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| Disabilities  Support  Program  **Program Review** |
| Evergreen Valley  College |
| 2011-2012 |

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# Mission Statement

The mission of the Disabilities Support Program (DSP) is to enable a diverse population of students with a broad spectrum of disabilities to participate in and access all aspects of the college community. The DSP provides support services, and classes in adaptive P.E. and individualized instruction to students with disabilities to enable them to be fully integrated, productive and assertive participants in their own educational process. The Disabilities Support Program is committed to accessibility for all students.

**Program Description**

The Disabilities Support Program provides support services, and classes in adaptive P.E. and individualized instruction for students with disabilities who are attending Evergreen Valley College. A variety of support services are available including specialized academic and vocational counseling, priority registration, interpreting or captioning services for the deaf, limited tutoring, note-taking, test proctoring (including extended time and use of adaptive computer hardware, software and equipment), mobility aids, and the provision of print materials in alternate formats. The DSP has an extensive array of specialized equipment, hardware and software that can be used by and is often loaned out to our students, in an effort to accommodate their individual disability-related needs.

Computers loaded with adaptive software are available to students who are unable to access the screen and/or keyboard, or perform word processing in the traditional manner. Other equipment and aids are also available for student use, such as tape recorders, UbiDuo (for deaf students), special color overlays (for students with light sensitivity), etc. Limited training is provided in assistive hardware/software to meet the unique needs of students.

Two classes are offered in adaptive physical education. Individualized Instruction (II 210) is also offered, which is an open enrollment, zero unit lab, where students receive one-on-one tutoring and specialized group workshops in basic skills, study skills, and in academic subject areas. Tutors are specially trained and supervised by DSP faculty, and utilize special techniques and strategies.

Services offered through the Disabilities Support Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973 as amended, Title V of the State of California Education Code, and the Americans with Disabilities Act of 1990 as amended.

**Program Plan**

Although the DSP has not updated our Commitments to Action (CTA) since 2008/2009, per Title V, we do maintain and update a Program Plan for each academic year, with long-term goals, short-term goals, activities to accomplish the goals, and descriptions of the methods used for the program evaluation. In addition, we have spent a considerable amount of time and effort in developing Student Learning Outcomes for our program.

The DSP’s 2011/2012 Program Plan is aligned with the goals of the College. Our long-term goals to provide accommodations and services to students with disabilities and to continuously educate the campus community are in alignment with our College Mission to empower and prepare students from diverse backgrounds to succeed academically. They are also in alignment with our College’s strategic initiatives of access, student service offerings, visibility, and transparent infrastructure.

Our short-term goals to meet with the DSP Advisory Board a minimum of once per academic year, to stay abreast of all issues (legal and otherwise) concerning DSP&S, and to continue to minimally recruit during on-campus events is in alignment with our College Mission to empower and prepare students from diverse backgrounds to succeed academically. They are also in alignment with our College’s strategic initiatives of access, curriculum and program development, student service offerings, visibility, strategic partnerships, college in the community, community building, employee development, and transparent infrastructure.

The minimum requirements for a Program Plan, per Title V, California Code of Regulations, Section 56046(c), are as follows:

1. Long-Term goals of the DSPS Program
2. Short-Term goals of the DSPS Program
3. Activities to be Undertaken to Accomplish the Goals and Objectives
4. Description of the Methods Used for Program Evaluation

The 2011/2012Program Plan is as follows:

1. Long-Term Goals of the DSPS Program:
   1. Provide accommodations and services to students with disabilities at Evergreen Valley College, despite budget/staffing cuts.

Activities to be undertaken to Accomplish Goal

1. Search out additional funding sources.
2. Streamline procedures and forms.
3. Revise and implement Student Learning Outcome Surveys

Description of the Methods Used for Program Evaluation

1. Report on any additional funding sources found and used.

* Received $6.633 in VTEA/Perkins IV funds.
* We are continuing to participate in Medical Administrative Activities.
* Have been developing an ongoing plan to help us do more with less.

1. Completed procedures and revised forms.

* Completed and ongoing.

1. Completed revised SLOs.

* DSP has continued process of developing new Student Learning Outcomes. We completed a DSP program SLO Matrix, developed evaluation tools, implemented surveys and analyzed them. We also developed an SLO Matrix and evaluation tools for the remaining 4 special classes, even though we are not currently offering them.

1. Continuously educate the campus community, to ensure understanding and acceptance regarding disability issues, adherence to the laws that protect the rights of students with disabilities, and following DSP procedures.

Activities to be undertaken to Accomplish Goal

* 1. Present at Division Meetings
  2. Periodically e-mail out pertinent updates
  3. Participate in Spooktacular Events

Description of the Methods Used for Program Evaluation

1. Report on completion of Disability Awareness Month events, presentations at Division Meetings and the TLC, e-mailing out pertinent DSP updates, offering training to tutors in the Tutoring Center, participating in the Spooktacular event.

* We presented at Division meetings and a Deans meeting.
* We periodically e-mailed out pertinent updates.
* We participated in the Spooktacular event.

1. Short-Term Goals of the DSPS Program:
2. Meet with DSP Advisory Board a minimum of once per academic year.

Activities to be undertaken to Accomplish Goal

1. Create an agenda, Minutes from previous year, set up and conduct meeting(s).

Description of the Methods Used for Program Evaluation

1. Report on meeting(s)

* Title V relaxed the way in which the DSPS Advisory Board must meet; therefore, we had our third annual “virtual” e-mail meeting on May 8, 2012.

1. Stay abreast of all issues (legal and otherwise) concerning DSP&S.

Activities to be undertaken to Accomplish Goal

* 1. Read and participate in Listserve Discussions.
  2. Read articles.
  3. Attend Region IV Coordinator’s meetings.

Description of the Methods Used for Program Evaluation

1. Report on completion of above.

* Completed and ongoing. The DSP Coordinator was able to attend one of two Region IV Coordinator’s meetings during 2011/2012.

1. Continue to minimally recruit during on-campus events only since the DSP is no longer actively recruiting outside of EVC, due to an increase in DSP students and a decrease in budget and staff

Activities to be undertaken to Accomplish Goal

* 1. Participate in Early Admission Program.

Description of the Methods Used for Program Evaluation

1. Report on completion of above.

* Participated in Day at the Green on May 5, 2012.
* Collaborated with ESUHSD and had a special tour for 100 H.S. seniors.

**Management Information Systems (MIS)**

The SJECCD reports our MIS data to the System Office. The DSP utilizes sign-in sheets, SARS Grid and Datatel to manage accurate contacts per student. Approximately once per month, the District Office personnel upload information we track on SARS Grid to Datatel. The DSP Coordinator oversees this process and works closely with District Office personnel concerning questions and issues, as they arise. DSP faculty and staff input onto SARS Grid for accurate contact reporting; however, the bulk of the inputting is conducted by our Staff Assistant III.

Prior to our staffing cuts, we had an Assistive Services Specialists, and a main job duty of hers was to input MIS data and check for errors. Our system then was more labor intensive, but much more accurate. Since the loss of that position, we have had to simplify the way in which we capture contacts, and there have been numerous issues related to transferring data from SARS Grid onto Datatel that has resulted in fewer contacts reported to the System Office, which has resulted in less categorical funding for our program. We have also noticed discrepancies between what is inputted onto Datatel and what the System Office receives. The DSP Coordinator has provided these concerns to the District Office personnel; however, because of our staffing shortage, the DSP does not currently have the time to work at length with the District Office to determine how to resolve these issues.

**List of Staff, Titles and Descriptions**

The current Disabilities Support Program Staffing is as follows:

1. Robin Salak, Instructor/Coordinator – responsible for coordinating the department’s day-to-day operations, which include budget, policies and procedures, MIS, coverage, test proctoring, deaf and hard of hearing coordination, and High Tech Center coordination. She represents the department on and off campus. She meets with new and continuing students, assisting them through the matriculation process and authorizing accommodations based on verified individual disabilities. She also meets with faculty, staff and administrators concerning disability-related issues. Robin oversees II 210 (Individualized Instruction/tutoring). She is a full-time (32.8 hours/week), permanent faculty employee (1.0 FTE).
2. Leslie Williams, Counselor – responsible for assisting students through the matriculation process and for authorizing accommodations based on verified individual disabilities. She is a full-time (32.8 hours/week), permanent faculty employee (1.0 FTE).
3. Janet Clair, Adjunct Adaptive P.E. Specialist – responsible for teaching adaptive PE courses for students with disabilities. She works .30 FTE (faculty) per semester. The DSP no longer offers summer classes.
4. Armando Echeverria, Adaptive P.E. Instructional Support Assistant I – responsible for assisting the adaptive PE instructor in the classroom. He is a permanent Classified employee, working .146 FTE annually. He works 6 hours/week during the fall and spring semesters.
5. Fred Delvey, Adaptive Media Technology Specialist – responsible for training students and staff with alternate media software and equipment and for providing alternate media such as Braille and closed-captioning. He is a full-time, permanent Classified employee, working 40 hours/week, 12 months/year (1.0 FTE).
6. Debbie Collins, Staff Assistant III – responsible for providing clerical support for the day-to-day office operations. She is a full-time, permanent Classified employee, working 40 hours/week, 12 months/year (1.0 FTE).

Note: Supervisor for the DSP is Tammeil Gilkerson, Dean of Counseling and Matriculation.

**Student Eligibility**

Students do not necessarily need to have a disability to enroll in classes offered by the Disabilities Support Program. However, in order to receive ongoing supportive services, students must have a documented disability that results in functional limitations that hinder school-related performance.

The Eligibility Process requires that students hand deliver their disability documentation to the DSP, or sign a release form so that the DSP can obtain disability records. Once the DSP receives the documentation, a student makes an appointment to meet with the DSP Counselor or Coordinator. The Eligibility meeting with the DSP Counselor or Coordinator determines whether or not the student meets Title V requirements for a documented disability. Typically at that meeting, the student’s Student Educational Contract (SEC) and accommodations are determined, through an interactive process between the student and the DSP Specialist (Counselor or Coordinator). The Counselor will also meet with those students who require additional assistance in order to develop their Student Educational Plans.

Most students in the DSP have on-going disabilities, and some have temporary ones (with end dates). To monitor continued program eligibility as well as the needs and goals of each student, students meet with the DSP Counselor or Coordinator on an annual basis in order to develop an updated SEC for each academic year.

**Program Requirements**

The only staff member for a DSPS program, required by Title V is the Coordinator. Each college in a district must possess a designated Coordinator who meets specific minimum requirements in education and experience. Per Title V, “the Coordinator is defined as that individual who has responsibility for the day-to-day operation of DSPS.”

DSPS also mandates that every program maintains and Advisory Committee that must meet at least once per academic year. Due to the budget crisis, meetings are now allowed to be via e-mail, phone, or other technology. The Advisory Committee must contain students with disabilities, and representatives of the disability community.

The DSP at EVC continues to have an Advisory Committee that meets once per year. The members do consist of students with disabilities (current and past DSP students), and numerous community members within the disability community. In 2011/2012, the virtual e-mail meeting took place 5/8/12-5/18/12.

They type of documentation that is required by our program is as follows:

* Accurate and up-to-date confidential student files.
* Annual Program Plan.
* Budget information.
* State Reports
  + End of Year Report – typically due by September 15 of every academic year.
  + Mid Year Report – an optional report that must typically be submitted in March of each academic year.

**Program Services**

Per Title V (and State and Federal laws), each college must provide necessary supportive services to students with disabilities to “enable students to participate in regular activities, programs and classes offered by the college. In order to provide the necessary supportive services, according to Title V, certain conditions must be satisfied:

1. The specific services must be described in each student’s Student Educational Contract.
2. DSP staff must meet specific Title V minimum qualifications.
3. “All staff, whether professional or paraprofessional, must be accountable to the DSPS Coordinator with respect to reporting requirements and compliance with DSPS regulations. This does not mean that all staff serving students with disabilities must be supervised by the DSPS Coordinator, but she/he must have the administrative authority necessary to ensure that all services are properly coordinated and that all regulatory requirements are satisfied.”
4. The college must provide comparable services to students with disabilities as it does to those students without disabilities.

Because of the budget crisis which resulted in a drastic loss of support staff and faculty to the DSP, the DSP finds itself out of compliance on occasion, and the few staff members remaining are having to work quicker, harder, and with less thought and detail as compared to before the cuts. This has resulted in some errors of judgment and documentation. In addition, students often must wait longer periods of time before being able to meet with the Counselor or Coordinator, and depending on the demands of a particular day or week, their needs may not be fully addressed and they sometimes feel rushed or hurried. Another issue is that the DSP staff often work many “volunteer” hours in order to keep up with the demands of the job, due to the drastic reduction in staffing.

**Funding Expenditures & Accountability**

The Coordinator ensures that categorical funds are only used for allowable and mandated costs. The College is not mandated to provide a match/maintenance of effort, except for Deaf and Hard of Hearing (DHH) funds, if the DSP requests such funds from the Sate. In which case, the College/District is responsible for ¼ of the additional DHH funds received.

Although the College is not mandated to provide a match/maintenance of effort (with the exception of DHH special funding), the College and District are still responsible for ensuring that all federal and state laws pertaining to educational access for students with disabilities are being followed. To this end, the college and District should make certain that the DSP is adequately funded and staffed, and at the present time the DSP is grossly underfunded and understaffed.

**Technology**

Due to the staffing cuts, the DSP has had to put all technology plans on hold, such as plans to “go paperless”. The DSP has hundreds of thousands of dollars in technological equipment, hardware, and software; however, since our staffing cuts, we utilize very little of it. The DSP used to offer special classes in adaptive technology, and unfortunately we no longer that. In fact, our High Tech Center is now used only for test-proctoring. Students are quickly trained on some of our most popular software programs, but they no longer benefit from the intensive training they received in our special classes. The DSP needs more instructors and supportive staff rather than additional technology.

**Planning Agenda**

Due to the staffing cuts, the DSP has had to do more with less. The two remaining faculty members spend a good portion of the day making copies, filing, and performing numerous clerical tasks. The two remaining Classified staff members have had to include many more duties to their previously jam-packed list of jobs. This creates tension and resentment, as well as work that is sometimes completed less thoroughly than in previous years.

The DSP has revamped many of the student forms and procedures, in order to save time and effort. Funding for the DSP is always an issue. In addition to the Categorical funding, the DSP Coordinator always advocates for College Effort and PERKINS IV funding. The DSP also participates in MediCal Administrative Activities (MAA); however, morale has been low for quite some time concerning MAA participation, because the DSP receives very little funding from its participation, because the bulk of the money earned is used elsewhere within the College and District.

The DSP needs to, at minimum, hire two full-time, twelve-month Classified staff members in order to assist with the huge amounts of documentation and the special needs of our students that require a considerable amount of staffing time. We could also greatly benefit from adjunct instructors, to teach adaptive technology classes, as well as classes in speech/language, memory, student success, writing, reading, and mathematics. Our DSP currently provides no learning disabilities testing, and we are the only college in the region who does not provide this testing. It would be extremely beneficial for the DSP to hire a full-time Learning Disabilities Specials, as we previously had, who would test students and teach special classes.

A final note on staffing issues has to do with offering adaptive P.E. classes. Even though this Program Review is for the 2011/2012 Academic Year, it is necessary to report that it appears highly likely that the DSP will no longer be offering Adaptive P.E. classes, beginning in the fall of 2013. This would be a devastating blow for the DSP, Evergreen Valley College, and the San Jose/Evergreen Community College District. Students with severe disabilities will no longer receive the expertise and low student-to-teacher ratio that is currently provided in the two Adaptive P.E. classes that are offered each semester. Our campus and our P.E. instructors must always provide the necessary accommodations, adaptive equipment, and supportive services for all P.E. students, including those with disabilities; however, if EVC no longer offers Adaptive P.E. Courses, students will no longer have the option to take Adaptive vs. general P.E.

**External Contributing Factors**

The most impactful external contributing factor for the DSP is the current national and state budget crisis. The DSP has suffered huge cuts to its program, resulting in a loss of the following positions:

1. One full-time L.D. Specialist (Faculty).
2. Three adjunct faculty.
3. One full time, 12 month Assistive Services Specialist (Classified).
4. One full time, 12 month Staff Assistant II (Classified).
5. Two 20 hours per week Lead Support Instructional Assistants (Classified) – one was a 10 month employee and the other was an 11 month employee.

The devastating cuts to the DSP’s budget and resulting loss in staffing forced the DSP to completely change the way in which it provides services to students. Student appointments are primarily conducted in groups, one-on-one tutoring is extremely limited, L.D. testing is no longer conducted, hours of operation have been reduced, and the DSP no longer offers any special courses other than the two remaining adaptive P.E. courses, and II 210 (an open enrollment, zero unit lab, where students receive one-on-one tutoring and specialized group workshops in basic skills, study skills, and in academic subject areas).

The remaining DSP staff members are extremely dedicated and hard-working, and make every effort to assist students above and beyond the minimum legal requirements ; however, due to the huge budget cuts, it is no longer possible to help every student in the same manner they were helped previously. This has resulted in over-worked and overwhelmed staff members, and has caused some frustration on the part of DSP students, DSP staff members, and college personnel.

The number of students served with four or more contacts dropped considerably from 2010-2011, most likely in large part due to the budget/staffing cuts.

Other important external contributing factor for the DSP are the laws that protect people with disabilities, specifically Section 504 and 508 of the Federal Rehabilitation Act of 1973 and its amendment of 1998, Title V of the State of California Education Code, and the Americans with Disabilities Act of 1990.

**External On-Campus Factors**

There are a number of external on-campus factors that affect the DSP, both positively and negatively. The most impactful external on-campus contributing factor for the DSP is the current District budget shortfall, and the declining support of the DSP by the District, in terms of college effort and funding priorities.

Other negative external on-campus factors are:

1. Campus location which is somewhat isolated from the rest of Silicon Valley.
2. Accessibility with the old facilities such as elevators that break down and classrooms that cannot be accessed due to steps at their entrances.
3. Lack of vocational programs as compared to other local community colleges.
4. High turn-over rate with administrators.
5. Lack of District/College policies that affect DSP students, such as an emergency preparedness policy, substitution/waiver policy for students with disabilities, a fundamental alterations policy and committee, and an electronic and information technology (E&IT) policy.

Some of the positive factors are:

1. The beauty of the campus with its park-like setting, which is surrounded by rolling hills and boasts a duck and geese pond.
2. Dedicated faculty, classified staff and administrators.

**Internal Factors**

Unfortunately, due to huge budget cuts, the DSP has recently lost eight key positions (see External Contributing Factors). DSP staff members have been overworked (and overwhelmed at times), DSP students do not receive as much one-on-one time as they have in the past (causing some frustration), L.D. testing is no longer offered, there has been a reduction in the hours of operation, and DSP special courses are no longer offered other than the two Adaptive P.E. courses and II 210 (open enrollment, zero unit labs, where students receive limited one-on-one tutoring and specialized group workshops in basic skills, study skills, and in academic subject matter). The huge cuts in the DSP budget came from the State grant funding, college effort, VTEA/Perkins IV and MAA funds.

The number of students served with four or more contacts has dropped considerably from 2009-2010 to 2010-2011. The budget/staffing cuts have caused students to leave EVC and go elsewhere, because the DSP is not able to provide as much assistance as in previous years, and with fewer staff members, the DSP has found it extremely difficult to adequately capture all student contacts. In addition, there has been zero marketing/recruiting since 2008-2009.

On the positive side, the leadership of the DSP has been consistent for the past 3.5 years, with the same Dean and V.P. of Student Affairs. The DSP has also had the same Coordinator for the past 6.5 years, the same Counselor for the past 5.5 years, the same Adaptive Media Technology Specialist for the past 7 years, and the same Staff Assistant III for the past 4.5 years. In addition, the Adaptive P.E. (APE) instructor has been the same for the past 12.5 years, and the APE Aide has been here for the past 14 years.

**Student Learning Outcomes (SLOs)**

Student Learning Outcomes have been revised consistently over the past several years with input from all DSP staff members and the Student Services Council. Our SLO’s are as follows:

1. DSP students will be able to identify their disability (ies).
2. DSP students will be able to identify 2+ of their functional/educational limitations.
3. DSP students will be able to name 2+ accommodations provided by the DSP.
4. 80% of DSP students will utilize DSP services 2+ times per semester.

* To view our online SLO and Assessment Matrix, go to: <http://www.evc.edu/slo/examples/student_services/DSP.pdf>
* To view our online SLO Survey, go to:

<http://www.evc.edu/slo/examples/student_services/DSP_survey.pdf>

**Program Strengths**

The following is a list of program strengths:

* Experienced and skilled staff that are friendly and knowledgeable.
* Student-centered program with committed staff.
* Consistent leadership for the past 3.5 years (same Dean and V.P. of Student Affairs)
* With the remaining DSP employees, the staffing has been consistent (same Coordinator for the past 6.5 years, same Counselor for the past 5.5 years, same Adaptive Media Technology Specialist for the past 7 years, same Staff Assistant III for the past 4.5 years, same adjunct APE instructor for the past 12.5 years, and same APE Aide for the past 14 years).
* HTC has ample space, is housed within the DSP and is well equipped with up-to-date technology and equipment.
* Increased positive reputation with the campus community.
* Collaborated with ESUHSD Vocational Specialists to host a tour of EVC and the DSP for High School seniors in Special Education.
* Participated with seven other on-campus Special Programs in the third annual Special Programs Awards Ceremony at EVC.

**Program Weaknesses**

The following are some of the weakness that affected the program:

* Devastating cuts to our budget from all sources – State grant, college effort, VTEA/Perkins IV, MAA.
* Recently lost eight key positions (see External Contributing Factors).
* DSP staff members have been overworked (and overwhelmed at times), and morale has decreased.
* DSP students do not receive as much one-on-one time as they have in the past (causing some frustration), their wait time to be helped is typically longer, and appointments are not readily available.
* Limited career counseling and employment focus.
* L.D. testing is no longer offered.
* Reduction in the hours of operation and block testing schedule.
* Reduction in tutors and tutoring.
* DSP special courses are no longer offered other than the two Adaptive P.E. courses and II 210.
* DSP Advisory Committee no longer meets face-to-face, due to lack of staffing, funding, and time. Instead we conduct “virtual meetings” via e-mail.
* Number of students served with four or more contacts has dropped considerably from 2009-2010 to 2010-2011.
  + In 2009/2010, 884 DSP students with 4 or more contacts were served.
  + In 2010/2011, 411 DSP students with 4 or more contacts were served.
    - We served 473 fewer students with 4 or more contacts in 2010/2011 as compared to 2009/2010. This is a drastic decrease. Part of the reason for this is that we began capturing contacts using a different system, and many of our contacts weren’t reported due to glitches in this different system. It is also a result of offering no special classes in 2010/2011, and completely stopping the recruiting of DSP students three years ago.
* Funding for the DSP has been greatly reduced. Our total Categorical funding (State funding) is primarily based on the previous year’s students served with 4 or more contacts.
  + In 2010/2011, our Categorical funding was $325,821.
  + In 2011/2012, our Categorical funding was $307,657.
    - The DSP received $18,164 less in Categorical funding in 2011/2012 as compared to 2010-2011.
* In 2010/2011, the DSP received $7,222 in Perkins IV funds (formerly VTEA).
* In 2011/2012, the DSP received $6,633 in Perkins IV funds.
  + The DSP received $589 less in Perkins IV funds in 2011/2012 as compared to 2010/2011.
* In 2010/2011, the DSP received $250,707 in College Effort funds.
* In 2011/2012, the DSP received $114,357 in College Effort funds.
  + The DSP received $136,350 less in College Effort funds in 2011/2012 as compared to 2010/2011.
* The DSP receives nominal funding for its participation in Medical Administrative Activities (MAA).
* DSP Coordinator no longer attends vital annual CAPED conference, due to budget cuts.
* DSP faculty and staff do not attend conferences, other than those offered free of charge. Even then, due to staffing cuts, it’s difficult to arrange, and often does not occur.
* Limited faculty coverage during intersession and summer session, and difficult to schedule.
* Lack of District policies make it difficult to provide accommodations and services in a timely manner. Such District policies are:
  + Substitution/waiver policy for students with disabilities.
  + Fundamental alterations policy and committee.
  + Electronic and Information Technology (E&IT) Policy

**Program Goals**

1. **Provide accommodations and services to students with Disabilities at Evergreen Valley College, despite budget/staffing cuts.**

**Activities to be undertaken to Accomplish Goal**

1. Continue to advocate for College Effort funds, since the College and District are bound by State and Federal law to provide appropriate services to students with disabilities, regardless of State funding.
2. Continue to participate in Medical Administrative Activities and advocate for more funds for this participation.
3. Continue to advocate for Perkins IV (formerly VTEA) funds.
4. Streamline procedures and forms, including our Student Educational Contracts (SECs).
5. Revise, implement and evaluate Student Learning Outcome Surveys.
6. **Continuously educate the campus community, to ensure understanding and acceptance regarding disability issues, adherence to the laws that protect the rights of students with disabilities, and following DSP procedures.**

**Activities to be Undertaken to Accomplish Goal**

* 1. Present at Division Meetings.
  2. Periodically e-mail out pertinent updates.
  3. Meet with faculty, staff, and administrators.

1. **Meet with DSP Advisory Board, a minimum of once per academic year.**

**Activities to be undertaken to Accomplish Goal**

1. Title V relaxed the way in which the DSPS Advisory Board must meet; therefore, we will continue to hold annual “virtual” e-mail Advisory Board meetings.
2. Create an agenda, Minutes from previous year, set up and conduct meeting(s).
3. **Stay abreast of all issues (legal and otherwise) concerning DSP&S.**

**Activities to be undertaken to Accomplish Goal**

* 1. Read and participate in Listserve Discussions
  2. Read articles
  3. Attend Region IV Coordinator’s meetings when possible

1. **Continue to minimally recruit during on-campus events only, since the DSP is no longer actively recruiting outside of EVC due to a huge decrease in budget and staffing.**

**Activities to be undertaken to Accomplish Goal**

* 1. Participate in Early Admission Program (Day at the Green)
  2. Collaborate with ESUHSD for special tours