

Student Accessibility Services Adapted Physical Education & Psychological Services

PRAC Presentation

February 1, 2022

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PRAC Guiding Principles

- Recommendations are *student centric*, meaning that they should not only negatively impact the least number of students possible, but also consider how we can better help as many students as possible reach their educational goals, whether by changing what we do or how we do it.
- Recommendations are *equity-minded*, meaning that they should call attention to patterns of inequity in student outcomes by critically reassessing our practices, policies, and structures and recognizing stereotypes that harm student success.
- Recommendations are *anti-racist*, meaning that they should produce or sustain racial equity in educational outcomes.
- Recommendations focus on *protecting and improving teaching and learning* by illustrating efforts to employ cogent best practices and innovation.
- Recommendations acknowledge that as a community college we are *responsive to our diverse community*, but cannot be all things to all people all the time so we must find creative ways to stay true to our mission.
- Recommendations are made with a *consideration of their impact on the environment* and how intentional choices might reduce that impact while being maintained over time.

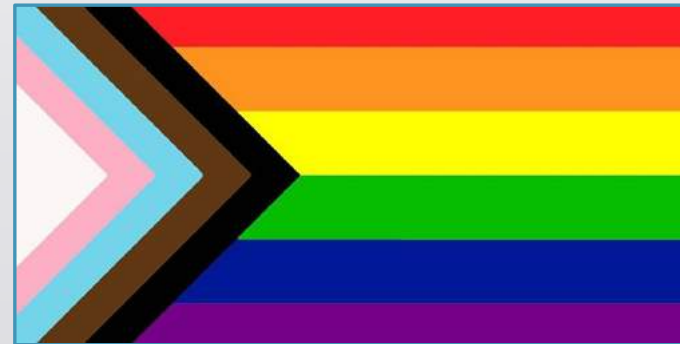
2020-2021 at a Glance...

- We continued our departmental and institutional work of shifting toward a Disability Justice framework (i.e., COM Equity Summit, Academic Senate, Flex sessions, etc.). 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 continued exploring 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, & VI*



2020-2021 at a Glance...

- We continued to align our mental health services with the Equity in Mental Health framework prioritizing the mental health needs and experiences of students, faculty, and staff of color. – *Guiding Principle I, III, IV*
- We expanded our partnership with Side by Side Youth Services to offer a virtual support space for students who identify as queer, trans, nonbinary, and intersex folks on campus at the (LGBTQIA2S + Virtual Support Group) (Guiding Principles I)
- We continued to offer Call to Courage, a weekly workshop series for BIPOC students (black, indigenous, and people of color) which provides a deeper understanding of how race, class, and health affect our lives, communities, and educational experiences.





Program Areas

Student Accessibility Services

Adapted Physical Education

Psychological Services



Program Overview

Student Accessibility Services

Student Count:

527 (2020-2021) *APE included

Support Services:

Counseling
Assistive Technology/Alt Media
Tutoring
Instruction (STSK and APE)

Adapted Physical Education

Credit/Noncredit FTES: (15.03)

(2020-2021)

Student Count:

(123 - Fall 2020; duplicated)

(121 - Spring 2021; unduplicated)

*now cross-listed noncredit/credit

Course Offerings:

Aquatics
General Conditioning
Yoga

Psychological Services

Student Served: X; X Intakes

Support Services:

Short-term therapy
Group Therapy & Support Spaces
Crisis support
Consultation and referral
Outreach and programming
Mental health disability verification



Program Data Snapshot 2018-2019 to 2020-2021

Student Accessibility Services

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

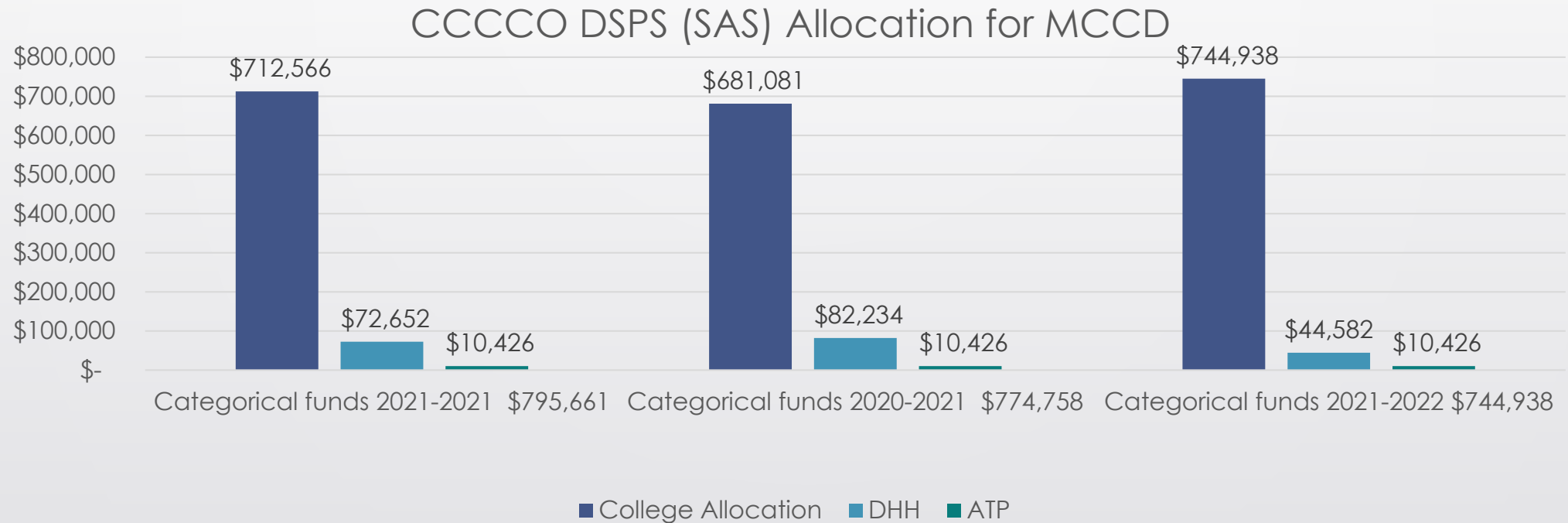
	Annual 2018-2019	Annual 2018-2019	Annual 2019-2020	Annual 2019-2020	Annual 2020-2021	Annual 2020-2021
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Marin CCD Total	756	100.00 %	728	100.00 %	527	100.00 %
Acquired Brain Injury	50	6.61 %	40	5.49 %	28	5.31 %
Attention Deficit Hyperactivity Disorder (ADHD)	67	8.86 %	66	9.07 %	58	11.01 %
Autism Spectrum	56	7.41 %	76	10.44 %	44	8.35 %
Developmentally Delayed Learner	84	11.11 %	76	10.44 %	28	5.31 %
Hearing Impaired	15	1.98 %	8	1.10 %	6	1.14 %
Learning Disabled	153	20.24 %	135	18.54 %	98	18.60 %
Mobility Impaired	94	12.43 %	87	11.95 %	64	12.14 %
Other Disability	99	13.10 %	95	13.05 %	81	15.37 %
Psychological Disability	120	15.87 %	138	18.96 %	110	20.87 %
Speech/Language Impaired	5	0.66 %		0.00 %		0.00 %
Visually Impaired	13	1.72 %	7	0.96 %	10	1.90 %

Program Staff

- (-) LD Specialist (20-21) – SAS
- (-) Instructional Specialist retirement (Spring '21) – SAS
- (-) PT Faculty resignation (Fall '21) – SAS
- (-) Spring 20 retirement of PT Instructional Assistant (Spring '20) – APE
- (-) no replacement of instructional aides (20-21) – APE
- (-) PT E-Text position frozen (Spring '19) – SAS
- (-) PT Faculty Resignation (Fall '21) – APE
- **Need for 1 FT Faculty/SAS Counselor**
- **Need for 1 FT Faculty/Mental Health Counselor**
- **Need for 1 FT Faculty/APE**
- **Need for 1 PT Instructional Assistant (APE)**
- **Need for PT LD Specialist**

SAS	APE	Psych Services
Faculty = 1 FT (Counselor)	Faculty = 1 PT (Instructor)	Faculty = 1 FT (Psychologist)
Faculty = 1 PT (STSK Instructor/Counselor = 10 TU's)	Staff = 2 PT (Instructional Specialist; Instructional Assistant)	Faculty = 1PT (LCSW)
Staff = 1 FT (Student Support Specialist)	Hourly Staff = 0 (Instructional Aides)	Clinical Trainee = 2
Staff = 4 PT (AT Specialist; Program Tech; Program Specialist;)		
Administrator = 1 (Director)		
Total = 8	Total = 3	Total = 4

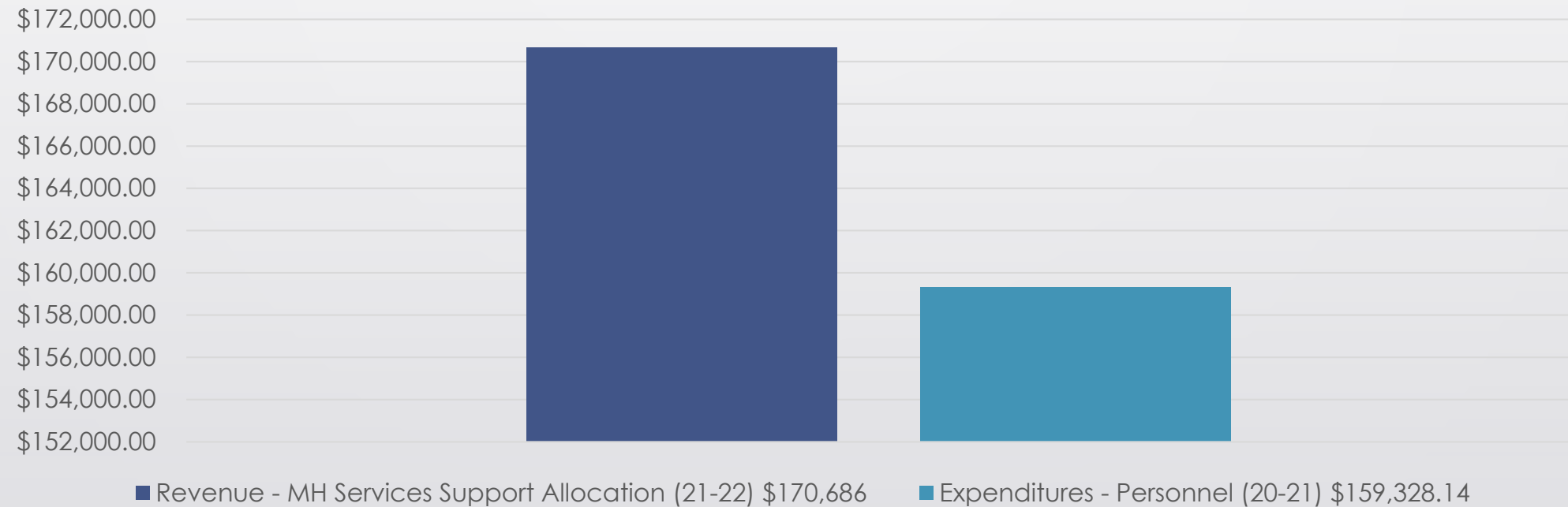
DSPS Categorical Funding





Psychological Services Revenue and Expenditures

CCCCO Mental Health Support Funds





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



Discussion/Questions?

Interdependence asks us to imagine new ways forward with intention and soulful commitment to each other. We need you. We need all of us. There is no getting out of this pandemic alone. There is no stopping the spread or pushing our government, schools and businesses to do more, alone. We need each other. We need each other. *We need each other.* – Mia Mingus