



# April Newsletter



## Electronic Accessibility Deadline extended until 2027

Every department and organization on campus has been working diligently to comply with the April 24, 2026, deadline to meet the new ADA Title II requirements. These requirements aligned with international standards WCAG2.1 AA for all electronic media, including websites and online coursework. "(T)hese guidelines will make content more accessible to a wider range of people with disabilities, including accommodations for blindness and low vision, deafness and hearing loss, limited movement, speech disabilities, photosensitivity, and combinations of these, and some accommodation for learning disabilities and cognitive limitations." (<https://www.w3.org/TR/WCAG21/>)

On Monday, April 20, 2026, the U.S. Department of Justice issued an update to the "Nondiscrimination on the Basis of Disability; Accessibility of Web Information and Services of State and Local Government Entities" rule under Title II of the Americans with Disabilities Act (ADA). The update extends the original deadlines by one year. The Department implemented the extension without a new round of public comment after determining that additional notice and public procedures were "unnecessary," citing the Administrative Procedure Act and several executive orders.

Disability advocates and accessibility organizations are unhappy with the delay. The push to create the ADA Title II rule has been going on since the proposal of an Advanced Notice of Proposed Rule making in 2010. This final rule was passed on April 24, 2024. "A group of accessibility organizations sent a letter to OMB stating that they believe the 2024 final rule should not be delayed, rescinded, or altered... (They) stated even the most complex and innovative learning technologies can be made accessible," and cautioned that delaying the rule could "deny students with disabilities the opportunity to fully and equally participate in public higher education." ([Federal Register, 04/20/26](#))

### Additional information:

Updated Deadlines:

Public entities or organizations in large population areas: April 26, 2027

Public entities or organizations in small population areas: April 26, 2028

<https://www.sjsu.edu/accessibility/>

<https://www.ada.gov/resources/2024-03-08-web-rule/>

<https://www.w3.org/TR/WCAG21/>

<https://www.federalregister.gov/documents/2026/04/20/2026-07663/extension-of-compliance-dates-for-nondiscrimination-on-the-basis-of-disability-accessibility-of-web>



## Student Faculty Research Spotlight

### Advancing Excellence in Child Welfare: Recognizing the SJSU Title IV-E Class of 2026

The SJSU School of Social Work Title IV-E Office is proud to recognize its Class of 2026 Title IV-E students, who are preparing to graduate in May 2026 while completing both the MSW degree and the Title IV-E Child Welfare Training Program. These students have made a clear commitment to careers in public child welfare and to serving children and families with integrity and skill. As part of this commitment, they take on an additional unit beyond their standard MSW coursework and participate in Title IV-E seminars and other required training activities.

A cornerstone of their training is the program's advanced simulation based curriculum, including the simulation course taught by Professor Wil Quintero. This immersive training integrates specialized coursework in public child welfare practice with hands-on learning experiences. Through structured simulations, including home visits, family interviews, emergency response scenarios, and a mock juvenile dependency court, students apply classroom knowledge in realistic settings while receiving guided feedback and reflective supervision. Professor Quintero's leadership and expertise have been instrumental in shaping this dynamic learning experience and mentoring students in developing practice ready skills. The School of Social Work's simulation based training approach has been showcased at SJSU and in the California Title IV-E Connect Spring 2026 Newsletter.

This comprehensive training approach equips Title IV-E students with the critical thinking, professional skills, and confidence needed for frontline child welfare practice. As they prepare for graduation, the Class of 2026 reflects the program's mission to develop committed, well prepared public child welfare professionals.

The group photo below features Professor Wil Quintero, pictured far right, with the Title IV-E 2 Year and 3 Year On-Campus Programs Class of 2026. Pictured in the back row from left to right are Briana Mendoza Avalos, Cindy Hernandez Cuamba, Deahna Castillo, Estela Rodriguez, Nicole Williams, Erik Lara, Oscar Caldera, Aryana Cardwell, Cassandra Fonseca Vivanco, and Alejandro Jacobo Sanabria. Pictured in the front row from left to right are Maria Reyes, Deisy Reyes Sanchez, Priscilla Quinonez, Mia Rios, and Lindsey Smith, whose engagement and collaborative learning contributed to the strength of this year's training experience. We also proudly celebrate this year's Online and Hybrid Title IV-E graduates Amy Drenik, Benny Pavlatos, and Samantha Gange, who participated in Title IV-E coursework and seminars.

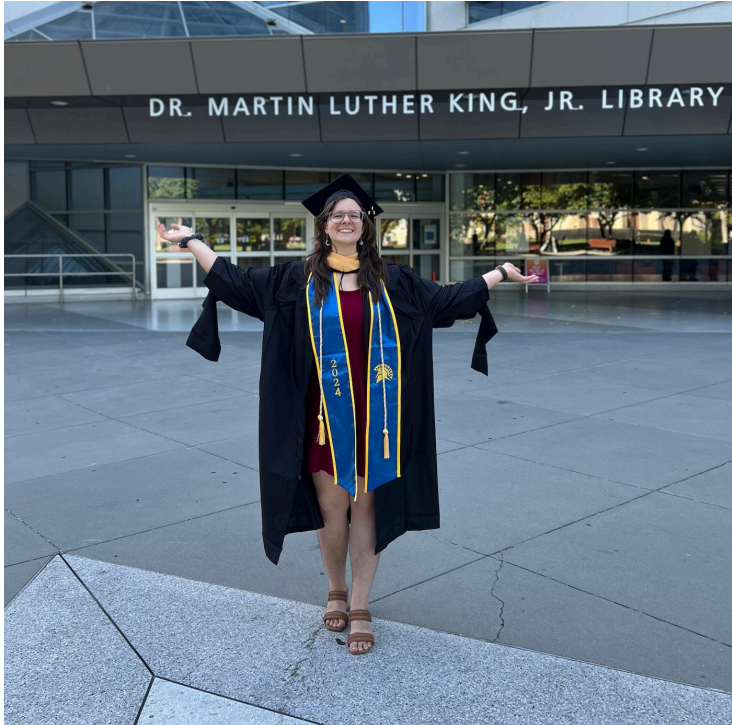


This article was prepared by the Title IV-E Project Coordinator, Amy Lebachuck, LCSW (left), and the simulation course lead, Dr. Meekyung Han (right).





## Alumni Spotlight - Julie Black, MSW 2024



Julie Black, a graduate of the Advanced Standing MSW Class of 2024, began her journey in social work at the University of Georgia, where she earned her Bachelor of Social Work in May 2020. With many passions and interests, she explored several majors during her undergraduate studies and initially struggled to choose a single career path. It was not until she discovered social work and the flexibility it offers that she found the direction and motivation to complete her degree. During this time, she developed a deep passion for outreach and community level work through internships with the local Department of Public Health, where she helped facilitate a teen health clinic, and with an intimate partner violence support organization, where she provided direct services and support in a safe shelter setting.

After moving across the country during the first year of the pandemic, Julie completed a service year as an AmeriCorps VISTA with San Jose's District 5 libraries. In this role, she focused on improving online outreach to ensure the community remained aware of available programs and services. During her VISTA service, the Equity and Inclusion unit manager recognized her social work background and invited her to contribute to a grant proposal for the Holistic Library Initiative, a project aimed at providing library-based programs and services for individuals experiencing housing insecurity. After the grant was awarded, Julie was hired to manage the initiative and support the Library's Equity and Inclusion Services Unit.

Julie also took on a long standing program co-founded by Dr Peter Allen Lee, "Social Workers in the Library," originally launched around 2008 in collaboration with public librarian Deborah Estreicher and with the support of local NASW leaders Dr. Glenn and Cyndy Thomas. The program had faced challenges during the transition to online services, and Julie played a key role in revitalizing it. As she grew into her role, she recognized the need to strengthen her skills and deepen her knowledge. She pursued the Advanced Standing MSW program at SJSU, where she gained valuable insight into local resources and social service systems through her practicum with a homeless support service and shelter provider.

Today, Julie has built strong partnerships with community based organizations to bring essential support services into the library setting. She supervises undergraduate social work interns in their practicum placements and contributes to ongoing equity focused initiatives within the San Jose Public Library system. She also attended the first annual Library Social Work Conference in 2025 and continues to expand her work in this area of practice. Julie reflects that her experience at SJSU and with the library system helped ground her in the local community, a foundation that continues to guide her work.

## Student Spotlight

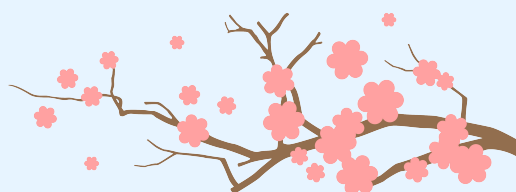
### Jamie Kang: Growing Through Learning, Practice, and Purpose

Jamie Kang is in her final year of the on-campus MSW Program. Prior to enrolling, she worked as a lead early educator at a daycare center, serving children from infancy through fifth grade. During this time, she found deep fulfillment in watching students grow and in supporting and connecting with their families. Her experience as a daycare teacher opened her eyes to how profoundly children's social and emotional well being is shaped by their family environments. She realized she wanted to do more than educate. She wanted to partner with families, address underlying challenges, and support children in a more holistic and meaningful way. This desire to move beyond the classroom and advocate for the well being of children and families ultimately led her to pursue social work.



One of the most meaningful aspects of Jamie's journey has been her internship experiences and the opportunity to sit with clients as they share their stories. She recognizes the trust it takes for individuals to open up about their struggles, trauma, and deeply personal experiences, and considers it a true privilege to be welcomed into those vulnerable spaces. Listening to these stories has shaped not only her professional growth but also her understanding of resilience, strength, and the complexity of people's lives. These experiences have further strengthened her commitment to social work, where she strives to create safe spaces, advocate for others, and support individuals and families as they navigate challenges with dignity and respect.

Jamie offers this advice to incoming MSW students: give yourself permission to grow. You are entering this field to learn, not to be perfect. There will be moments when you question yourself, make mistakes, or feel uncertain in how to respond. Rather than viewing these moments as failures, she encourages students to see them as essential parts of the learning process. Growth in social work comes through reflection, supervision, and lived experience. Allow yourself to be a student, to ask questions, and to not have all the answers yet. Clinical skill and confidence develop over time through practice, humility, and a genuine willingness to learn.



## Student Spotlight: Behind the Podcast

### **Roberto Barragan: Learning, Storytelling, and Community Impact**

Roberto is a first year MSW student who is also working full time with the Santa Clara County Department of Aging and Adult Services in the Office of the Public Guardian. His decision to return to school is rooted in a genuine love for learning and a desire to continue growing within the field of social work while deepening his impact in the communities he serves.

Alongside his academic and professional commitments, Roberto became involved in the School's "Social Work Experience" podcast as a way to engage more deeply with the social work community. He saw podcasting as an opportunity to learn through storytelling and meaningful conversation. While coordinating and planning each episode can be demanding, he values the strong sense of collaboration with his co-hosts Brit Moll and Ana Cadena, and undergraduate students Ghecel and Shirley. Through these experiences, he has not only developed new skills but also built meaningful connections and gained insight into the diverse experiences within the field.

Roberto believes that podcasts, radio, and interviews play an essential role in today's technology driven world. At a time when it can be difficult to distinguish between what is real and what is not, he sees podcasting as a powerful way to preserve authentic human connection and the exchange of lived experiences. He feels grateful to be part of this work and extends his appreciation to Ana and Britt for welcoming him onto the podcast.

In addition to his academic and podcast work, Roberto is also part of the Title IV-E program. While he is still exploring his long term career path, he hopes to become a Licensed Clinical Social Worker. He has a strong interest in working with children, immigrant communities, individuals experiencing co-occurring mental health and substance use challenges, and older adults. Through his studies, he has also developed a growing interest in policy implementation at the local level, recognizing how it shapes the ways communities are supported and served.

If you are interested in listening to or sharing the podcast, you can find The Social Work Experience on Apple Podcasts and Spotify:

Apple Podcasts: <https://podcasts.apple.com/us/podcast/the-social-work-experience/id1655055973>

Spotify: <https://open.spotify.com/show/7q1ew8vZStGA3uKaBlb3XL>



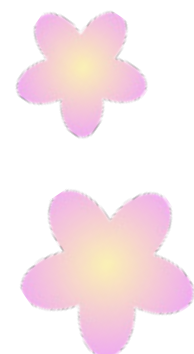
## Faculty Spotlight

Dr. Yoli Anyon's current research involves a mixed methods, multi-state project focused on race conscious approaches to promoting equity in school discipline. She is conducting this study in collaboration with Dr. Kamilah Legette from Rutgers University in New Jersey and two students. This work is supported by a grant from the Spencer Foundation.

The study is grounded in the context that Black, Native, and **Latine** students are overrepresented in school discipline outcomes, including suspensions, expulsions, and law enforcement referrals. These practices remove students from the classroom and push them out of school and into the juvenile justice system, a process widely described as the school-to-prison pipeline. School discipline outcomes have significant consequences for students' academic achievement, mental health, and system involvement. Although concerns about racial disparities in the school-to-prison pipeline have led to major policy and practice reforms across the country, including in California and New Jersey, these efforts have not resulted in meaningful reductions in discipline disparities. One plausible reason for their limited impact is the reliance on race neutral discipline interventions, which do not directly address racial bias or inequities.

In this study, race neutral approaches are defined as universal strategies that do not address racial bias or explicitly target racial inequities, while race conscious approaches are those that directly engage with issues of race and racism. The ultimate goal of the study is to identify feasible race conscious strategies to mitigate school discipline disparities. As part of this work, the research team has completed a survey of 400 school professionals, examining participants' beliefs about the root causes of racial inequality, their views on implementation barriers and facilitators, and the influence of existing school discipline policies on their preferences for race conscious approaches.

The project is currently entering its next phase. This summer, the research team will complete interviews with district leaders and policymakers and integrate these findings with the survey data. Using a comparative approach, the study will generate new knowledge about how state and district level contexts shape the feasibility of different types of race conscious strategies to address racial disparities in school discipline. If you are interested in working on this project, email [yolanda.anyon@sjsu.edu](mailto:yolanda.anyon@sjsu.edu).



## CSWE Minority Fellowship Program for MSW Students

The CSWE Minority Fellowship Program is accepting MSW applications through May 11, 2026, at 11:59 PM Eastern Time. Since 1974, the program has supported emerging social workers who are committed to serving individuals with or at risk for mental health and substance use disorders. **If you are a final year MSW student at a CSWE accredited program, or know someone who is, this is an incredible opportunity to grow skills, leadership, and impact in the field of social work.**



To assist candidates with the application process, the MFP team has prepared a Frequently Asked Questions document, an Application Guidebook, and an informative video that detail program goals and offerings. These resources are designed to help applicants better understand the fellowship and successfully navigate the application process. Students are strongly encouraged to review these materials and apply before the deadline to take full advantage of this opportunity.



[APPLY  
HERE](#)

### College of Health and Human Sciences Commencement

**Thursday, May 21, 2026 at 4:00 PM**  
Provident Credit Union Event Center

### School of Social Work Convocation

**May 23, 2026, at 12:00 PM**  
Provident Credit Union Event Center  
Please contact [swgsa.graduationchair@gmail.com](mailto:swgsa.graduationchair@gmail.com)  
for questions or ticket sale information



## Career Center Resources and Updates

The [New SJSU Elevate Career Hub](#), sponsored by Adobe, has opened! Located in Clark Hall, room 102, right near the new Career Center location at Clark Hall 140, it offers workshops as well as free technology and resources.

The Career Closet is a great option for students looking to build a professional wardrobe. Students can select one free outfit per semester to keep, perfect for interviews or job fairs. The Career Closet is now located in Clark Hall, Suite 140, and is available by walk-in with no appointment required. For more information about the Career Closet, visit the SJSU Career Center website or email [careerclomet@sjsu.edu](mailto:careerclomet@sjsu.edu).

In addition, free professional headshots are available through the Career Center's Iris Photo Booth. All current SJSU students, staff, and faculty can receive one professional headshot per semester, also available on a walk-in basis. These services are designed to help students present themselves confidently in professional settings and are great for updating your LinkedIn and other profiles.

For career guidance, the Career Center [has many counselors available](#). Undergraduate Social Work students can connect with [Christine Bautista](#) and Kristin Keller, while graduate Social Work students can work with [Carrie McKnight](#) for career counseling. There are also Career counselors focusing on affinity groups. All students can schedule one-on-one appointments through Spartan Connect or by contacting the Career Center.

Check out the [upcoming Career events](#):

06/04: [College to Career Jumpstart](#) 4-5:30 pm

## School of Social Work Contact Information

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