

Santa Rosa Junior College

Program Resource Planning Process

DSPS 2017

1.1a Mission

The Disability Resources Department's (DRD) mission is to provide people with disabilities equal access to a community college education through specialized instruction, disability related support services, and advocacy activities. DRD's mission is well aligned with the District vision and mission specifically in supporting the District's affirmation of responsibility to provide student and academic support services in order to improve student success and enrich student lives.

1.1b Mission Alignment

DRD is fully aligned with District's Strategic Plan goals and objectives.

Strategic Plan: Goals and Objectives	DRD Alignment with Strategic Plan
<p>A. Support Student Success: <i>Support development of the whole student from early college awareness through successful completion of educational and career goals</i></p>	
<p>Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies</p>	<p>In the last year, DRD has actively reduced barriers to access of services by:</p> <ul style="list-style-type: none"> • Reaching out to incoming high school students through the Transition to College team. • Streamlining request for services forms and procedures. • Providing applications forms online to DRD services. • Providing services for distance education students via telephone/online. • Coordinating referrals to local medical providers when student does not have verification of disability.

	<ul style="list-style-type: none"> • Embedding DRD services in the Veteran's Affairs office • Increasing students' access to course materials by providing recording devices, smart pens, and assisted listening devices. • Increasing access to assistive technology in DRD Testing Offices. • Collaborating with counseling to offer online counseling orientation that meets new matriculation guidelines. • Continued planning to move DRD Testing Offices to a more centralized location on the Santa Rosa campus.
<p>Increase retention and academic progress through student engagement with academic and student services, faculty and staff, and campus and community activities</p>	<p>6.3% of the 13-14 student body at SRJC are students with disabilities participating in DRD. 13% of the overall FTES generated in 13-14 was from students in DRD indicating students with disabilities are enrolling in and completing more units "per student" than the overall student body. DRD students have persistence and completion rates commensurate to their non-DRD peers. 3.73% of students with disabilities earned degrees compared to the overall rate of 3.78% and 1.56% of students with disabilities completed certificates compared to the overall rate of 1.46%.</p> <p>DRD faculty routinely connect students to campus and community activities to increase student success.</p> <p>DRD administration, faculty, and staff lead many campus activities each year to increase retention of students with disabilities.</p>
<p>Increase the number of students who complete their educational plans and goals</p>	<ul style="list-style-type: none"> • DRD encourages a minimum of 3 contacts with DRD specialists during the Fall semester for first year students. • DRD faculty and staff provide the matriculation requirements for students with disabilities: Orientation, Assessment, Education planning, follow-up activities. • DRD coordinates services with EOPS and Counseling, Scholarship and Financial Aid

	<p>regarded recommended unit load for students.</p> <ul style="list-style-type: none"> • DRD regularly engages in cross-training with Counselors, through email updates and by having a DRD faculty member attend weekly Counseling Faculty meetings. • DSPS dean served on key Student Success committees: Student Success Task Force, Priority Reg. Task Force, MIS Task Force, and SARS workgroup. • DRD supports students with basic skills by participating in several of the objectives by having department faculty serve on key committees such as the Developmental Ed. Task Force. Many of the students receiving services from DRD are basic skills students. An extensive outreach and transition program is offered for incoming students to improve their retention and success. DRD course offerings provide students with disabilities strategies for basic academic skills. The DRD Assistive Technology Training Center provides instruction in basic computer skills.
<p>Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population</p>	<p>DRD has 3 faculty specialists who can conduct appointments in Spanish, and one bilingual classified staff member to provide service information in Spanish.</p> <p>DRD hired a full-time faculty specialist who's focus is outreach to Hispanic students. During the past year she has attended dozens of cultural events, providing information on disability services at SRJC.</p> <p>DRD is increasing its ability to serve Spanish speaking students by authorizing interested staff to take Spanish language classes. Currently, 4 faculty and 3 classified staff members are enrolled in Spanish classes with several reaching the Spanish 3 level.</p>

B. Foster Learning and Academic Excellence *Foster learning and academic excellence by providing effective programs and services*

Support and promote teaching excellence across all disciplines	DRD provides individual consultation services to faculty as well as department-wide and college-wide trainings to increase faculty's skill in providing academic accommodations and support for students with disabilities. DRD has an Outreach Team, which provides liaison training for instructional departments and service areas.
Engage students and spark intellectual curiosity in learner-centered environments	As instructors and in provision of allied services, DRD faculty encourage students to be active learners. Students with disabilities are taught strategies to mitigate the limitations of their disability with the goal of full engagement in the college's learner-centered environments.
Integrate academic and student support services across the college and curriculum	DRD partners with instructional faculty in the provision of in-class accommodations. All DRD classes integrate on campus student support services into the curriculum. DRD faculty regularly train instructional faculty on best practices for managing the educational environment and supporting students.
Identify and implement responsive instructional practices that increase the learning and success of our diverse students	DRD faculty led a Spring 2015 PDA training on the benefits of Universal Design for all students. This training was so well received that a follow-up trainings were offered by DRD faculty throughout the semester.

C. Serve our Diverse Communities *Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership*

Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population	The 2013-14 PRPP data indicates 31.18% of SRJC students identify as Hispanic. 20.23% of students with disabilities registered with DRD identify as Hispanic. In 14-15 a Hispanic Outreach specialist was added to DRD with the goal of reducing this gap. DRD continues to offer staff and faculty release time to enroll in Spanish classes and 7 participated during this past year.
Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts	DRD promotes Disability Awareness activities throughout the year (e.g. Cochlear Implant Support Group, Day Under the Oaks). In addition, DRD regularly partners with the Theater Arts department to integrate disability awareness into Theater Arts productions.
Meet the lifelong educational and career needs of our communities (e.g. seniors, emerging populations, veterans, re-entry students)	DRD addresses lifelong educational needs through 1:1 educational planning counseling with students, instructional programming—including the popular career development courses, veterans outreach,

	cochlear implant support group, and Adapted PE courses.
Provide relevant career and technical education that meets the needs of the region and sustains economic vitality	DRD collaborates with community career development partners, such as the Department of Rehabilitation, to provide career assessment and educational counseling for students interested in career and technical education pathways. DRD has a grant programs with the specific goal of CTE training and transition to work called the College to Career Program.

D. Improve Facilities and Technology Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation

Incorporate best practices and innovations for facilities and technologies in order to enhance learning and working environments	<p>DRD is in alignment with the college's standard for use of facilities and technology to facilitate delivery of services and increase workplace effectiveness.</p> <p>DRD makes uses technology to propel data-driven decisions. Multiple data sources are utilized such as SARS, SIS and a department database (File MakerPro).</p>
Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community	DRD garnered college-wide support in relocating its services and programs on the Santa Rosa campus from the remotely located Analy Village to Bertolini Hall, thereby increasing our proximity to other Student Services. This centralized presence not only increases DRD's accessibility, but also increases the visibility of DRD services to the entire college population. In addition, DRD remodeled the Testing Support Office during the 2014/2015 school under the direction of the Support Services faculty coordinator. Continued need to relocate the Testing office to a more central location, and closer to supervision is critical. This has been a critical issue for the past two years.
Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness	DRD's ongoing improvements to offer centralized student support services has resulted in District-wide discussion and planning about facilities. In addition, DRD faculty collaborate in facilities planning in their representation on the Parking Committee, Institutional Planning Committee, Academic Senate, and District Accessibility Committee.
Provide effective facilities and technology technical training for all employees to ensure operational effectiveness	DRD administration, faculty and staff take advantage of technology training opportunities by the college. In addition, DRD regularly conducts in-house trainings to stay current in assistive technology.

E. Establish a Strong Culture of Sustainability *Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity*

Expand, support, and monitor district-wide sustainability practices and initiatives	DRD's efforts toward sustainability are commensurate with college-wide efforts. Most of the business of DRD has transitioned to the electronic environment over the past several years.
Infuse sustainability across the curriculum and promote awareness throughout District operations	DRD faculty have increased their use of technology to disseminate course information to students through CATE, the student portal, and Evernote. DRD routinely evaluates the use of paper in its procedures. College Success courses in DRD address the skills required to live in a paperless world, i.e. use of smart phone, tablet and computer technology for both educational and life skills.
Promote social and economic equity in the communities we serve	DRD regularly contributes to the campus dialogue to increase disability awareness.
Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region	DRD has a strong internal scholarship program that yearly awards over \$15,000 to qualified students. DRD currently has 2 large grant funded programs and regularly applies for and receives smaller initiative grants.

F. Cultivate a Healthy Organization *Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality*

Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives	DRD administration, faculty and staff demonstrate respectful and collegial relationships with students and colleagues.
Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees	All DRD faculty and staff demonstrate areas of expertise and extensive experience in supporting people with disabilities. DRD faculty regularly lead Professional Development Trainings on suicide prevention, managing distress, disruptive, and dangerous student behaviors, use of assistive technology, and universal design. DRD faculty also contribute to faculty and staff training in the Academic Senate, New Faculty Program, the Crisis Intervention Resource Team, and through 1:1 consultation with faculty, staff, and administration.
Establish robust programs to improve the health and wellness of students and employees	DRD faculty routinely discuss health and wellness-maintaining behaviors with their students as part of providing disability management counseling services. DRD faculty regularly serve on the Health Services Advisory Committee for Student Health Services and actively refer students to SHS services.

Increase safety planning, awareness and overall emergency preparedness	Disability Resources is fully engaged in the planning process for emergency and disaster preparedness specifically for individuals with disabilities. The DSPS Dean is working on this initiative through the District Accessibility Committee. In addition, DRD has identified Area Safety Leaders for Bertolini Hall, Pioneer Hall, Jacobs Hall (Petaluma), and Analy Village Building D. DRD assesses student need for evacuation assistance and plans accordingly.
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G. Develop Financial Resources Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability

Increase the amount of discretionary, unrestricted general fund local revenue	DRD prudently manages categorical funds from the Chancellor’s office for services delivered, reducing the burden of cost to the District.
Increase and maintain the District reserves above the state requirements	N/A
Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students	DRD has greatly expanded support and educational services for students with disabilities by pursuing external grants (see the PRPP for the College to Career Program).
Manage enrollment and course offerings to maximize apportionment funding	The DRD Department chair, in collaboration with the curriculum committee, the faculty and administration, actively monitors course enrollments and creates schedules based on past data of student demand.

H. Improve Institutional Effectiveness Continuously improve institutional effectiveness in support of our students, staff, and communities

Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation	DRD actively participates in college wide continuous improvement efforts. DRD faculty and administration consistently serve on the Strategic Planning Task Force, the Student Services Accreditation work group, the Institutional Planning Council, the Academic Senate, Project Learn, and Student Services Council, Curriculum Tech Review, District Facilities Planning, DTREC, and numerous other committees. Within DRD, we have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes. In addition, the DRD faculty and administration meet bimonthly to enhance communication, streamline processes to meet students’ needs, as well as to educate and train staff.
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Enhance internal and external communication systems to ensure effectiveness	DRD engaged in the Business Process Analysis during this past year to evaluate the effectiveness of our operations and understand how students experience our services. During this next year a number of improvements will be implemented.
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1.1c Description

The DSPS program at Santa Rosa Junior College is provided through the Disability Resources Department, which is serving an estimated 2800 students with disabilities in 2014-15. Administrators, faculty, classified staff, STNC and student workers totaling over 100 employees provide services and instruction through Disability Resources. In the summer of 2013, many of the service areas of the department moved from Analy Village at the West end of the campus to the 3rd floor of the Bertolini Student Services Building and to Pioneer Hall in the center of the campus. While the move has had many positive impacts including greater access for students, proximity to other student services and a feeling of campus inclusion for students with disabilities, having the department's testing office located across campus is and will continue to be problematic. The Department also has an office suite on the Petaluma campus in Jacobs Hall which accommodates the full operation of support services for students with disabilities attending that campus. The department utilizes shared use classrooms on both campuses for special class offerings.

DRD's faculty is comprised of specialists with training and backgrounds in:

- Acquired Brain Injury
- Autism
- Deaf/Hard of Hearing
- Intellectual Disability
- Learning Disabilities
- Psychological Disabilities
- Physical Disabilities
- Visual Impairment

Specialists meet with students individually to develop and maintain the Student Educational Contract, to provide disability management and academic advising, and to assist students in setting up and accessing their approved academic accommodations and services each semester.

In addition to serving the individual needs of students with disabilities, the Disability Resources Department is also comprised of the following programs, services and outreach efforts:

Acquired Brain Injury Program

The ABI Program provides services to students who have sustained brain injuries. Students with acquired brain injuries experience a wide range of limitations that directly affect their ability to achieve academic success. The nature and severity of an individual's brain injury (e.g., stroke, tumor, fall, motor vehicle accident, drug overdose, the length of time since the event occurred, and what, if any, type of rehabilitation they have received are all factors that may impact their ability to access and advance through their curriculum. Difficulty with concentration, memory, stamina, stress, judgment, reasoning, time management, and communication are common to this population.

SRJC's ABI Program is the only place in Sonoma County where these individuals can learn about how to manage the effects of their acquired brain injury in an academic setting as they resume the educational paths identified prior to their injuries, or create new goals based on their new capacities. It is through expertise of the ABI specialists that SRJC students with ABI begin to understand the new nexus between their cognitive strengths and weaknesses, and the demands of their educational goals.

Additionally, the ABI program specialists coordinate the Concussion Management Program for student-athletes in conjunction with the SRJC Head Athletic Trainer. Hundreds of student-athletes are administered baseline cognitive and balance testing, and provided with extensive concussion education at the start of their sport season. Students are referred, tested, and provided with counsel and academic accommodations upon sustaining a sports-related concussion. The program is highly regarded and gaining national attention. The unique feature of the SRJC program is the cooperative design between Disability Resources and Athletics.

No ABI Specialist is currently assigned to the Petaluma campus, but Specialists from SR work in Petaluma as needed to meet the student need.

Adapted Physical Education Program

The Adapted P.E. program offers a variety of physical fitness classes that are modified to meet the needs of students with disabilities who could not otherwise benefit from P.E. classes. Students participating in Adapted P.E. classes develop skills in swimming, weight training, Pilates, and other functional fitness exercises that lead to the goal of participation in regular P.E. classes. Participation also supports students in their overall health supporting them in their general college participation. Note: The oversight and administration of Adapted P.E. realigned to Kinesiology, Athletics and Dance beginning fall 2014. Coordination with DRD continues to be effective and students have not been impacted by the realignment.

No Adapted P.E. is currently offered at the Petaluma Campus.

Assistive Technology

The Assistive Technology Center provides students with a comprehensive assessment and instruction in the use of assistive technology and alternate media. The Assistive Technology Center also oversees the production of alternate media. Providing alternate media is a mandated service by the California Education Code Section 67302. Federal and State laws require community colleges to operate all programs and activities in a manner in which is accessible to students with disabilities. This includes making course content and instructional materials accessible.

In addition to providing instruction to students, the Assistive Technology Center staff, provide expertise in assistive technology programs, accessibility, and compliance. The Assistive Technology Center staff consult with district staff, faculty, and management in an effort to maintain over 60 accessible computer workstations throughout the District. These stations require regular updates, upgrades, and troubleshooting to ensure that the District remains compliant with Federal and state mandates

An AT Lab is located in both Santa Rosa and Petaluma DRD.

College To Career Program

The College to Career Program is a Cooperative Contract Program with the California Department of Rehabilitation designed to provide Career and Technical Education support and training for students with intellectual disabilities. SRJC is one of five such programs in the

state.). C2C is designed to serve 20 students per year in a three year cycle, serving a total of 60 students at any given time. The program is in its third year of operation with three cohorts of students. The goal of the program is to provide Career and Technical Education and work experience culminating in paid, competitive employment at the end of the program.

The College to Career Program is only be offered on the Santa Rosa campus at this time.

Deaf and Hard of Hearing Program

The Deaf and Hard of Hearing Program meets the needs of students who are Deaf or hard of hearing by providing academic advising, disability management counseling, authorization and provision of accommodations (e.g. interpreters, note takers, real time captioning, assistive listening devices and test proctoring) for students taking classes at all district locations. The program regularly collaborates with the ASL department to provide professional development activities on issues related to meeting the needs of Deaf students on campus. The program provides support to community members through the Coping Strategies for Hearing Loss class, and through access to interpreted SRJC sponsored events such as theater productions, tours of the art gallery and planetarium shows, when requested. Staff collaborate with the California School for the Deaf and local schools to provide a smooth transition from high school. Staff also work closely with many community agencies such as the Department of Rehabilitation, Disability Services and Legal Center, and West County Community Agency to meet the academic, mental health, legal and vocational needs of students.

Services for Deaf students are provided at all District locations, including the Petaluma campus.

Disability Intake and Support Services

Federal and State laws require that SRJC provide disability accommodations to all qualified students in a timely manner. Disability Intake Facilitators on both the SR and Petaluma campuses coordinate the intake process for students including provision of information, processing of application for services, and securing of medical documentation verifying disabilities. This is all done at busy "front desk" locations while managing all appointment scheduling and clerical support for the department.

After student documentation is compiled, each student file is reviewed for eligibility by the DSPS Dean and each student is assigned to a Specialist. The Specialist provides disability management counseling, academic advising, and authorizes the appropriate accommodations, generating accommodation letters for students to present to their instructors.

The Support Services office on both the SR and Petaluma campuses coordinates the provision of accommodations for all DRD students including note taking services, test taking services, in-class mobility assistants, readers and transcribers, and the complex distribution of accessible furniture throughout the District.

All intake and support services are offered on both the SR and Petaluma campuses and as needed by appointment at all other District locations.

High School Transition Program

DRD's High School Transition Program (HST) is an outreach effort that takes place annually. It is designed to reach graduating high school seniors who have received Special Education services and plan to attend SRJC.

HST also facilitates the completion of the SSSP matriculation requirements for accessing priority registration through; administration of **placement testing** with accommodations,

orientation to the college and the Disability Resources Department, and **educational planning** for college.

HST takes place on both the Santa Rosa and Petaluma campuses. Annually, approximately 200 high school seniors in Sonoma County participate in HST.

Instructional Program

The mission of the Disability Resources Department Instructional Program is to provide students with disabilities specialized instruction that fosters academic success, disability management, and career success. This is accomplished through the use of innovative instruction that engages students as active learners. It is the department's goal to utilize best practices when developing instructional programs and teaching students with disabilities.

While DRD's instructional program has shrunk in recent years due to reductions to the schedule of classes and loss of funding, the department is carefully rebuilding an instructional program to support students with disabilities.

The College to Career Program requires students to enroll in a series of both credit and noncredit DRD course offerings.

Instructional offerings are on both the Santa Rosa and Petaluma campuses.

Learning Disability Program

The Learning Disability Program serves students whose disability specifically limits their success in the traditional academic setting and/or employment. Learning disabilities are diverse and complex in how they impact each individual and may coexist with other disabilities or conditions.

Services offered by our Learning Disability Program include verifying student eligibility for LD services; provision of LD assessment testing; disability management counseling; authorization of academic accommodations; academic and vocational advising; and liaison with instructional faculty regarding specific needs of LD students.

It is important to note that the individuals with learning disabilities possess average to above average intelligence. Many students with exceptional intelligence are able to compensate for their LD throughout elementary and secondary school years. They may remain unidentified until faced with the rigors of college and identification through LD assessment testing.

Veteran's Outreach

Four hours per week a disability specialist works in Veteran's Affairs on the Santa Rosa campus. The specialist serves as an Academic/Career Counselor and creates long term educational plans for certificate, associate degree, and university transfer. The specialist is also able to identify student veterans who might benefit from services from Disability Resources and offer streamlined eligibility and access to services. Disabled student veterans have historically been an underserved population by Disability Resources. Veterans do not typically seek out disability services; imbedding a disability specialist in Veteran's Affairs is a way to bridge this gap and educate disabled veterans as to the benefits of Disability Resources.

1.1d Hours of Office Operation and Service by Location

Mandated services such as sign language interpreters, lab assistants, note takers, etc., are available at all times that classes are offered at any SRJC location.

The Department reception office is open from 8:00 - 5:00, Monday through Thursday and 8:00 - 12:00 on Friday on both campuses.

1.2 Program/Unit Context and Environmental Scan

The relocation of many of the services of Disability Resources to the central area of campus has greatly improved access for students and staff. But, there is tremendous hardship in having the Support Services and Testing office still located on the east edge of campus. This has proved to pose great difficulty for students with disabilities and faculty delivering tests. While options for relocation have been discussed, no significant progress has been made to meet the intended goal of relocation within the current academic year.

The restoration of DSPS categorical funding in 14-15 has resulted in filling a number of critical positions in the department.

2.1a Budget Needs

DSPS categorical funding for 16-17 fulfilled most of our needs. Due to reduced enrollment, DSPS funds for were reduced from 100% to 95%. Starting in 17-18, DSPS allocations will be based on prior-prior year (15-16) instead of prior year (16-17). In essence, providing known figures for budget development. A number of one-time services were funded via SSSP in 16-17 and several new proposals have been submitted. Two new DSPS Counselor positions were created and filled as well as a number of long vacant positions. A few staff positions were also reclassified.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Admin. Asst. III	40.00	12.00	Fiscal support, Dean support

Intake Facilitator (Bertolini)	40.00	12.00	Reception and DSPS intake support
Intake Facilitator (Bertolini)	40.00	12.00	reception and DSPS intake support
Support Services Specialist (Pet)	40.00	12.00	coordination of student accommodations
Support Services Specialist	40.00	12.00	Coordination of student accommodations
Support Services Specialist	40.00	10.00	Coordination of student accommodations
Assistive Tech. Specialist (Pet)	40.00	12.00	Maintenance of dept. database system, oversight of district access station in computer labs, CCTV's and software upgrades
Alternate Media Specialist	40.00	11.00	Oversight of alternate media production and video captioning
Lab Coord., AT lab	40.00	12.00	Supervision of Assistive Technology Center lab including maintenance of computers and software install/upgrades and troubleshooting
Assistive Tech Specialist	40.00	11.00	Specialized tutorial assistance in assistive technology
Sign Language Interpreter Sr	40.00	11.00	Provide interpretation for Deaf students
Sign Language Interp Sr/Scheduler	40.00	11.00	Provide interpretation for Deaf students
Sign Language Interpreter	20.00	10.00	Provide interpretation for Deaf students
Sign Language Interpreter	20.00	10.00	Provide interpretation for Deaf students
Admin Asst. II (Pioneer)	40.00	12.00	Pioneer Program support
Job Developer	40.00	12.00	College to Career
Vocational Skills Coach	20.00	10.00	College To Career Program
Admin. Asst. III	40.00	12.00	Department Support/Shared position w/KAD
Intake Facilitator (Petaluma)	40.00	12.00	reception and DSPS intake support
Assistive Tech Specialist	14.00	12.00	Split position with Distance Ed.
Admin Asst. I	20.00	10.00	Shared position w/ District

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean, Student Conduct & DSPS	40.00	12.00	Student conduct and oversight of DSPS
Manager, College to Career Program	40.00	12.00	Oversight of College To Career Program
Manager, Access Technology and Support Services	40.00	12.00	Oversight of Access Technology Center, District access technology for students and Student Support Services/Testing.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Student Asst. - Alt. Media	10.00	12.00	Production of Alt. Media for students with disabilities
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Student Assistant (Petaluma)	20.00	11.00	Front desk reception support
Student mobility assistant	10.00	10.00	mobility assistance for disabled students
Service Facilitator Students w/Disabilities (Pet)	10.00	11.00	Assist students with disability intake process and/or provides support to the support services specialist on the Petaluma campus
Support Services Specialist (AV)	25.00	11.00	Assist students with disability support services and testing
Media Asst. - iPad Support	2.00	12.00	iPad support
Service Facilitator Students w/ Disabilities (SR)	40.00	12.00	Assist students with disability support services and testing
	0.00	12.00	

2.2d Adequacy and Effectiveness of Staffing

Fall 2017 will require backfill for a sabbatical leave and recruitment for a retiring Dean. Conversion of Manager, Access for Students with Disabilities to a Director position due to expanded responsibilities and supervisory duties would greatly benefit the direct needs of students with disabilities. Due to below market value salaries for ASL interpreters, it has been necessary for the District to contract with agencies at much higher (sometimes more than double) costs.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
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2.3a Current Contract Faculty Positions

Position	Description
Disability Specialist: Deaf and Hearing Impaired	Disability management counseling, advising, and instruction for Deaf students, or students with hearing impairments. Supervises the sign language interpreters and the Deaf program.
Disability Specialist: Learning Disabilities	Assessment, advising, and instruction for students with learning disabilities
Disability Specialist: Psychological & Physical	Disability management counseling, advising, and instruction for students with psych disabilities
Disability Specialist: Acquired Brain Injuries	Assessment, advising, and instruction for students with Acquired Brain Injuries.
DSPS Coordinator/Acquired Brain Injury Specialist	Coordinates the day-to-day operations of DSPS. Assessment, advising, and instruction for students with acquired brain injuries.
Disability Specialist: ID, Autism Spectrum, ADD	Disability management counseling, advising, and instruction for students with intellectual disabilities, diagnoses on the autism spectrum, or attention deficit disorders.
Disability Specialist: Psychological & Physical	Disability management counseling, advising, and instruction for students with psychiatric and/or physical disabilities.
Disability Specialist: ID & Autism Spectrum	Disability management counseling, advising, and instruction for students with intellectual disabilities or diagnoses on the autism spectrum.
Disability Specialist: Generalist (PET)	Assessment, advising, and instruction for students with disabilities at the Petaluma campus.
Disability Specialist: Learning Disabilities(PET)	Assessment, advising, and instruction for students with learning disabilities
DRD Counselor	Provides academic and career counseling to students with disabilities.
DRD Counselor SR/PET split	Provides academic and career counseling to students with disabilities.
Disability Specialist: Learning Disabilities	Assessment, advising, and instruction for students with learning disabilities

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
	0.0000	0.0000	0.0000	0.0000	
DRD	0.0000	0.0000	0.0000	0.0000	This section pertains to instructional faculty so no data entered.

2.3c Faculty Within Retirement Range

3 of the 13 DRD faculty are within retirement age.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

A contract Disability Specialist resigned. The position was converted to a DSPS Counselor position split between Santa Rosa and Petaluma campuses.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

The instructional software requests in 2.4c are renewals of existing software packages that are part of District Accessibility. The non-instructional software in 2.4d will address areas needing improvement which were identified during a robust business process analysis to promote student success, enhance access and increase sustainability.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	01	02	Student Access Software	1	\$1,500.00	\$1,500.00	T. Johnson	various	T. Johnson
0001	ALL	01	02	JAWS Screen Reading Software	1	\$1,600.00	\$1,600.00	P. Wegman	various	P. Wegman
0001	ALL	01	02	Read & Write Gold Access Tech Software	1	\$1,400.00	\$1,400.00	P. Wegman	various	P. Wegman
0001	ALL	01	02	Dragon Naturally Speaking Speech to Text software	1	\$570.00	\$570.00	P. Wegman	various	P. Wegman
0001	ALL	01	02	Magic Pro w/speech screen reading software	1	\$1,600.00	\$1,600.00	P. Wegman	various	P. Wegman
0001	ALL	01	02	Dell All In One	8	\$2,200.00	\$17,600.00	T. Johnson	DRD Testing	T. Johnson
0001	ALL	01	02	Dell Laptops with carrying cases	5	\$1,500.00	\$7,500.00	T. Johnson	D/HOH VRI Services	T. Johnson

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

Disability Resources

Analysis of Existing Facilities

In fall 2013, Disability Resources Department (DRD) was relocated to Bertolini Student Center and the Access Technology Center, and College to Career programs were relocated to Pioneer Hall. The DRD Support Services/Testing office remains in Analy Village. The current facilities for DRD on Petaluma Campus are located in Jacobs Hall adjacent to other student services. The locations of Bertolini Student Center, Pioneer Hall and Jacobs Hall serve the needs of students with disabilities well, providing proximity to public transportation and services which support their engagement and success.

Basis of Relocation Proposal for DRD Testing Services

The DRD Support Service/Testing office on the Santa Rosa campus, which proctor thousands of exams for SRJC course and assessment each year, is still located at the western edge of campus in the Analy Village D portable building. This location is not in proximity to any other Student Services offices. DRD Support Services/Testing is staffed by classified personnel with limited scope and authority to respond to critical student and faculty needs and timely response to these needs would better serve faculty, students, the district, and most importantly improve safety. The current location in Analy Village does not provide suitable facilities to ensure that exams are proctored appropriately and with their intended integrity, to adequately address capacity issues during peak times of the semester such as midterms and finals, or to provide cohesive program services among specialists, staff, students and faculty. Relocating the Support Services/Testing offices to appropriate facilities closer to DRD would improve service delivery and outcomes for students with disabilities.

3.1 Develop Financial Resources

The Disability Resources Department has a long history of applying for, and being awarded grants. Currently one large program within DRD is funded with competitive grant funding.

- The College to Career Program is currently funded with a four year, 1 million dollar grant and has been awarded continuation for 3 yrs. at \$750,000.

Several smaller grants from both internal (Foundation) and external sources were won during the past year to support the purchase of special equipment for students with disabilities, and research to benefit student athletes.

3.2 Serve our Diverse Communities

All recent recruitments for faculty, classified, and management positions have included a stated preferred skill of Spanish/English bilingual, bi-cultural ability. This year a new faculty position was filled which includes both outreach and inreach to Hispanic students.

The department continues to have forms and information documents published in Spanish as part of the Department's community outreach efforts. Materials for parents of high school seniors have been provided to local high schools in both English and Spanish. The DRD Request for Services and Student Education Contract are both translated into Spanish.

A Spanish/English bilingual Learning Disability specialist assists with the assessment of Spanish speaking students for learning disabilities.

A Spanish/English bilingual Support Services Specialist works in our Testing and Support Services Office.

Three Disability Specialists are able to conduct appointments with students in Spanish. Seven members of DRD enrolled in, and completed Spanish courses this year with some completing Spanish 3. Most are continuing on with their study by enrolling in further classes.

Our department also provides a culturally welcoming environment to Deaf students with two bilingual (ASL/English) Disability Specialists, and ASL interpreters.

3.3 Cultivate a Healthy Organization

Regular in-service training in disability specific topics are provided for department staff. Staff are supported with release time to attend District sponsored staff development trainings and activities.

3.4 Safety and Emergency Preparedness

Our DRD Area Safety Coordinator has completed the SEMS Introductory Course to understand the district's emergency response procedures.

Eight staff completed the Stair Chair Training, which includes proper use of equipment to assist a person in a wheel chair to safely descend the stairs in case of an emergency or elevator failure.

The Dean, DSPS serves as a Building Safety Administrator and is developing the overall safety and evacuation plan for Bertolini Student Center in collaboration with Robert Ethington. The Dean keeps a mobile communication device and emergency supplies in her office for use in emergency situations.

The Area Safety Coordinator for the Petaluma DRD program is Denise Blabon in Admission & Records who covers the east wing of first floor Jacobs Hall. The Support Services Specialist in the DRD office suite has current first aid and CPR certification.

3.5 Establish a Culture of Sustainability

Disability Resources has maintained a 60% copy paper reduction over the past 4 years. Most dept. operations are now electronic.

4.1a Course Student Learning Outcomes Assessment

4.1a. DRD Course Student Learning Outcomes

The Disability Resources Department participates in a regular cycle of assessment of its course student learning outcomes. Disability Resources faculty assess at least one course SLO each time a course is offered, rotating through all of a courses' SLO's before repeating assessment of previously assessed SLO's.

All course assessment results, including methods, analysis and changes have been posted on SharePoint. Additionally, Disability Resources faculty share their reflections on their student learning assessments at department meetings.

Per the department established cycle of assessment, twelve course SLO's were assessed in the fall 2016 semester and ten are currently being assessed during the spring 2017 semester.

Department Course SLO Assessment – Updated Spring 2017

Course	SLO #	Participating Faculty	Semester Assessed	Notes
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DRD 314	1	Tara Johnson	Fall 2014	Course not offered in 16/17
	2	Tara Johnson	Fall 2015	
DRD 360.1	1	Jocelyn Arild	Fall 2016	
	2	Jocelyn Arild	Spring 2017	
DRD 360.2	1	Ashley Arnold	Fall 2016	
	2	Ashley Arnold	Spring 2017	
DRD 360.3	1	Debbie Ezersky	Fall 2014	Course not offered in 16/17
	2			
DRD 363	1	Debbie Ezersky	Spring 2016	
	2	Debbie Ezersky	Fall 2016	
	3	Ashley Arnold, Debbie Ezersky	Spring 2017	
DRD 370.1A	1	Hollie Tracy	Fall 2016	
	2	Lindsay Eigenauer	Fall 2015	
DRD 370.1B	1	Jocelyn Arild	Spring 2017	
	2	Andrea Alexander	Spring 2016	
DRD 370.2A	1	Andrea Alexander	Fall 2016	
	2	Lindsay Eigenauer	Fall 2015	
DRD 370.2B	1	Erika Cole	Spring 2017	
	2	Laura Aspinall	Spring 2016	
DRD 370.3A	1	Lindsay Eigenauer	Fall 2016	
	2	Lindsay Eigenauer	Fall 2015	
DRD 370.3B	1	Lindsay Eigenauer	Spring 2017	
	2	Lindsay Eigenauer	Spring 2016	
DRD 390.2	1	Andrea Alexander	Fall 2016	
	2	Dianne Davis	Fall 2015	
DRD 390.3	1	Andrea Alexander	Spring 2016	
	2	Andrea Alexander	Spring 2015	
	3	Andrea Alexander	Spring 2017	
DRD 391	1	Laura Aspinall	Fall 2016	

	2	Andrea Alexander	Fall 2015	
DRD 705	1	Debbie Ezersky	Fall 2016	
	2	Debbie Ezersky	Spring 2017	
DRD 700	1	Tara Johnson	Fall 2016	Course not offered in 16/17
	2			
DRD 761	1	Lindsay Eigenauer	Fall 2016	
	2	Lindsay Eigenauer	Spring 2017	
DRD 784	1	Kathy Burton & Kim Starke	Fall 2016	
	2	Kim Starke	Spring 2017	
	3	Sara Lowe-Bouchard	Spring 2012	

4.1b Program Student Learning Outcomes Assessment

4.1b DRD Program Student Learning Outcomes

DRD Student Learning Outcomes Statements

The Disability Resources Department is committed to participating in a regular cycle of assessment toward the achievement of the following student learning outcomes:

1. Students will demonstrate independence and personal responsibility accessing curricular and co-curricular programs and activities.
2. Students will develop self-awareness and project self-confidence.
3. Students will utilize technology to enhance academic success.
4. Students will maintain or improve personal health.

Creating an Ongoing Regular Cycle of Assessment

Faculty in the Disability Resources Department have collaborated to create a meaningful ongoing cycle of assessment of its Program SLO's. Each year DRD faculty members meet to review and update the plan to ensure it continues to reflect the current needs of the Department and its students. All completed DRD Program assessments are posted on SharePoint. As of the current academic year (2016-17) all program SLO's have been assessed at least once during this 6 year cycle.

Student Learning Outcome	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
1. Independence/responsibility accessing curricular and co-curricular programs and activities.	C	C	C				C			X		
2. Project self-awareness and confidence.					C	C						
3. Utilize technology to enhance academic success.			C					C				
4. Maintain or improve personal health.				C					C			

Key

C = Assessment completed

X = Assessment planned

DRD 360.1				X	X			X	X	X	X						X
DRD 360.2				X	X			X	X	X	X						X
DRD 360.3				X	X			X	X	X	X						X
DRD 363				X				X	X	X	X						X
DRD 370.1A		X		X	X		X	X	X	X	X	X	X				X
DRD 370.1B		X		X	X		X	X	X	X	X	X	X				X
DRD 370.2A		X		X	X		X	X	X	X	X	X	X				X
DRD 370.2B		X		X	X		X	X	X	X	X	X	X				X
DRD 370.3A		X		X	X		X	X	X	X	X	X	X				X
DRD 370.3B		X		X	X		X	X	X	X	X	X	X				X
DRD 390.2				X	X	X		X	X			X	X				X
DRD 390.3				X	X	X			X	X		X	X				X
DRD 391				X	X	X		X	X	X							X
DRD 700				X				X	X								X
DRD 705				X		X		X	X	X							
DRD 784		X															
DRD Counseling	X	X	X	X	X	X	X	X	X	X	X	X					
Transition to College Program	X	X	X		X												X

4.2b Narrative (Optional)

5.0 Performance Measures

Analysis of the data below confirm that students with disabilities continue to perform at similar rates by many success measures (persistence, degrees, certificates). Students with disabilities have declined in pass rates for English and Math. This measure may have been affected by the implementation of repeat limitations.

Students with disabilities generated 13% of the total FTES in the District in 13-14.

2013-14 PRPP Data

	DSPS total	DSPS %	District Total	District %
Total Students Enroll.	2496	6.3% of Dist.	39,232	100.00%
Enrolled in Credit	1,823	73.04%	32,675	83.29%

Enrolled in Non-Credit	1,594	63.86%	13,987	35.65%
Total FTES	2421.49	13% of dist.	18,917.79	100%
Credit FTES	1823	.	16,324.04	
NC FTES	1594	.	2,593.75	

Eng. Primary Lang.				
Yes	1852	74.20%	31,488	80.26%
No	644	25.80%	7,744	19.74%

Enrollment Location				
1 Online ONLY	21	.84%	1,423	3.63%
2 Santa Rosa ONLY	1202	48.16%	18,344	46.76%
3 Petaluma ONLY	93	3.73%	3,006	7.66%
4 Other ONLY	531	21.27%	6,550	16.70%
5 Santa Rosa & Petaluma	541	18.07%	6,666	16.99%
6 Santa Rosa & Other	190	7.61%	2,869	7.31%
7 Santa Rosa, Pet., Other	8	.32%	371	.95%

Access

Gender	DSPS total	DSPS %	District total	Dist. %
Male	1,169	46.83%	17,308	44.12%
Female	1,306	52.32%	21,118	53.83%
Unknown	21	.84%	818	2.19%

Age Group				
< 20	381	15.26%	8028	20.46%
20-24	593	23.76%	11362	28.96%

25-29	302	12.10%	5676	14.47%
30-34	209	8.37%	3477	8.86%
35-39	152	6.09%	2238	5.7%
40-50	317	12.7%	3315	8.45%
50+	542	21.71%	5136	13.09%

Ethnicity				
White	1539	61.66%	20470	52.18%
Asian	42	1.68%	1412	3.6%
Black	106	4.25%	957	2.44%
Hispanic	505	20.23%	12232	31.18%
Am.Indian /Alaskan	24	.96%	269	.69%
Pacific Islander	9	.36%	141	.36%
Filipino	9	.36%	290	.74%
Multi-Ethnicity	93	3.73%	1594	4.06%
Unknown	169	6.77%	1867	4.76%

Disability				
Primary Disability			2496	6.3%
Secondary Disability			847	
Dept of Rehabilitation			71	

Financial Aid				
Not Received	1,310	52.48%	25,795	65.75%
Received	1,186	47.52%	13,437	34.25%
BOG Waiver	1,156	46.31%	13,066	33.3%
PELL Grant	464	18.59%	4,671	11.91%
Other	215	8.61%	1,186	4.41%

Progress

Persistence				
Enrolled in Fall	2188	87.66%	26,824	68.37%
Persisted to Spring	1883	86.06%	18,536	69.10%
Did not Persist	305	13.94%	8,288	30.90%

Course Completion

Degree Applicable				
Attempted	9,236	64.97%	128,919	78.42%
Failed	2,490	26.96%	34,885	27.06%
Successful	6,746	73.04%	94,034	72.94%

ESL				
Attempted	73	0.51%	1832	1.11%
Failed	17	23.29%	356	19.43%
Successful	56	76.71%	1476	80.57%

English				
Attempted	288	2.03%	1591	.97%
Failed	116	40.28%	591	37.15%
Successful	172	59.72%	1000	62.85%

Math				
Attempted	366	2.57%	2359	1.44%
Failed	174	47.54%	856	36.29%
Successful	192	52.46%	1503	63.71%

Academic Success				
Degrees	93	3.73%	1484	3.78%
Certificates	39	1.56%	574	1.46%

Access

Gender	DSPS total	DSPS %	District total	Dist. %
Male	932	45.20%	16,747	44.74%
Female	1088	52.76%	19,866	53.07%
Unknown	42	2.04%	818	2.19%

Age Group				
< 20	408	19.79%	7,911	21.13%
20-24	551	26.72%	11,368	30.37%
25-29	240	11.64%	5,298	14.15%
30-34	159	7.71%	3,243	8.66%
35-39	120	5.82%	2,099	5.61%
40-50	232	11.25%	3,334	8.91%
50+	352	17.07%	4,178	11.16%

Ethnicity				
White	1237	59.99%	19,757	52.78%
Asian	38	1.84%	1,399	3.74%
Black	86	4.17%	906	2.42%
Hispanic	455	22.07%	11,033	29.48%
Am.Indian /Alaskan	28	1.36%	308	0.82%
Pacific Islander	4	0.19%	153	0.41%
Filipino	9	0.44%	294	0.79%
Multi-Ethnicity	93	4.51%	1,417	3.79%
Unknown	112	5.43%	2,164	5.78%

Disability				
Primary Disability			2,062	5.51%

Secondary Disability			884	2.36%
Dept of Rehabilitation			75	0.20%

Financial Aid				
Not Received	817	39.62%	24,137	64.48%
Received	1245	60.38%	13,294	35.52%
BOG Waiver	1229	59.60%	13,072	34.92%
PELL Grant	525	25.46%	4,774	12.75%
Other	192	9.31%	1,672	4.47%

Progress

Persistence				
Enrolled in Fall	1752	84.97%	26,441	70.64%
Persisted to Spring	1434	81.85%	18,300	69.21%
Did not Persist	318	18.15%	8,141	30.79%

Course Completion

Degree Applicable				
Attempted	9676	71.98%	128,756	78.45%
Failed	2527	26.12%	33,687	26.16%
Successful	7149	73.88%	95,069	73.84%

ESL				
Attempted	53	0.39%	1,813	1.10%
Failed	19	35.85%	384	21.18%
Successful	34	64.15%	1,429	78.82%

English				
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Attempted	283	2.11%	1,705	1.04%
Failed	116	40.99%	595	34.90%
Successful	167	59.01%	1,110	65.10%

Math				
Attempted	370	2.75%	2,211	1.35%
Failed	161	43.51%	730	33.02%
Successful	209	56.49%	1,481	66.98%

Academic Success				
Degrees	124	6.01%	1,531	4.09%
Certificates	45	2.18%	572	1.53%

Workforce Development					
Apprenticeship Course (SAM = A)	Attempted			156	0.10%
	Failed			12	7.69%
	Successful			144	92.31%
Advanced Occupational (SAM = B)	Attempted	62	0.46%	1,512	0.92%
	Failed	7	11.29%	202	13.36%
	Successful	55	88.71%	1,310	86.64%
Clearly Occupational (SAM = C)	Attempted	2213	16.46%	30,696	18.70%
	Failed	556	25.12%	6,725	21.91%
	Successful	1657	74.88%	23,971	78.09%
Possibly Occupational (SAM = D)	Attempted	702	5.22%	9,552	5.82%
	Failed	230	32.76%	2,811	29.43%
	Successful	472	67.24%	6,741	70.57%

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	01	Improve access to and completion of academic education plans for student with disabilities	Provide timely access to counseling to address the impact disability has on learning, class load and choice when creating academic education plans	Continue in 17-18	Two new DRD Counselors have been hired to provide services
0001	ALL	01	02	Improve access for students (local and distance ed) to DRD services through enhanced online experience and interactive software	Complete enhancements of Student Access Software and DRD website	17-18	Working with IT & 3rd party on enhancements
0002	ALL	01	02	Provide supervised, quality services to students with disabilities	Relocate DRD Testing and Support Services Office to east side of campus.	Immediate	Discussion

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Success measures have held steady for students with disabilities. Improving the completion rate of comprehensive education plans for students with disabilities will continue to be a focus area.
ALL	With the implementation of SSSP, Disability Resources has gone through a thoughtful, comprehensive, and inclusive review of operations utilizing consultant services for a Business Process Analysis. A number of procedural changes have been implemented to improve the student experience including the design of new Student Access Software and the DRD website. A restructure of functions has resulted in the addition of two DSPS Counselors who will have responsibility for developing Student Ed Plans and supporting students with disabilities in meeting the SSSP matriculation requirements. This restructure restores the Disability Specialist positions to having focus and responsibility for authorizing disability accommodations and supporting students in their disability management. Additional SSSP funding allowed for creation of Success Coaches and Specialized Tutoring with improved outcomes for students.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	Improve access to and completion of academic education plans for student with disabilities	Provide timely access to counseling to address the impact disability has on learning, class load and choice when creating academic education plans	Continue in 17-18	Staff time
0001	ALL	01	02	Improve access for students (local and distance ed) to DRD services through enhanced online experience and interactive software	Complete enhancements of Student Access Software and DRD website	Continue 17-18	IT, 3rd party, staff time
0002	ALL	01	02	Provide supervised, quality services to students with disabilities	Relocate DRD Testing and Support Services Office to east side of campus.	Immediate	District approval, support & funding