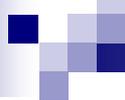


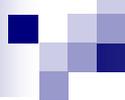
# College of Alameda DSPS Program

Student Success and  
Effects of State Budget Cuts  
PCCD Board Retreat 7/17/09



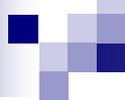
# College of Alameda DSPS

- DSPS serves 500 or more students per year (5% of students at COA).
- Role of DSPS is to assist college in meeting its legal obligations of Sections 504 and 508 of the Federal Rehabilitation Act and the Americans with Disabilities Act.



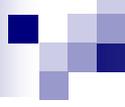
# State Funding

- DSPS programs receive state funds based on the number of students served and the types of disability.
- Funds from the state are intended to cover “excess costs” in serving students.



# Effects of state funding cuts

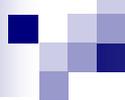
- With or without state funding, students with disabilities will still need to be served.
- Costs of providing and arranging for accommodations would shift to the colleges/district.



# Legal Foundations:

Equal access to instruction,  
services, activities, facilities

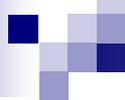
- Americans with Disabilities Act
- Sections 504 and 508 of the Federal Rehabilitation Act
- State Government Code Sections 11135-1139.5
- Title 5
- Peralta Board Policy



# Who is Eligible for Services?

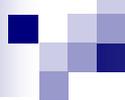
Students whose disabilities include:

- Mobility impairment
- Visual disability
- Learning disability
- Acquired brain injury
- Developmental disability
- Psychological disability
- Chronic health problems
- Persons in recovery from drug/alcohol use
- Persons who are deaf or hard of hearing



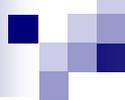
# What Services Does DSPS Offer?

- Academic, personal, and vocational counseling
- Support services personnel such as note takers, real-time captioners, sign language interpreters, and scribes
- Instructional materials in alternate media, such as braille, large print, e-text, tactile graphics, and audio tape
- Access to adapted computer equipment and other assistive technology
- Testing accommodations



# Services (cont'd)

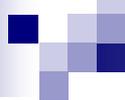
- College program planning
- Diagnostic testing
- Priority registration and enrollment assistance
- Liaison with four-year colleges and community agencies
- Liaison with the Department of Rehabilitation and the Regional Center
- Equipment loans



# DSPS Instructional Programs

The primary focus of DSPS is to support students in mainstream classes. Students may also participate in specialized instructional programs:

- Learning Skills Program
- Adapted Computer Learning Center
- Vocational Living Skills Program
- WorkAbility III



# DSPS Success Data \*

Students who use COA DSPS services:

- Earn grades comparable to peers
- Complete courses at a rate significantly higher than college peers
- Drop courses at a significantly lower rate
- Persist in courses (enroll next semester) at a significantly higher rate

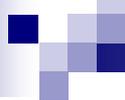
\* Source: PCCD Warehouse

# Fall 2007 COA DSPTS

	All Enrolled	% Success	Avg GPA	% Retain	% Drop	% Persist
DSPTS	391	62.2	2.66	81.8	18.2	62.4
Non DSPTS	6934	63.1	2.87	71.5	28.5	49.0

# Spring 2008 COA DSPTS

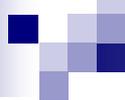
	All Enrolled	% Success	Avg GPA	% Retain	% Drop	% Persist
DSPTS	289	62	2.71	84.8	15.2	No data
Non DSPTS	6939	66.1	2.89	72.7	27.3	



# Scenario 1: Student who is deaf

## Current process

- Student who is deaf comes to DSPS for services.
- Student meets with a DSPS counselor who evaluates documentation, advises student about classes, and approves accommodations.



# Scenario 1: Student who is deaf

## Current process

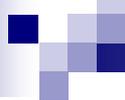
Accommodations for deaf student include:

- Sign language interpreter
- In-class note taker
- Additional time on tests

# Scenario 1: Student who is deaf

## Current process

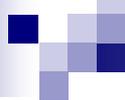
- Classified staff person calls list of district-approved interpreters to find ones available and willing to interpret. (Average cost for interpreters approx \$35/hr.)
- If no interpreters available, staff person contacts interpreter agency to arrange for interpreter. (Average cost approx \$90-\$125/hr.)



# Scenario 1: Student who is deaf

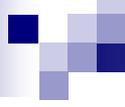
## Current process

- Classified staff person works with classroom instructors to find an in-class note taker.
- Staff person schedules and proctors tests with student.



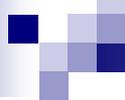
# Scenario 1: With Funding Cuts

- Current cuts would eliminate classified staff position. The college would have to contact, schedule, and pay for interpreters.
- Highly likely that agency interpreters would have to be used more frequently at a much higher rate. College/district would have to cover all costs.



# Scenario 1: With Funding Cuts

- Faculty would have to handle all note taking requests with high likelihood of confusion and services denied to some eligible students.
- College would have to arrange for and provide testing accommodations.
- Student success would most likely decrease.



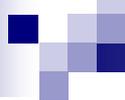
# Scenario 1: With Funding Cuts

- High likelihood of increase in student grievances and Office for Civil Rights (OCR) complaints as students encounter barriers to receiving accommodations.
- Increase in costs as college and district staff deal with legal complaints.

# Scenario 2: Student who is blind

## Current process

- Student who is legally blind comes to DSPS for services.
- He meets with a DSPS counselor who evaluates documentation, advises student about classes, and approves accommodations, including Alternate Media.



# Scenario 2: Student who is blind

## Current process

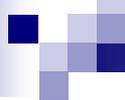
Alternate Media accommodations:

- Class handouts in braille
- Tactile graphics
- Textbook in electronic text (e-text)

# Scenario 2: Student who is blind

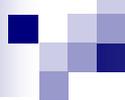
## Current process

- Classified staff person scans class handouts and translates into braille.
- Staff person also creates tactile graphics (e.g. a raised line drawing of X and Y axis for student in math class.) Service is highly technical and labor intensive.
- Staff person scans and edits textbook so student can read electronic text on computer. Service is highly technical and labor intensive.



## Scenario 2: With Funding Cuts

- Current cuts would eliminate funding for Alternate Media services. The college would have to provide braille, e-text, large print, books on tape, etc.
- Because highly technical skills are required, services may have to be contracted out, at a high expense to the college/district.



## Scenario 3: Student with learning disability – Current process

- Student who has a learning disability comes to DSPS for services.
- Student meets with a DSPS counselor who evaluates documentation, advises student about classes, and approves accommodations.

# Scenario 3: Student with learning disability – Current process

Accommodations for student with learning disability include:

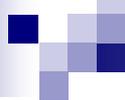
- Electronic text (e-text) for student to read on computer
- Extended time on tests
- Learning Skills English and Math classes
- In-class note taker

## Scenario 3: Student with learning disability – Current process

- DSPS classified staff scan book, provide e-text, schedule test accommodations, arrange for in-class note taker.
- Student enrolls in Learning Skills English and/or Math classes. Student works with Learning Disability Specialist and instructional assistant on strategies to increase success in mainstream English and Math classes.

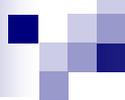
# Scenario 3: With Funding Cuts

- No funds for Alternate Media services. The college would have to provide e-text, books on tape, etc.
- Services may have to be contracted out at high cost.
- No funding for instructional assistants in Learning Skills classes. Likely decrease in student success: students dropping/not passing classes.



# Effects of Cuts: Other Staffing

- Funding eliminated for clerical assistant who handles all MIS input, monitors receipt of disability documentation, prepares paperwork for faculty telling them of accommodations approved for students.
- High likelihood of even further decreased state funding because accurate MIS data is needed to generate DSPS funding. Data must be audit-proof.

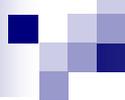


# Effects of Cuts: Other Staffing

- This classified staff person also spends 1/3 of her time as the WorkAbility clerical assistant which counts toward our “match” for the WorkAbility III contract. Without this staff person, our WorkAbility contract is threatened.

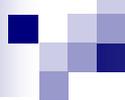
# Effects of Cuts: Other Staffing

- Loss of funding for 11 month contracts for DSPS counselors/coordinator – no summer/ intersession counseling or coordination. ADA Coordinator (Vice President of Student Services) would have to evaluate documentation and approve accommodations which the college (other college staff) would have to arrange and provide.



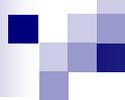
# Effects of Cuts: Other Staffing

- VP of Student Services would have to handle budget, hiring, student concerns outside of the academic year.
- Students would seek counseling from counselors without special training and expertise to develop education plans; these counselors would not have information about the individual's disability and effect on the student learning process.



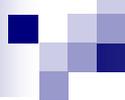
# Conclusions

- Given appropriate services, students with disabilities succeed at a rate comparable to non-disabled peers.
- Accommodations must be provided to students with disabilities, as guaranteed by state and federal law. Colleges do not have the discretion to lower the amount of money spent on accommodations.



## Conclusions (cont'd)

- Given all of the above it is fiscally prudent to budget realistically for costs rather than have cost overruns that must be covered from other funding sources.



# For more information:

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Thank you to Debra Banks, COA  
researcher, who compiled success data.