

Student Services

Program Review 2009-2010- De Anza at HOPE

Department: Disabled Student Services/ De Anza Program at HOPE

Preparers: Monica Sheirich, Chris Magnin, and Sandi Kovach-Long

I. Description and mission of program

The De Anza program has had a successful partnership with HOPE Services a non-profit CARF accredited agency **who works with underserved adults with developmental disabilities** including autism spectrum disorders, mental retardation, Down's syndrome and other related conditions since 1975. Training in HOPE's work centers assists individuals to develop professional attitudes, behaviors, work skills, self-confidence, and employment strategies leading to supported employment/job placement. De Anza also plays a critical role in providing follow up support and resources to students who are placed in jobs in the community.

The successful thirty four year partnership between HOPE and De Anza provides services that are greater than either could provide alone. The De Anza students at HOPE have access to other services which are provided for disabled students such as, registration assistance, audiovisual resources and a computer lab at each Hope De Anza site. De Anza students at Hope receive the following specialized instruction:

- Individualized vocational assessment, and career exploration
- Individual and group activities specifically designed to develop, promote, and assess student skill levels in a variety of interest areas
- Individualized resume, master application and one- to- one interview skills training
- Vocational profile and career advice
- Skills training in a production workshop setting, and the community
- Work Adjustment and skills training – Actual work experience in a production shop (Packaging, bagging, kitting, labeling, mailing, assembly & disassembly)
- Instruction and experience with a variety of tools and equipment
- Job analysis and creation of adaptive devices if needed
- Vocational counseling
- Identification of personal barriers to successful employment
- Individualized one-to-one instruction in dealing with personal barriers
- Development strategies to assure community job retention and career advancement
- Individual and group instruction regarding how to avoid victimization in the community
- Personal Vocational Social Adjustment with the Department of Rehabilitation
- Community-based work experience, assessment and follow-up services
- Understanding and participation in serving their community both locally and worldwide; examples include volunteerism, fundraising, voting, etc.

De Anza Instructors also refer students to the State Department of Rehabilitation when they are ready for community employment and do all of the referral paperwork and initial scheduling of appointments.

De Anza also collaborates with HOPE's supported employment department to:

- Keep and maintain an up-to-date list of students who are prepared for community employment
- Provide weekly job preparation classes (Interview skills, resumes, master application)
- Provide supervision, support and on-going training to students who maintain community based employment.
- Provide training and support for HOPE job coaches and other staff on an as-needed basis.

HOPE compliments De Anza services by providing production/assembly work at each workshop site, providing transportation, mobility training, independent living skills training, supported living, job development, employment placement services and classroom space in the workshops.

Student Goals are reviewed on a semi-annual basis and tracked daily by each individual floor staff into a Vertex computer system which is a large database which tracks individuals' goals in regard to production jobs worked, classes attended and attendance. The information from the Vertex system can be immediately accessed for individual meetings, goal development and overall progress of each individual student. Each student participates in a formal SEC meeting with their floor supervisor and Regional Center case worker two times per year. If appropriate, family, care-providers and State Department of Rehabilitation counselors may also attend these meetings.

Our courses run Monday-Friday from 8:00-2:30 and our students are enrolled in a 10 unit class each quarter

There are three HOPE locations that offer HOPE – De Anza programs. Currently **254** students are served on a daily basis. Last year we were serving 316 students as we had the 294 community employment class which is now on hold until the state can decide how to determine the units and load for the open entry/open exit classes. Currently, there are fifty- five students on a waiting list for De Anza College to provide community employment follow along services.

HOPE Whittier Center
San Jose, CA 95128
Fax: (408) 277-0512
Contact: Monica Sheirich –Vocational Instructor (408) 282-0427
Part-Time Instructor – **Position to be filled?**
Instructional Associates – John Legois & Vida Ajdarian
Instructional Associate – **Position to be filled**
TEA Admin Assistant I 90-day seasonal-Marilyn Simpkins

HOPE Alfred Street
3080 Alfred Street
Santa Clara, CA 95054
Fax: (408) 562-1837
Contact: Chris Magnin – Vocational Instructor (408) 562-1834
Instructional Associate – **Position to be filled**

HOPE 10th Street
2380 South 10th Street
San Jose, CA 95128
Fax: (408) 282-0448
Contact: Sandi Kovach-Long – Vocational Instructor (408) 282-0446
Instructional Associate – Priscilla Davis

Most of our students continue in the vocational workshops until they get a job in the community. Due to the current economy and 400,000 manufacturing jobs lost in California alone during the past 8 years (PBS report) it has been difficult for our students to obtain and then to maintain their employment for any substantial length of time. (Longer than 6 months) Many students return back to the workshops as there are no viable programs available in the community that address our students special needs. Students enjoy the vocational workshop where they can participate in classes and also do production work to earn a bi-monthly paycheck. Home Depot, Flextronics, ASL Computer Services, and Carl's Junior are all examples of either lay offs to our students and/or cut backs to one to two days per week. Even our students at Safeway and Lucky's stores have been cut back to a 16 vs. 20 hour work week. Please refer to section IV

II. Retention and growth

- A.** In spite of one part-time instructor vacating her position and two instructional associate positions waiting to be filled we have still maintained the number of students served in all three of our work activity programs. We have built a collaborative working relationship with one of the Regional Center managers who co-teaches a socialization curriculum with each De Anza Instructor at each of the three HOPE sites. The Regional Center is the agency that refers new students and provides the funding to HOPE. This relationship has helped increase our visibility and diversity of services offered.

Due to current part-time instructional coverage issues we have a waiting list of 50+ students in our supported employment 294 community employment class.

- B.** We have seen a minor increase in our number of Latino/Latina students served in our work activity programs and a definite increase in referrals from the Regional Center of students on the autism spectrum.

(In regard to San Jose's current population and demographic statistics, 30% of the population is Hispanic or Latino and only 3.5 % are Black or African American. White or Caucasian represent 47.49%.)

- C.** Please refer to the accompanying charts.

III. Student Equity

Our developmentally disabled students are an underserved population that are also regarded as "vulnerable people" due to common types of abuse such as, physical, sexual, psychological, financial and systematic abuse. (Systematic abuse can be defined as denied accesses to appropriate service due to perceived support needs). Legislation requires educational institutions and training providers to make reasonable accommodations and teaching methods in order to accommodate the learning needs of our students with disabilities. The De Anza faculty at Hope use person centered planning and SEC goals to help students increase their self-determination skills and abilities. We are attending trainings and classes to keep up with the latest trends, resources and legislation affecting our students. Workers with developmental disabilities have historically been paid less for their labor than those in the general workforce. We still frequently deal with the issue of having our students paid by the use of prevailing wage rates based on their production speed. This is definitely not the same as the non-disabled worker. This year out of 26 students placed on jobs half (13) were laid off this year and it appears that the current economy was the reason.

IV. Strategic Planning Initiatives (Community Collaborations, Cultural Competency Outreach and Individualized Attention for Retention)

De Anza relies on the HOPE program for new student referrals. Due to our specific and unique student population, Hope receives the majority of student referrals from the Regional Center who is also their main funding source. The State Department of Rehabilitation, private rehabilitation agencies and some private family pay also refer a much smaller portion of students to the program.

Due to the increase in students on the autism spectrum being referred to the HOPE programs, De Anza staff has been attending trainings and conferences to be more skilled in addressing the specific and unique needs of these students. This population is where we really need to address student equity concerns and how to provide “best practices” to these new students. Becoming skilled at dealing with this unique population will lead to increased student referrals as we have already seen. De Anza’s socialization classes offered at the HOPE programs have increased referrals. De Anza faculty have attended training and classes from San Diego State University and U.C. Davis addressing this specific population and is starting to form a new relationship with the Morgan Center.

De Anza faculty and staff continue collaborations with the Regional Center, State Department of Rehabilitation, HOPE Board of Directors, Supported Life Institute, U.C. Davis Mind Institute, the Fremont Union High School District, the Palo Alto Unified School District and the Morgan Center. Both faculty and staff continue attending conferences, seminars and trainings to learn best practices in training methods and employment for our students with developmental disabilities and those on the autism spectrum. The Regional Center management staff has requested that we focus on work, education, community integration and social needs. The more we address these specific areas the more referrals we achieve.

IV. Strategic Planning Initiatives:

- Continue to teach collaboratively with Regional Center management to build relationships and resources
- Continue to attend conferences related to employment issues for both the developmentally disabled and students on the autism spectrum to stay on top of trends and “best practices.
- Allow the East Side Union High School and Gunn High School post secondary students to observe classes taught by De Anza staff to increase student interest upon transition to the HOPE work activity programs

IV. Strategic Planning Initiatives Continued

Other Collaborative Efforts worth Mention:

Women and Men's Health and Safety classes are being taught at each HOPE site with a De Anza faculty member and a Regional Center manager. This successful collaboration has proven to be an excellent reason to refer students to our sites. The reduction of victimization of our population is extremely critical in helping our students maintain successful employment in the community.

The HOPE Whittier De Anza program's annual music performance had in attendance over 200 parents and extended family, Board and Care providers, Regional Center staff and some of Hope's board of directors. This is a special and unique program that utilizes music to build socializations skills and has been especially effective for our students on the autism spectrum. This drew much attention from other colleges and programs serving students on the autism spectrum and is being recreated to reach some of the students with more severe communication skills.

Another socialization class focusing on helping our students increase their analytical skill building, creativity, vocabulary, and imagination ended up producing a book which sold over 150 copies.

Continuing to build, learn and share resources has been effective in continuing a solid referral base. Keeping on top of the latest trends especially in serving students with autism will be crucial in our continued success.

V. Budget Limitations:

A. We have lost one full-time instructor position and one classified staff (level 52) position and one part-time instructor position over the past two years that have never been refilled. The classified staff was in charge of all registration activities for each of the individual HOPE sites serving De Anza students. This was a very difficult loss as it directly impacted each De Anza instructor's administrative paperwork duties. The loss of the part-time instructor position resulted in a suspension of the 294 community employment program with a current waiting list of 50+ students.

We are finally setting up interviews to fill two classified Instructional Associate positions at both the Whittier and Alfred Street sites. Both De Anza instructors at the two sites have taken up the workload that these two people performed.

It is very important that the two classified positions and part-time instructor positions get filled to be able to provide the best service and instruction possible to the students we have currently enrolled. The community employment component is a very important aspect to the De Anza program at Hope as the supported employment department relies on the educational training and expertise of the De Anza instructor to interface with each individual student, employers, families, Regional Center caseworkers and the State Department of Rehabilitation.

A major budget issue that directly impacts our students at the HOPE programs is the current state budget and the amount of people out of work competing for the same jobs.

V. Consequences to students and the college in general if the program was eliminated.

- B.** Thirty-four years ago De Anza college started a partnership with HOPE Services to better serve the college-age, developmentally disabled student population that was mandated by the state to serve. HOPE has been in the business of helping people with developmental disabilities for over fifty years. The De Anza Program at HOPE brings a myriad of valuable teaching resources that would not otherwise be provided that specifically address such issues as community employment, safety, non- victimization, socialization, entry level computer skills and supports and accommodations to assist students in achieving their employment goals. This partnership still exists today and it is even more important for colleges to serve all students wanting an education in their community. Our program at HOPE is an excellent example of a community college that is accessible to all students.

If the college eliminated the program at HOPE, many of the students may choose to continue at HOPE, but they would not find the same level of updated teaching resources and support services for their vocational goals. A majority of HOPE work activity program staff have the equivalent of a high school education and were hired to train the students in production only. The loss of the De Anza component would take away an important educational piece that is necessary for future employment goals.

Since the college is mandated to serve all students, some of these students may make their way back to the De Anza College campus again. Is the campus prepared to serve this population, especially with the higher influx of students with autism spectrum disorders?

VI Assessment of Program

There are several program management tools used to assess our students' progress, and HOPE's overall success and findings.

- An annual and semi-annual staffing meeting for each individual student with their IHC team members (SEC review)
- Daily student tracking sheet of goals/classes attended
- HOPE Services annual client satisfaction survey (given to every client in every workshop)
- A monthly - Work Activity Trend Analysis Survey
- Monthly/annual attendance report for each workshop
- SEC annual outcomes report indicating percentage of client goals actually achieved (attendance, percentage of paid work, meeting individual goals set in SEC)
- Supported employment annual report indicating number of students that are currently working in the community and those that have lost their jobs.
- Monthly work services report indicating the amount of production work in each work activity program

2008 In Review:

- Out of 110 students requesting community employment at our 3 De Anza HOPE sites, 26 De Anza students were placed on jobs (24%). (Targeted goal for all 10 sites at Hope is 54)
- De Anza students overall attendance in all 3 work activity programs was 90.3% (Targeted goal for all 10 Hope sites was 94%)
- Percentage of time De Anza students spent earning wages in the work activity center was 30.7% down only 3.5% from last year. (This percentage has ebbed and flowed only 7% in the past six years with 2005 being the worst for production work in the workshops to date. The goal for all Hope programs continues to be 50%.)

74% of De Anza students are meeting their SEC goals. We need to reach 90%. De Anza faculty need to address this issue by putting more focus on how we can assist and teach students in identifying pertinent goals for themselves and have them be more actively involved in their planning. Students need more training on the SEC process and why their participation is so valuable in determining future goals. We continue to work on making each student goal a measurable one and are working on getting better with this. Frequently students will say, "I don't know," and due to indecision and time constraints the instructor often helps to identify a goal that may be mutually agreed upon in the SEC meeting but later might not have value for the student personally.

VII. State and Federal Mandates that Impact our De Anza Program at Hope

There are several state and federal mandates that we have to follow when serving our special education students at the Hope programs.

Title 5 Educational Code: Educational guidelines for community college districts that offer support services and instruction through disabled student services on or off campus. Title 5 defines “student with a disability”, “educational limitation”, determination of eligibility, student rights and responsibilities, support services, student educational contracts, special class instruction, special class repeatability, reporting requirements, and staffing guidelines.

The Lanterman Act: Section 4620 states "In order for the state to carry out many of its responsibilities as established in this division, the state shall contract with appropriate agencies to provide fixed points of contact in the community for persons with developmental disabilities and their families, to the end that such persons may have access to the facilities and services best suited to them throughout their lifetime. It is the intent of this division that the network of regional centers for persons with developmental disabilities and their families be accessible to every family in need of regional center services”.

The Legislature finds that the services provided to individuals and their families by regional centers is of such a special and unique nature that is cannot be satisfactorily provided by state agencies. **Therefore, private nonprofit community agencies shall be utilized by the state for the purpose of operating regional centers."**

The Lanterman Developmental Disabilities Services Act declares that persons with developmental disabilities have the same legal rights and responsibilities guaranteed all other persons by federal and state constitutions and laws, and charges the regional center with advocacy for, and protection of, these rights.

Title 17- Public Health & Welfare Specifically sections 50401 to 50429 dealing with client’s rights, advocacy and service provider accountability. Since Hope is a service provider contracted by the Regional Center we are accountable for following the rules and regulations mandated by the state for these clients.

Americans with Disabilities Act

Legislation to provide non- discrimination against individuals with disabilities persists in such critical areas as **employment**, housing, public accommodations, **education**, transportation, communication, recreation, institutionalization, health services, voting, and access to public services and provide legal recourse if these rights are violated.

De Anza Program at Hope 2009 Program Review

VIII.

Program Strengths: The De Anza Program at Hope has been in existence for over 34 years. We continue to receive new students each quarter referred by the Regional Center. We have maintained our enrollment despite having two vacant positions open that directly serve students on a daily basis. Our students report that they feel “Happy and Safe” in the HOPE workshops and enjoy taking classes and working. The students’ attendance last year in all three HOPE sites exceeded 90%. Those De Anza students that got jobs in the community during 2008 maintained their jobs for over six months. Faculty and staff continue to attend classes and educational trainings to address not only the developmentally disabled student but students on the autism spectrum.

At the end of last year we were able to order a substantial amount of educational student materials that will add a much needed boost to our daily programming/teaching. We ordered special education teaching materials directly addressing the needs of our students with developmental disabilities in such areas as Communication, computers, job preparation, overall health, and life skills necessary for successful community employment.

VIII. Continued - Program areas for Improvement:

We need to fill the two vacant Instructional Associate positions at both the Whittier and Alfred Street sites so that students can have more one to one instruction. We also need to address the part-time faculty issue so that we can enroll and serve those students on the community employment waiting list (55+)

The other area that would make our program better is to have more production work in each of the work activity programs. This is an area that HOPE marketing and development are working on. They just spent \$100,000 on a commercial marketing campaign targeting newspapers and radio.

De Anza Program at Hope

Each program and department is asked to complete the following 2008-09 Program Review instrument. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Snapshot. Provide as much information as available

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total			
A budget		314,476	
B budget		7,624	
C budget			
P/E			
DASB			
Grants			
Other			
# Staff – Total	10	8	
Classified Contract	5	3	Waiting for 2 I.A positions to be filled
TEA	2	1	Lost one TEA due to part-time instructor going back to full time classified
Faculty	3	3	Lost part-time faculty which severely impacted our 294 community employment class. A loss of 51 students
Part-time Faculty	1	0	
Students	316	254	Majority lost to 294 class
# Students Served (unduplicated)	23	23	
# Students Served (duplicated)	293	231	
Ratio of staff to students	1-32	1-29	

Demographics of Students Served - Please refer to accompanying Chart

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black				
Amer. Indian/Alas. Nat.				
Asian American				
Chicano/Latino				
Filipino				
Pacific Islander				
Other				
White				
Decline to state				

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female			120	
Male			135	