Final Report Program Information by TOP Code

District/College: Modesto Junior College
Program Title: Special Programs/Disability Services

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Text pre-filled from the Local Application)

Special Programs seeks to develop the much needed training amongst students, staff and faculty to inform them of the services that Disabled Student Programs and Services (DSPS) provides to support each CTE instructional programs. The college continues to encounter particular challenges related to in-class accommodations of service animals, deaf and hard of hearing students in challenging CTE courses, and an increase trend of psychological disabilities that tend to place instructors, staff, students, and administrators in situations where they need guidance to address the situations adequately. In researching Americans with Disabilities Act (ADA) regulations and recent Department of Justice judgments, we have found that much of our information is outdated and professional development improvement specifically in Learning Disabilities, Mental Health/Psychological Disorders, and Autism is needed. Disability Services assists over 1350 currently enrolled students. Most students evenly seek resources on both, the East and West Campus. There continues to exist a need to provide the same level of service and program improvement for DSPS students taking courses on the College’s West Campus. Within the last year request for services has increased by 300 percent. Faculty and students are, seeking information about accommodated testing on West Campus, note-taking assistance, sign language services and captioning, scribe services, and assistance with the Student Educational Contract.

Briefly describe how the issue(s) will be addressed. (Text pre-filled from the Local Application)

Special Programs will provide training to Disability Services faculty and staff specifically in the key areas of greatest need, psychological disorders, autism, and learning disabilities. Key DSPS staff and/or faculty will attend the Learning Disability Conference, AHEAD Conference, and the California Community College Chancellor’s Office DSPS training. These staff will development training for staff and faculty. The professional development will include specific goals and expected learning outcomes for each attendee. As part of the curriculum, the training will include actual Office for Civil Right cases and scenarios, current regulations and policies related to academic and facility accommodations. Further workshops will be presented after the initial staff training that will be offered to throughout the campus. As part of addressing the continued demand for DSPS services on throughout the college, specifically its West Campus, Special Programs seeks to provide a portion of staffing support to the DSPS staff member. Increased accommodation services will also be offered to CTE students, specifically needing captioning, interpreting, accommodated testing and scribe services.

Final Report Summary:

1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
   If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.
   If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3

   Select  Yes  No  Partially

   2. Describe any barriers encountered and lessons learned. -- Required if the response to Question 1 is No or Partially
   Narratives limited to 1000 characters, or approximately one quarter page of text.

   Most goals were accomplished. This included professional development, training and informational workshops to students, staff and faculty. Curriculum develop was created and updated, which activated courses that were last offered in 2011. The encountered barriers faced by Special Programs were specific to scribing services and deaf and hard of hearing interpreting services. The program has noted that it needs to provide further training to student workers that are providing in-class scribing services. The training needs to include, but not limited to professional ethics, scribing and notetaking best practices. Perhaps the biggest program challenge was ASL interpreting services. The Central Valley has a scarcity of ASL interpreters, therefore Special Programs relies heavily on live captioning services. Special Programs has sought out video remote interpreting and contracted out to ASL.
interpreting contractors, yet these services are expensive and perhaps not the best practices given a limited budget.

3. Describe accomplishments including effective practices derived from the project. Narrative limited to 1,000 characters, or approximately one quarter page of text.

Special Programs was able to activate three Individualized Instruction and Services (IIS) courses: 1. Improving Learning Potential, 2. Math Strategies for Disabled Students, and 3. Making Move: Transition to College. These three courses were deactivated in 2011. The faculty was able to update the curriculum and reinstated the courses, which are being offered in the fall 2016. DSPS had been able to offer informational workshops related, yet the activation of these courses allows students to earn college credit. Program staff also was able to provide six workshops that focused on the use of Smart Pens technology, Veteran services, and alternate media. The Alternate Media Center continued to process student and faculty requests. An average of 600 requests for audio books and e-text were made during the fall and spring semesters. The turn-around time for ranged from one to two weeks. Faculty attended local, regional and state conferences, which provided professional development to two of the most recent DSPS Counselors hired in January 2016.

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

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<tr>
<th>Requirements for Uses of Funds</th>
<th>MET</th>
<th>UNMET</th>
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<td>1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]</td>
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<td>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]</td>
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<td>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]</td>
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<td>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]</td>
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<td>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]</td>
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<td>6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]</td>
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<td>7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]</td>
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<td>8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]</td>
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<td>9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]</td>
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**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS “UNMET:” Describe specific activity(ies) intended to address the unmet requirement(s).**

**Final Report of Expenditure by TOP Code: $** (Amount transferred from the Section I Part C program final budget entry)

**Check all types of activities to be funded with Perkins Funds:**

- [X] Professional Dev. (including stipends)
- [ ] Instructional Materials Purchase/Replacement
- [ ] Instructional Equipment Purchase/Replacement
- [ ] Project Administration
- [X] Curriculum Development
- [ ] Facility Rental/Lease (off-campus location)
- [X] Program Marketing and Outreach
- [ ] Program Administration
- [ ] Consultants or Other Contracted Services
- [ ] Project Administration
- [ ] Program Marketing and Outreach
- [ ] Other (specify) ___________________________