

Disability Support Programs and Services (DSPS)

A. Management Information System (MIS) Data Reporting

1. How is the categorical program director involved in the review of MIS data before it is submitted to the System Office?

A schedule of MIS Report dates and deadlines is developed each year with the DSPS District Office, CE and Computing Services. Under the supervision of the DSPS Dean, the senior clerical assistants input student data on the Disabled Persons (DP) Screen in ISIS each semester for all students with disabilities who have been served. A pre-run report is scheduled approximately one to two weeks after the end of each semester. The clerical assistants, counselors and DSPS Dean review the pre-run for any corrections, deletions or additions. The final MIS report is run approximately one week after the pre-run has been received. After final reconciliation at the District Office, the data is submitted to the System Office. This process is completed each semester, culminating with the Final End of Year Unduplicated Student Count.

2. Do the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

The Data for San Diego Adult Ed Reports received from the System Office for the years 2004-2005, 2005-2006 and 2006-2007 appear to be accurate. Final MIS disability numbers for primary and secondary match our internal reports from SDCCD Computing Services.

However, data generated through the SDCCD Research and Planning Office is not accurate. We have identified the problem as an error in data collection dates, as all data is pulled during college census week. These dates do not correlate with the CE MIS deadlines, so CE data pulled is incomplete. The District DSPS Office is working with Research and Planning to correct this error.

3. If the data does not appear to be accurate, identify the problem (e.g., too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

Not applicable, as MIS data reported from the state is correct. Internal concerns mentioned in question 2 will be addressed and corrected.

B. Access

1. How does the program compare with the total college demographic data?

CE serves an extremely diverse population of students, as does DSPS. Data from 2006-2007 show that 3.13% of CE students received DSPS services. Data from the 2006-2007 San Diego Adult Ed Report from the Systems Office (see appendix) is also used in the demographic information which follows.

Gender: The demographic data for CE shows a higher percentage of female students; 58.79 % are female and 39.93 are male, with 1.31% unknown. The gender demographics for DSPS are almost the reverse, showing a higher percentage of male students; 59.59% males and 40.32% females, with 0.09% unknown. This may be due to the large number of students with Acquired Brain Injuries (ABI), which has a higher incidence among males, as well as the higher proportion of males enrolled in classes at the Veterans Administration Medical Center.

Age Group: For general CE students, 31.77% are over 50, and 15.79% are between the ages of 40-49. For DSPS students, 41.97% are over 50 and 23.39% are between the ages of 40-49. This demographic distribution shows that DSPS students are older than CE students are as a whole.

Race/Ethnicity: The demographic distribution of race/ethnicity shows some similarity to the CE students as a whole, as the most represented group of students is White (32.58% for CE, 52.20% for DSPS). However, the percentage of DSPS students who are White is greater than CE by nearly 20%. The percentage of African American students in CE is 9.14%, but is a larger percentage of DSPS students at 17.25%. Also significant is the difference in percentage of Hispanic students, where 36.32% of CE students are identified as Hispanic only 19.86% of DSPS students are identified as Hispanic. This may be due to the large percentage of CE students of Hispanic background who enroll in the ESL program. It is possible that language and cultural barriers reduce the likelihood of Hispanic students seeking DSPS services.

2. Describe the areas where you have concerns about access.

National Research shows that approximately 10% of the general population are persons with disabilities. If this is correct, then students with disabilities are underrepresented in CE. Data from three years (2004-2005, 2005-2006 and 2006-2007) identify approximately 3% of CE students as persons with disabilities who are utilizing DSPS services.

3. Please describe any plans in place for improving access.

The DSPS Program Plan identified improved access as one of our Long Term Goals. Stated as follows, the goal is “to increase visibility of DSPS within CE and in the community at large”. A number of relevant activities were listed, including development of a new DSPS brochure/dissemination materials, expanded website presence, outreach, and in-service training for faculty.

Another Long Term Goal, “to resolve DSPS facility needs in CE” outlines the need for dedicated DSPS office space at each campus and accessible space for the provision of DSPS classes and services. Plans to support this goal include active participation on all CE Prop S and Prop N committees and the continued advocacy efforts on behalf of the DSPS Program from the CE Administration. These activities will ultimately improve access for students with disabilities.

4. What programs and services do you feel specifically contribute to student access at your college? Why?

DSPS counselors are included as part of the CE counseling department and collaborate regularly regarding programs and services. DSPS receives a large number of referrals from

general counseling, CalWORKs, CE instructional faculty and the college DSPS counselors. In addition, DSPS sponsors an annual tour of CE vocational classes by approximately 150 high school students with disabilities enrolled in the SDUSD.

The current BSI model includes DSPS, with representation on the BSI Steering Committee and close collaboration on how best to meet the needs of students with disabilities. The DSPS ATS has been successful in supporting students with disabilities so that they may attend regular CE classes with accommodations. Provision of Interpreting Services and coordination of captioning requests through the District Office has also been crucial to providing access to students who are Deaf/Hard Of Hearing (HOH). Lastly, the SDCCD WorkAbility III Program, in conjunction with the CE DSPS Occupational Opportunities class, provides CE DSPS students direct access to job seeking skills, liaison with the Department of Rehabilitation and job placement.

C. Progress

1. How well do the students served by your program perform compared to the total college population?

Data provided by the System Office for 2006-2007 does not include course success rates and academic/ progress dismissal, primarily because these types of progress outcomes do not apply to CE. Hence, no comparison can be made between DSPS students and CE as a whole.

Data on persistence rates show that DSPS students have higher rates than CE students as a whole. Spring 2006 data indicates that the persistence rate for students in the general population was 25.32%, while DSPS students persisted at a rate of 44.04%. Data for Fall 2007 indicates that DSPS students persisted at a rate of 32.80%, while the general student population persistence was 16.16%. Because there are no restrictions on course repeatability, this data only shows that many DSPS students continue their enrollment from semester to semester. This is consistent with CE's mission of life-long learning, and the mission of DSPS.

2. Describe areas where you have concern about student progress.

DSPS students make progress at their own pace, based on their Student Education Contract, and in consultation with their counselor, instructor and other DSPS personnel. Progress can include maintenance of current skills and/or mastery of new skills. Better ways of quantifying this progress may need to be developed so that it can be documented and shared.

3. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

Certainly, the provision of DSPS support services to students in regular classes puts them on an equal playing field with their non-disabled peers. The DSPS Resource Program provides pull-out groups to identified DSPS students who are enrolled in the High School/GED classes, providing support in the areas of writing and math. DSPS also provides assistance in submitting accommodation requests when students are ready to take the GED. A collaboration between DSPS and VESL provides the support needed for students who are Deaf and HOH to make progress in a mainstream class.

DSPS classes provide an inviting environment where students can make progress at their own pace and interact with peers who have similar goals and challenges. The CE ABI Program, currently offered at four locations, is known throughout the state for innovation and support in assisting students to make progress in their recovery and return to the community.

D. Success

1. How well do the program students perform compared to the total college population?

Data provided by the System Office for 2006-2007 is incomplete regarding degrees and certificates awarded, number of transfer-prepared students and number of transfers. CE does not award degrees, and the data provided does not include number of certificates awarded. Based on this, no comparison can be made between DSPS students and CE students as a whole.

2. Describe areas where you have concern about student success.

DSPS receives many subjective reports of student success due to student participation in special classes and/or provision of accommodations in CE classes. Because CE currently has no dedicated research staff, it has been a challenge for DSPS to develop assessment documents and collect outcome data. The CE Research Committee has begun to meet this year to address these issues. Please see the previous response regarding student progress as it pertains to the difficulty in quantifying student success as well.

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The Resource Program has contributed significantly to the success of students with disabilities in receiving their GED and High School diplomas. Data collected by DSPS indicates that 13 students accomplished these outcomes in 2007-2008, and eight in 2006-2007. This would not have occurred without the learning disabilities assessment, small group support and advocacy for approval of test accommodations provided by DSPS. Please see the previous response regarding student progress as it provides examples of student success as well.

E. Student Learning Outcomes (SLO)

1. What are the SLOs for the program?
2. What process was used (or plan to use) to develop these outcomes?
3. What types of activities are you conducting in order to achieve these outcomes?
4. How are you assessing the achievement of the outcomes?
5. How have you used the assessment information to improve the services?

At this time, CE has not been required to develop SLOs. Rather, ESLRs have been developed for CE as a whole. As part of the WASC Accreditation under the schools (K-12) division, committees including staff, faculty, managers and students met and collaborated in the development of the ESLRs. DSPS was included in the process. CE is currently planning to develop SLOs and to hire an SLO Coordinator.

F. Compliance

1. Student Eligibility

1. Describe the processes used to verify and document a student's eligibility for DSPTS services and instruction. Please provide a copy of the form(s) used to document a student's eligibility for services.

Students who take classes on-campus meet individually with a DSPTS counselor to begin the enrollment process for CE. The student signs a release which authorizes DSPTS to request disability documentation from the appropriate professional, school or agency. DSPTS sends or faxes this form, and follows-up as necessary. Occasionally, students bring documentation with them, but this is more the exception than the rule. The LD Specialist provides assessment and determines eligibility per the California Community College Learning Disability Eligibility Model for students who have a learning disability. Students with a visible physical disability may be verified by the DSPTS counselor with approval by the DSPTS Dean.

Students enrolled in off-campus classes are verified in several ways. A representative from the site (i.e., an agency setting) signs a form to verify the disability of enrolled students based on the documentation maintained at their location. Students in off-campus classes where no files are maintained are required to submit disability verification using the appropriate signed release.

Forms are provided in the Supplemental Information Section.

2. Describe the process used to determine what support services the student would need to enable his or her participation in activities, programs and classes offered by the college, given the student's educational limitation.

Determination of support services needed occurs in individual meetings between the student and DSPTS counselor. The ATS or LD Specialist may be brought in for additional assessment of student need. Occasionally, the classroom instructor, either DSPTS or regular, will be included (with the student's permission) in collaborating in the determination of support services. This team approach seems to work well, and also assists the student in establishing relationships with the DSPTS and CE personnel who will be supporting his/her educational goals.

3. Since DSPTS is a voluntary program, describe the process for serving students with disabilities who elect not to participate in DSPTS.

Students with disabilities who do not request participation in DSPTS may be served by general counseling, or by enrolling on their own in any chosen class. DSPTS counselors consult regularly with Student Services to provide information and referral as needed. DSPTS also encourages universal design in instruction, technology and facilities so all students can be served effectively.

2. Student Services

1. Describe the procedures for preparing, monitoring, and annually updating the Student Educational Contract (SEC). What methods are being used to evaluate student progress?

The DSPS counselor meets with students who attend regular CE classes and develops the SEC. Although the student and counselor may meet several times throughout the semester, the SEC is reviewed on an annual basis. Both the counselor and student sign the SEC.

The instructional faculty who teach DSPS courses are responsible for the development and implementation of the SEC for students enrolled in their classes. Since many DSPS classes meet six or more hours per week, the SEC for enrolled students is updated once per semester, rather than annually. Both the faculty and student sign the SEC.

SECs are kept in the individual file for students enrolled in on-campus classes. The SECs for students enrolled in off-campus classes are maintained at the class location. Progress is evaluated using a variety of measures, including instructor observation, completion of assignments, class participation, data collection, pre and post testing and review of class work.

2. Describe how regulations, policies, legal opinions, US Department of Education, Office for Civil Rights (OCR) decisions and administrative directives are incorporated into DSPS program operations and service delivery.

Because the SDCCD is a multi-campus District with three colleges and six CE campuses, CE DSPS works very closely with the District DSPS Office and DSPS Director Gail Conrad to ensure compliance with all legal decisions and administrative directives. The DSPS Program Managers from each college and CE meet monthly with the District DSPS Director to discuss, review, and follow-up on all aspects of DSPS program operations and service delivery. The DSPS Council, including the DSPS District Director, Vice Chancellor of Student Services, Vice President of Student Services for each college/CE, and DSPS Program Managers meet every other month to consult and review policy and procedures. In addition, regularly scheduled District meetings are held with each of the following groups: LD Specialists, ATS, and DSPS counselors.

3. Program Requirements

1. Describe the role of the advisory committee, identify the composition of the advisory committee representatives, the frequency of the meetings, and attach minutes from the two most recent meetings.

The District DSPS Advisory committee acts as a resource and consultation body in providing feedback, suggestions and guidance to DSPS faculty and staff at the three colleges and CE. The committee is composed primarily of community members with expertise in a variety of disability areas that pertain to the mission of DSPS. Meetings are held annually. The last two meetings were held on 3/3/08 and 6/13/07. The list of committee members and minutes from these meetings are in the Appendix.

2. Identify the individual designated as the DSPS Coordinator and how the individual serving in this position meets the minimum qualifications.

Anne Heller is the Dean of DSPS and Student Affairs. Anne holds a BS in Special Education from Syracuse University, and an MA in Rehabilitation Counseling from the University of Northern Colorado. She was employed as a special education instructor in K-12 for four years and also served as a VISTA volunteer with the Bureau of Indian Affairs. She began employment with the SDCCD as a DSPS adjunct faculty member, and was appointed CE Associate Dean for DSPS in 1978. In 2007, Anne was selected as the Dean for DSPS and Student Affairs. Anne is a member of CAPEd, and has been actively involved in many disability organizations, serving on the advisory boards of the San Diego National Rehabilitation Association, ACCESS Center (formerly Community Service Center for the Disabled) and the SDSU Rehabilitation Counseling Program.

3. Lists and describe each of the positions funded by or supporting DSPS and how the individuals serving in these positions meet the minimum qualifications.

Listed below are both contract and adjunct counselors, and contract instructional and non instructional faculty. Approximately 32 DSPS adjunct instructional faculty are not individually listed, but all meet the minimum qualifications for non-credit instruction per Title 5.

DSPS Counselors (contract and adjunct):

Dawn Stoll	M.S., Rehabilitation Counseling B.A., Sociology
John Bromma, CRC	M.S., Rehabilitation Counseling B.A., Psychology
Leslie Upton	M.S., Rehabilitation Counseling B.A., Deaf Studies (Deaf and Hard of Hearing emphasis)
Jamila DeCarli	M.S., Rehabilitation Counseling B.A., Communicative Disorders, (Deaf and Hard of Hearing emphasis)
Scott Bankston, CRC	M.S., Rehabilitation Counseling B.A., Psychology (Mental Health emphasis)
Kim Salerno, CRC	M.S., Rehabilitation Counseling B.A., Behavioral Science

Access Technology Specialist (contract):

Kathy Hornik	M.S., Rehabilitation Counseling B.A., Psychology
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LD Specialists:

Marie Doerner	M.A., Special Education, M.A. Education Technology B.S., Physical Science
Christina Gibbs, LCSW	M.S.W., Mental Health emphasis B.A., Social Work

Instructional Faculty (contract):

Heike Kessler-Heiberg	M.S., Speech-Language Pathology B.S., Linguistics
Antoinette Griffin	M.S., Counselor Education B.A., Education/Special Education

4. Funding, Expenditures and Accountability

1. Describe how DSPS funding is being used to provide support services and/or instruction to students with disabilities.

The DSPS budget is developed to provide maximum support to students with disabilities. Funds are used for the salary and benefits of designated DSPS personnel who provide instruction and/or support services, including the manager, certificated faculty/counselors and classified staff. Funds are also allocated for the supplies and specialized equipment needed to support student need.

2. How is revenue from special classes for students with disabilities being accounted for by the College? [Title 5 – 56060, 56064, 56070, 56072]

Revenue from DSPS classes is accounted for by the CE Instructional Services Office and Business Services. It is reported to the state through the District Office. The final report of DSPS FTES generated in CE is used in budget development for the following year so that it can be correctly distributed as required

3. Describe the process for developing and approving the DSPS Budget and Expenditures.

The District DSPS Office distributes the Excess Cost and District Funds per the formula. The allocation is based on weighted student count and FTES. The CE DSPS Dean develops the budget based on calculation of all contract, adjunct and support staff needs. Funds are also allocated for supplies, equipment, travel and benefits. The proposed budget is submitted to the DSPS District Director for review and approval. In consultation with the Director and staff in the Grants and Contracts Office, adjustments are made as needed. All expenditures within the CE DSPS budget are approved by the DSPS Dean. The District Director is available when there is any clarification needed on the proper use of funds. Title 5 guidelines are used for referencing these expenditures. Deaf and Hard of Hearing (DHH) funds are coordinated through the District DSPS Office, and 5% of the college effort stays in the District DSPS Office to cover office supplies and other minor operating expenses.

4. Identify the process for completing the DSPS Year-End Report and relationship to the District's year-end program accounting.

The DSPS District Director is responsible for working with the Grants and Contracts office to align the reports correctly. This is complex because the District identifies CE as a separate institution, but reports are submitted with Miramar College and CE expenditures combined. This occurs because the State only recognizes the three colleges, and not CE as a separate institution. Final reports are available to each college and CE site.

5. Identify the process for tracking and documenting Deaf and Hard of Hearing Allocation funds expenditures, if the college receives these funds, and the required college match.

The college regularly receives DHH funds as they become available. The Interpreting Services Office is a District office operation that is coordinated to provide services throughout the colleges and CE sites. DHH funds are maintained in a separate account. As the District has received over \$500,000 this past year, the funds have been entirely used for direct interpreting, transcribing and real-time captioning services to students. The District has provided the proper match for this funding, which is over \$125,000. DHH services exceed \$1 million in the District. Reports on numbers of hours of service (over 100 hours per day in some cases), numbers of interpreters, costs of scheduler and supervisor times are all maintained at the District location.

6. Describe how the college utilizes the funds in the DSPS allocation for *Access to Print and Electronic Information* and funds from other sources, to ensure that educational materials are provided in a format that is accessible to and usable by students with disabilities.

The three colleges receive money for ATS positions that have been rolled into their base allocation. This is distributed to the colleges at the rate of \$61,744 per college. CE covers the cost of their ATS position with its FTES funding, as no additional funds have been allocated. These funds support provision of access technology and alternate media coordination on each campus/site. The ATS also works with CE to support Distance Education and Webmaster activities to ensure awareness of and compliance with all guidelines for access.

The additional Access to Print funds (\$79,308 for the District) is kept in the District Office and is utilized to assist in the coordination of District wide captioning of educational materials, such as videos and DVDs. The District maintains a fulltime position to contact publishers and agencies as needed.

7. Describe the procedures for recording the student's minimum four service contacts per year that are required in order to receive funding, and the process of verifying and reporting those service contacts to MIS. [Title 5 – 56062]

The DSPS counselors maintain a record of service contacts in the file for students enrolled in on-campus classes. The senior clerical assistant enters this data into the DP screen on ISIS throughout the semester. For students enrolled in off-campus classes, the service contacts are entered into ISIS by the senior clerical assistant at the end of each semester, with verification by the DSPS Dean. At a designated date following each semester, the CE DSPS MIS data is reported to the state.

8. In general, describe the DSPTS funding allocations formula and its elements. Understanding the formula is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements, including weights assigned by disability category. Would your college like to request technical assistance in this area?

The DSPTS allocation is based on the weighted student count, which comes from the number of professionally verified students served in each disability category. Additional funds are allocated based on the FTES earned for special classes. DHH funds are received based on student need and the ability to match the funding on a 1:4 ratio. Limitations on allocation decreases/increases are made at 95% and 105% of the previous year. COLA and Growth may be provided based on legislative action and vary each year. The reimbursement of College Effort is made using Program Accountability and Development Services funds that may not have been spent, or returned allocation funds from other colleges. The amount of reimbursement will vary and is determined by the availability of any funds. The SDCCD also provides District effort on a regular basis to meet the demands of students with disabilities and the service costs associated with 504 and ADA compliance.

5. Other

1. Describe other areas or departments on-campus you coordinate with to provide services to students served by DSPTS.

DSPTS is well integrated in CE. To provide the best services to students, DSPTS coordinates closely with Student Services/Matriculation, CalWORKs, BSI, Program Chairs and Instructional Deans, the Public Information Officer, the Webmaster, the Information Technology Department, and the Office of the President and Vice Presidents of Administrative Services and Instructional and Student Services. In addition, we interface regularly with the District DSPTS Office for interpreting, captioning, budget support and the WorkAbility III Program.

2. What type of training would you like to receive in order to improve the efficiency and performance of your college's DSPTS program? Please describe all DSPTS related training needs as you see them.

Additional training would be helpful in the following: Title 5 and disability verification, use of the SEC, working with faculty to provide accessible work stations in all computer labs, new trends in assistive computer technology, universal design and emerging disabilities.

Disability Support Programs and Services (DSPS)

A. What is working well?

- DSPS special classes provide an excellent opportunity for students from diverse backgrounds to meet their educational and personal goals. They open the door for students to be on a CE campus and to interact with peers who share similar goals and challenges, as well as with the broader community.
- Providing DSPS classes at agency settings and other community locations allows access for students who cannot get to campus or whose disabilities are more severe.
- The District Interpreting Services Office does an excellent job of providing services to Deaf / hard of hearing students.
- DSPS faculty involvement in numerous CE committees allows for excellent integration and inclusion into CE as a whole.
- Skilled DSPS counselors, faculty, LD Specialists and ATS are well respected and provide quality services in CE.

B. What areas need to be addressed more effectively?

- Continued faculty in-service training by DSPS is needed regarding the referral process, DSPS services, LD testing/resource and provision of assistive technology.
- The assignment of DSPS counselors to each campus requires accessible and private office space.
- Designated space for DSPS classes, testing and a High Tech Center needs to be identified.
- An evaluation of current staffing levels (instructional and counseling) needs to occur as program growth continues.
- Continued communication to improve working relationships with local high school transition programs is needed.

C. Any exemplary practices and services that may be replicated by other colleges.

- The CE ABI Program could be replicated in other non-credit programs. This exemplary program, highlighted in a front page article in the San Diego Union Tribune in April 2007, is known throughout the state for providing comprehensive instruction and counseling support to nearly 350 students this past year. Offered at four locations, including the new collaboration at the San Diego Naval Medical Center noted below, instruction includes mini courses in organization and time management, study skills, critical thinking, anger management, the brain and stress reduction.
- The DSPS Resource Program was established several years ago and has continued to grow in collaboration with BSI. Strong involvement in the ABE, High School Diploma and GED Programs has increased services to students with disabilities, and allowed for a vital link for LD referrals. Provision of LD assessment, small group basic skills instructional support and assistance in submitting accommodation requests for GED testing are important components of the program

- DSPS and regular counselors formed a committee and collaborated to develop and disseminate a Crisis Prevention and Intervention (CPI) Guide. This fold out guide (produced with Matriculation funding) was developed to provide support to faculty and staff when dealing with students in varying levels of crisis. The guide is posted in classrooms for easy access. Due to the excellent work done by this committee, the SDCCD Student Services Council is interested in replicating the CPI guide for use in the three colleges.

D. Any successful pilot projects implemented by your program.

- An innovative collaboration between DSPS and VESL resulted in the enrollment of over 20 students who are Deaf and Hard of Hearing in a mainstream VESL class at the Centre City campus. The instructor, DSPS counselor, interpreters and Deaf support staff are involved daily in assisting students to make progress toward their goals. The Deaf students work closely with their non-disabled peers to improve basic skills in English and math. Grouping Deaf students together in one class resulted in a huge cost savings in interpreting services, while also providing a classroom environment conducive to effectively integrating disabled and non-disabled students.
- The collaboration with the San Diego Naval Medical Center to provide a Cognitive Retraining/ABI class to returning service members has been a successful pilot project. Started in summer 2007, this program has provided valuable educational and psychosocial support to service members with traumatic brain injuries incurred in Iraq or Afghanistan. Regular communication with the Neuropsychologist, Speech Pathologists and other support staff at the hospital has resulted in a well integrated program. DSPS faculty were pleased to be included in a panel presentation on services to Veterans at the recent CAPED Conference in October 2008.

DSPS

The planning agenda for DSPS is contained in the recently submitted Program Plan (See Supplemental Materials). This plan outlines both long term and short term goals, including objectives, expected outcomes and relevant activities. The plan states the DSPS mission and outlines ways to improve services to students.

Some specific areas of focus are briefly highlighted below:

1. Develop and disseminate a DSPS brochure to increase visibility of and information regarding DSPS classes and services.
 - Workgroup of counselors and Program Chair will develop a brochure and submit to DSPS Dean for review and final approval.
 - Timeline: completion by June 2009
2. Develop and disseminate a Student Feedback Survey to gather information on student satisfaction and potential areas of growth for DSPS.
 - Workgroup of interested instructional faculty, counselors, Program Chair, DSPS Dean and a representative from the Research and Planning Office will develop a survey, and establish means for delivery, collection and analysis of data.
 - Timeline: completion by September 2009
3. Review and update DSPS course outlines to meet District and state guidelines.
 - DSPS Program Chair and appropriate instructional faculty will review and revise active course outlines, and identify and de-activate course outlines which are no longer used.
 - Timeline: completion by June 2010
4. Resolve DSPS facility needs in CE to provide a DSPS office, testing and classroom space at each campus, and to establish a High Tech Center.
 - DSPS Dean, counselors, instructional faculty and classified employees will provide input to all Prop S and Prop N planning committees, and to CE administration to identify existing space or plan for new space as needed.
 - Timeline: ongoing

DSPS

A. Is there any training or technical assistance that you believe would improve the effectiveness of the student service programs?

- Training or technical assistance regarding the interpretation of Title 5 as it relates to the guidelines on eligibility and disability verification.
- Training to provide a better understanding of Universal Design so that it can be implemented more widely in CE.
- Training for regular faculty and administration regarding the need for accessible work stations in every computer lab.

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these programs at your college?

- A better understanding of ADA and legal requirements so that DSPS counselors can be more effective in handling concerns of mainstream faculty.
- Guidelines/restrictions regarding the use of non-academic non-classified hourly employees who serve as classroom instructional assistants causes difficulty in maintaining program quality.
- Disproportionate funding per disability (weighted student count) needs review at the state level as funding for students with psychological disabilities is too low.