STUDENT ACCESSIBILITY SERVICES, ADAPTED PHYSICAL EDUCATION, & PSYCHOLOGICAL SERVICES

PRAC PRESENTATION

NOVEMBER 24, 2020

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DIRECTOR OF STUDENT SERVICES – STUDENT ACCESSIBILITY SERVICES

COLLEGE OF MARIN

PRAC GUIDING PRINCIPLES

o 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

o Recommendations are equity-minded and reassess our practices, policies, and structures calling attention to patterns of inequity

o Recommendation produce and sustain racial equity while embedding an access-centered and disability justice framework

o Recommendations focus on protecting and improving teaching and learning, including innovative efforts to address the needs of students with disabilities and mental health challenges

o Recommendations acknowledge that we are responsive to the diverse community we serve

2019-2020 AT A GLANCE...

○ We dialogued and strategized around our departmental and institutional work of shifting toward a Disability Justice framework - (Disability Justice defined as a multi-issue political understanding of disability and ableism, moving away from a rights-based equality model and beyond just access, to a framework that centers justice and wholeness for all disabled people and communities (Taormina-Wiess, 2013) – (Guiding Principles I & II)

○ We explored what it would mean if we as an institution took an access-centered approach to our work (Access-Centered means radically centering intersectional access – We think of access not only in regards to disability but all of our identities [race, class, gender, sexuality, size, language, immigration status, etc.]. We believe that offering this kind of space, language, and culture gets us closer to access that is rooted in love, connection, and liberation of all beings".) – Access Centered Movement - (Guiding Principles II & III)

○ We re-assessed and shifted our practices to meet the needs of students in an online environment. We outreached, re-designed Academic Accommodation Plans to meeting changing needs, and deployed technological resources to support student learning and success. - (Guiding Principles I, II, & IV)

○ We leveraged departmental human resources and expertise to meet a faculty need with support in development of the Online Teaching and Design training, specifically modules centering equity and access. (Guiding Principles: IV)

2019-2020 AT A GLANCE...

o We transitioned Adapted PE and STSK courses to a synchronous/asynchronous model, leveraged Canvas and technological tools, and provided individualized support to many students needing 1:1 support navigating the online learning environment. (Guiding Principles I & IV, V)

o As a result of our transition from the LRC to Student Services building in Spring, we merged the SAS Testing Center and Assessment Center to support all students with test proctoring needs. (Guiding Principle I)

o We continued to build the UMOJA/Psychological Services Equity in Mental Health Initiative hosting two events – The Psychological Impact of Racism and Impostor Phenomenon on Mental Health (Fall 20) and Depressed While Black: Collective Healing, Access to Care, and Mutual Aid During COVID-19 (Spring 20). – (Guiding Principles II & III)

o We developed a partnership and MOU with Side by Side Youth Services to expand mental health programming (e.g., ,Call to Courage) and services centering the mental health experiences of students of color (Guiding Principles II & III)

PROGRAM AREAS

Student Accessibility Services

Adapted Physical Education

Psychological Services

PROGRAM OVERVIEW

Student Accessibility Services

Student Count:
 728 (2019-2020) *APE included

Support Services:
Counseling
Assistive Technology/Alt Media
Tutoring
LD Testing and Assessment
Instruction (STSK and APE)

Adapted Physical Education

Credit/Noncredit FTES: 17.44
(2019-2020)
Student Count:
 (161 - Spring 2020; duplicated)
 (146 - Fall 2019; unduplicated)
*now cross-listed noncredit/credit

Course Offerings:
Aquatics (.5)
General Conditioning (.5 x 5)
Yoga (.5 x 2)

Psychological Services

Student Served: 99; 72 Intakes
Support Services:
Short-term therapy
Crisis support
Consultation and referral
Outreach and programming
Mental health disability
verification

PROGRAM DATA SNAPSHOT 2019-2020
STUDENT ACCESSIBILITY SERVICES

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

***2018-2019 (Student Count=756)

	Annual 2019-2020	Annual 2019-2020
	Student Count	Student Count (%)
Marin CCD Total	728	100.00 %
Acquired Brain Injury	40	5.49 %
Attention Deficit Hyperactivity Disorder (ADHD)	66	9.07 %
Autism Spectrum	76	10.44 %
Developmentally Delayed Learner	76	10.44 %
Hearing Impaired	8	1.10 %
Learning Disabled	135	18.54 %
Mobility Impaired	87	11.95 %
Other Disability	95	13.05 %
Psychological Disability	138	18.96 %
Visually Impaired	7	0.96 %

SAS ANNUAL COUNT 2015/2016 - 2019-2020

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

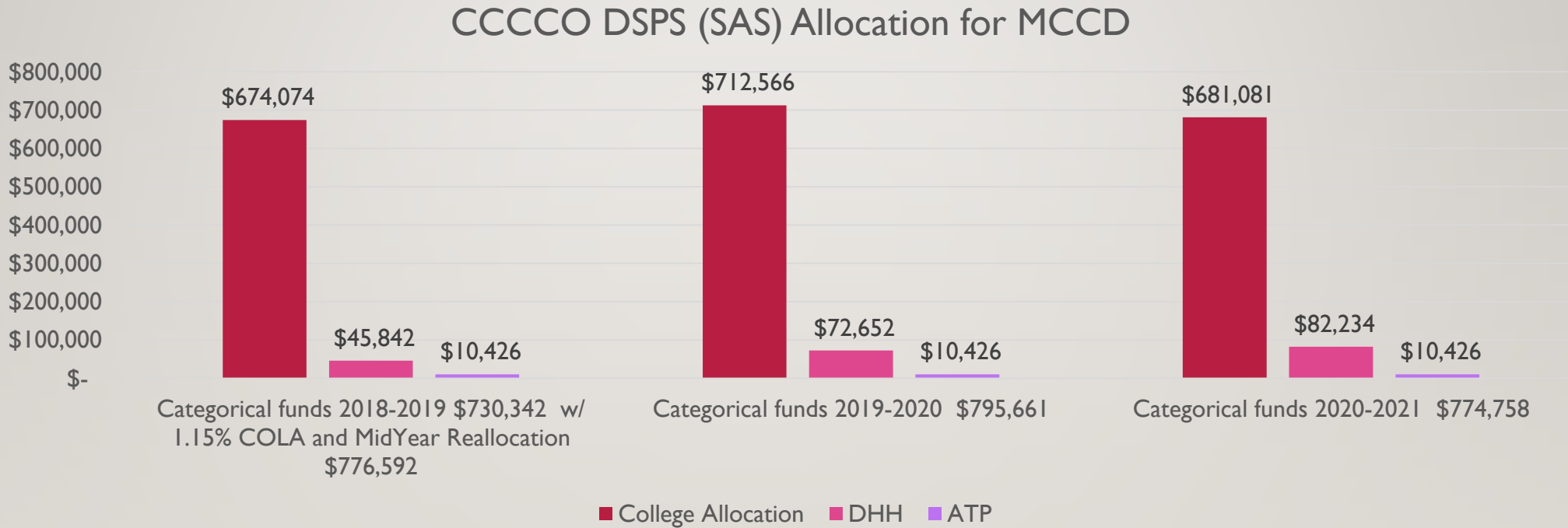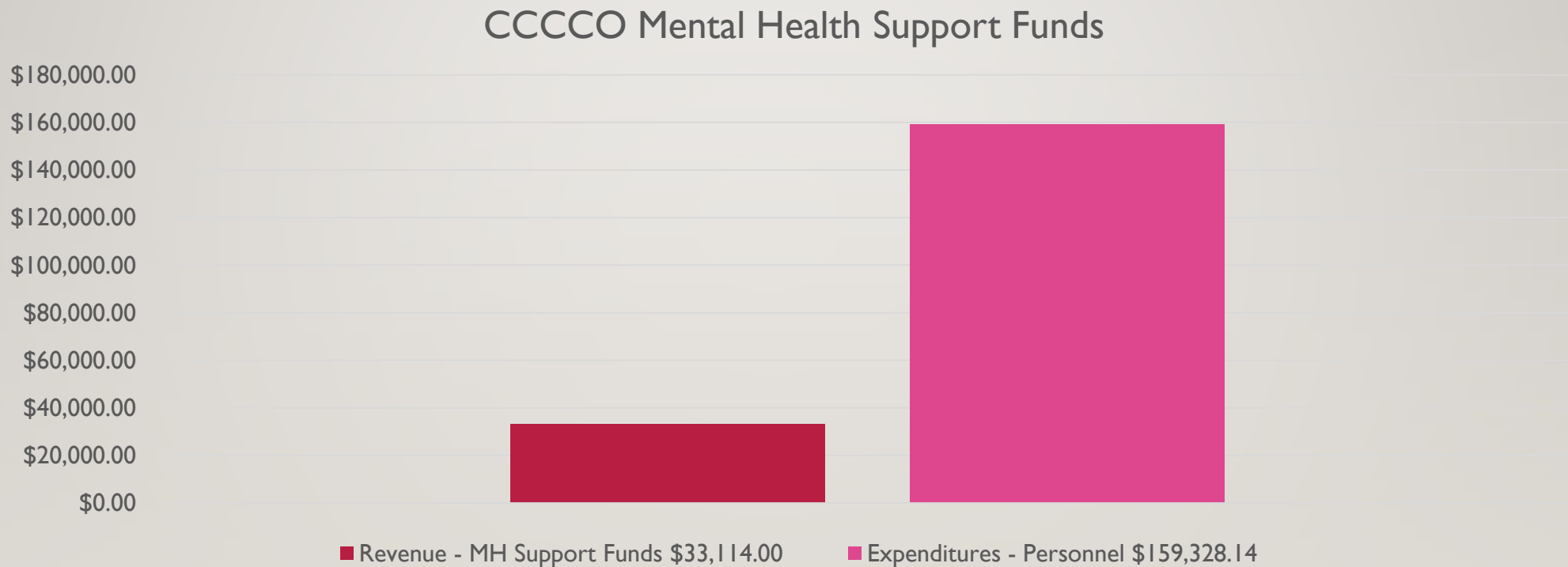|	Annual 2015-2016 Student Count	Annual 2015-2016 Student Count (%)	Annual 2016-2017 Student Count	Annual 2016-2017 Student Count (%)	Annual 2017-2018 Student Count	Annual 2017-2018 Student Count (%)	Annual 2018-2019 Student Count	Annual 2018-2019 Student Count (%)	Annual 2019-2020 Student Count	Annual 2019-2020 Student Count (%)
Marin CCD Total	559	100.00 %	609	100.00 %	728	100.00 %	756	100.00 %	728	100.00 %
Acquired Brain Injury	41	7.33 %	42	6.90 %	33	4.53 %	50	6.61 %	40	5.49 %
Attention Deficit Hyperactivity Disorder (ADHD)		0.00 %	61	10.02 %	57	7.83 %	67	8.86 %	66	9.07 %
Autism Spectrum		0.00 %	31	5.09 %	50	6.87 %	56	7.41 %	76	10.44 %
Developmentally Delayed Learner	58	10.38 %	64	10.51 %	91	12.50 %	84	11.11 %	76	10.44 %
Hearing Impaired	20	3.58 %	17	2.79 %	19	2.61 %	15	1.98 %	8	1.10 %
Learning Disabled	96	17.17 %	138	22.66 %	153	21.02 %	153	20.24 %	135	18.54 %
Mobility Impaired	70	12.52 %	80	13.14 %	95	13.05 %	94	12.43 %	87	11.95 %
Other Disability	184	32.92 %	57	9.36 %	92	12.64 %	99	13.10 %	95	13.05 %
Psychological Disability	78	13.95 %	103	16.91 %	123	16.90 %	120	15.87 %	138	18.96 %
Speech/Language Impaired		0.00 %	5	0.82 %	3	0.41 %	5	0.66 %		0.00 %
Visually Impaired	12	2.15 %	11	1.81 %	12	1.65 %	13	1.72 %	7	0.96 %

PROGRAM STAFF

- (-) LD Specialist (20-21) – SAS
- (-) Instructional Specialist on medical leave (Fall 20) – SAS
- (-) PT E-Text position frozen (Spring 19) – SAS
- (-) Spring 20 retirement of PT Instructional Assistant (Spring 20) – APE
- (-) no replacement of instructional aides (20-21) – APE
- Need for FT Faculty/SAS Counselor *Workability III Contract program with Department of Rehabilitation
- Need for 1 PT Instructional Assistant (APE)
- Need for PT LD Specialist

SAS	APE	Psych Services
Faculty = 2 FT (Counselor)	Faculty = 2 PT (Instructors)	Faculty = 1 FT (Psychologist)
Faculty = 1 PT (Skills Development Instructor)	Staff = 2 PT (Instructional Specialist; Instructional Assistant)	Faculty = 1PT (LCSW)
Staff = 2 FT (AT Specialist; Student Support Specialist)	Hourly Staff = 0 (Instructional Aides)	Faculty = Overload (SAS Counselor/LPCC)
Staff = 3 PT (Program Tech; Program Specialist; Instructional Assistant)		Clinical Trainee = 1
Administrator = 1 (Director)		
Total = 9	**Total = 4**	**Total = 4**

DSPS CATEGORICAL FUNDING

CCCCO DSPS (SAS) Allocation for MCCD

| | $800,000 |
| $700,000 |
| $600,000 |
| $500,000 |
| $400,000 |
| $300,000 |
| $200,000 |
| $100,000 |
| $- |

$674,074 — $45,842 — $10,426
Categorical funds 2018-2019 $730,342 w/ 1.15% COLA and MidYear Reallocation $776,592

$712,566 — $72,652 — $10,426
Categorical funds 2019-2020 $795,661

$681,081 — $82,234 — $10,426
Categorical funds 2020-2021 $774,758

■ College Allocation   ■ DHH   ■ ATP

PSYCHOLOGICAL SERVICES REVENUE AND EXPENDITURES

CCCCO Mental Health Support Funds

- ■ Revenue - MH Support Funds $33,114.00
- ■ Expenditures - Personnel $159,328.14

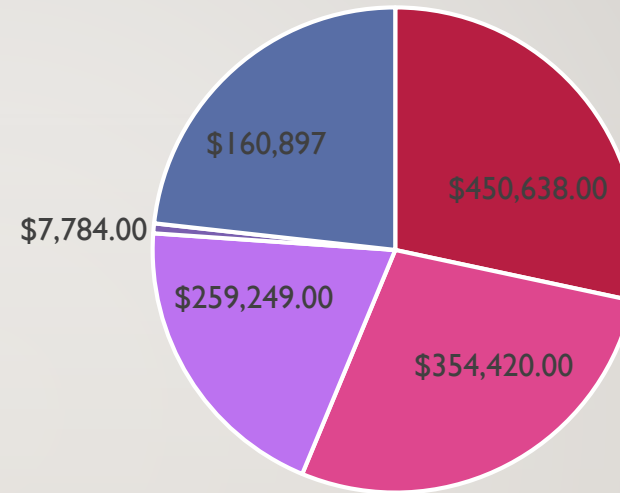# 2020-2021 PROJECTED PROGRAM COSTS
*ONLY SAS & APE

- o Apportionment (categorical): $774,758.00 (20/21)

Cost considerations:

- ✓ SAS categorical funds offset the costs to the college (i.e., 19-20; $-255,642)

- ✓ 2015 Title 5 regulation changes impacted our funding formula (WSC, College Effort, etc.)

- ✓ DHH need - $

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)

Pie chart values: $160,897 · $450,638.00 · $7,784.00 · $259,249.00 · $354,420.00

DHH
(DEAF AND HARD OF HEARING)

- DECT Grant Funding Approved – (Fall 20) = $62,400

***live and synchronous captioning and transcription as a means of enhancing the access of all students to distance education courses*

DHH Expense		
2017-2018	**2018-2019**	**2019-2020**
$182,842.50 **$45,842 state allocation**	**$278,728.48** **$72,752 state allocation**	**$154,897** **$72,652 state allocation**

STRATEGIC GOALS – SAS & APE (2020-2023)
"BEGIN WITH THE END IN MIND." – STEPHEN COVEY

Amplifying Student Voice through Curriculum, Skill Development, and Community

- Noncredit/Credit courses (COUN, STSK)
- College SUCCESS – Emotional awareness and regulation; social communication; cognitive flexibility; prospective memory curriculum
- Community Spaces – (disability pride and identity; navigating turbulent times; promoting wellbeing and managing stress; etc.)

Becoming an Access-Centered Institution

- Supporting faculty development on access-centered, universal design approaches in the classroom
- Development of a Disability Justice libguide
- Development of an Accessibility webpage curated with resources for faculty, staff, and students centering access approaches (i.e., captioning, remote accessibility, accessible social media content, etc.)
- Improving institutional processes for captioning and virtual remote interpreting

Advancing Service Delivery through Technology

- Implementation of Accessible Information Management (AIM) system (student disability management database)
- Sustaining a portion of service delivery in the online environment (i.e., remote counseling session, remote test proctoring, accommodation requests online)

STRATEGIC GOALS – PSYCHOLOGICAL SERVICES

"BEGIN WITH THE END IN MIND." – STEPHEN COVEY

UMOJA UEI/Psychological Services – Equity in Mental Health

- Key feature of UEI is Equity in Mental Health – programming and healing spaces centering the mental health experiences of students, faculty, and staff of color

The Access and Wellness Model

- Re-branding and transitioning to a holistic approach where Psychological Services, SAS, and Health Services share space and work collaboratively to center the physical and emotional needs and wellbeing of COM students

Advancing Service Delivery through Technology

- Exploration of EMR/EMH systems that support both Psychological and Health Services – streamlining operations
- Sustain some portion of telehealth services upon return to in-person instructional and student services

Community Engagement & Partnerships

- Maintain critical partnerships with Count Behavioral Health and mental health CBO's leveraging services and support options to students

IN THREE YEARS….

We will be…	
Utilizing a student data management system designed to improve operations and become more sustainable with less reliance on paper (e.g., AIM)	**SAS/APE**
Have shifted our practices to an access-centered, disability justice framework	**SAS/APE**
Offering APE curriculum in the new MIWOK center and have maintained some portion of APE online curriculum to support the physical and emotional wellbeing of all students	**SAS/APE**
Contracting with Department of Rehabilitation to offer career & employment support for students with disabilities – Workability III program	**SAS/APE**

We will be…	
Considered conveners of conversations centering equity in mental health for Marin County and beyond	**Psych Services**
Increasing student access through telehealth services and e-communication to expand just-in-time support	**Psych Services**
Completed or near completion of a campus wellness model integrated Psychological Services, Health Services, and SAS	**Psych Services/SAS**

TO GET THERE WE NEED…

To get there area needs are…	
Establish contract with Department of Rehabilitation to implement Workability III services at College of Marin	**TBD**
To Reassess Learning Disability Assessment, Testing, and support at COM (i.e., personnel and service model)	**SAS**
Increased personnel support to provide Adapted PE instruction at both Kentfield and IVC (Miwok)	**APE**
Technological resources to sustain some portion of remote service offerings (i.e., AIM, Zoom, Assistive Tech software, hardware)	**SAS**

To get there area needs are…	
Mental health allocation to support the UEI partnership/equity in mental health work	**Psych Services**
Shifts in practice leveraging technology to a greater degree (i.e., telehealth, e-communication, online screening tool)	**Psych Services**
EMR/EMH system that meets the needs of both Psych Services, Health Services, etc.	**Psych Services**
Continued partnership with BHRS and mental health CBO's (i.e., Side by Side)	**Psych Services**

DISCUSSION/QUESTIONS?