

Student Accessibility Services Adapted Physical Education & Psychological Services

PRAC Presentation

April 8, 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 & Beyond 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*
- We played an instrumental role in the Title 5 DE Regulations Revision – BOG approved definition of “accessible” in the context of distance education & the specific requirement that a COR or its addendum must explain how the course design and course materials are accessible to every student, including students with disabilities (October '21). – *Guiding Principles II & IV*
- We advocated for the addition of Accessibility to all system efforts around DEI (November '21) and are actively participating in the development of professional learning around UDL. – *Guiding Principles I & IV*
- We participated in CCCO system webinars highlighting our work toward disability justice and access (January '22) & specifically spoke to our cross-collaborative work around DE (March '21). – *Guiding Principles II & IV*
- We assisted in the CCCO system with the development of DEI competencies for system employees that includes the theme of Accessibility- *Guiding Principles I, II & IV*



2020-2021 & Beyond at a Glance...

- We are actively working to de-silo operations, moving from "SAS Testing" to the provision of institutional proctoring support services; and a shift from "SAS Tutoring" to partnering with the RWL and Tutoring Center leveraging resources to support students with disabilities. – *Guiding Principle III*
- SAS and Psychological Services are active members of the COM Care team, responding to various support needs and mental health concerns on a weekly basis. – *Guiding Principle I*
- 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 partnered with Art With Impact & ENGL 150 offering *Wellness in Words*, focusing mental health around themes of hope and resilience. – *Guiding Principles I, II, IV*
- 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. – *Guiding Principles III*
- We partnered with the UEI team via the IR&D process to plan a Bay Area wide Equity in Mental Health Symposium for mental health professionals and students aiming to be the convener of conversations addressing the mental health needs of communities of color. – *Guiding Principles I, II, III, IV*





Program Areas

Student Accessibility Services

Adapted Physical Education

Psychological Services

Program Overview

Student Accessibility Services

Student Count:

527 (2020-2021); 362 (Fall 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:

77 students (44 intakes); 1,111 appointments
(2020-2021); 39 students (19 intakes); 391
appointments (Fall 2021)

COM CARE (Advocate) data:

44 cases noted in the system from Jan. 2020-Jan.
2021

140 cases noted in the system from Jan. 2021-
April 2022

Support Services:

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

Program Staff

- (-) LD Specialist (20-21) – SAS
- (-) Instructional Specialist retirement (Spring '21) – SAS (Tutoring)
- (-) PT Faculty resignation (Fall '21) – SAS (Tutoring)
- (-) 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
- **Recruiting 1.0 FT Faculty/SAS Counselor**
- **Recruiting 1.0 FT Faculty/Mental Health Counselor**
- **Recruiting 1.0 FTE Instructional Specialist for Math** (Instructional Assistant at 67% in SAS to Instructional Specialist at 1.0 FTE 10 MPY)
- **Need for 1 PT Instructional Assistant (APE)**
- **Need for PT LD Specialist**
- **Need Clinical Trainee(s) and SAS Intern(s) to develop the profession and build capacity within the divisions**

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;)		MOU = Side by Side (workshops, support spaces, mental health case management)
Administrator = 1 (Director)		
Total = 8	Total = 3	Total = 4

Program Data Snapshot 2018-2019 to 2020-2021

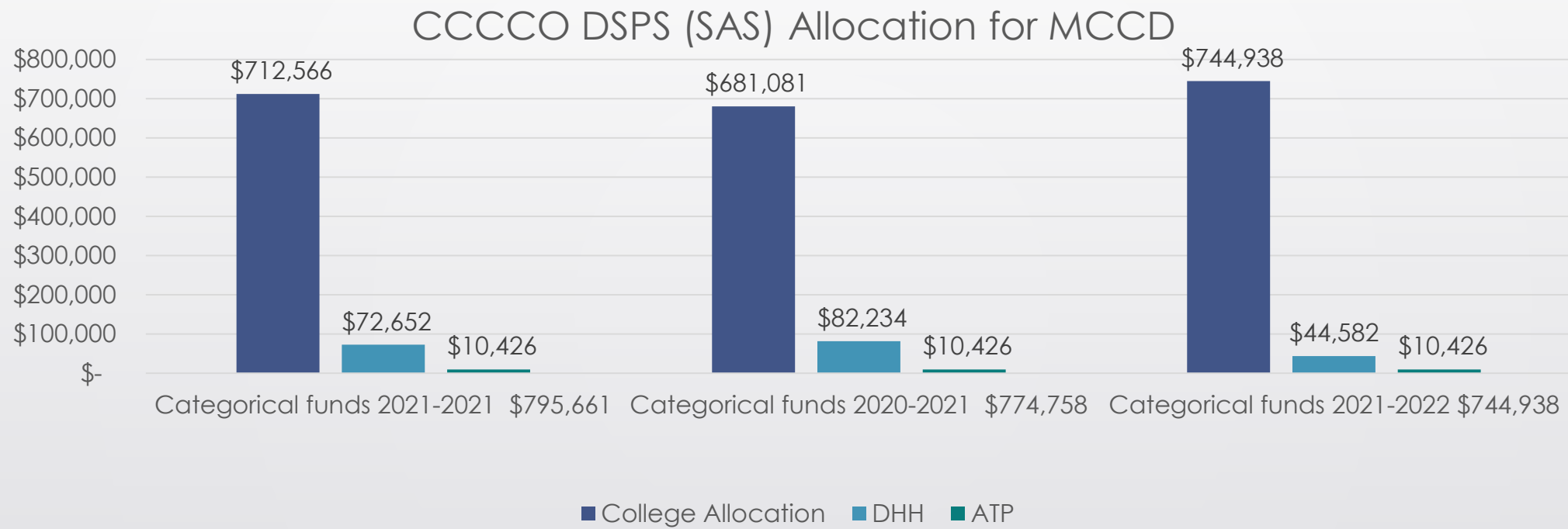
Student Accessibility Services

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 %

DSPS Categorical Funding



2021-2022 Projected Program Costs

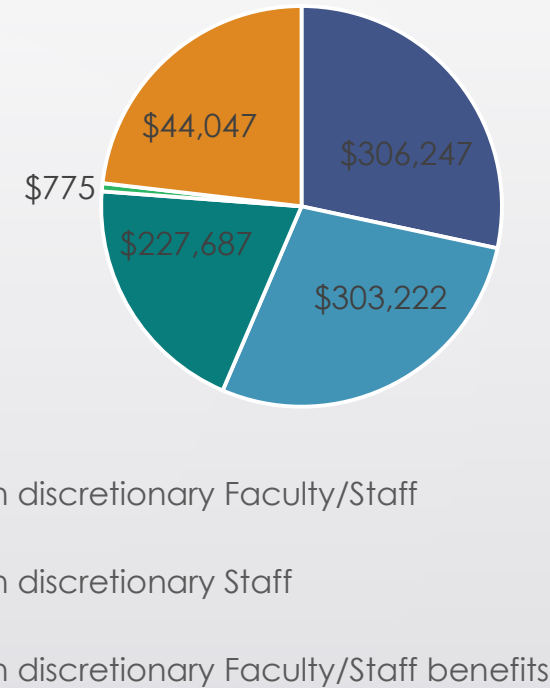
*only SAS & APE

- Apportionment (categorical):
\$744,938.00 (21/22)

Cost considerations:

- ✓ SAS categorical funds offset the costs to the college (i.e., 20-21; **\$-107,220**)
- ✓ 2015 Title 5 regulation changes impacted our funding formula (WSC, College Effort, etc.)

2020-2021 Budget





DHH

(Deaf and Hard of Hearing)

***Carry-over permitted for 20-21 to 21-22 -\$59,545

DHH Expense		
<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
\$278,728.48 \$72,752 state allocation	\$154,897 \$72,652 state allocation	\$23,689 \$83,234 state allocation <hr/> -\$59,545

2022-2023 Projected Program Costs

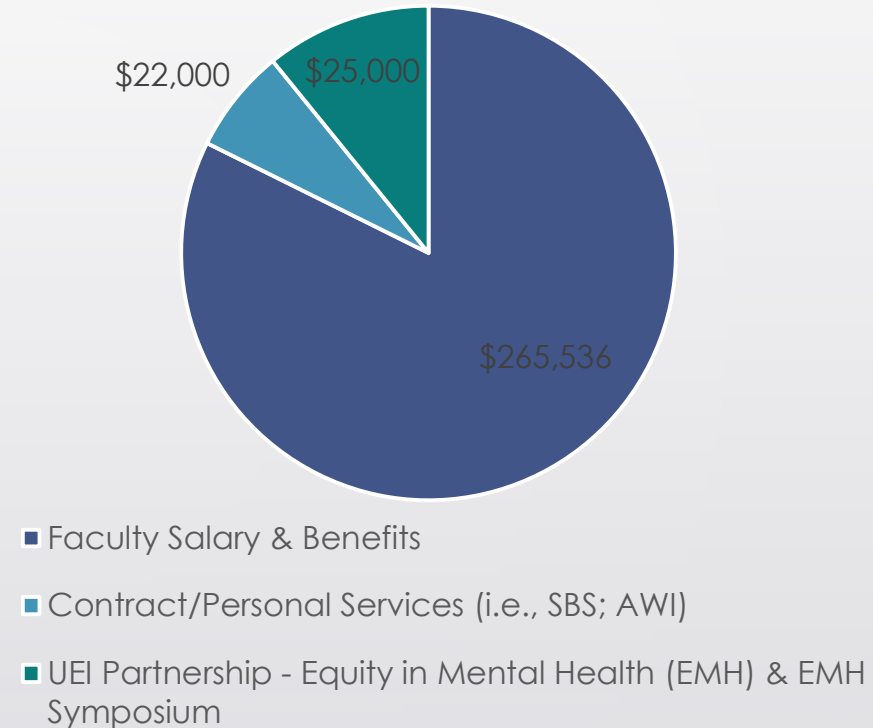
*Psychological Services

- Apportionment (categorical): **+\$170,686.00 (21/22); ongoing**
- Total Program Costs: \$312,536 (approx.)
- **-\$141,850**

Cost considerations:

- ✓ FT Mental Health Counselor + existing 1.0 FTE MH Counselor
- ✓ Continued partnership with Side by Side
- ✓ Continued partnership with Art with Impact
- ✓ UEI partnership to promote Equity in Mental Health (i.e., EMH Symposium)

2022-2023 Budget Breakdown



Equity in Mental Health Symposium – a UEI & Psychological Services Partnership

- Regional learning symposium - August 11th and 12th (pre-flex) @ Jonas Center
- Goal is to bring together leaders and practitioners in mental health, faculty, staff, and students
- Target is 125 attendees
- Sessions on echo therapy, policing and trauma, supporting black male athletes, post-covid mental health support for people of color, ancestral healing, etc.

IR&D Funding

+5,000 + 3.0 FTE (Fall 2021 & Spring 2022)

Keynote Speakers (+ honorariums) –
ranging from \$250-\$1500

\$12,500

Food (Continental Breakfast + Lunches)

\$9,000

Supplies

\$1,500

Other (i.e., cleaning; tech)

\$2,000

Total:

\$25,000

MENTAL HEALTH
EQUITY IS
HEALTH EQUITY





Side by Side Youth Services & COM

Equity in Mental Health Series



- **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. [Call to Courage](#)
- **LGBTQIA2S+ Student Support Group** – Make new friends, learn something new, and connect with other queer, trans, nonbinary, and intersex folks on campus at the LGBTQIA2S + Virtual Support Group! Join the skilled facilitators from Our Space to have discussions about college life, healthy relationships, chosen family, and building community. [LGBTQIA2S+](#)

MOU & Agreement for Services

***not to exceed \$6,000 per AFS period**

Curriculum Development

\$150/hourly *maximum 4 hours per workshop

Workshops

\$225/hourly

Presentations

\$300/hourly



Strategic Goals – Psychological Services (2022-2025)

“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 (i.e., EMH Symposium – Fall 2022) - **continued**

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 (i.e., LRC project) - **continued**

Advancing Service Delivery through Technology

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

Community Engagement & Partnerships

- Maintain critical partnerships with County Behavioral Health and mental health CBO's leveraging services and support options to students (i.e., representation on Mental Health Board and Side by Side partnership) - **continued**



Strategic Goals – SAS & APE (2022-2025)

“Begin with the end in mind.” – Stephen Covey

Amplifying Student Voice through Curriculum, Skill Development, and Community

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

Becoming an Access-Centered Institution

- Supporting faculty development on access-centered, universal design approaches in the classroom - **continued**
- Development of a Disability Justice libguide - **continued**
- 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.) - **continued**
- Improving institutional processes for captioning and virtual remote interpreting – **continued**
- Expanding the relationship between SAS, RWL, Tutoring Center, and Math Lab – **NEW!**
- Rebranding SAS Testing Center – **NEW!**

Advancing Service Delivery through Technology


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

Resource Requests

Strategy is about stretching limited resources to fit ambitious aspirations.
-- C. K. Prahalad

- Continued support in sustaining our grow your own efforts (Equity EMP Goal 2; EEO Plan; GP IV)
- Continuous assessment of testing and proctoring services to meet institutional needs (GP IV, V, VI)





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