College of Alameda

Annual Program Update

Supplemental/Revised **Template 2015-2016**

I. **Overview**

BI Download:		Dept. Coordinator:	Rachel Goodwin
Subject/Discipline:	DSPS	Dean:	Toni Cook
Campus:	College of Alameda		
Mission Statement	The mission of the Programs and Services for Students with Disabilities (DSPS) is to provide exemplary support services, instruction and access to students with disabilities. DSPS supports students with disabilities in instructionally related activities consistent with the mission, vision and statement of the College of Alameda and in compliance with federal and state laws. With equal access as its hallmark, the faculty and staff of DSPS are committed to the following: **Opportunity**: To ensure equal educational opportunities to students with disabilities who have the potential for achieving academic and vocational goals consistent with a community college program. **Empowerment**: To empower students with disabilities to achieve independence and integration leading to maximum participation in the college and the community. **Awareness**: To provide information and support to College of Alameda employees and students in carrying out the institution's responsibility to students with disabilities.		

II.   Enrollment –

DSPS Students	2012-2013 Student Count	2012-2013 Student Count (%)	2013-2014 Student Count	2013-2014 Student Count (%)	2014-2015 Student Count	2014-2015 Student Count (%)
Total Unduplicated DSPS students	570	100 %	614	100 %	612	100 %
Acquired Brain Injury	32	5.61%	27	4.40%	31	5.07%
Developmentally Delayed Learner	17	2.98%	22	3.58%	37	6.05%
Hearing Impaired	15	2.63%	14	2.28%	20	3.27%
Learning Disabled	101	17.72%	107	17.43%	99	16.18%
Mobility Impaired	53	9.30%	64	10.42%	80	13.07%
Other Disability	265	46.49%	284	46.25%	275	44.93%
Psychological Disability	63	11.05%	70	11.40%	51	8.33%
Speech/Language Impaired	2	0.35%	5	0.81%	3	0.49%
Visually Impaired	22	3.86%	21	3.42%	16	2.61%

Below are the enrollment figures for COA DSPS classes. The purpose of all of these classes is to increase student success for DSPS students in general courses campus-wide.

Currently we're not able to quantify the FTES generated by DSPS students in regular classes because the data are not available through the district. However, in the past when we have done follow-up, we have seen consistently that students with disabilities who use DSPS services have higher success and retention rates than students with disabilities who do not participate in DSPS.

Subject	Catalog	Description	PRIM INSTR	ATT	CENSUS	RESD FTES	FTES TOTL
COUN	COUN:207A	CAREER EXPLORATION	Rowland,J	X			
COUN	COUN:207B	CAREER EXPLORATION	Rowland,J	X			
COUN	COUN:501	COUNSELING LRNG LAB		E	55	0	0
LRNRE	LRNRE:211	COMPUTER ACCESS	Tappe,P	E	22	1.11	1.11
LRNRE	LRNRE:213A	IMPROVING COGNITIVE SKILLS	Tappe,P	E	12	0.83	0.83
LRNRE	LRNRE:213A	IMPROVING COGNITIVE SKILLS	Tappe,P	E	12	0.62	0.72
LRNRE	LRNRE:259	WRITING STRATEGIES	Rex,L	E	19	0.84	0.84
LRNRE	LRNRE:259	WRITING STRATEGIES	Rex,L	E	29	0.75	0.75
LRNRE	LRNRE:264	IND LIVING SKILLS	Post,M	X			
LRNRE	LRNRE:266	PREPARING FOR EMPLOYMENT	Post,M	X			
LRNRE	LRNRE:269	JOB EXPERIENCE	Rowland,J	E	52	1.47	1.47
LRNRE	LRNRE:272	COMPUTER ACCESS PROJ	Tappe,P	E	46	2.53	2.53
LRNRE	LRNRE:276	LEARNING STRAT/ALG & GEOM	Rex,L	E	23	0.59	0.59
LRNRE	LRNRE:277	MATH CONCEPTS/STRATEGIES	Rex,L	E	22	0.66	0.66
LRNRE	LRNRE:279	COMMUNICATION STRATEGIES	Post,M	X			
LRNRE	LRNRE:279	COMMUNICATION STRATEGIES	Post,M	X			
LRNRE	LRNRE:296	DIAGNOSTIC ASSESSMENT	Rex,L	E	18	0.25	0.25
Grand Total					310	9.65	9.75

DSPS COURSE ENROLLMENT BY INSTRUCTOR

Subject	Catalog	Description	PRIM INSTR	ATT	Sp'15 CENSUS	Sp'15 RESD FTES	Sp'15 FTES TOTL
COUN	COUN:207C	CAREER EXPLORATION	Stewart,R	D	11	0.29	0.29
LRNRE	LRNRE:211	COMPUTER ACCESS	Tappe,P	E	12	0.64	0.64
LRNRE	LRNRE:213B	IMPROVING COGNITIVE SKILLS	Tappe,P	E	13	0.94	0.94
LRNRE	LRNRE:213B	IMPROVING COGNITIVE SKILLS	Tappe,P	E	15	1.16	1.16
LRNRE	LRNRE:259	WRITING STRATEGIES	Rex,L	E	25	0.68	0.68
LRNRE	LRNRE:259	WRITING STRATEGIES	Rex,L	E	27	0.98	0.98
LRNRE	LRNRE:264	IND LIVING SKILLS	Silvers,L	X			
LRNRE	LRNRE:268	MONEY MANAGEMENT	Silvers,L	E	14	0	0
LRNRE	LRNRE:269	JOB EXPERIENCE	Rowland,J	E	39	1.12	1.12
LRNRE	LRNRE:269	JOB EXPERIENCE	Rowland,J	E	13	0.3	0.3
LRNRE	LRNRE:272	COMPUTER ACCESS PROJ	Tappe,P	E	32	1.46	1.46
LRNRE	LRNRE:276	LEARNING STRAT/ALG & GEOM	Rex,L	E	29	1.1	1.1
LRNRE	LRNRE:277	MATH CONCEPTS/STRATEGIES	Rex,L	E	14	0.26	0.26
LRNRE	LRNRE:279	COMMUNICATION STRATEGIES	Silvers,L	X			
LRNRE	LRNRE:279	COMMUNICATION STRATEGIES	Stewart,R	E	13	0	0
LRNRE	LRNRE:296	DIAGNOSTIC ASSESSMENT	Rex,L	E	23	0.75	0.78
Grand Total					**1547**	**13.16**	**13.19**

III. Student Success– Currently we're not able to quantify the specific performance and success rates of DSPS students in regular classes because the data are not available through the district. However, in the past when we have done follow-up, we have seen consistently that students with disabilities who use DSPS services have higher success and retention rates than students with disabilities who do not participate in DSPS.

III. **Faculty** – *see department specific data sheet*

IV. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	The WorkAbility III and College to Career grant funded cooperative education partnerships with the Department of Rehabilitation specifically address the employment needs of students with disabilties. These programs foster the development of work readiness, through the LRNRE 269, and COPED 450 classes determine work-related disability accommodation needs and, provide individual students with job development and placement into competitive employment.
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	The courses offered through DSPS specifically support the learning needs of students with disabilities taking courses campus-wide. DSPS

The Learning Skills Program classes (LRNRE 259, 276 & 277) provide subject specific review and concept clarification for math and English classes at all levels, support the development of strong study habits and improve course material mastery.

The Cognitive Rehabilitation classes (LRNRE 213A & 213B) improve cognitive skills in the areas of attention, memory, recognition of verbal and nonverbal patterns, organization and critical evaluation of information, and strategies for problem solving for students with head injuries and learning disabilities. By improving these areas of cognitive function students are more successful in classes, campus-wide.

Adapted Computer Access courses (LRNRE 211 and 272) introduce students with disabilities to the adaptive technology available to accommodate the functional educational limitations of their disabilities, improving equal access to education. Students learn about specific computer programs that provide access (i.e. Kurzweil, JAWS, Dragon Naturally Speaking, ZoomText, Inspiration) and have the opportunity to utilize the Adapted Computer Learning Center to use adapted software on our computers. Students also gain access to site licensed software for at-home use for several programs. The specific disability needs of each individual student is evaluated and students to ensure best available access.

In addition to these classes, our DSPS program provides the high quality academic planning (SEPs for certificates, degrees and transfer), support and the academic accommodations necessary to assure students with disabilities equal access to all College of Alameda instructional programs and classes.

V. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	Fall 2015= 11 courses
Number with SLOs	11
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	As of spring 2015 SLOs for all DSPS classes have been assessed. 2015-16 classes have current SLOs in taskstream and will be assessed at the end of each semester.
% Assessed/SLOs	100%

Describe types of assessment methods you are using:
- End of term analysis of student performance using portfolio, assignment and lab task completion.
- Analysis of student integration of course instruction into their job search materials (resumes, master applications, videotaped mock interviews, and utilization of adaptive technology.
- Student projects exploring individual learning styles and student's identification of at least 5 individualized learning strategies.
- In class assessment by instructors through the work of in-class work, oral review of student understanding, exams and projects.

Describe results of your SLO assessment progress
All SLOs are current and assessed through the end of spring 2015.

All SLO targets were met or exceeded in 2014-15.

Describe how assessment results and reflection on those results have led to improvements.
DSPS faculty continually seek the resources, technology and personnel support needed to continue to innovate in the area of student learning, seeking new tools, like SmartPens, tablets and current adaptive software, as well as the skilled Instructional Aides needed to support student success in DSPS classes, and equitable access to classes campus-wide.

VI. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	As as student services department we do not offer any degrees nor certificates, but rather support students in their success across all programs and disciplines.
Number with Program Learning Outcomes	DSPS has Three (3) Program Learning Outcomes in Taskstream.
Number assessed	3 as of spring 2015. For 2015-16 assessments will take place at the end of spring semester, as designated in the PLO
% Assessed	100%

Describe assessment methods you are using
PLOs are being assessed through the use of data analysis; using DSPS data and file review for all students registered with DSPS we will identify the number of students with SEPs, signed Student Educational Contracts and who have had a minimum of four contacts with DSPS faculty, staff and/or services including, but not limited to DSPS counseling, enrollment in DSPS classes, utilization of accommodations, use of Adaptive Computer Learning Center or Learning Resources Center.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

For 2014-15 we met our program-level student learning outcomes, with all registered student completing a SEC, a SEP (some are abbreviated SEPs) and meeting the standard for at least minimum utilization of DSPS contact. The DSPS program strongly relies on part-time hourly classified and faculty personnel to meet the needs of our students, and we were able to support some, limited, increases in adjunct LD testing and counseling faculty, and hourly instructional aides to meet the needs of our students. Our ability to do this was due to the increased state allocation funding, and we are not yet sure of our 2015-16 allocation.

While DSPS does not offer any degrees/certificates, our program does support students with disabilities in coursework campus-wide.

Plans for continuous improvement: Identify funds for Staff Development; Provide in-house training for staff within DSPS and for the College, for example in increasing faculty awareness of the process for DSPS to provide Alternate Media for classroom materials, texts, tests; Offer Orientation for new and continuing students a few weeks before the semester starts; Offer Disability Awareness activities for students, faculty and staff; Seek administrative support to fund sign language interpreters, note takers, and assistants for the Learning Skills math and English groups to ensure equal access; Increase skill in working with students with significant mental health problems; Expand training in Universal Design for Learning across the campus to provide improved access for all students. Collaborate with other DSPS programs in the District on file sharing technologies available to create common forms and streamline student access to any DSPS throughout the PCCD

VIII. Prioritized Resource Requests Summary

College: _____**College of Alameda**_____

Discipline, Department or Program: _____**DSPS**_____

Contact Person: _____**Rachel Goodwin, DSPS Coordinator rgoodwin@peralta.edu 510-748-2326**____

Date: _____**November 5, 2015**_____

**NOTE: The DSPS Review is scheduled for 2016-17; therefore justification is imbedded in resource request summary.

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	**DSPS:** Adjunct DSPS Counselor, 20 hours/week.	**2**	**DSPS: $19,800-$34,000**	**DSPS:** Adjunct counselor needed to ensure timely access to mandated services and completion of SSSP eligible activities.	**DSPS: A.1-4**
	Adjunct LD specialist, 15 hours/week	**1**		Adjunct LD specialist to increase LD diagnostic testing capacity. Students with LD are funded at a proportionally higher rate than most other disabilities, but we require appropriate qualified LD specialists to complete the testing needed for many students to qualify. Without an LD diagnosis students are coded as "Other Health Disablility" which is funded at the second lowest rate.	**A. 1-4**
	College to Career: Support partial college funding (5%) of College to Career coordinator's salary/benefits	**1**	**C2C: $5000.00**	**C2C:: Please see Appendix 1, attached.**	**C2C: B.2**

Human Resources: Classified	DSPS: 1. Accommodations Specialist (1.0 FTE)	1	$65,000	DSPS: 1. DSPS has been completely reliant on hourly classified staff for the coordination and management of accommodations (proctored exams, managing note taker accommodations, etc.) These mandated services need the security of a full time 1.0 clasified specialist.	DSPS: A. 1-4
	2. Data Specialist (1.0 FTE)	2	$65,000	For management and maintenance of DSPS student records, accurate MIS reporting.	A. 1-4
	3. Hourly sign language interpreters,	1	**Varies, was approx. $27000 in 2014-15, $80000 in 2013-14.**	Sign language interpreting is a mandated service for students who are Deaf under ADA and Section 504. CCCCO DSPS allocation funding is not sufficient to cover all mandated expenditures for this service.	A. 1-4
	4. Alternate Media staff	1	**$30,000-$75,000 per year depending on method of employment (OT, FTE, hourly).**	Staff needed to produce and provide instructional materials in alternate, accessible formats for students with disabilities as mandated under ADA and Section 504.	A. 1-4
	5. Instructional Aides/Learning Skills	1	$35,000	IAs are a critical support component to the Learning Skills classes (LRNRE 259, 276, 277). These IAs work directly with students with disabilties to support their success in the	A.1-4

				development of the writing and mathematical skills necessary to succeed in all college classes.	
	WAIII: 1. Job Developer (1.0 FTE)	4	$75,000	WorkAbility III relies on job development for the successful completion of contract placement goals. Current staffing (0.5 FTE job developer) is not sufficient to meet the constant increase in referrals to this highly successful WAIII program.	**B.2**
	2. Data/Intake Specialist (1.0 FTE)	4	$60,000	Need more intake/data assistance due to the constant increase in referrals to this highly successful WAIII program.	**B.2**
	C2C **1.** Educational Coaches Salaries/Benefits	2	$16,500	See Appendix 2, attached.	**B.2** **A.1-4**
Human Resources: Student Workers	DSPS Note takers – Number and hours vary by semester and student accommodation need.	1	**$50/note taker per class per semester.**	**Note takers:** provide mandated services to students with disabilities. CCCCO DSPS allocation funding is not sufficient to cover all mandated expenditures for this service.	**A. 1-4**
	student workers 20 hours/week ACLC lab, 20 hours/week DSPS office, 15 hours/week WAIII	1 1 3	**$13.25 per hour**	**Student workers:** Assist in DSPS office, ACLC lab, WAIII office, Learning Skills classes.	**A.1-4** **B.2**
Technology	DSPS: 1. Ongoing shared cost campus support of Student Accommodation Manager Software	1	**DSPS:** **SAM - $4200/year**	**Fall 2015:** DSPS has purchased and begun moving to a web-based, paperless DSPS	**A.1-4** **B.2**

				file and data management system called Student Accommodation Manager (SAM). This program allows for the secure management of DSPS student files and data as mandated for compliance, will interface with PeopleSoft and would improve continuity of DSPS services to students attending multiple PCCD campuses.	
	2. Twenty (20) SmartPens	**1**	**SmartPens $150/each**	SmartPens to be utilized in the Learning Skills Classes, by note takers providing accommodations, and by students registered with DSPS and College to Career programs.	**A.1-4 & ILO 2** **ILO 2**
	3. Wireless printer for ACLC to allow for printing from class iPad devices.	**2**	**$300**	We have 15 new iPads in the ACLC for use by students with disabilities, but there is no wireless connection for any of the printers. Wireless printing would allow for the direct printing of student work completed on the iPads (rather than a convoluted system of emailing the documents, retrieving them and then printing).	**ILO 2**
	4. Document Camera for Learning Skills Classes (L210)	**2**	**$500.00**	For use in Learning Skills classes	**A.1-4 & ILO2**

5. Smartboard for Adapted Computer Learning Center	7		Classroom technology refurbishment to bring ACLC lab in line with many smart classes on campus, and to allow for the latested touch technology to increase student interaction with the materials discussed in class.	ILO 2, B.2
6. 10 iPads and charging station for use by students in the Learning Skills Classes.	4	$15,000	For use by students with disabiltieis in the Learning Skills classes to increase technological interaction with class content.	A.1-4
7. Computers/peripherals to replace end of life, broken and outdated computers in DSPS, including C2C, Learning Skills, ACLC. Computers, Monitors, Scanners, Printers, and Fax machines are needed.	1	$30,000	DSPS is not allowed to purchase computers, printers or other peripherals for use by office staff or faculty. The current DSPS computers are out of date and end of life. Functional computing technology is needed to adequately function as a program, and to support our students.	A.1-4, B.2, & ILO 2
College to Career: MS Surface tablet	2	$700	<mark>See Appendix 1 for justification.</mark>	A.1-4, B.2, D.1
WorkAbility III: 8 computers	4	$5000-8000	WAIII current computers are outdated/end of life. A computer is needed for each office in the WAIII program to ensure access for faculty, staff, students working on program goals and community partners.	A.1-4, B.2

Equipment	**DSPS:** Noise cancelling headphones for the Adaptive Computer Learning Center	4	$200	Noise cancelling headphone to offset the noise and distraction for students with ADD working in the ACLC lab.	**A.1-4**
	Computer Compatible projector for Learning skills classroom (L210)	3	$500	To increase effective teaching through the use of internet based technologies.	**A.1-4, ILO 2**
	Projector Cart for L210	3	$500	For the placement and movement of computer compatible projector.	
	Shredder (or shredding service) for L210	1	$100	The LD specialists need a secure method for the disposal of documents which contain confidential information. They currently have to carry this information across campus to a shred box.	
	WorkAbility III: Television Screen Fax Machine Scanner	5 1 1	$400 $300 $250	TV/Fax/Scanner are all equipment needed by WAIII program to best serve students and community partners. TV screen for viewing of taped interviews which are used in SLO assessment and job readiness training.	
Supplies					
Facilities	**DSPS** Increased space for growing program staff and faculty.	2		DSPS staff, faculty, files and programs are bursting at the seams of our current space.	**A.1-4**
	Study Carrels for ACLC	5	$100/Carrel x 2	For privacy and to reduce distraction for students working in the ACLC.	**A.1-4**

	WAIII: Signage	**1**	**$200**	WAIII office space has signage directing students and community partners to the office. Current sign is a paper document taped to the door.	**B.2**
	Door opening access button	1	**$1000+**	The WAIII space is not ADA compliant as the door cannot be opened by students and staff with disabilities	**A.1-4**
	Co-location with other employment services/programs on campus	5		Increase efficiency and collaboration among employment services and staff.	**B.2**
Professional Development	Support for faculty and staff attending or presenting at conferences to ensure currency in the field.	3	**Varies**	Provide professional development opportunities for faculty and staff that lead to better service to our students and colleagues.	D1
Other (specify)	WAIII: Cash Match by college	1	Up to $260,000	Cash match would greatly reduce accounting procedures required by the current "certified expenditure match" and make the WAIII program more "audit proof"	B.2

IX. Alignment of Goals Template

College: __College of Alameda_____

Discipline, Department or Program: ___Programs and Services for Students with Disabilities (DSPS)_

Contact Person: ___Rachel Goodwin, DSPS Coordinator_____

Date: _____11/10/2015_____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Goal Setting: Students will have met with their DSPS counselor, and will have developed a Student Educational Plan, focused on individual academic, vocational, and/or personal growth goals. *Measure:* Through the analysis of DSPS data we will identify the number of students who have completed a Student Educational Plan.	**#1** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	**A. Advance Student Access, Equity and Success** **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
2. **Educational Accommodations**: Students will work with DSPS staff and faculty to identify the appropriate academic accommodations necessary to address their individual disability needs. *Measure:* Using DSPS student records/files DSPS will ensure that students have a current Educational Accommodations/Student Educational Contract identifying the academic accommodations necessary to address their individual disability needs.	**#1** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	**A. Advance Student Access, Equity and Success** **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.
3. **Self-Advocacy:** Students will effectively utilize their disability related accommodations and services; articulating their disability needs to staff and faculty. *Measure:* Through the analysis of DSPS data we will identify the number of students who have consistently utilized their accommodations and communicated with DSPS faculty, staff and/or services. Students will have a minimum of four contacts with DSPS during the academic year.	**#5** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.	**A. Advance Student Access, Equity and Success** **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.
∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.

C2C Requests	Rationale	
5% of C2C coordinator's salary and benefits (Rachel Stewart) – approximately $3,888 and $920, respectively	The College to Career (C2C) program is funded by a federal contract from the Dept. of Rehabilitation (DOR). The contractor has stated that all funded positions must only support working with students who are DOR consumers. The contractor has expressed concern that 100% of the C2C coordinator's (Rachel Stewart's) salary is being charged to the contract, and she has been meeting and working with individuals who are not DOR consumers during the recruitment and selection process for the C2C program (approximately 5% of her time). If other funding was used to support 5% of Ms. Stewart's time, the risk of an audit finding is eliminated.	1
Educational Coaches salary and benefits - $16,000 and $500, respectively	Currently, $64,000 is budgeted in the contract for the salaries of C2C educational coaches (DSPS instructional assistants, temporary intermittent positions). The educational coaches are a cornerstone of the C2C program, providing individualized support for the 68 students currently in the C2C program and assisting C2C instructors in the classroom. This fiscal year C2C has a record number of students to assist, and is ramping up to transition a large number of students into employment and out of the program; this requires a lot of time from ed coaches to support students with filling out job applications. Projected need for ed coaches for the 15-16 FY is $80,000, therefore we are requesting $16,000 in salary and $500 in benefits funding to supplement the amount provided under the contract.	2
MS Surface + keyboard - approximately $700	The MS Surface tablet and keyboard would allow the C2C coordinator to work remotely during district committees and workgroups (including the CTE committee and AB86 working group) and C2C-related meetings. The lightweight styling is ideal due to the coordinator's limitations in strength, and would allow her to access materials electronically (as opposed to carrying around binders of documentation and materials).	3