

# STUDENT ACCESSIBILITY SERVICES, ADAPTED PHYSICAL EDUCATION, & PSYCHOLOGICAL SERVICES

PRAC PRESENTATION

APRIL 12, 2019

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# PRAC GUIDING PRINCIPLES

- Recommendations made are student centric emphasizing the need to help as many students as possible achieve their educational goal while exploring possible changes to what we do and how we do it
  - Recommendations are equity-minded and reassess our practices, policies, and structures calling attention to patterns of inequity
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- Recommendations focus on protecting and improving teaching and learning, including innovative efforts to address the needs of students with disabilities and mental health challenges
  - Recommendations acknowledge that we are responsive to the diverse community we serve

# 2018-2019 AT A GLANCE...

- Our interdepartmental partnerships have led to the development of Study Skills curriculum and Counseling courses focused on skill-building, certificate completion, and vocational planning (Guiding Principles: I, III)
  - Our community outreach efforts have led to a relationship and partnership with County Behavioral Health to better serve and support students experiencing mental health challenges (Guiding Principles: I, II, IV)
  - Our recognition of programs contributing to the physical and emotional well-being of our students led to the recent expansion in space and equipment for Adapted Physical Education (Guiding Principle: III)
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- Our commitment to the development of the field and future counselors led to the opportunity to work with a Master's level counseling intern from SF State during the 2018-2019 academic year (Guiding Principles: I, III, IV)



# PROGRAM MISSION

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## **Student Accessibility Services**

to ensure an accessible and welcoming environment for individuals with documented disabilities while ensuring compliance with federal and state regulations.

## **Adapted Physical Education**

to create safe and appropriate environments in which a person with a disability can learn physical education concepts and develop physical skills (CCCCO Adapted PE Handbook, 2002).

## **Psychological Services**

to provide support to students experiencing a variety of difficulty through short-term therapy, crisis support, consultation, and referral to off-campus providers. It offers the opportunity to talk to someone who listens and is trained to help.



# PROGRAM OVERVIEW

## Student Accessibility Services

### Student Count:

728 (2017-2018) \*APE included

513 (Fall 2018) \*APE included

### Support Services:

Counseling

Assistive Technology/Alt Media

Tutoring

LD Testing and Assessment

## Adapted Physical Education

Credit/Noncredit FTES: 33.45  
(2017-2018)

Student Count:

(295 - Spring 2019; duplicated)

(124 - Fall 2018; unduplicated)

\*now cross-listed noncredit/credit

### Course Offerings:

Aquatics (.5)

General Conditioning (.5 x 5)

Yoga (.5 x 2)

## Psychological Services

Student Served: Approximately  
X in an academic year

### Support Services:

Short-term therapy

Crisis support

Consultation and referral

Outreach

Mental health disability  
verification

# PROGRAM DATA SNAPSHOT (FALL 2018)– STUDENT ACCESSIBILITY SERVICES

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

*\*new categories include ADHD and Autism*

		Annual 2017-2018	Annual 2017-2018
		Student Count	Student Count (%)
Marin CCD Total		728	100.00 %
Acquired Brain Injury		33	4.53 %
Attention Deficit Hyperactivity Disorder (ADHD)		57	7.83 %
Autism Spectrum		50	6.87 %
Developmentally Delayed Learner		91	12.50 %
Hearing Impaired		19	2.61 %
Learning Disabled		153	21.02 %
Mobility Impaired		95	13.05 %
Other Disability		92	12.64 %
Psychological Disability		123	16.90 %
Speech/Language Impaired		3	0.41 %
Visually Impaired		12	1.65 %

# SAS ANNUAL COUNT 2012-2018

## California Community Colleges Chancellor's Office Disabled Students Programs & Services (DSPS) Summary Report

		Annual 2012-2013	Annual 2012-2013	Annual 2013-2014	Annual 2013-2014	Annual 2014-2015	Annual 2014-2015	Annual 2015-2016	Annual 2015-2016	Annual 2016-2017	Annual 2016-2017	Annual 2017-2018	Annual 2017-2018
		Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Marin CCD Total		705	100.00 %	724	100.00 %	517	100.00 %	559	100.00 %	609	100.00 %	***728	100.00 %
	Acquired Brain Injury	29	4.11 %	66	9.12 %	45	8.70 %	41	7.33 %	42	6.90 %	33	4.53 %
	Attention Deficit Hyperactivity Disorder (ADHD)		0.00 %		0.00 %		0.00 %		0.00 %	61	10.02 %	57	7.83 %
	Autism Spectrum		0.00 %		0.00 %		0.00 %		0.00 %	31	5.09 %	50	6.87 %
	Developmentally Delayed Learner	14	1.99 %	72	9.94 %	61	11.80 %	58	10.38 %	64	10.51 %	91	12.50 %
	Hearing Impaired	19	2.70 %	23	3.18 %	20	3.87 %	20	3.58 %	17	2.79 %	19	2.61 %
	Learning Disabled	211	29.93 %	207	28.59 %	89	17.21 %	96	17.17 %	138	22.66 %	153	21.02 %
	Mobility Impaired	230	32.62 %	105	14.50 %	65	12.57 %	70	12.52 %	80	13.14 %	95	13.05 %
	Other Disability	125	17.73 %	162	22.38 %	147	28.43 %	184	32.92 %	57	9.36 %	92	12.64 %
	Psychological Disability	67	9.50 %	73	10.08 %	76	14.70 %	78	13.95 %	103	16.91 %	123	16.90 %
	Speech/Language Impaired		0.00 %	3	0.41 %	3	0.58 %		0.00 %	5	0.82 %	3	0.41 %
	Visually Impaired	10	1.42 %	13	1.80 %	11	2.13 %	12	2.15 %	11	1.81 %	12	1.65 %

Report Run Date As Of : 10/9/2018 12:23:24 PM

\*new categories - ADHD and ASD

\*DDL now ID

\*Psychological consistent growth

\*total count (annual)

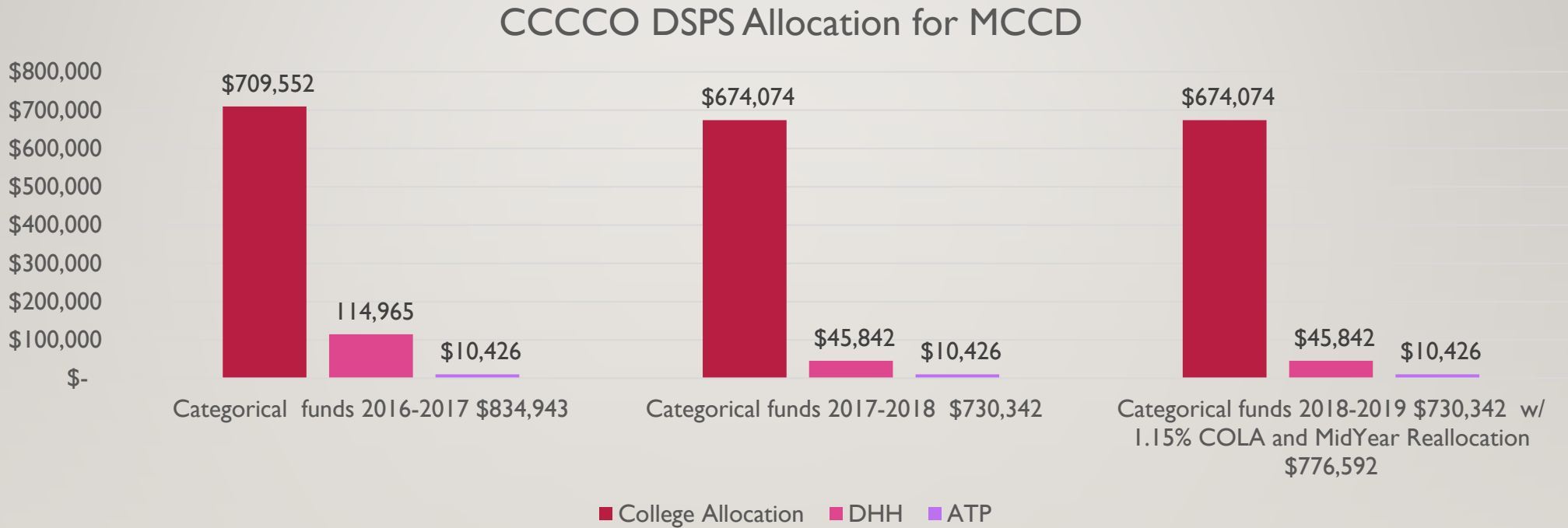
# PROGRAM STAFF

- Psych Services Internship Program Launch in 2017-2018
- SAS Internship Launch in 2018-2019
- Need for FT Faculty/SAS Counselor \*Retirement of FT Counselor – Summer 2018
- PT E-Text position frozen – Spring 2019

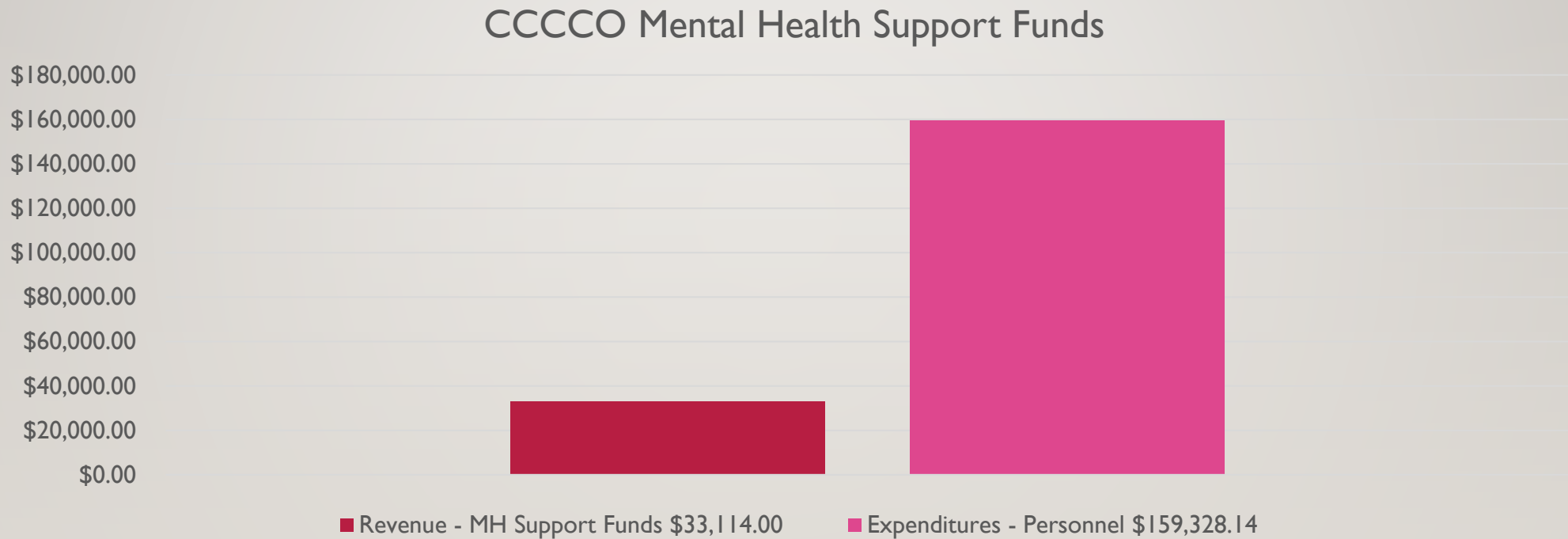
SAS	APE	Psych Services
Faculty = 1 FT (Counselor)	Faculty = 2 PT (Instructors)	Faculty = 1 FT (Psychologist)
Faculty = 2 PT (LD Specialist; Skills Development Instructor)	Staff = 3 PT (Instructional Specialist; Instructional Assistant)	Faculty = 1PT (Psychologist)
Staff = 2 FT (AT Specialist; Student Support Specialist)	Hourly Staff = 1 (Instructional Aides)	
Staff = 3 PT (Program Tech; Program Specialist; Instructional Assistant)		
Administrator = 1 (Director)		
<b>Total = 9</b>	<b>Total = 6</b>	<b>Total = 2</b>



# DSPS CATEGORICAL FUNDING



# PSYCHOLOGICAL SERVICES REVENUE AND EXPENDITURES

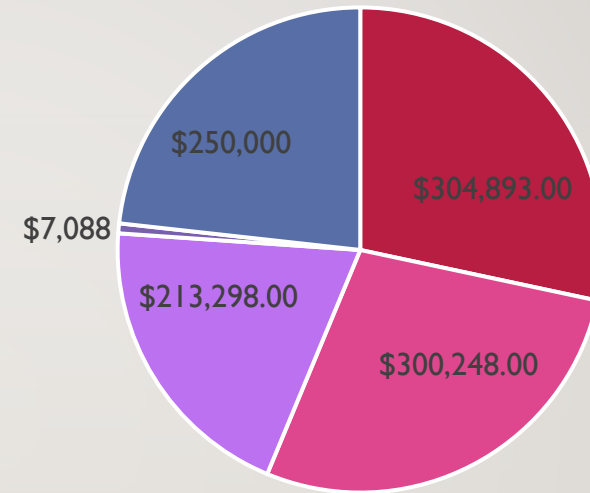


## 2019-2020 PROJECTED PROGRAM COSTS

\*ONLY SAS & APE

- Apportionment (categorical):  
\$776,592.00 (18/19)  
\*awaiting 2019-2020 allocation
- Cost considerations:
- ✓ SAS categorical funds offset the costs to the college (i.e., 17-18; **\$-480,790**)
- ✓ 2015 Title 5 regulation changes impacted our funding formula (WSC, College Effort, etc.)
- ✓ DHH need unpredictable at times - **\$125k** increase in cost from 16-17 to 18-19 (as of 3/31/19)

## 2019-2020 Budget



- Non discretionary Faculty/Staff
- Non discretionary Staff
- Non discretionary Faculty/Staff benefits
- Non discretionary Instructional/Supplies
- Non discretionary Contract/Personal Services (i.e., interpreting)

## DHH

(DEAF AND HARD OF HEARING)

- 4:1 State/College Match
- \$125k increase from 16-17

DHH Expense		
<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
<b>\$94,090.00</b> \$114,965.00 state allocation	<b>\$182,842.50</b> \$45,842 state allocation	<b>\$219,125.00 as of 3/31</b> <b>\$72,752 state allocation</b>



# STRATEGIC GOALS – SAS & APE (2017-2020)

“BEGIN WITH THE END IN MIND.” – STEPHEN COVEY

## Service Expansion

- IVC Presence via SAS Counseling Services
- Noncredit curriculum development (APE, LD Study Skills, etc.)
- Evening hours 1 day/week
- Assistive Technology “Power Hour” for students, faculty, and staff

## Increased Outreach

- High school tours, Transition presentations, COM Outreach partnership
- SAS flex workshop submittal each semester with ongoing workshops for faculty & staff
- Student engagement workshops on internships & employment, independent living, budgeting, etc.

## Partnership

- Sustain SAS Advisory Committee
- Work with partners to identify community gaps and needs
- Establish a Department of Rehabilitation (DOR) partner presence
- Shared space approach with partners

# STRATEGIC GOALS – PSYCHOLOGICAL SERVICES

“BEGIN WITH THE END IN MIND.” – STEPHEN COVEY

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## Education and Training to Students, Faculty, and Staff

- Expand mental health education and training for students to onboarding, orientation, Summer Bridge, and class
- Expand mental health education and training for faculty and staff to department meetings and campus-wide events

## Campus Based Stigma Reduction Activities

- Annual Art w/ Impact Movies for Mental Health event
- Engage students in efforts to promote mental wellness through ICC and establishment of an Active Minds Chapter

## Culturally Competent Mental Health Service Delivery

- Expand mental health service delivery model to include group counseling to vulnerable and underserved populations
- Expand Ally training to include mental health and wellness needs of priority populations

## Community Engagement & Partnerships

- Formalize partnerships with Nami Marin and Integrated Community Services
- Develop a relationship with the County or a community-based organization to provide 24 hour and mobile crisis support to students.



# IN THREE YEARS....



We will be...	
Moving toward a learner centered approach eliminating barriers through Universal Design for Learning (UDL)	<b>SAS/APE</b>
Creatively using new, economical approaches to meet the needs of our DHH community while leveraging technology and/or internal staff support	<b>SAS/APE</b>
Utilizing a student data management system designed to improve efficiency and become more sustainable with less reliance on paper	<b>SAS/APE</b>
Shifting our practices from a medical model to social model of disability	<b>SAS/APE</b>
Leaders in adapted fitness providing curriculum and state of the art equipment to meet our community profile and needs	<b>SAS/APE</b>

We will be...	
Considered an integral partner in the Marin mental health community	<b>Psych Services</b>
Increase student access and reduce stigma around mental health with the COM community	<b>Psych Services</b>
Operating from the Equity in Mental Health framework	<b>Psych Services</b>

# TO GET THERE WE NEED...

<b>To get there area needs are...</b>	
<b>1 FT Counselor with learning specialist credentials (+ASL)</b> 1 FT Counselor retirement in Summer of 2018 <i>*120k is an estimate of the cost for 1 FT faculty hire</i>	<b>\$120,000 SAS</b> -\$152,998 SAS <b>-\$32,998 from retirement</b>
<b>1 FT Adapted PE Faculty</b> 2 PT Adapted PE Faculty <i>*120k is an estimate of the cost for 1 FT faculty hire</i>	<b>\$120,000 APE</b> -\$32,998 -\$64,634.92 <b>\$22,367.08</b>
2 Student Workers with career interests in accessible technology	<b>SAS</b>
Shifts in practice leveraging technology for interpreting, notetaking, counseling, etc.)	<b>SAS</b>
Further developed internship program	<b>SAS/APE</b>
<b>To get there area needs are...</b>	
Further developed internship/fellowship program	<b>Psych Services</b>
Shifts in practice leveraging technology (i.e., telephonic bx health, online screening tool)	<b>Psych Services</b>
Continued partnership with BHRS	<b>Psych Services</b>



# RECOMMENDATIONS...

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- 1 FT SAS COUNSELOR –COUNSELING, INSTRUCTION, HS OUTREACH & PARTNERSHIP
- 1 FT APE FACULTY – INSTRUCTION, PROGRAM COORDINATION, OUTREACH (CONVERSION OF PT UNITS)
- IT SUPPORT TO MEET VIDEO REMOTE INTERPRETING NEEDS

