

BUDGET NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:	Kathi Pryor
Program or Service Area:	Disabled Student Programs & Services
Division:	Library & Learning Support Services
Date of Last Program Efficacy:	March 2012
What rating was given?	Continuance
Amount Requested:	\$17,107 (depending upon CCC System Office DHH Distribution for 2012-2013 available in December 2012 or January 2013)
Strategic Initiatives Addressed:	Access 1.1, 1.3; Campus Culture & Climate 2.1, 2.2, Institutional Effectiveness 3.1, 3.2; Student Success 5.1, 5.2

1. Provide a rationale for your request.

The DSPS categorical funding prior to 2008-2009 was able to cover all expenses related to serving SBVC DSPS students. However, deep cuts during that year to DSPS's funding and an increase of the number of deaf and hard of hearing students attending SBVC necessitated cutting staff and operating expenses. Inasmuch as DSPS is suffering with these cuts in place, cutting further services that are mandated and provide equal access to students with disabilities is not possible. Specifically, funding for ASL interpreting to our deaf and hard of hearing student population is severely deficient. Annual interpreting hours:

2008-2009: 6,728
 2009-2010: 11,134
 2010-2011: 15,871
 2011-2012: 8,150

The number of hours and related costs for providing ASL interpreting is dependent upon the number of deaf and hard of hearing students that are taking classes as well as the number of units that the students are enrolled. Whenever possible, deaf students taking the same class are counseled into taking the same section to minimize ASL interpreter need. Additional actions to cut costs have been set up such as zero tolerance for deaf students who do not call to cancel their interpreter if they are not going to be at class that day, or assigning ASL Interpreters that are at the lower end of the pay scale whenever possible.

2. Indicate how the content of the latest Program Efficacy Report and/or most current EIS data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

(See Pattern of Service pages 5-6, Student Success page 9, Institutional Expectations page 10-13). DSPS services are open to all students who have verified disabilities. In other words, there is no maximum number of students that can receive services. Students who present with a hearing impairment must have equal access to the classroom lectures and other activities required of non-disabled students. Deaf/Hard of Hearing services are lacking or non-existent at neighboring colleges which makes SBVC attractive to students with hearing impairments.

3. Indicate if there is additional information you wish the committee to consider (*for example: regulatory information, compliance, updated efficiency and/or student success data or planning etc*).

Title 5 Regulations for Disabled Student Programs and Services state:
“56034. Communication Disability.
 Communication disability is defined as an impairment in the processes of speech, language or hearing.
 (a) Hearing impairment means a total or partial loss of hearing function which impedes the communication process essential to language, educational, social and/or cultural interactions.
 (b) Speech and language impairments mean one or more speech/language disorders of voice, articulation, rhythm and/or the receptive and expressive processes of language.
Note: Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-2 and 84850, Education Code.
Implementation
 Section 56034 defines “communication disability.”
 Hearing impairment means total deafness or a hearing loss so severe that a student is impaired in processing information through hearing, with or without amplification. Hearing impairment is defined as:
 (1) deaf means a total or partial loss of hearing function so severe that it no longer serves as a major channel for information processing. For purposes of this definition, deafness is defined as a condition that requires the use of communication in a mode other than oral language including sign language, telephone devices for the deaf, etc.”

4. Evaluation of initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources (for example Department Budget, VTEA or Perkins).

Estimate Salary and benefits for ASL Interpreter pool	\$170,120
Estimate CCCCO DHH 2012-2013 Distribution	<u>133,947</u>
	\$ 36,176
DSPS Revised 2012-2013 Budget	<u>19,069</u>
Evaluation of estimated cost needed	\$ 17,107

5. What are the consequences of not funding this budget request?

As mandated by ADA and Title 5 Regulations of the California Education Code, providing ASL interpreters is a civil rights issue for equal access to a protected class of students. If SBVC were not to fund ASL Interpreters, a possible Office of Civil Rights complaint could result in legal consequences.