

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

PRAC PRESENTATION

FEBRUARY 27, 2024

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COLLEGE OF  
**MARIN**

# 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.

# 2023-2024 & BEYOND AT A GLANCE...

- Continued departmental, institutional, and system-wide work shifting toward Disability Justice and Access-Centered frameworks (i.e., Verification of Disability revisions, Culturally Responsive Pedagogy Grant, CO UDL Task Force, 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)...and 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 I, II & III
- Re-introduced Learning Disability Assessment Model (LDESM) and congratulated one of our SAS faculty's certification as LD Specialist in Fall 2023. – Guiding Principle I
- Request and approval of substantive change to STSK 062 to expand the scope of learning in this consumer math course. - Guiding Principles I, II, IV, & V





# 2023-2024 & BEYOND AT A GLANCE...



- Engaged in legislative reporting process per Education Code section 67312(b) on DSPS (SAS) and completed a biennial survey on faculty, staff, and student perception of program effectiveness and data on the implementation of accessibility programs. – *Guiding Principles I & II*
- August of 2023, in collaboration with Umoja Equity Institute, held the 2<sup>nd</sup> Annual Equity in Mental Health symposium drawing in more than 150 community members, students, faculty, and staff. – Guiding Principles I, II & III, IV
- Actively engaged with the Marin County Racial Equity Action Plan (REAP) Implementation team, aiming to improve mental health services within the county. The implementation plan released in January 2024 allocated \$50k over two years in support of the Equity in Mental Health Symposium [Marin Racial Equity Team Details \\$1.7 Million Spending Plan](#). – Guiding Principles II & III
- Fall 2023, COM was selected to be a part of the Steve Fund Equity in Mental Health Campus (EMHC) initiative working over an 18-month period to address campus racial climate, policies, programs and services to better support the mental health and emotional well-being of students of color. - Guiding Principles I, II, III, & IV
- SAS and Psychological Services continue to be engaged as integral members of the COM CARE team supporting and addressing student needs and arising concerns. – Guiding Principles II, III, & V
- Exploring Wellness Coach curriculum, certification and profession to support overall growing behavioral health needs of youth in CA. - Guiding Principles IV & V



# PROGRAM AREAS

**Student Accessibility Services**

**Adapted Physical Education**

**Psychological Services**

# PROGRAM OVERVIEW

## Student Accessibility Services

### Student Count:

606 (2022-2023); 511 (Fall 2023)

### Support Services:

Counseling  
Assistive Technology/Alt Media  
Tutoring  
Test Proctoring  
Instruction (STSK and APE)  
SEP development  
LD Testing

## Adapted Physical Education

### Credit/Noncredit FTES: (11.54)

(Summer 2022, Fall 2022, Spring 2023)

Student Count (2022-2023): 186 unduplicated

\*52 – Summer 2022

\*64 – Fall 2022

\*70 – Spring 2023

\*cross-listed noncredit/credit

### Course Offerings:

Aquatics IVC & Kentfield  
General Conditioning  
Hatha Chair Yoga

## Psychological Services

### Student Served:

88 students; 1143 appointments  
(2022-2023)

### Support Services:

Individual therapy  
Group support  
Crisis intervention  
Consultation and referral  
Outreach, events, programming  
Assessment and mental health  
verification

# PROGRAM STAFF

- (-) LD Specialist – SAS
- (-) Retirement of PT Instructional Assistant (Spring '20) – APE (.38 FTE)
- (-) Retirement of PT Instructional Assistant (Spring '21) – SAS (.50 FTE)
- (-) PT Faculty Resignation (Fall '21) – APE
- Personal Requests (24-25): 1 FT Classified Staff (Test Proctoring) - .12 FTE needed

SAS	APE	Psych Services
Faculty = 2 FT (Counselor)	Faculty = 1 PT (Instructor)	Faculty = 2 FT (Psychologist)
Faculty = 1 PT Counselor = 5 TU's)	Staff = 2 PT (Instructional Specialist; Instructional Assistant)	FDIP Intern = 2
Staff = 1 FT (Student Support Specialist)	Hourly Staff = 0 (Instructional Aides)	
Staff = 3 PT (AT Specialist; Program Tech; Program Specialist;)		
FDIP Intern = 1		
Administrator = 1 (Director)		
<b>Total = 9</b>	<b>Total = 3</b>	<b>Total = 4</b>



# PROGRAM DATA SNAPSHOT

## 2022-2023 & 2021-2022

### STUDENT ACCESSIBILITY SERVICES

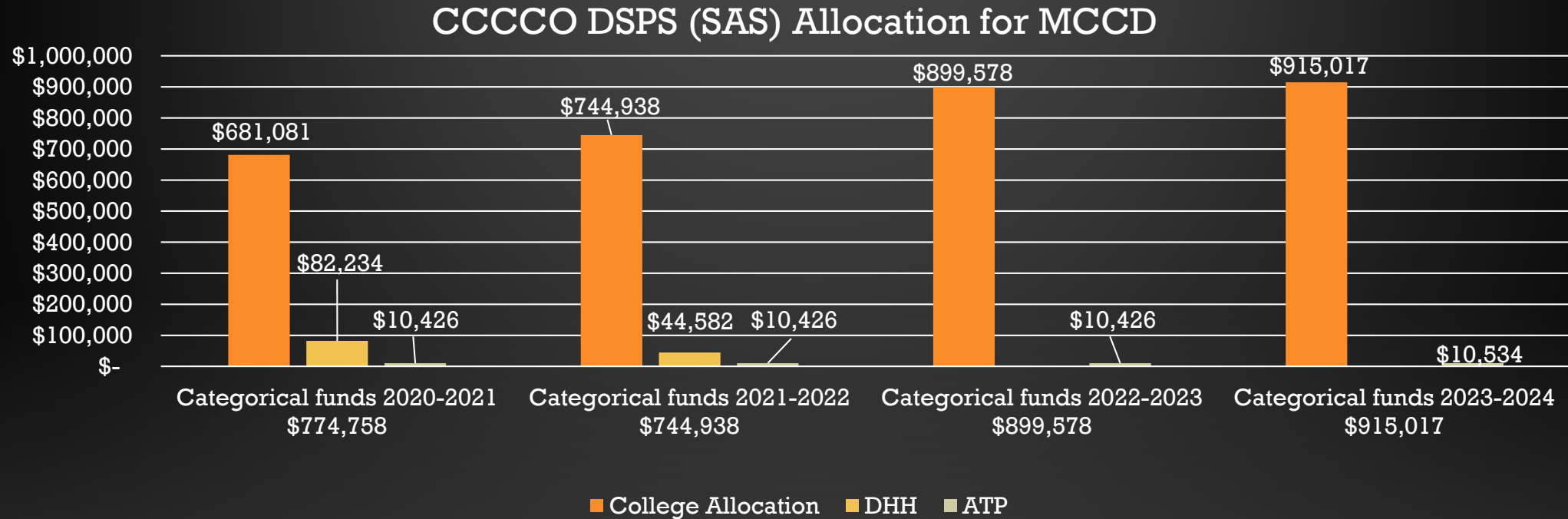
California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2021-2022	Annual 2021-2022	Annual 2022-2023	Annual 2022-2023
	Student Count	Student Count (%)	Student Count	Student Count (%)
Marin CCD Total	***548	100.00 %	***606	100.00 %
Acquired Brain Injury	17	3.10 %	5	0.83 %
Attention Deficit Hyperactivity Disorder (ADHD)	66	12.04 %	72	11.88 %
Autism Spectrum	43	7.85 %	51	8.42 %
Developmentally Delayed Learner	28	5.11 %	61	10.07 %
Hearing Impaired	4	0.73 %	3	0.50 %
Learning Disabled	105	19.16 %	126	20.79 %
Mobility Impaired	69	12.59 %	83	13.70 %
Other Disability	104	18.98 %	83	13.70 %
Psychological Disability	107	19.53 %	115	18.98 %
Visually Impaired	5	0.91 %	7	1.16 %



# DSPS/SAS CATEGORICAL FUNDING 2020-2021 THROUGH 2023-2024



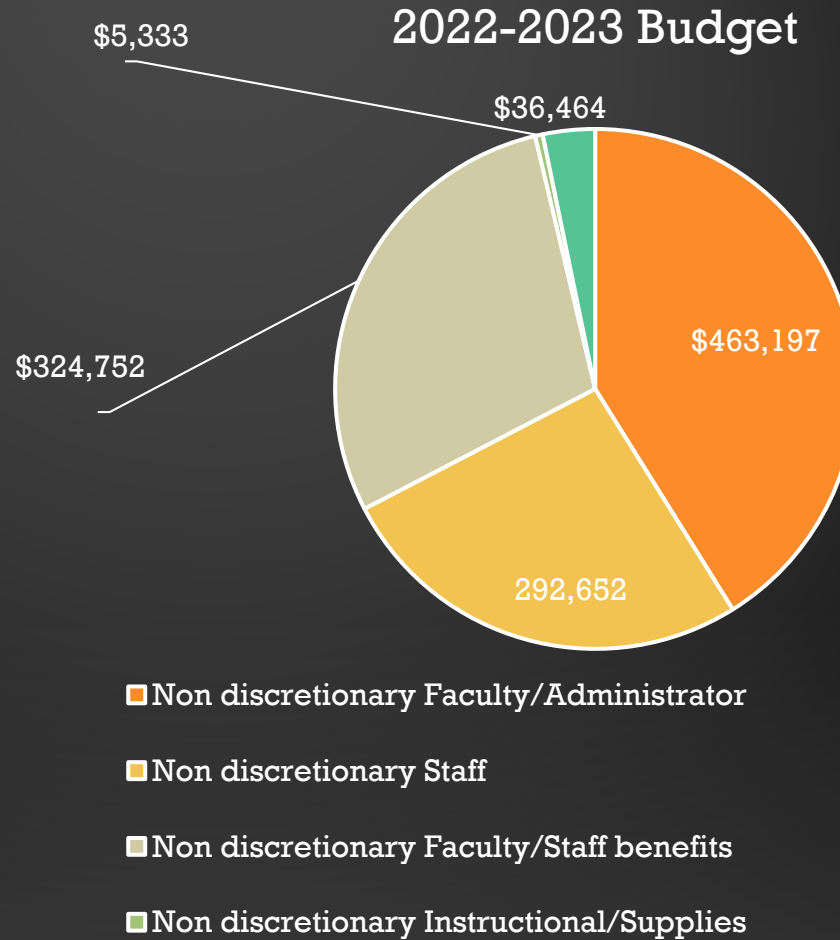
## 2022-2023 PROGRAM COSTS

\*ONLY SAS & APE

- Apportionment (categorical):  
\$915,017.00 (23/24)

Cost considerations:

- ✓ SAS categorical funds offset the costs to the college
- ✓ New funding formula (23-24) moved from weighted student count to student head count w/\$200k base funding – Yr. 1 of 5-year phased in approach



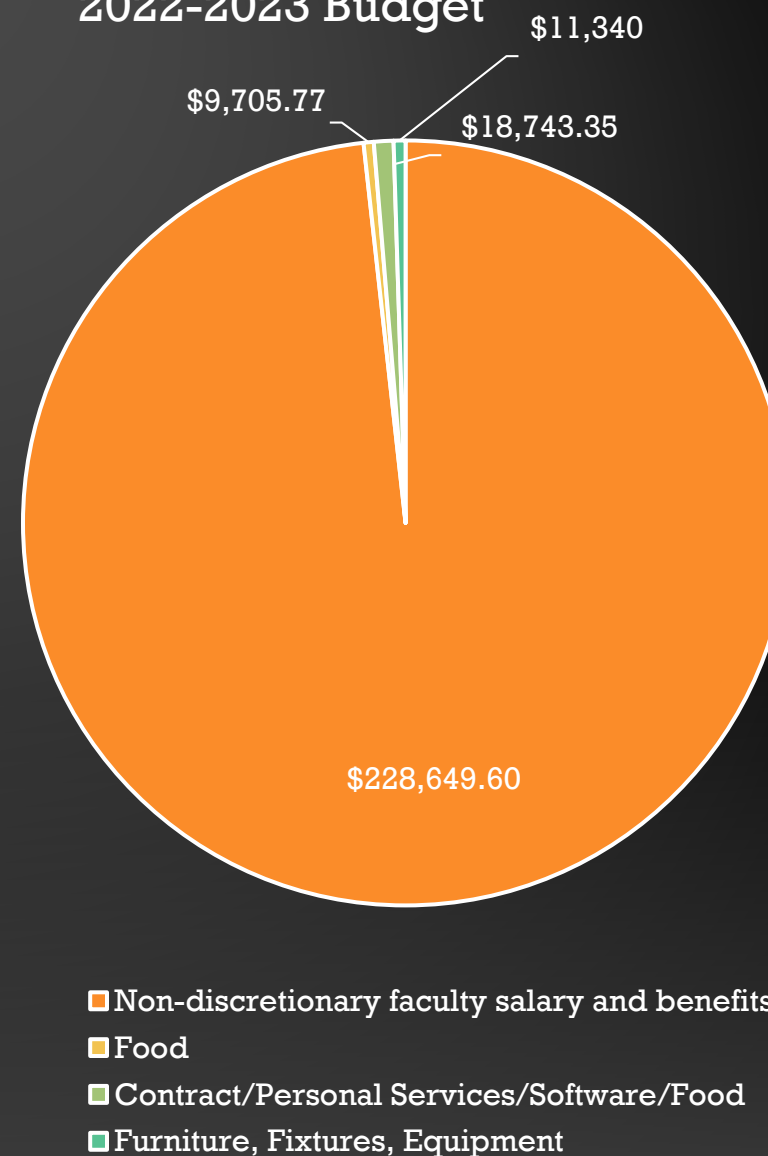


## 2022-2023 MH SUPPORT ALLOCATION

\*PSYCHOLOGICAL SERVICES

- Mental Health Support Allocation (ongoing): \$134,426
- Program Costs charged to MH allocation: \$209,935.61
- 21-22 carry-over: \$167,686
- +\$92,176.39 \*\*\*beg. balance 23-24 (MH allocation only)
- Some personnel expenses covered by the district ongoing

## 2022-2023 Budget



# EMP/STRATEGIC PLAN GOALS SAS & APE & PSYCH SERVICES (2022-2025)

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

Create Opportunities for faculty to collaborate and share effective teaching modalities.

- Professional development based on Universal Design Principles (IP 5.1)
- Effectively use technology and diverse instructional delivery modalities following the principles of anti-racism and universal design for learning (IP 5.1)

Improve Completion of transfer level math and English courses within a one-year timeframe...

- Improve universal design pedagogy and curriculum to ensure our relevant gateway courses are student ready (IP 6.2)

Reducing barriers to access and to students achieving their educational plan goals...

- Assess and implement best time to offer virtual and in-person support (SAS 1.1)
- Implement universal design across communication modalities (SAS 1.1)
- Institutionalize programming and events for multiple identities
- Expand mental health support services and professional learning

Enhance and optimize partnerships between COM and K-12

- Expand family engagement for high school students (CER 2.1)
- Consistently offer and expand opportunities for K-12 on campus event engagement (CER 2.1)



# STUDENT EQUITY AND ACHIEVEMENT PLAN

## *STUDENTS WITH DISABILITIES*

*The GRIT committee is made up of folks from student services, counseling, work experience, the learning communities, student leadership, guided pathways, educational success programs, instruction, community outreach and partnerships, Student Accessibilities Services as well as planning and research.*

### Action Steps identified in 2022-2025 Student Equity and Achievement Plan:

- Provide professional learning for instructional specialists and instructors on Universal Design pedagogy and curriculum as well as best practices to support students with disabilities
- Utilize embedded tutors in math and English courses
- Provide one-on-one math and English tutoring from the Tutoring and Learning Center as well as the Reading and Writing Lab for students affiliated with SAS
- Offer SAS study skills (EAC's) classes in Math and English
- Track and analyze success rates of completion for students affiliated with SAS in math and English courses, companion courses, and if they are accessing the math lab, tutoring center, and the Reading and Writing Lab.

# PROGRAM REVIEW SUMMARY

- UDL principles embedded in culturally responsive pedagogy pilot cohort training
- Ongoing professional learning for Instructional Specialists in the RWL and Math Lab on: Academic Accommodations, Trauma Transformative Support UDL, ADHD, Learning Disabilities, Access-Centered approaches to support
- (STSK) curriculum in the areas of math and English
- Substantive change to the curriculum for STSK 062 Math and continued offering of STSK 064 English
- Spring 2023 = ENGL Tutoring (87% pass rate); MATH Tutoring (67% pass rate);
- Fall 2023 = ENGL Tutoring (100% pass rate); MATH Tutoring (80% pass rate)

# RESOURCE REQUESTS

- Psychological Services:
  - ✓ Integrated EHR system to support Psychological Services and Health Services = Requesting **+\$4,386.90** *\*currently paying \$7,409 for Psychological Services use of Medicat*
  - ✓ Equity in Mental Health Symposium (Fall 2024) = **+\$27,106.21** *\*\$25k from the County Office of Equity for the next two years; \*\$5k from County BHRS each year \*request of support leveraging fiscal resources from SEAP and MH Support Allocation*
- Student Accessibility Services:
  - ✓ *FT Classified Staff (Student Support Specialist) to support Test Proctoring Center* = **+.12 FTE needed**

## QUESTIONS/COMMENTS

*“It [i.e. disability justice] means we are not left behind; we are beloved, kindred, needed.”*

*— Leah Lakshmi Piepzna-Samarasinha, Care Work: Dreaming Disability Justice*

**ACCESS IS L♥VE**