  Improved collaboration and positive working relationships between systems – within institutions, communities, and states – are critical for deaf individuals’ postsecondary success.

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Key Impact Areas
Systems Change

- national
- state
- local
Engage for Change| state
State Collaborative Model
Alabama Summer Camps

- Recruiting students
- Creating partnerships
- Planning for access
- Measuring, growing, & sustaining programming
Summer Program Resource Bundle
Bedarius Bell Expert Lecture 1

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Coordinator of Deaf Services, Alabama VR

why summer programming?

Free Online Learning
Wow. I am amazed with the wealth of information, connections, wisdom and experience of this group. I can see all the positives summer youth experiences and excited to put some of these ideas into a reality.
Future Resources

MENTORING

WORK BASED LEARNING

SELF DETERMINATION
For More Information visit: nationaldeafcenter.org

Email: help@nationaldeafcenter.org

#deafed
#NDC

#deafsuccess
Thank you.

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