

Section 1 and 3 - Analysis of Unit PIE & Updates on Goals

PIE - Student Services: ACCESS & Student Health Services

2018-19

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Division Mission Statement: Student Services: Through teamwork, passion, and collective experiences, Student Services is dedicated to serving students and helping them achieve excellence and success.

1. Summary of Notable Achievements: Theme A: TO ADVANCE ACADEMIC EXCELLENCE AND STUDENT ACHIEVEMENT

ACCESS' Puzzle Project served a total of 12 students on the Autism Spectrum participate this year. 75% of the students passed one or more academic classes, 85% of the students completed their academic goal, and 69% of the students passed their social goal.

DHH continues to collaborate with the English Department to offer all-deaf English 67, 68, and 1A classes linked to Access support classes. The model has shown great success for students and has now been expanded to also offer an all deaf class of History 7, which had a pass rate of 88%, much higher rate than prior to collaborative efforts.

ACCESS focused on transfer this year by collaborating with the Transfer Center to offer a Transfer 101 Workshop to 20 students in ACCESS and for other Equity student populations in October 2018. They also designated days and times for drop in counseling for transfer interests, with a primary purpose being to assist students in getting acquainted with the Transfer Center--Spring 2019 semester.

Theme B: TO SUPPORT STUDENT ACCESS AND SUCCESS

ACCESS Advisory Board meeting was held in April 2019 targeting special education high school personnel. Focused attention was on the changes to math and English course placement method and changes to English and math curricula and course offerings, and the needs of students as they prepare for transition to college.

Despite losing of our only permanent testing space, ACCESS provided accommodated testing services to 1,173 unduplicated students, proctored 4,457 classroom tests, and 475 1-on-1 testers this year by borrowing space from across the campus.

ACCESS had 35,301 total service contacts (an increase of 13.51%) during the school year and served 2,121 unduplicated students officially established with ACCESS services (an increase of 5%), adaptive furniture placement contacts increased by 21% over last year (N = 139), Winter accommodations increased by 9% (N = 395). DHH interpreting hours increased by 6% (N= 33,048) in spite of a decrease in students, and interpreting staff.

ACCESS provided disability-related services provided to 152+ students with 224+ service contacts who did not meet Chancellor's Office funding requirements.

The result of a collaboration between Deaf and Hard of Hearing (DHH) Services and the English Department and now the History Department resulted in Experiential Learning for 40 DHH students in those two cohort/collaborative classes. Professors from the English and History departments, along with DHH staff and management took 40 DHH students to Washington, D.C. for a week to tour Gallaudet University and visits historical sites which support that they have been learning in the classes. Five students along with faculty and management continued to Baltimore where they presented at the joint national conference for ADARA/AMPHL.

Student Health Services presentation on sexual assault to 29 students resulted in 100% of students knowing what to do if they've been sexually assaulted. That is a knowledge increase of 59% post presentation.

Student Health Services sponsored a variety of student workshops with 248 students participating. These included Sexual Assault Self-Defense, healthy relationships staying healthy, collision prevention "Arrive Alive" virtual reality program, and Active Shooter Training.

Student Health Services sponsored 76 students to attend Active Shooter Training. Post presentation, 96% (an increase of 33%) reported knowing what to do if they hear gunshots on campus.

Student Health Services reached 636 students surpassing their goal of 500 (445 in Fall, 191 in Spring) via classroom presentations regarding available services emphasizing mental health.

Student Health Nurses followed up with students who had medical appointments with medical providers and were prescribed medication. Results demonstrate 90% or greater effective communication (verbal and visual) between the medical providers and the students. With effective and comprehensible education, the students demonstrated 90% or greater compliance with their medication regimen.

Student Health Services collaborated with the Biology Department and the Caduceus Club to present the screening of the film Do No Harm, which discussed the suicide rate in medical students and medical residents. SHS Mental Health Counselors were available to address student feedback during all the breakout sessions. Mental Health Resources and the guide Road Map to Wellness was given to all 278 attendees.

Student Health Services students who received mental health counseling reported 36% greater improvement for in the Depression subscale (meaning Mt. SAC's average change on the Depression subscale is greater than the change achieved by 36% of counseling centers in the national sample), similarly, 32.1% for Generalized Anxiety, 61.4% Social Anxiety, and 74.9% improvement on Academic Distress subscale compared to the national sample of 106 counseling centers.

Student Health Services presented a Faculty Flex session on depression to 152 faculty to raise awareness, sensitivity, and understanding how it impacts academic performance and achievement of academic goals; and to connect students to mental health services.

Behavior and Wellness Team case managed 113 referrals; an increase of 72% over last year.

Theme C: SECURE HUMAN, TECHNOLOGICAL, AND FINANCIAL RESOURCES

Behavior and Wellness Team was funded and approved to hire a Case Manager/Coordinator.

Student Health Services was approved to hire an Assistant Director of Behavioral Health.

ACCESS Noncredit Professor/Speech and Language Pathologist was hired and began employment.

DHH Interpreter Assessment tool has been completed for all levels.

ACCESS is using APEX for their electronic file system, eFiles, and eliminated many paper forms, unnecessary filing and faster processing of requests. Electronic accommodation requests and authorizations are near completion.

Student Health Services achieved all ergonomic goals for the nursing stations as a result of a \$26,500 to upgrade from Laptops to desktop computers. Also purchased high-speed scanning equipment and new copiers; a new replacement microscope. Eight new signature pads were installed in order to expedite student check-in. Funding allowed the conversion of the board conference room in 67B to a training room with a digital screen monitor and internet access.

Student Health Services obtained a two-year grant of \$250,000 for expansion of Mental Health Services that target vulnerable populations. The grant began in May 2018, leveraging many resources and external partnerships that strengthen mental health services at Mt. SAC.

Student Health Services (SHS) obtained funding from the Chancellor's Office totaling \$525,000 for a two year period from 2018/19 - 2019/20. training to staff and faculty and to build collaboratives that help students access mental health services.

Funding increased the level of mental health provision with the hiring of additional Professional Expert staff and Student Assistants. Promotional activities in mental health wellness on campus with additional funding for promotional items, catering for events and supplies continues. New mental health outreach and educational strategies have been well received by students. SHS has also leveraged these funds by collaborating with other programs at Mt. SAC.

Theme D: COLLABORATION and COMMUNITY

ACCESS collaborated with Athletics, Facilities, Event Services and local community resource Service Center for Independent Life (SCIL) to coordinate the 4th Annual Disability Athletics Faire. Over 380 participants and athletes attended, which includes Dodger play Dennis Powell.

DHH hosted an Interpreter/Captioner Appreciation week. A new award was developed by the Voices Committee to honor these employees. The award was named High Five Awards.

DHH and Student Equity offered a Meet & Greet/Presentation/Q&A by Nyle DiMarco. All equity groups, faculty, administrators, staff groups were in the audience. It was also attended by Deaf high school seniors from 4 of our feeder schools.

Disability Awareness Month (D.A.M.) Committee collaborate with ASL, Faculty, Associated Students, Deaf and Hard of Hearing Center, and Student Life office for the annual Disability Awareness Month Series. Attendance increased for the movie event to 145 students; hosted a first ever Arts and Crafts event with 53 participants; our annual Disability History Exhibit received a total of 20 survey respondents and over 1000 viewers. DHH staff provided 4 workshops to the campus.

SHS collaborated with the external partner, National Council of Alcohol and Drug Dependence in providing a presentation that reached 125 students.

Closing the Loop - Analysis of Progress on College Goals: EFFICIENCY and EFFECTIVENESS:

ACCESS is using APEX for their electronic file system, eFiles, and eliminated many paper forms, unnecessary filing and faster processing of requests. Electronic accommodation requests and authorizations are near completion.

Behavior and Wellness Team continues to maximize the Maxient software system and can now send emails to students and staff from the system, as well as store relevant case emails in the electronic file cabinet, and run relevant reports. Student photos are now available via the system.

ACCESS Front Counter has taken on additional duties. These include processing notetaker applications, an increase in need to search for student information in multiple database since APEX went live, scanning of incoming verifications, and following up with all MyACCESS incoming online application for services.

STAFFING:

ACCESS instructional specialist with specialization in math who began employment in July 2017, left after the 2019 Spring term.

ACCESS Noncredit Speech Pathologist began employment in July 2018. After the Fall term, she went on a medical leave of absence for more than half a year. This resulted in a 36.89% decrease in acquired brain injury (ABI) students provided Instruction in the Accessible Technology Center.

ACCESS' request for faculty position to focus on writing was approved by the college as a position to hire. Interviews for the position are currently underway. An additional Request for Faculty Position focusing on technology and universal design was not approved.

Departures of two key individuals from ACCESS (faculty and VRC SSPS) who played a significant role in referring veteran students to receive Accessible Technology Center services is being reflected in the decrease in ATC veteran numbers.

A new DHH Coordinator position was approved and posted for hire.

Behavioral and Wellness Team has seen an increase in referrals of students who need mental health interventions.

Behavior and Wellness Team was approved to hire a Case Manager/Coordinator.

SHS is proposing the hiring of the Assistant Director (a vacant position), to be hired with a Behavioral Health background instead of a Nursing background so as to bring the expertise needed to manage mental health services on campus. Funding for this

position is already in the budget.

DHH completed the Interpreter Evaluation Assessment to determine skill level of interpreters. That updated tool will assist DHH to more accurately assign pay rates to interpreters.

ACCESS added an additional student assistant training to include DHH and Accessible Technology Center (ATC) for a total of 3 trainings per year.

ACCESS main continues to recruit student assistants who are bilingual/multilingual or artistic to fulfill in-class scribe requests; software knowledge for marketing projects; and meet tram driving requirements for backup. There are plans to provide cross trainings to staff information booths and conduct presentations, and front counter coverage.

COLLABORATION AND ACCESS:

A collaborative effort between the Transfer Center and ACCESS occurred in October 2018 in the hosting of a Transfer 101 Workshop. During mid-Spring 2019 semester, "Transfer Mondays with a Counselor" was initiated by a counselor in ACCESS to be available for students during designated times for counseling and guidance on transfer. A primary goal was to connect students with the Transfer Center services, staff, and activities in addition to educating them on university options and opportunities. Approximately 20 students were served.

ACCESS' Advisory Committee met in April 2019 with attendance primarily of Mt. SAC faculty and High School personnel. Goals of the meeting were to share the new assessment for course placement process and to dialog with special education high school personnel about the transition needs of incoming college students.

ACCESS and Transfer center collaborated to present a Transfer 101 Workshop on October 8, 2018 at the start of transfer application process and during Disability Awareness Month. Intentional efforts to target students with disabilities, a student population group historically known to have low transfer and completion rates. Attendance continues to be low even with ample advertising, in-person and electronic communication, and direct counselor referrals.

An all Deaf section of History 7, US History to 1877, was offered for Spring, 2019. An all Deaf section of History 8, US History from 1865, is being offered for Fall, 2019. Faculty has been selected and accepted the offer to teach an all Deaf section of Geology 10, Natural Disasters, for Fall, 2019.

DHH used a Certified Deaf Interpreter to convert Contract for Services into ASL format. Certified Deaf Interpreter utilized to provide History 7 Cliff Notes in ASL, DHH website information in ASL

ATC provided alternate media services to 212 students in 18-19 (a 21.77% increase when compared to 271 students in 17-18). There were 819 alternate media related student contacts in 18-19. ATC adjunct faculty and classified staff provide support for assistive technology and alternate media.

Loss of the full time Noncredit Instructional Specialist (ABI) for more than half a year resulted in a decrease in acquired brain injury (ABI) students provided Instruction to 65 students for 18-19 (a 36.89% decrease when compared to 103 students in 17-18). Many prospective ABI students have been placed on a waitlist until we have sufficient staffing to meet the student demand.

Accessibility Technology Center (ATC) instruction was provided to 620 ACCESS and Veteran students in 18-19 (a 24.67% decrease when compared to 823 students for 17-18). Of the 620 students served, 45 (7.26%) were veterans (a 77.5% decrease when compared to 200 veterans in 17-18). The decrease in service is attributed to the lack of full time non-credit faculty support for more than 1/2 the year. The ATC Study Center, which is 50% of the ATC facility, was also closed for construction for the entire Spring 2019 semester because of rain damage that occurred earlier in the year. This significantly reduced the number of students who can utilize ATC services. Departures of two key individuals from ACCESS (Jill) and VRC (Gunny) who played a significant role in referring veteran students to receive ATC services is being reflected in the decrease in ATC veteran numbers.

Student Health Services Student Peer Health Educators were incorporated into health education and outreach programs. Student attendance at either a classroom presentation or outreach event total = 4,084 students. Fall 2018 Student Health Services Booth: 1,247 students Health Fair: 359 students Education Events: 261 students International Orientation & Workshop: 145 students Football Code of Conduct Training: 117.

Spring 2019 Student Health Services Booth: 506 students Education Events: 224 students Do No Harm: 271 students Mountie Fresh Day: about 200 students Denim Day: 118 students.

Student Health Services (SHS) initiated larger-scale events on campus in partnership with other departments and external collaborators. Intensive outreach activities and workshops has resulted in more access to mental health services. In the first year of the grants, SHS has provided 1,553 mental health sessions, and 81 crisis interventions. This demonstrates an increase of 205 sessions from the previous year. In addition, intense outreach, educational workshops and collaborative events have taken place.

TECHNOLOGY/FACILITIES:

The Study Center, which is 50% of the ATC facility, was also closed for construction for the entire Spring 2019 semester because of rain damage that occurred earlier in the year. This significantly reduced the number of students who can utilize ATC services. The study center is where at least half of the instructional support takes place.

The ACCESS testing program has suffered considerable setbacks this year with the loss of our largest designated testing room (Club Room) and loss of it's only testing room in the ACCESS office. Testing Center project is currently on hold and lacks campus-wide support. ACCESS student complaints have increased and are related to inconsistent testing space and lack of distraction-reduced environment. ACCESS has to borrow space in Student Services, 9E Classrooms, ASAC, and 9D sometimes having to move students from one room to another. Assessment Questionnaire (AQ) has impacted space availability and has shifted use of space in Assessment Center. Large room in Assessment is available to ACCESS only 2 days/week; b) Increased use of access testing email by professors and students has created an increased burden on the limited ACCESS testing staff to print (and sometimes manipulate) test materials and respond to student/professor inquiries. This adds to the need for support staff for ACCESS testing, especially at midterms and finals.

DHH is now in a semi-permanent space (9D). Still waiting on permanent furniture for the student area/hospitality room. Still waiting for installation of AV equipment in the student area and in the meeting room.

New copy machine was purchased and installed in the DHH Center, along with a new maintenance agreement.

Distance Learning Committee supported integrating Readspeakr (text-to-speech assistive technology) into Canvas thereby making the college learning management system more accessible.

SHS received and NRA of \$26,500 for in house conferencing and trainings including internet access, whiteboard features and a projector for PowerPoint presentations.

Student Health Services needs hot water access in 67 B. Facilities suggested that replacing all nine sinks in the clinics will solve this problem. We were informed that the replacement will be at no cost to the clinic.

The clinic exam rooms need to be upgraded with computer access for physicians and nurses. The goal is to keep up with other medical settings that use electronic patient file systems. We have researched the equipment required through Facilities and have an estimated cost of \$50,000.

PROFESSIONAL DEVELOPMENT/EDUCATE THE CAMPUS:

Student Health Services provided 35 trainings or meetings in their newly converted training room in 67B, including the following Student Assistant Trainings: August; October; February 2019 Staff Meetings: Sept; December; February 2019 CPR Training: March 22, 2019 Mental Health Grant Monthly Meetings: Sept; Oct; Nov; Dec; Jan; Feb; March, 2018 Mental Health Grant Student Trainings: September 2018 Behavior and Wellness Training Meetings twice a month: Sept; Oct; Nov; Dec; Jan; Feb; March; April 2019 Collaborative Meetings: ASPIRE; DREAM; Mental Health Advisory Board; Biology Department; Campus Safety

ACCESS participated in 25 events at the request of other departments or programs on campus (14 presentations, 11 information booths); ACCESS collaborated with SCIL, Event Services, Athletics Department and Associated students to host the 4th annual Disability Athletics Faire.

ACCESS canceled the annual Planning for College event that is usually held in the month of February. Thoughts to research past data and reevaluate Planning for College event as a whole.

ACCESS' ABI Program hosted the 3rd annual TBI Symposium at Mt. SAC on 8/8/18. The program was a success, with increased attendance over last year.

ACCESS' Accessible Technology Center participated in the first ever Student Success Fair #MtSACTutoring. ATC shared information about our program with 143 students.

FUNDING:

SHS received a mental health grant of \$250,000 to increase access to mental health services and reduce stigma on campus. That same year, SHS was received an addition \$260,029 allocation to increase mental health services and related trainings. These grants will fund these activities until June 30, 2020.

As a result, SHS has increased mental health services to students and trainings for students and faculty.

District provided \$100,000 per year for three years to supplement the cost of interpreting and captioning services to DHH students.

Tracking Conditions and Trends: a. External Conditions Analysis: Student demand, and fluctuations in funding continues to affect the Student Access and Health Organization and drives much of the work of the departments within. Continual changes in the Chancellor's Office initiatives, such as SEAP, and Student Success Funding Formula; uncertainties with new funding formula for ACCESS make it difficult to plan and address needs. District funding is needed to meet ACCESS mandates. Student demand continues to grow, though numbers don't always reflect the breadth and depth of the needs of each individual student, the needs continue to grow as needier populations, such as the inmate population, are invited on campus.

Student Health Services were forced to discontinue Chiropractic Services in February 2019. The Chiropractic Program from the California University of Health Services decided to eliminate Mt SAC Student Student Health as one of their clinical rotations. This change has resulted in loss of free chiropractic care for students, including needy athletes at Mt.SAC.

Tracking Conditions and Trends: b. Internal Conditions Analysis: Workload issues caused by external conditions, new staff, resignations, and new facilities create new opportunities to examine services, collaborate with others, and create services in order to remain relevant and useful to the campus community. Staffing changes continue to force departments to take a serious look at student needs and how best to address those needs. Increase in students with mental health concerns and disruptive behaviors on campus has created increased workload, stress, and reports of hostile work environments. Facilities continue to be inadequate to address student demand, especially for ACCESS Accommodated Testing Services. Increasing costs of personnel and the uncertain state funding sources are forcing budgets into the red for ACCESS. However Student Health Services was successful in obtaining an additional half million dollars to address mental health issues on campus.

Curricular changes have occurred in math and English in anticipation of increased student need for support courses due to the recent change in the course placement assessment process. Additionally, some courses at the basic skills level will not longer be offered in the future. It is unknown at this time about where possible gaps may exist with regards to support instruction and/or remedial instruction for students with educational limitations and disabilities.

Student Health Services Assistant Director (Nurse Practitioner) position has remained vacant and unfilled for several years. In the external environment of Southern California, Family and Adult Nurse Practitioners are in high demand. Due to the increased student mental health needs and crises, SHS is proposing to hire an Assistant Director with Behavioral Health licensing, instead of a Nurse Practitioner. This position will provide and coordinate mental health crisis intervention, including threat assessment, and serve as the lead mental health professional for the Behavioral and Wellness Team; collaborate with staff in the development, implementation, and evaluation of District, Behavioral Wellness Team, and threat assessment protocols and procedures; and prevention activities. The Assistant Director, Behavioral Health will consult with administration, faculty, and staff regarding mental health issues of students. Additionally, the Assistant Director will communicate with faculty, staff, students and external organizations to coordinate activities and programs; resolve issues and exchange information; collaborate with community mental health agencies.

ACCESS has been tasked with updating Board Policies and Procedures to reflect changes in language, law, and school procedures.

Facilities continues to be an issue for the Access and Wellness organization. Deaf and Hard of Hearing Services has moved to their 3rd temporary location over a year ago and are still waiting for furniture and needed AV equipment. Accommodated testing lost 2 major, heavily used spaces for testing with no secure plans for alternative locations. The formerly approved Testing Center has dropped off the list of priorities.

Tracking Conditions and Trends: c. Program Planning Dialogue: All 3 areas within the ACCESS and Wellness organization separately had planning days as well as meetings throughout the year which were used to share outcomes and discuss planning priorities for the upcoming year. This includes goals, activities, and prioritizing resources needed to accomplish plans, as well as improving data tracking mechanisms.

With the substantial change in the community colleges being required to allow all students access to transferable level math and English courses, the ACCESS faculty anticipate a need for an increase of specialized support instruction and possibly

development of new curriculum to address potential needs of students with disabilities affecting learning. The faculty also recognize the need to have greater communications with the district high school personnel so that both educational sectors can better help students transition to Mt. SAC successfully.

ACCESS desires to continue work in universal design of learning as the College is shifting from placing students into courses to giving students access to courses, and as students start matriculating to the College through Guided Pathways.

Tracking Conditions and Trends: d. Critical Decisions Analysis: Hiring a Case Manager/Coordinator for Behavior Wellness Team will be a high profile position, and critical to the campus initiative on student wellness and success.

Increase Mt. SAC Student Access to Dental and Vision Services In June 2019, Mt SAC will enter into an agreement with the Buddhist Tzu Chi Foundation, to offer free dental and vision services to Mt. SAC students. This foundation will provide services via monthly mobile units on campus. The dental unit will offer a free examination by a dentist, dental hygiene and minor dental treatments, including fillings. The mobile unit for vision care will offer a free examination by a Optometrist and free glasses. One of the shared goals of the Foundation and Student Health is to provide one large clinic without walls on campus per year. This clinic will offer medical, dental, vision and acupuncture care to a large population of students, including noncredit, ESL and Adult Education. As an example, this clinic will have 24 dental chairs, which will provide dental services up to 300 students.

Certified Medi-Cal Provider SHS will pursue becoming a Certified Medi-Cal Provider to bring additional funding resources. As a Medi-Cal Provider, SHS will be able to bill for certain services, compensating for unpaid student health fees which the unit is currently dependent on for its budget. Although the process is lengthy and cumbersome, requiring many levels of approval, it will place SHS in a better financial position for the long-term as salaries continue to increase.

Analysis of Curriculum Currency: ACCESS is current in the formal 4 year course review process.

Analysis of Division's Plans, Activities, and Resources: Access and Wellness continues its quest to increase efficiency and effectiveness by continuing its implementation of electronic case management, hiring new personnel, requesting updated facilities and modifications, and restructuring its curricular and POD offerings. Please see attached Budget 2018-19 New Resource Request spreadsheets for exact amounts.

INTEGRATION and COLLABORATION:

ACCESS continues to serve non-ACCESS veterans. Increases in usage of the ATC by non-ACCESS students such as veterans points to the need for more integration and universal design in the classroom and accessible technology (which is now a Chancellor's Office mandate). Additional ACCESS personnel, equipment, instructional supplies, software, and software licenses are needed to carry out these directives.

More and more students are using interpreting services and other ACCESS accommodations for non-classroom-related access needs. For example, this year, a student who is DHH was elected to a student leadership position and will require extensive interpreting outside of the allowable funding for ACCESS/DHH. ACCESS maintains a fund for these types of needs, however the fund continuously goes in the red. The College's Access fund for extra curricular activities needs to be increased.

STUDENT SUCCESS:

ACCESS reports gaps in specialized instruction for students in writing, reading, memory strategies, and accessible technology. Coupled with increases in use of the Accessible Technology Center, an increased demand for ACCESS counseling is expected with the move to multiple measures. The notable success of the "deaf only" classes in English, and more collaborations in the works with Biology and History will require more counseling and instructional specialist support. More ACCESS faculty, management, and classified staff will be requested.

ACCESS also reports the need for an additional counselor in order to address the wait times to see ACCESS counselors and to work with students in understanding the AQ and class placement.

STAFFING:

Behavior & Wellness Team's increased referrals (72%), training for team members with resulting understanding of the scope of duties have determined that there are gaps in their service delivery. The newly hired Case Manager is being trained to follow up, organize lead personnel, and coordinate interventions. This position will assist the College and the BWT in being proactive in addressing the growing need in the College for a centralized, coordinated, caring, developmental intervention for students in need, prior to crisis.

The increased popularity of the DHH Center has increased the workload in the Center. Additionally, DHH needs a permanent solution to address the needs of DHH students during office hours from 7:00am-7:00pm, Monday - Friday. A second SSPS will

allow us to also coordinate interpreting/captioning services for the rest of the campus including non-students/non-class related needs.

ACCESS is minus two full time faculty, math and writing instructional specialists. This is concerning especially in light of the system's move to multiple measures and the result of underprepared students placing into college-level math and English courses.

FUNDING:

The rising costs of all Access and Wellness staff requires district funding to keep the departments' budgets solvent. SEAP as well as NRA requests will be made to support the organization's current level of support to students.

Student Health will be exploring other sources of funding such as becoming a MediCal provider and finding other alternatives to pay for student insurance.

The Chancellor's Office implementation of the new funding formula for ACCESS has resulted in loss of revenue for ACCESS and requires district support to fund permanent positions. State advocacy is needed to restore funding.

ACCESS funding is restricted and thus food and renting of venues is not allowed. ACCESS hosts Advisory Committee Meetings, Annual Planning Day, Planning for College, Interactive Workshops, and Disability Awareness Month Activities. Alternative funding is needed.

ACCESS continues to promote its new name and branding. Additional funding is requested for promotional items and supplies for marketing materials such as brochures.

Behavior and Wellness Team's funding is inadequate to support its needs. The Team would like to continue promote its existence, and expand its reporting function to students to enable them to report students who need extra care. Funding is requested to accomplish this objective. The Team is planning on obtaining additional funding through the NRA process and via SEAP.

PROFESSIONAL DEVELOPMENT NEEDS:

ACCESS needs to keep current in the latest information and resources, particularly, technology resources to remain a viable program. Additional funding for conventions and conferences is necessary. District ongoing funding is requested to ensure attendance.

Behavior and Wellness Team's ongoing funding needs to be increased in order to allow the case manager and Team members to remain updated and their certifications current in order to use the tools provided by the national organization, NaBITA.

FACILITIES:

ACCESS lost 2 major testing spaces and there is no plan for a Testing Center. Many student complaints are being heard. ACCESS is in the process of regrouping to determine how best to serve students who need testing services.

DHH will continue to advocate for funding and a permanent location the DHH Center to provide adequate ongoing permanent space for staffing, faculty, equipment, interpreters/captioners, and DHH students to provide appropriate services and support for Deaf and Hard of Hearing students. Estimate is 2M.

Slight modifications to 9B are needed to reduce the noise coming into the ACCESS Front Office from the very busy Student Services Building hallway. The noise is distracting and confidentiality is not guaranteed.

Behavior and Wellness Team is in need of a more central office for the case manager and is looking into alternate locations.