



DEVELOPMENTALLY DELAYED LEARNERS COMMUNITY PROGRAM REVIEW

2009

Review Team

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Start here... Go anywhere!

DDL COMMUNITY PROGRAM REVIEW

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DDL COMMUNITY PROGRAM REVIEW

Executive Summary

Coastline's Developmentally Delayed Learners Program offers specialized classes for students with developmental delays who need to increase their levels of independence, fitness, social skills, critical thinking, and academics. The curriculum has been developed explicitly for the DDL student. The course work is broken down into smaller more concrete and meaningful pieces; there is course repeatability and instructional aide support as needed.

The community DDL Program's main campus is at the Costa Mesa Center where a large variety of academic, fitness and art classes are provided. The DDL Program also has several classes throughout Orange County providing instruction to a variety of group homes, day programs, a high school, and a sheltered workshop. These classes are of great benefit to these underrepresented students who may not be able to find classes in their local community. Coastline brings educational opportunities, specifically designed to meet the needs of these students at locations and times convenient to them.

With the outreach the DDL Program provides it is no wonder that the program is growing. Facilities and families alike responded that they were either satisfied or very satisfied with the quality of instruction, relevance of classes to the students work, academic, daily living, needs and wants. Students responded (96%) that they felt that they were learning a lot, that their instructor is doing a good job (99%), and that the instruction moves at the right pace (90%) and that there are adequate teachers and instructional aides to provide needed assistance (92%).

Although growth is desired by students, outside agencies, and families alike, the scarcity of space at the Costa Mesa Center and the possibility of budget cuts is something to consider for future planning. Thus, it appears that the focus should be on maintaining the numbers and quality of current classes at the Costa Mesa Center and increasing classes at other sites throughout Orange County.

Program goals include:

1. Develop a Vocational Skills Certificate.
2. Update all SECs and SEPs to correspond with the newly updated curriculum.
3. Update brochures and other marketing materials to make them more current and eye appealing.
4. Create an instructor training and resource manual.
5. Host an "Options and Opportunities" night for DDL students and their families, where multiple service providers can present pertinent information regarding their services, i.e., Social Security, Regional Center, Group Homes, Day Programs, Department of Rehabilitation, etc.

Program Review Process

DDL Instructor/Coordinator Jody Hollinden chaired the DDL Community Program Review Team. Other team members included the Dean of Counseling and Special Programs Dr. Shalomon Duke, full-time computer instructor Barbara Darby (FDC), and part-time special education faculty members Maureen Cole (FDC), Debra Barrett (FDC and Community DDL), and Tina Kosbab (Community DDL only). Classified staff included Lori Genova, DDL Program Assistant. In addition to the team members, all faculty were invited to participate in the review process. During discipline meetings faculty were asked for their input and helped to craft the survey questions.

The surveys were distributed in both online and in hard-copy form to the following groups:

1. Thirteen faculty were surveyed and 100% responded
2. Six facilities were surveyed and three responded
3. Approximately ninety families and group homes were surveyed and twenty-two responded.
4. One hundred twelve students were surveyed and one hundred two responded.

Surveys were collected, tabulated, and summarized by Pat Arlington, Instructor/Coordinator, Instructional Research, whose help was invaluable.

All 32 non-credit and 3 credit DDL courses were extensively reviewed by the Instructor/Coordinator and DDL faculty. During 2008-09, the curriculum was updated and rewritten to meet current student needs and student learning outcomes language and standards. All course outlines now include measurable course and lesson-level student learning outcomes (SLOs). All DDL instructors measure student learning outcomes via a Student Educational Contract for every student in their class. Courses were presented to the curriculum committee in November 2008 and in February 2009 and all were approved. Please see a sample of the old curriculum and a sample of the revised curriculum in the appendix as well as a sample of a Student Educational Contract.

Description

Overview

Coastline Community College's Special Programs department houses two different programs for students who are developmentally delayed learners (DDL). The first program, with its own distinct categorical funding and non-apportionment-generating status, provides classes for residents of Fairview Developmental Center. For the most part, students in Coastline's Fairview Program have been diagnosed with severe to profound mental retardation/developmental delays.

The second program—the program addressed in this review—is Coastline's Developmentally Delayed Learners Community Program. Financed through a combination of general fund and AB77 (Disabled Student Programs and Services) funds, this program serves students with developmental delays in

learning who reside in the community, whether they live independently, with their families, or in small or large group homes. Classes held at the Costa Mesa Center are designed primarily for students who have been classified as having mild to moderate developmental delays. All classes are apportionment generating.

In the mid-1990s, classes were held at CCC's newly acquired Technology Center in Fountain Valley. One to two classes were held there each afternoon until the late 1990s when the growth of the Computer Networking Program necessitated a move of the DDL Program to the Costa Mesa Center.

Even though the prognosis for the program was poor due to predicted transportation barriers to accessing the Costa Mesa site, such predictions proved unfounded. Students have demonstrated a willingness to walk the one and a half miles from the Harbor Boulevard bus stop to the center. Of course, some other students utilize ACCESS bus service for disabled residents provided by Orange County Transportation Authority.

Coastline also provides classes designed to meet the needs of clients of day programs, such as Westview Services, who travel to the Costa Mesa Center. Westview as well as Work Creations day program also enroll in stacked sections of classes offered in the DDL Program at Fairview Developmental Center.

Meanwhile, Coastline has reached out to various sites within the community. Special Programs has developed classes that are held at large group homes (i.e., Hylond Home, Garden Villa), a workshop (i.e., Elwyn Industries), day programs (i.e., Westview Services, Work Creations), Regional Center of Orange County, and to the underserved DDL population of south Orange County. Coastline's DDL Department was contacted by the Asperger's support group and the Irvine Unified School District, and by individuals in the W.E.C.A.R.E at Saddleback Unified School District, and by a principal in the San Juan Capistrano Unified School District. The DDL program was asked to offer a number of classes, such as; personal and social development for individuals with Asperger's syndrome in Irvine, a health concepts class for high school aged (18-22) students in the San Juan Capistrano USD, and a personal and social development class, also for high school aged students, at Esperanza School in Mission Viejo. Currently Coastline's DDL Program is offering a Food Preparation class for high school aged students at the Esperanza site, which is a part of the Saddleback Unified School District. Coastline is able to reach out to the residents of south O C through an interagency agreement between the South Orange County Community College District and the Coast Community College District. This agreement is currently being updated.

All classes are advertised to the public and are open to students regardless of disability. For example, students with acquired brain injury or hearing impairments but who are not developmentally delayed have enrolled in courses in this program.

Eleven part-time faculty and two full-time faculty teach community students. One of the full-time faculty members, however, teaches her full load at Fairview Developmental Center but offers stacked classes for community students in these Fairview classes. The other full time faculty member is teaching a portion of her load (three classes) in the Community DDL program. One of the part-time faculty also teaches her full load at FDC but also has stacked classes offered to community students, mostly from day programs. Classes are offered Monday – Saturday, and most have instructional aide support, from

one to five instructional aides, instructional associates, and or volunteers depending upon the size and type of class.

Curriculum Review

Two discipline meetings were used to review curriculum. Instructors were placed in small groups according to the subject matter taught (i.e., music, academics, fitness, etc.). Instructors were given a copy of the old curriculum within their subject area and were also given a copy of the updated format. Instructors gave input within their groups and submitted their thoughts and ideas.

Throughout 2008-09, the Department Chair met with groups of faculty to get their input on the final rewriting, deletion, and/or updating of their curriculum. After an exhaustive review of every course taught in the DDL Program, all courses were revised.

Four courses (C405 Oral Communications III, C415 Earth Science, C439 Adaptive PE II, and C440 Aquatics) were retired due to lack of student interest. Also, three one-half unit courses (Introduction to Computers, Introduction to the Internet, Desktop Publishing) were changed to non-credit classes. The faculty stated that they had originally created the half unit classes believing that students would transfer into regular computer courses. However, DDL students have not taken other credit computer classes and in fact it is a concern that the cost of a half unit class has kept some students from registering. Revised courses were presented to and approved by the Curriculum Committee in either November of 2008 or February 2009. Every active course outline identifies appropriate student learning outcomes.

Original or Previous Revision	Course ID	Course ID and Title	Revision Date	SLOS
2/1/1988	SPED C403	Oral Communication 1 – Beginning Communication Skills	2/20/2009	yes
2/1/1988	SPED C404	Oral Communication 2 – Conversational Language	2/20/2009	Yes
2/1/1988	SPED C405	Oral Communication 3	RETIRED	
5/1/1988	SPED C406	Manual Communication	2/20/2009	Yes
2/1/1988	SPED C407	Beginning Reading (AD)	11/21/2008	Yes
5/1/1988	SPED C408	Reading and Writing Development	11/21/2008	Yes
2/1/1988	SPED C409	Applied Academics	2/20/2009	Yes
2/1/1988	SPED C410	Critical Thinking	11/21/2008	Yes
2/1/1988	SPED C412	Mathematical Concepts	11/21/2008	Yes
2/1/1988	SPED C413	Functional Math	11/21/2008	Yes
2/1/1988	SPED C415	Earth Science	RETIRED	
5/1/1988	SPED C420	Survey of Arts and Activities	2/20/2009	Yes
1/1/1989	SPED C421	Orientation to Art	2/20/2009	Yes
1/1/1989	SPED C422	Art	2/20/2009	Yes
2/1/1988	SPED C423	Orientation to Music	11/21/2008	Yes
2/1/1988	SPED C424	Beginning Instrumental Music	2/20/2009	Yes
8/1/1986	SPED C425	Advanced Instrumental	2/20/2009	Yes
1/1/1989	SPED C426	Vocal Music	2/20/2009	No
4/1/1987	SPED C435	Rhythmic Movement	2/20/2009	Yes
2/1/1988	SPED C436	Adult Fitness (AD)	11/21/2008	Yes
5/1/1988	SPED C437	Aerobics	2/20/2009	Yes

Original or Previous Revision	Course ID	Course ID and Title	Revision Date	SLOS
2/1/1988	SPED C438	Adaptive Physical Education 1 (AD)	11/21/2008	Yes
5/1/1988	SPED C439	Adaptive Physical Education 2	RETIRED	
2/1/1988	SPED C440	Aquatic Skills	RETIRED	
2/1/1988	SPED C450	Customs, Culture and Holidays	2/20/2009	No
2/1/1988	SPED C451	Personal and Social Development	11/21/2008	Yes
11/1/1991	SPED C452	Health Concepts (AD)	11/21/2008	Yes
2/1/1988	SPED C453	Home Economics 1/Food Preparation	2/20/2009	Yes
2/1/1988	SPED C454	Home Economics II – Home Maintenance	11/21/2008	Yes
2/1/1988	SPED C455	Mobility Training	2/20/2009	Yes
3/1/1988	SPED C456	Community Resources	2/20/2009	Yes
2/1/1988	SPED C457	Consumer Skills (AD)	11/21/2008	Yes
4/18/1997	SPED C480	Introduction to Computers: Computer Awareness/Use	11/21/2008	Yes
4/9/1999	SPED C481	Desktop Publishing	11/21/2008	Yes
3/6/2001	SPED C482	Introduction to the Internet	11/21/2008	Yes

Survey responses from faculty indicate a high level of interest in new courses, including: Sex Education, Independent Living Skills (not limited to cooking, housekeeping, and laundry), Vocational Skills, Mobility, Microsoft Office Suite, Yoga and Tai Chi. In response to the faculty requests for “new” classes, the DDL Program currently has curriculum approved for mobility and sex education (within the health concepts course). Unfortunately community students and/or agencies have not requested that Coastline offer such courses. It appears that we may need to increase the publicity for these classes or re-examine the locations and times where these classes are offered to ensure maximum opportunity.

Regarding the Independent Living Skills classes, faculty and the DDL Instructor/Coordinator have discussed the possibility of offering an Independent Living Skills Certificate where in addition to food preparation and home maintenance classes, the certificate would also include health concepts (how to prevent and treat disease and other illnesses, what to do in an emergency, how to eat and remain active for a healthy life style, sex education, stress reduction and anger management, etc.), personal and social development, mobility and other classes in a cluster. However, after an exhaustive search the DDL Department was unable to locate a kitchen so that the food preparation course could be taught. A new learning center site, however, is in the planning stages at Newport Beach which may replace the Costa Mesa Learning Center. The architects have included a kitchen and classroom in their latest proposal. Therefore, it seems prudent to wait until the CMC moves into the new site (within 18 months to 3 years) to offer this certificate. The DDL program would certainly benefit from clustering specific classes for the certificate and seeking approval from the state so that once the move to Newport Beach has occurred, the DDL Program would be able to offer the Independent Living Skills Certificate.

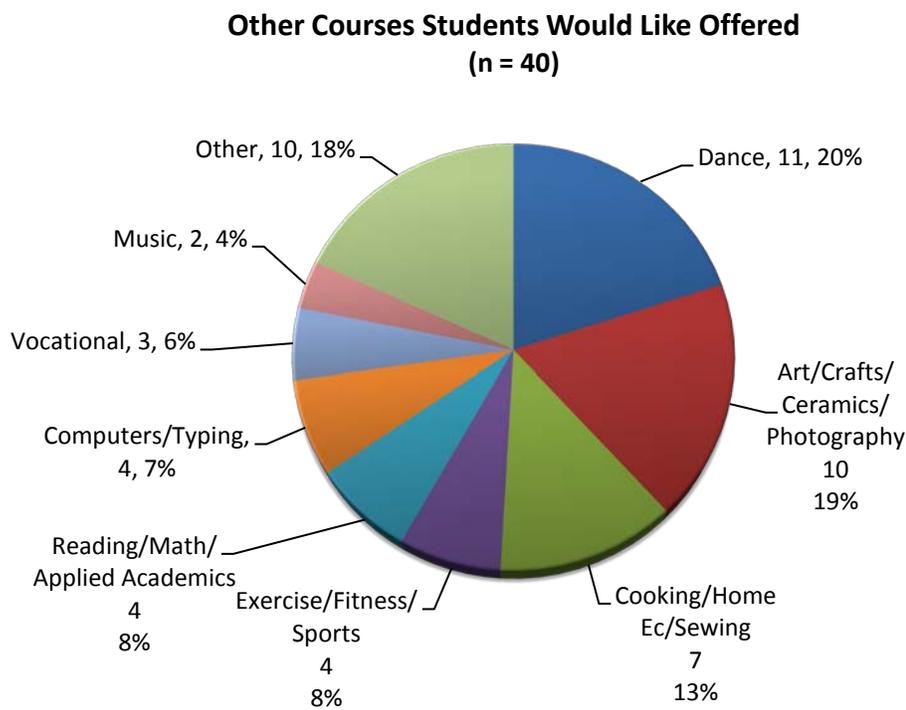
Regarding the Vocational Skills and Microsoft Office Suite classes, the Instructor/Coordinator and faculty had discussed the possibility of offering a vocational skills certificate. However, after reviewing the current course offerings it became evident that curriculum for a *Micro Soft Suite* and a *Getting a Job* class needed to be written. Once those two courses have been written and approved by the curriculum

committee, the Instructor/Coordinator will seek formal approval from the state allowing the DDL Program the ability to offer the Vocational Skills Certificate. In the past, the state has given additional funds to colleges who offer vocational certificates. With the new budget climate, it is uncertain if these increased dollars will continue to be available.

Yoga and Tai Chi may be welcomed additions for students desiring new exercise classes. From a historical standpoint the DDL students have usually been very open to trying new classes. Parents and students alike often request exercise classes. This may be a good focal point for a new class.

Just over 81% of the student survey respondents expressed the opinion that more new classes should be offered.

The student survey included an open-ended question that asked “Are there other courses or services you would like this program to offer?” Although not all students replied to this question or made suggestions, responses from 40 students did indicate particular interest in dance, art-related classes, and economics.



During summer 2008, the DDL Instructor/Coordinator sent surveys to the community students asking if they would like to earn a vocational certificate, an independent living skills certificate, and also asked what types of new classes they would be interested in taking. The student surveys suggested a dance class among others. Therefore, a dance (rhythmic movement) class is now offered at the CMC. The class began spring 2009 due to these student requests. The DDL Program also began two new rhythmic movement classes during the month of April 2009 per a day program’s request. Coastline’s DDL Program is responsive to student needs and requests.

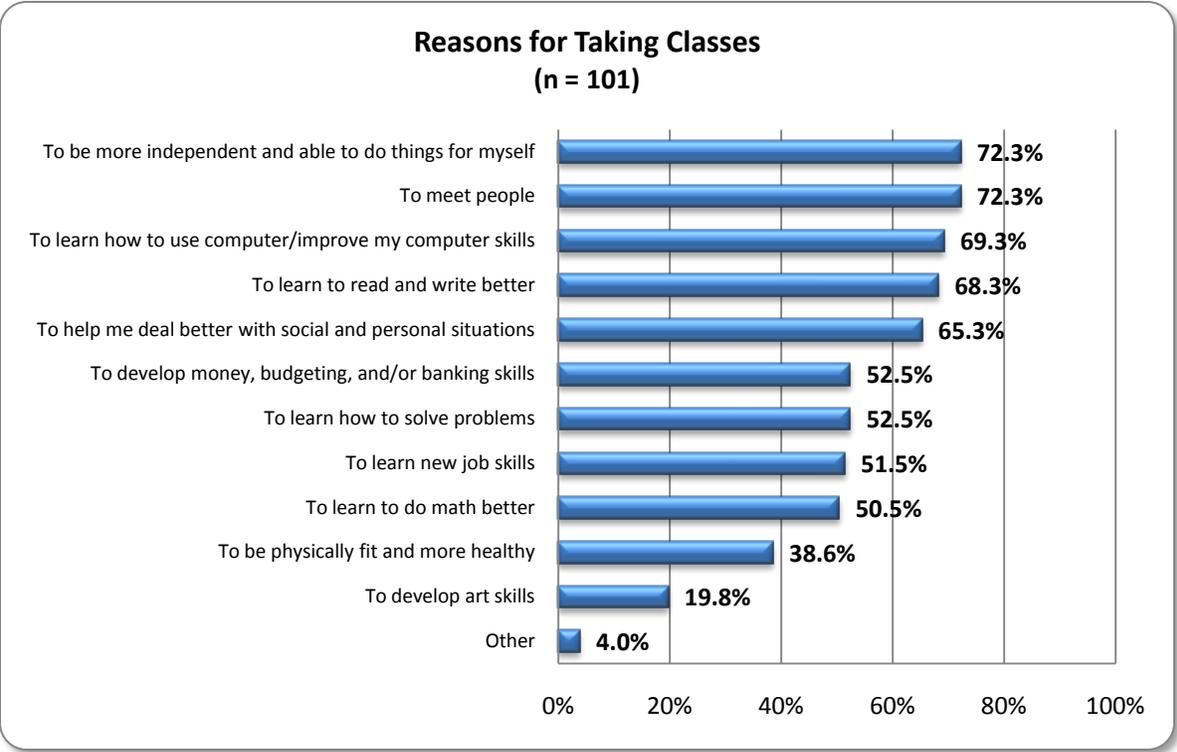
The program also began a survey of arts and activities class at the CMC a year ago at the urging of our community students. This class is very popular and well attended. The DDL program also has a consumer skills class and four applied academics classes (3 of which are at the Costa Mesa Center). Hopefully these classes will fulfill the criteria and request for economics. Again, it appears that the program may need to increase the publicity for these classes or re-examine the locations and times where these classes are offered to ensure maximum opportunity.

Need

Coastline draws its students from throughout the county. Students are forced to travel to obtain classes because programming for adults with developmental disabilities is scarce. North Orange County Community College District's School of Continuing Education offers a program with classes in independent living and computer skills as well as some academically oriented classes. Centennial Education Center (associated with adult education branch of Rancho Santiago Community College District) also offers a very few classes for the DDL population. Other education programs in the county actually transition their DDL student to Coastline's program (see partnerships section for more information).

Clearly, there is a shortage of educational programming to meet the needs of this population. Coastline has been able to meet this need by expanding the breadth and depth of its offerings, and this expansion has been met with increased enrollments.

Students in the DDL Community Program have vastly different skill levels and many different reasons for taking classes. Among survey respondents, however, the most frequently cited reasons for taking classes were "to be more independent and able to do things for myself" and "to meet people." (72.3%)



About half of the survey respondents are taking some kind of computer class in the DDL Program. Of 51 survey respondents who said they are taking computer classes, 35% said that they are taking computer classes because they use a computer at work. Of 51 respondents to another survey question, 73% said they are taking computer classes because they use a computer at home.

Resources

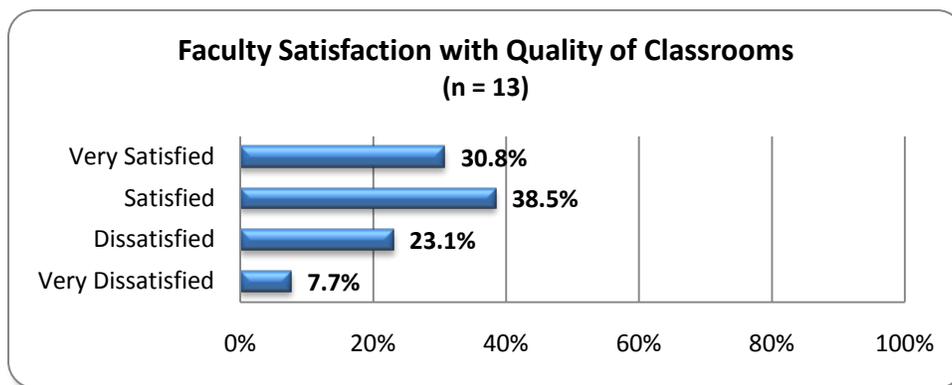
The DDL program is under the auspices of Special Programs and Services for the Disabled, which is located at Coastline’s Costa Mesa Center. The center utilizes a former elementary school site that is currently leased from the Newport Mesa Unified School District. The school facility sits on 9 acres of land and was constructed in 1961.

The Special Programs office is housed in a 48’ x 60’ modular unit on the old playground. Twelve of the DDL classes are also located at the Costa Mesa site. DDL instruction occupies one Costa Mesa classroom two mornings per week, 2 classrooms Monday through Thursday afternoons, and one classroom on Friday afternoons. One classroom is also used twice per week for an evening class. The Program utilizes standard classrooms, the dance room, and the computer lab.

All of the 30 PCs in room 13 were purchased using AB-77 funds for disabled students. In addition, these funds were used to purchase chairs for rooms 13 as well as a high speed color printer.

The other fourteen community classes are housed at various sites throughout Orange County, including Coastline’s Le-Jao and Garden Grove Learning Centers.

Based on survey responses, faculty are generally satisfied with their classrooms. The exception appears to be classrooms at the Costa Mesa Center. The only four respondents who indicated that they were “Dissatisfied” or “Very Dissatisfied” with the quality of classrooms (cleanliness, maintenance, and lighting) all teach at the Costa Mesa Center. As a faculty member who teaches at Costa Mesa said, “The rooms are often dirty—dusty and dirty tables and floors, dirty computers.” Another wrote, “Quality and cleanliness of the classrooms is unbelievably poor. Despite constant requests, nothing changes....”



Students also seem to have some concerns about the Costa Mesa Center. In response to a general, open-ended survey question in which students were asked if they had any recommendations, twelve students made reference to the need for cleaner restrooms, and seven students said that the classrooms need to be cleaner.

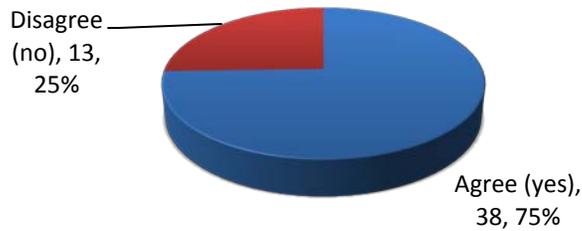
Other students at Costa Mesa expressed the desire for more classrooms, newer classrooms, and better computers. One faculty member also noted that “The quality and amount of equipment is very limited, especially technology. The computers available to students are old and outdated.”

Of 51 student survey respondents who indicated that they are taking computer, 25% of the students indicated that the computers in the classroom do not work well. All of the negative replies are from students taking classes at Coastline’s Costa Mesa Center.

Typical Survey Comments from Students at the Costa Mesa Center:

- *I would like to see the bathroom cleaner.*
- *The rooms should be cleaner and the bathrooms, too. The quad area has a lot of trash.*
- *Let’s have clean bathrooms.*
- *Cleaner bathrooms and classes. Recycling cans.*

**The computers in the classroom work well
(n = 51)**



In response to student and faculty complaints about the computers at the Costa Mesa Center, while the computers in the classroom are old, the performance and capability of all computers, old and new, is impaired because there are more users than the system was originally designed to handle. More than 200 high school students in the Early College High School Program are using the Costa Mesa Center as their campus. Many of their classrooms, in multiple new modulars, have computers and many of the students have lap top computers. Coastline’s Computer Services Department informed Special Programs that the band width is not wide enough to handle the need. They hope to increase the capability during the summer 2009. That would be beneficial because a new group of high school students will increase the numbers at the Costa Mesa Center in fall 2009. Once the band width has been sufficiently increased, the students and faculty alike should find that computer performance and capability will be much improved.

In any program, the people—both instructional and support personnel—are the essential program resources. The DDL Community Program includes highly experienced instructors, many of whom have been with the college for 20 years or more. They and the newer faculty all bring great skill, creativity, commitment, and enthusiasm to their work.

Faculty within the program, students, and family members or group home leaders indicated a high level of satisfaction with both the Department Chair (Instructor/Coordinator) Jody Hollinden and with the DDL Program Assistant Lori Genova. All 13 faculty survey respondents indicated that they were “very satisfied” with the helpfulness of both of these team members, as well as with the helpfulness and availability of the office staff in general. All facility personnel and family and group home leaders reported that they were either “satisfied” or “very satisfied” with the Department Chair, Program Assistant, and office staff. Among students 92% or more indicated that the Department Chair and Program Assistant are helpful to them, and 95% said that there is enough staff in the office to help them.

Faculty and facility staff were also in agreement that the student to staff ratio (teachers, instructional aides, and volunteers) is adequate in the classes, with 100% indicating that they were “satisfied” or “very satisfied.” Most students (93%) also reported that they felt there were enough teachers and aides to help them. Family and group home leaders were only slightly less satisfied, with just over 91% of 21 respondents saying they were satisfied; 2 respondents indicated dissatisfaction.

Partnerships

The growth of the DDL program would not be possible without the tremendous partnerships that have been established and nurtured with external entities.

Newport-Mesa and Huntington Beach Unified School Districts have programs that facilitate transition of their DDL high school students into the community. The Coastline DDL Instructor/Coordinator has networked with these transitional programs, resulting in increased student enrollment at the Costa Mesa Center. Also, at the request of Westview Services (day program), two morning classes were created for their clients who are not able to take afternoon classes. Of course, these classes are open to any student.

In addition to establishing classes on campus in response to community needs, the DDL Program also fulfills the mission of the college to provide student success through accessible and flexible education within and beyond the traditional classroom by bringing classes to the community. One of the main service providers for persons with developmental disabilities is the Regional Center of Orange County (RCOC). Several years ago a representative from RCOC came to Coastline to request a personal and social development class for their clients, which is still offered today. This class is currently offered at Coastline's Garden Grove Center.

Classes specifically designed for students with developmental disabilities are also provided at large group homes such as Hylond Home and Garden Villa. Students living in these sites would find it extremely difficult to transport themselves to take these much desired classes. Therefore, Coastline's DDL Program meets their needs by going to their facility. The DDL Program also offers an Applied Academics class at a sheltered workshop, Elwyn Industries. The academic skills the students receive enhance the student's opportunity to gain employment. Coastline's DDL Program also provides art and fitness classes at one of Westview Services sites. The DDL Program also provides classes to Westview clients at other locations convenient to them.

As mentioned earlier, Coastline also offers classes to under-represented students of south Orange County at high school campuses. Coastline is able to reach out to these residents of south O C through an interagency agreement between the South Orange County Community College District and the Coast Community College District. This agreement is currently under review and will hopefully be updated and signed this semester.

The advisory board members have been extremely helpful in suggesting course offerings. The following members were instrumental in giving vision and clarity to the future direction our program over the past two years:

- Ann Clark, Vocational Specialist, Edison High School
- Bari Rudmann, Counselor, Irvine Valley College
- Bobby Menn, W.E.C.A.R.E. Program Specialist, Saddleback Unified School District
- Charlene Ybarra, Student CCC
- Dan Scobel, Transition Instructor, Fountain Valley High School
- Debbie Desmond, Full-time Instructor, CCC

- Debra Barrett, Part-time Instructor CCC
- Debra Marsteller, Director, Project Independence
- Dr. Shalomon Duke, Dean of Counseling and Special Programs
- Erin Crowley, Part-time Instructor CCC
- Gail Hunt, Director of W.E.C.A.R.E. Newport-Mesa Unified School District
- Janis White, Acting CEO, Regional Center of Orange County
- Jen Henson, Part-time Instructor CCC
- Joan McKinney – Director, Elwyn Industries
- Keli Radford, Area Manager, RCOC
- Kurt Kosbab, Vocational Specialist, Edison High School
- Linda Dixon, Student Advocate/City Council Woman
- Linda Lane – Transition Instructor, Fountain Valley High School
- Lourthu, Director, Westview Services
- Lynn McCall, Parent of CCC Student
- Mariless Borja, Director, Garden Villa
- Marilyn Paull, Director of Special Ed, Garden Grove Unified School District
- Melinda Howell, Instructor and Transition Specialist, NMUSD
- Mickie Pecoraro, Part-time Instructor CCC
- Rebecca Metoyer, Part-time Instructor CCC
- Rochelle Koon, LINK Instructor and Transition Specialist, Edison High School
- Rodney Ziebol, Director, Asperger Support Group
- Scott McCall, CCC Student
- Tina Kosbab, Part-time Instructor CCC
- William Shelton, CCC Student

Please see Advisory Board minutes for 2007 and 2008 in the Appendix. The next Advisory Board meeting is scheduled May 13, 2009.

Some of the Advisory Board members' suggestions were to increase classes in the areas of fitness, dance and art. Within the last one to two years, the DDL Program has added an adult fitness, a rhythmic movement (dance), and a survey of arts and activities class at the Costa Mesa Center, the program's main campus. From the student survey responses the students have greatly benefitted and enjoyed these additional classes and are asking for more.

At a recent meeting the board discussed the opportunity to offer an independent living skills certificate or other type of certificate, which is one of our new five-year goals. They also suggested that we have a transition night for parents and students alike where service providers would present future options for the students and their families. Service providers may include representatives from the Social Security Office, Regional Center, Department of Rehabilitation, day programs, group homes, legal counsel regarding conservatorship – pros and cons, and other educational venues. These service providers would be able to offer information about future options to increase the quality of life for our students and their families. This is a definite point of interest and the DDL Program would like to present such an Options and Opportunities night in 2009-2010. This is also one of the DDL Program's five-year goals.

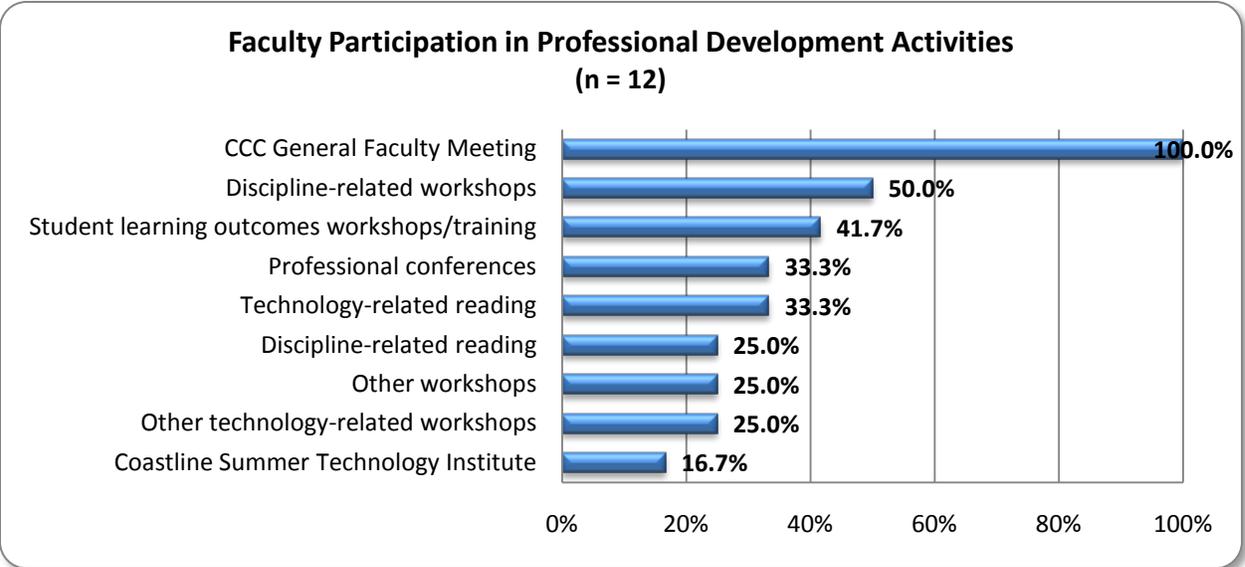
Professional Development

Faculty are informed of and encouraged to attend conferences such as the California Association of Postsecondary Educators for the Disabled (CAPED), the Association on Higher Education and Disability (AHEAD), and the Western Region American Music Therapy Association, and the Asperger's for Educators. Faculty members are given time off with pay and are reimbursed for such conference attendance as budgets permit.

The DDL Program provides a DVD, film and book library that faculty are invited to use at their leisure. The library is updated periodically to insure that materials are current, interesting, and pertinent.

Discipline meetings often provide training, faculty workshops, and educational information. The spring 2009 discipline meeting provided training regarding disease and wound prevention and care. This training was provided by an RN. The faculty and instructional aides also received training regarding the prevention, detection and reporting of client abuse. At another discipline meeting faculty had the opportunity to view the DVD, *ADHD and LD*. This DVD discussed instructional teaching strategies for engaging attention and active participation, how to differentiate instruction, class room management and student behaviors, academic strategies and accommodations for written language, collaborating and team strategies. They also viewed a DVD entitled, *Autism is a World*, which followed an adult woman during her daily life at home and during one of her classes at the university where she was seeking a degree. This woman was diagnosed and treated as mentally retarded until the age of 13 when she began to communicate using a keyboard. She shared her personal struggles, opportunities, and hopes and fears for the future. The faculty reported that they found both DVDs extremely valuable and interesting.

All but one of the thirteen faculty members who responded to the Program Review survey answered the question about participation in professional development activities. All twelve said that they participate in the General Faculty (All-College) Meeting. Six respondents said they participate in discipline-related workshops, and five said that they have participated in student learning outcomes workshops or training.



Faculty members participate in a variety of activities within the Special Education Program, including curriculum review, updating SLOs for courses, matriculation, and fund raising. In addition, the DDL Program has had representation on a number of college committees: Professional Development Committee; Student Success Committee; Curriculum Committee; Classified Staff Recognition; Faculty Recognition; Health, Safety, and Disaster Preparedness; Career and Technical Education Development; Facilities; Senate Elections; and Equivalencies.

Quantitative Elements

Course Data

The DDL Community Program has dramatically increased its class offerings and thus its unduplicated student count. In 2007-2008, 337 students were served as compared to the 435 students served in 2008-2009. This is an increase of 29%. This increase is due to strengthened partnerships, intense networking, and DDL Program representation at numerous events. Westview is requesting additional classes for new students but, unfortunately, the DDL program does not currently have enough instructor hours available. Hopefully a new part-time faculty member will be added to the team before fall 2009.

It is important to note when looking at student count that the numbers of DDL students served is not representative of the total number of students taking DDL classes. The classes are open to every student, although the classes are designed for the DDL population. The class pace is slower, material is broken down into smaller units which combines into larger units of information, the classes may be repeated if necessary up to four times, and there are instructional aides available for additional instructional support and assistance. Also, the curriculum has been developed to encompass a large range of learners’ abilities. The instructors adapt the material to meet the students’ educational needs and cognitive levels. Other students who enroll in the DDL classes are often ABI graduates who need to continue to increase their critical thinking skills and memory, and to a lesser extent, to regain some of their academic skills, etc. In addition to the ABI students the program has served deaf and hard of

hearing, physically impaired, and autistic students as well. Per Title V of the Education Code the DDL program is not allowed to count these students into the unduplicated census because the students' verified disability is not DDL. In fact, the classes the DDL program offered to the more than 35 students with Asperger's Syndrome were not reflected in the DDL census. Many of these students have IQs in the average to above average range, thus they do not qualify as DDL. Students took the classes specifically tailored to their needs because of the unique qualities of teaching style and services offered.

In a typical semester, the DDL Community Program scheduled 34-38 class sections. Of these, all but 1-3 sections each term are non-credit classes. The credit classes generally scheduled are technology-related: Introduction to Computers, Desktop Publishing, and Introduction to the Internet. The credit sections enroll between 14-25 students each and, combined, generate fewer than 4 FTES per semester.

The following is the current semester's listing of **classes for the mild to moderate community DDL:**

Monday:	1:30 – 3:30 PM	Rhythmic Movement	CMC	Erin Crowley
	1:30 – 3:30 PM	Reading/Writing	CMC	Debbie Desmond
	1:30 – 2:55 PM	Applied Academics	Elwyn	Tina Kosbab
	6:00 – 8:00 PM	Personal/Social Dev	Garden Villa	Barbara Stachelski
	6:30 – 9:00 PM	Applied Academics	CMC	Tina Kosbab
Tuesday:	9:30-11:30 AM	Personal/Social Dev	Lea Jao Center	Jen Henson
	1:00 – 4:10 PM	Food Preparation	CMC	Debbie Desmond
	1:00 – 3:00 PM	Applied Academics	CMC	Tina Kosbab
Wednesday:	1:00 – 3:00 PM	Consumer Skills	CMC	Rebecca Metoyer
	1:00 – 3:00 PM	Survey of Arts/Act	CMC	Debra Barrett
	1:30 – 2:55 PM	Applied Academics	Elwyn	Tina Kosbab
	3:30 – 5:30 PM	Food Preparation	Esperanza	Melissa Martin
	6:30 – 9:00 PM	Applied Academics	CMC	Tina Kosbab
Thursday:	1:00 – 4:10 PM	Desktop Publishing	CMC	Debbie Desmond
	1:00 – 3:00 PM	Adult Fitness	CMC	Erin Crowley
	3:00 – 5:00 PM	Personal/Social Dev	GG Center	Jen Henson
Friday:	11:00-2:10 AM	Intro to Computers	CMC	Rebecca Metoyer

The following is the current semester's listing of **classes for the severe to profound community DDL:**

Monday:	9:30 - 11:30 AM	Critical Thinking I	FDC	Barbara Darby
	9:30 - 11:30 AM	Critical Thinking II	FDC	Barbara Darby
	9:00 – 12:00 PM	Personal/Social	FDC	Maureen Cole
	10:00 - 12:00 PM	Applied Academics	CMC	Tina Kosbab

	1:30 - 3:30 PM	Critical Thinking I	FDC	Barbara Darby
	1:30 - 3:30 PM	Critical Thinking II	FDC	Barbara Darby
Tuesday:	9:00 – 11:00 AM	Survey of Arts/Act	Westview	Mickie Pecoraro
	9:00 – 12:00 PM	Oral Communications	FDC	Maureen Cole
	9:30 - 11:30 AM	Beginning Reading	FDC	Barbara Darby
	6:30 – 8:30 PM	Music (1 st 8 weeks)	Hylond Home	Maureen Ardolino
	6:30 – 8:30 PM	P/S Dev (2 nd 8 weeks)	Hylond Home	Maureen Ardolino
Wednesday:	9:30 - 11:30 AM	Critical Thinking	FDC	Barbara Darby
	9:30 - 11:30 AM	Critical Thinking II	FDC	Barbara Darby
	9:00 – 12:00 PM	Personal/Social	FDC	Maureen Cole
	9:30 - 11:30 AM	Applied Academics	CMC	Debra Barrett
	9:30 – 11:30 AM	Rhythmic Movement	Liberty Park	Jen Henson
	1:30 - 3:30 PM	Critical Thinking I	FDC	Barbara Darby
	1:30 - 3:30 PM	Critical Thinking II	FDC	Barbara Darby
	6:30 – 8:30 PM	Music	Hylond Home	Maureen Ardolino
Thursday:	9:30 – 11:30 AM	Rhythmic Movement	Liberty Park	Jen Henson
	9:00 – 12:00 PM	Oral Communications	FDC	Maureen Cole
	1:30 - 3:30 PM	Math Concepts	FDC	Barbara Darby
Friday:	9:30 - 11:30 AM	Critical Thinking	FDC	Barbara Darby
	9:30 - 11:30 AM	Critical Thinking II	FDC	Barbara Darby
	1:30 - 3:30 PM	Critical Thinking I	FDC	Barbara Darby
	1:30 - 3:30 PM	Critical Thinking II	FDC	Barbara Darby
	6:30 – 8:30 PM	Personal/Social Dev	Hylond Home	Maureen Ardolino
Saturday:	1:30 – 3:30 PM	Beg Instrumental	Hylond Home	Roberta Adler

In both the mild to moderate and in the severe to profound classes the enrollment varies from 17-31 students per class.

The table and chart below depict enrollments and FTES in non-credit classes only.

DDL COMMUNITY
Six-Year Summary of Enrollments and FTES (Non-Credit)

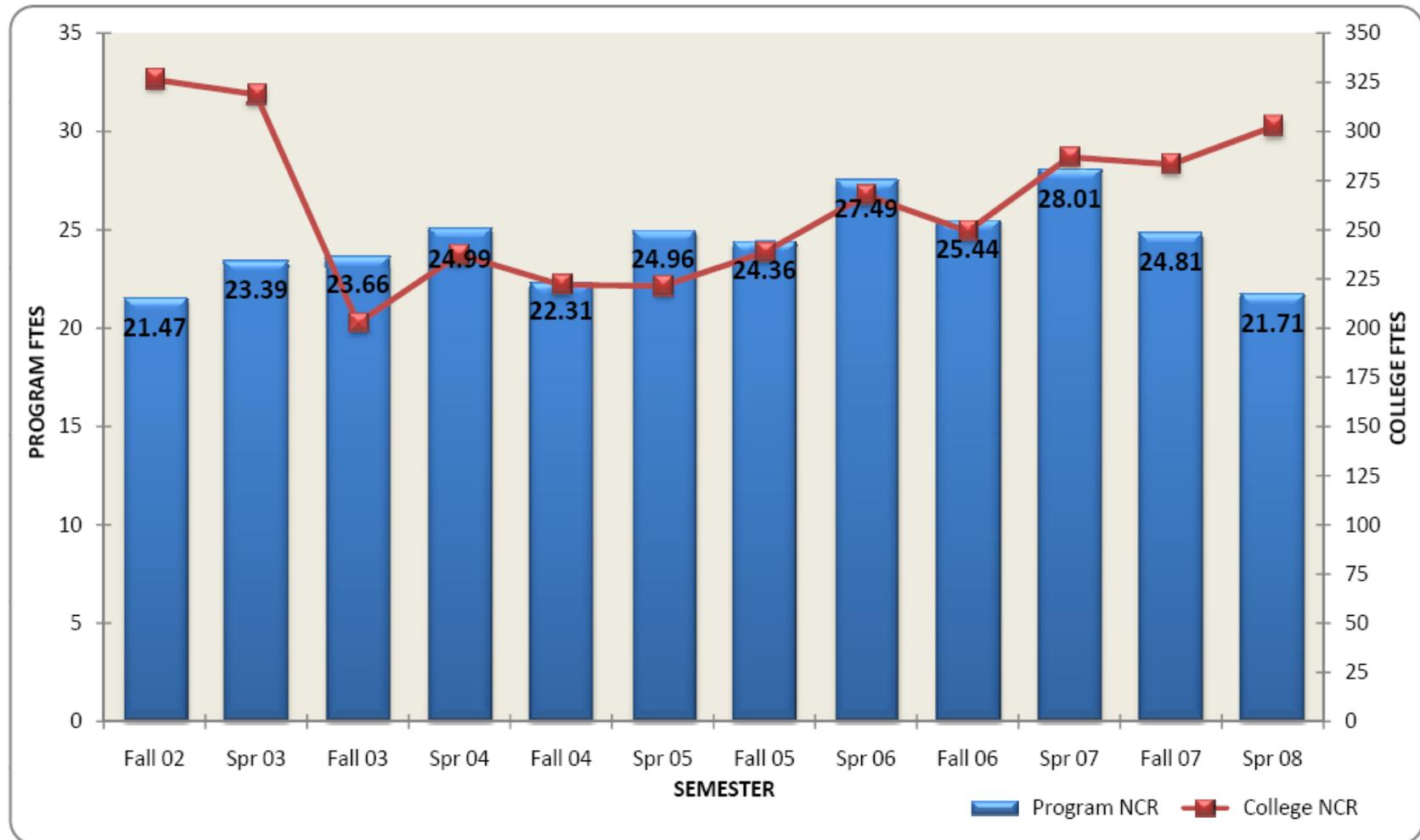
PROGRAM AND COLLEGE DATA	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL 052	SPRING 053	FALL 062	SPRING 063	FALL 072	SPRING 073
FTES												
Program (Non-Credit)	21.47	23.39	23.66	24.99	22.31	24.96	24.36	27.49	25.44	28.01	24.81	21.71
College (Non-Credit)	326.35	318.83	202.58	237.43	222.00	221.44	238.50	267.50	249.30	286.96	283.22	302.32
Program as % of College	6.6%	7.3%	11.7%	10.5%	10.0%	11.3%	10.2%	10.3%	10.2%	9.8%	8.8%	7.2%
Program Sections												
Total Sections Scheduled	31	33	30	27	29	32	33	39	33	39	35	32
Sections Cancelled	2	4	5	2	0	4	4	9	0	7	5	4
Adj. for Canc/Concurrent	26	26	23	23	26	26	27	28	31	31	29	27
Avg. Enroll. All Classes	15	15	19	19	17	18	18	20	15	18	17	14
Seat Count at Census												
Program	382	400	432	435	431	472	494	553	474	568	486	379
College	5680	5536	3920	4221	4356	4410	4640	5181	4386	5308	5022	4541
Program as % of College	6.7%	7.2%	11.0%	10.3%	9.9%	10.7%	10.6%	10.7%	10.8%	10.7%	9.7%	8.3%
Seat Count at Semester End												
Program	352	391	418	407	412	437	462	507	488	502	456	379
College	5253	5061	3724	3896	3970	4140	4403	4750	4361	4681	4782	4541
Program as % of College	6.7%	7.7%	11.2%	10.4%	10.4%	10.6%	10.5%	10.7%	11.2%	10.7%	9.5%	8.3%
Attrition (Cens. to End Seats)												
Program	7.9%	2.3%	3.2%	6.4%	4.4%	7.4%	6.5%	8.3%	-3.0%	11.6%	6.2%	0.0%
College	7.5%	8.6%	5.0%	7.7%	8.9%	6.1%	5.1%	8.3%	0.6%	11.8%	4.8%	0.0%

Notes: (1) Average class sizes should be viewed with caution due to offering some community classes concurrent with Fairview FTES-exempt classes (typically 7 or 8 sections per semester). (2) Attrition rates should be interpreted with caution due to late enrollments and students who were not dropped. (3) Banner is showing identical figures for Census and End enrollments for Spring 2008.

DDL COMMUNITY

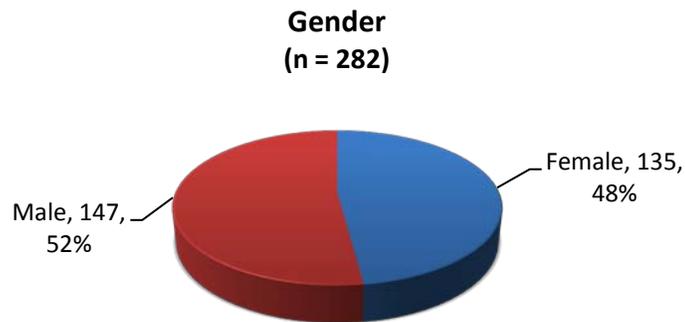
Six-Year Summary of Enrollments and FTES (Non-Credit)

FTES	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08
Program NCR	21.47	23.39	23.66	24.99	22.31	24.96	24.36	27.49	25.44	28.01	24.81	21.71
College NCR	326.35	318.83	202.58	237.43	222.00	221.44	238.50	267.50	249.30	286.96	283.22	302.32
% of College	6.6%	7.3%	11.7%	10.5%	10.0%	11.3%	10.2%	10.3%	10.2%	9.8%	8.8%	7.2%

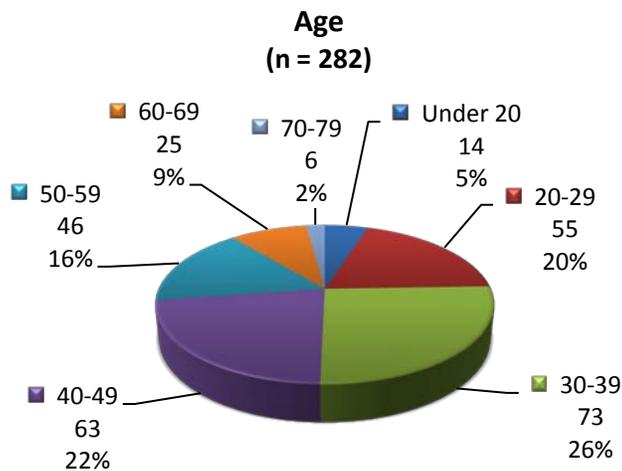


Student Elements

In fall 2008, the unduplicated headcount of students enrolled in DDL Community classes totaled 282, with slightly more male students than females.

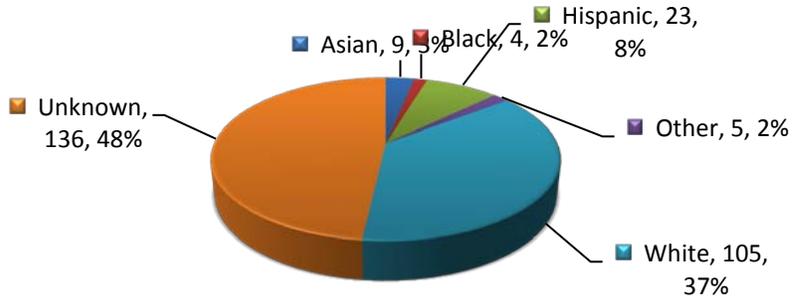


Students represent a wide range of ages. Almost half the students are between 30 and 49 years of age.



Ethnicity data was unavailable in Banner for almost half of the students enrolled in fall 2008. Among students whose ethnicity was known, the largest single group was white; Hispanic students represented the next largest group.

**Ethnicity
(n = 282)**



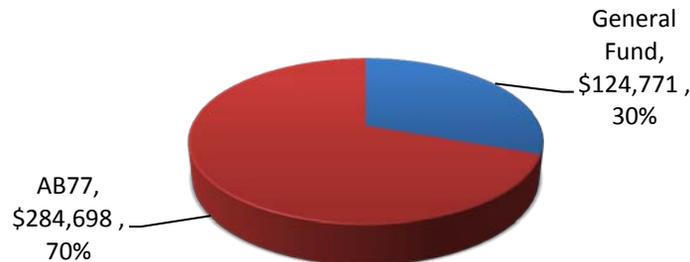
The majority of DDL students taking Coastline classes are unemployed. However, from information gathered during a recent survey, many of the DDL community students are interested in acquiring enhanced job skills and perhaps finding gainful employment.

Cost Data

Coastline’s DDL Community Program is financed through a combination of general fund and AB77 funds. Title V regulations require that apportionment generated by special classes be returned to the college’s Disabled Student Programs and Services (DSP&S) budget before a college can receive AB77 funds in support of DSP&S classes and services. The AB77 allocation is adjusted annually based on a complex formula that considers, among other things, the college’s weighted student count (unduplicated head count multiplied by a weighting factor based on the nature of the disability) and the level of college effort (the amount of funding the college provides to the program).

In any given year, approximately 30-32% of the program’s budget comes from the general fund, and 68-70% from AB77.

**Budget Expenditures
2008-09**



Expenditures for 2007-08 and 2008-09 are shown on the next page.

2007-08 Expenditures

Expenditure Category	General Fund	AB77	Total
Certificated Instructional	\$75,270	\$42,084	\$117,354
Full time	\$29,538		\$29,538
Part time	\$45,732	\$42,084	\$87,816
Certificated Non-Instructional		\$44,373	\$44,373
Full time		\$17,947	\$32,978
Part time		\$26,425	\$11,395
Classified, Instructional		\$56,918	\$56,918
Classified, Non-Instructional	\$13,506	\$26,918	\$40,424
Full-time	\$13,506	\$14,073	\$27,579
Part-time		\$12,845	\$12,845
Benefits	\$21,167	\$34,007	\$55,174
Instructional	\$14,549	\$15,233	\$29,783
Non-instructional	\$6,618	\$18,774	\$25,391
Supplies		\$23,403	\$23,403
Instructional		\$13,977	\$13,977
Non-instructional		\$9,426	\$9,426
Miscellaneous		\$1,024	\$1,204
Conferences		\$1,070	\$1,070
Equipment		\$2,470	\$2,470
Total	\$109,943	\$232,267	\$342,210

2008-09 Expenditures (projected through June 2009)

Expenditure Category	General Fund	AB77	Total
Certificated Instructional	\$85,471	\$44,743	\$130,214
Full time	\$43,447		\$43,447
Part time	\$42,024	\$44,743	\$86,767
Certificated Non-Instructional		\$86,660	\$86,660
Full time		\$60,124	\$60,124
Part time		\$26,536	\$26,536
Classified, Instructional		\$63,517	\$63,517
Classified, Non-Instructional	\$13,792	\$28,211	\$42,003
Full-time	\$13,792	\$15,234	\$29,026
Part-time		\$12,976	\$12,976
Benefits	\$25,508	\$47,807	\$73,315
Instructional	\$18,750	\$16,766	\$35,516
Non-instructional	\$6,758	\$31,041	\$37,799
Supplies		\$13,029	\$13,029
Instructional		\$7,389	\$7,389
Non-instructional		\$5,640	\$5,640
Miscellaneous		\$732	\$732
Total	\$124,771	\$284,698	\$409,469

**No conference or equipment expenditures in 2008-09*

Program Outcomes

Student Learning Outcomes

Instructors target student learning outcomes (SLOs), as prescribed in course outlines. These outcomes are reflected on Student Educational Contracts (SECs), which are part of the student's Educational Plan. Title V requires the Disabled Students Programs and Services office to keep SEPs and SECs on file for all of its students. A sample SEC/SEP is shown on the next page. Most students continue in a particular class for at least one semester. The SEC reflects one semester's progress. Each course objective is dated with respect to when it is targeted, satisfied/not satisfied, or deferred. Some of the needs might be targeted for immediate work and some of the needs might be targeted for work at a later date.

In this program, faculty have long been accustomed to assessing their students' progress in quantitative ways and making individualized instructional modifications as needed. For example, in February 2009, Student A has already satisfied Objectives 5, 9 and 10. The student can add multi-digit numbers with regrouping and therefore his goal on Objective 1 might be to subtract multi-digit numbers with regrouping. If Student B can already add and subtract multi-digit numbers with regrouping, then her goal might be to master multiplication tables from numbers 1-10. Each student would be directed to work on Objective 1, "Perform basic arithmetic operations (addition, subtraction, multiplication, division)," yet for each student, the learning outcome would be modified to meet his or her specific educational need.

Throughout the course of the semester, the instructor formally or informally assesses each student's progress on his or her learning outcomes as identified in the student's SEC. The instructor modifies the targeted learning outcomes as the student's progress indicates.

To continue the example above, suppose Student A met his initial learning outcome of subtraction of multi-digit numbers with regrouping in April, 2009, but does not want to continue work in this area. The instructor and the student would then select a learning outcome from the "deferred" column, such as Objective 4, "Demonstrate understanding of time concepts by telling time to the minute and approximating passage of time." The deferred student learning outcome will now become the "new" student learning outcome. This new SLO will be the area of focus until the student either demonstrates mastery or until the semester is over. The SEC allows for immediate redirection and refocus for the SLOs as the students' needs and/or interests arise.

The course outcomes may include subtraction of multi-digit numbers for a student, but the program outcomes may include being able to make a simple budget.

Instructors from Special Programs and Services do not use the four-column Student Learning Outcome Assessment Cycle (SLOAC) forms. They instead use the Student Educational Contract and Student Educational Plan. Each SEC/SEP mirrors the individual course and curriculum, with SLOs language taken directly from the curriculum for each individual course. The SECs/SEPs will be rewritten during 2009 – 2010 so that the language will coincide with the newly updated curriculum and language.



Name: Juan Doe Student ID#: 0000-0000 Academic Year: 08-09

Student Educational Contract

Long-Term Goal: Academic Vocational X Enrichment Other
 Special Classes Regular Classes Support Services

EDUCATIONAL PLAN FOR SPED 409—APPLIED ACADEMICS (LEVEL II)

COURSE OBJECTIVES	DATES				
	Targeted	Satisfied	Not Satisfied	Deferred	N/A
1. Perform basic arithmetic operations (addition, <u>subtraction</u> , multiplication, division)	2/09	4/09			
2. Make cash purchases demonstrating money handling and comparison shopping skills				2/09	
3. Utilize basic budgeting and saving skills				2/09	
4. Demonstrate understanding of time concepts by telling time to the minute and approximating passage of time	4/09			2/09	
5. Identify and read 100 common words		2/09			
6. Read and follow simple recipes, labels, and directions				2/09	
7. Read for leisure enjoyment				2/09	
8. Increase receptive and expressive vocabulary				2/09	
9. Relate and/or follow complex requests		2/09			
10. Demonstrate appropriate voice and pitch control		2/09			
11. Express needs, thoughts, or questions succinctly				2/09	
12. Write simple sentences using correct grammar and punctuation				2/09	

TARGETED OBJECTIVES

Obj. No. **Evaluation criteria regarding student progress**
1 Mr. Doe will be able to correctly solve 5 or more subtraction problems using multi digit numbers with regrouping (for 4 consecutive weeks).
4 Mr. Doe will be able to tell time to the minute. (For four consecutive weeks)

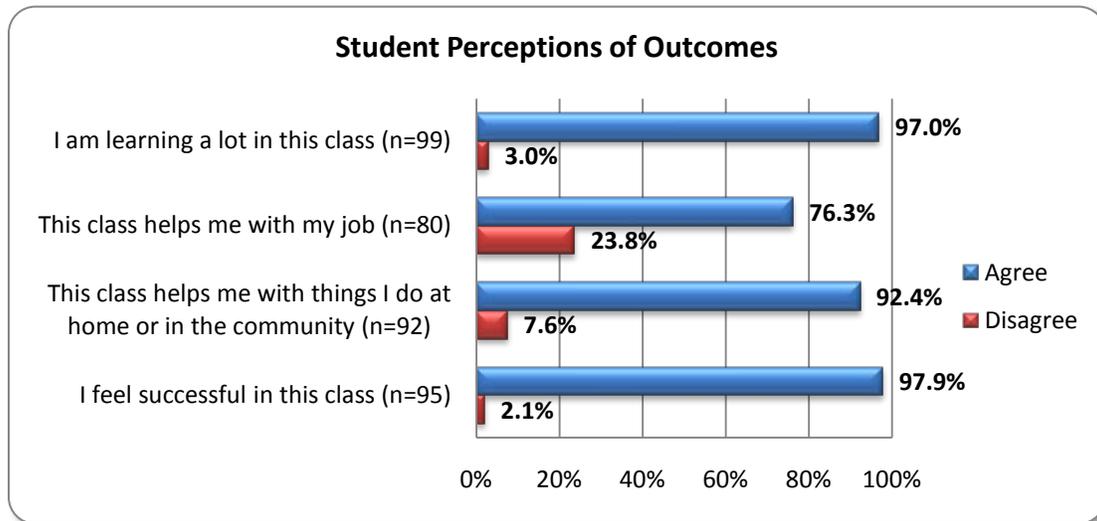
COMMENTS: Mr. Doe achieved objective #1, "subtraction of multi digit numbers with regrouping" in April 2009. Therefore, objective #4 "telling time to the minute," was chosen as the new SLO.

Student Signature John Doe

DSP&S Professional Tammy Teacher

Student Satisfaction

A large majority of the student survey respondents reported positive outcomes from the class(es) they are taking. Ninety-seven percent of the respondents said they are learning a lot in the class; 92.4% said the class helps them with things they do at home or in the community; and 97.9% said they feel successful in the class. Of the 80 students who answered the question related to work, 76.3% said the class helps with their job; many of the 23.8% who disagreed may have been enrolled in classes that they did not perceive as directly work-related.



The students were most enthusiastic when answering the question, “What do you like best about the classes you are taking at Coastline?” The following are representative of the many comments that filled five pages of responses:

- Learning and doing something productive.
- I have fun learning. I did not know anything about computers before.
- There is always something helpful for me to learn.
- I like taking fitness classes to help me get into and stay in shape.
- It is easy to learn in my class. The teachers are helpful. The aides are helpful also.
- Learning to be independent. I like the computer. I like my teacher.
- Because I learn to read. I learn to eat healthy foods.
- These are the coolest classes, they are awesome and educational.

Because most of the DDL students reside at home or in a group home, the scope of student satisfaction might become more complete with a few comments from the parents and/or group home representatives:

- He is getting better self esteem and can get a better quality of life.
- It increases his motivation to recover.
- Mostly socializations in a class setting. Secondly, interesting classes appropriate for his lifestyle.
- Socialization, academic skill upkeep, and physical exercise are all important benefits and to get them all in one place is terrific!

Lastly, this report would be remiss if facility comments were not also included. Facility reports would pertain to the lower cognitively functioning student. Please note the following:

- The classes are located in our community for easy access of our students. [Coastline] staff is very professional with our students.
- The residents enjoy the music and the social experiences the classes provide. We see increased vocalizations and alertness following the classes. Thank you!
- Improvement in client behavior. Clients really enjoy the classes, and some clients have become more verbal in discussing their experiences.

Conclusions

The Community DDL Program has increased the numbers and types of classes offered and, per requests of outside agencies, will continue to grow if funding and additional faculty are available. The number of community students has also grown by 29% and by all indications will continue to grow. Of most importance however, the students, facilities, parents, and faculty overwhelmingly stated that they believe that the program is good, the students are learning, and that the courses are relevant to the students' needs and interests.

Recommendations suggest that the program should provide two certificate programs: a vocational preparation certificate and an independent living skills certificate. These two certificate programs would add a new dimension to the DDL Program and could also provide a better quality of life for the students. Students would potentially become more independent with increased self esteem and safety awareness and might become gainfully employed also adding to their self esteem and a potential for increased independence.

The DDL Program is currently hosting a fundraiser dinner and dance, i.e., Sock Hop, in May 2009. Increased fundraisers for supplies and equipment for student use would also benefit the program.

Increased and effective marketing regarding the new classes and certificate programs is another key factor in the growth and continued success of Coastline's Community DDL Program.

Recommendations

None.

Goals

Progress on Prior Goals

Prior Self-Review Recommendations

1. It is recommended that the DDL Program educate their students with respect to the various physical education opportunities available within the community.

Information was provided to students and minimal discussions were held, however, the students did not appear to be receptive.

2. The DDL Program should pursue the implementation of the Special Olympics program, if budget can support it.

Coastline's DDL program and the Special Olympics of Orange County joined forces for approximately three years. Students participated in classes on the Costa Mesa Center campus; soccer in the fall and basketball in the spring. During selected weekends the athletes would travel to various Special Olympic venues to compete with other Special Olympic athletes. There were many highlights, such as the time the students were selected to play with the UCLA basketball team at the Honda Center, formerly the Pond of Anaheim. The athletes also had the opportunity to meet with and speak to John Wooden, a famous former UCLA basketball coach. Their photographs are still hanging in the Special Programs lobby. Another first was the honor to be selected to participate in the three day competitions at CSU Long Beach. The teacher and her instructional aide volunteered their time for the entire three days. The faculty and the students said that this was something they will never forget.

Last year, however, the instructor said that the parent involvement was just not able to meet the needs of the students. She would send home several reminders of athletic competition dates and would even call the family members prior to the events. Although the family members responded in the affirmative the instructor found that often she did not have enough athletes to form a team and so those students who did show up were not able to compete. The Special Olympics organization also continued to require more and more paperwork from the students and teacher and more training from the instructor and from every aide and volunteer who participated. The increased paperwork and training requirements from the Special Olympics accompanied by the lack of family support and lack of student participation moved the instructor to ask to discontinue the agreement and alliance with the Special Olympics organization. The DDL Program continued to offer basketball and soccer, but the attendance was not as strong as in the past. This presented a wonderful opportunity for this instructor to be able to offer new adult fitness and rhythmic movement classes. Enrollments have increased and students continue to be served, but not through the Special Olympics. Students were encouraged to join other Special Olympics groups in their community.

3. The DDL Program should continue its fundraising efforts to support the construction of a classroom for daily living skills in order to meet the students' expressed need for a cooking class and to teach other vital skills.

Sees' candy and gift wrapping paper sales provided revenue. However, with the arrival of the many Early College High School students and their modulares, the available room and electricity on campus shrunk greatly. With the closure of another learning site, rooms have become extremely scarce at the Costa Mesa Center. A dedicated classroom or modular was no longer an option.

At this time, the DDL program has decided to wait until the Costa Mesa Center moves into the new learning center in Newport Beach. The architect's drawings are complete with kitchen w/in a classroom. After the move, the food preparation class and independent living skills certificate may become a reality.

4. The DDL Program is encouraged to continue its outreach program, and to expand marketing materials, especially to reach underserved populations.

The DDL program created marketing materials and the DDL Instructor/Coordinator has attended numerous transition nights and networking events and has made many presentations throughout Orange County.

Prior Five-Year Goals

1. Implement procedures to track timely enrollment in classes.

The DDL Program Assistant has done a marvelous job to create a system where timely enrollments are routine.

2. Work with area facilitator to establish consistent assignment of DDL classrooms housing equipment purchased with DSPS funds.

The Program Assistants for DDL and ABI work closely with the area facilitator and have established consistent assignments of DDL classes, including the rooms housing equipment purchased with DSP&S funds.

3. Develop effective and appealing marketing brochure for DDL classes.

Although marketing brochures were created and were very effective, the brochures and the DDL Webpage could benefit from updating.

4. Update curriculum so that all classes are in current state-approved format. The plan is for the department chair to draft the revisions this summer, the faculty to review in fall, 2003 and the Curriculum Committee to approve in spring, 2004.

All DDL curriculum has been updated with the new SLOs language and formatting and was approved during 2008-2009.

5. The DDL Program should continue its fundraising efforts to support the construction of a classroom for daily living skills in order to meet the students' expressed need for a cooking class and to teach other vital skills.

Please see number 3, Self-Review Recommendations.

Steering Committee Recommendation

1. Consider creating a certificate or special degree that students could earn by completing a specified program of study.

Work continues on the recommendation to develop a certificate option for students. Preliminary research, including a survey of students/families and discussions with Coastline DDL faculty, has indicated that there is interest in establishing a certificate program but that there may be some hurdles to accomplishing this.

The DDL Instructor/Coordinator has consulted with a DDL program representative at North Orange County Community College District to discuss their certificate programs and what was for them a long and complicated process in gaining State approval. In efforts to move forward, we are using a two-phase approach: First, we've determined that two new classes will be needed; curriculum for those courses will be developed during summer 2009 for presentation to the Curriculum Committee in fall 2009. Second, the certificate will be packaged and submitted for State approval, with the goal of obtaining approval so that the certificate can be offered in the Fall Semester of 2010 or, at the latest, Spring Semester 2011. Concurrent with the approval process will be the need to recruit new faculty to teach the certificate courses, as most of Coastline's current part-time instructors are carrying a maximum load.

New Five-Year Goals

1. Creation and approval (from the state) of a Vocational Skills Certificate. At least two new classes must be written and approved, Microsoft Office Suite and Getting a Job. Additional cost, instructor hours at non-instructional rate. Instructors who teach in the subject areas should have input regarding courses and requirements.
2. Rewrite and update all SECs and SEPs to correspond with the newly updated curriculum. No additional cost; the instructor/coordinator will do this as a part of her load with input from instructors as needed.
3. Increase effective marketing regarding new and current classes and certificate programs.
4. Update brochures and other marketing materials to make them more current and eye appealing. No additional cost; the instructor/coordinator will do this as a part of her load with input from instructors as needed.
5. Create an instructor training and resource manual. Cost, materials for manual.
6. Host an "Options and Opportunities" night for DDL students and their families, where multiple service providers can present pertinent information regarding their services, i.e., Social Security, Regional Center, Group Homes, Day Programs, Department of Rehabilitation, etc. Cost would be minimal for refreshments for service providers, students, and families.



Appendix A: Sample Course Outline

Course Outline of Record Coastline Community College

Date _____ Original

 X Revision February 2009 Date

1. DISCIPLINE: Special Education
2. COURSE ID NUMBER: SPED C409
3. COURSE TITLE: Applied Academics
4. ABBREVIATED TITLE
5. COURSE UNITS: 0
6. TOTAL SEMESTER HOURS: _____ Lecture 16-108 Non-Lecture
7. GRADING METHOD: (Check only one)
____ Student Option ____ Letter Grade ____ Credit/No Credit X Non-Credit
8. PREREQUISITE: None
9. CO-REQUISITE: None
10. ADVISORY: None
11. MATERIAL FEE: None
12. CATALOG DESCRIPTION: Designed to assist students with developmental delays in acquiring basic academic skills or improving their present skills. Emphasis of the course will be on mathematics, reading, and writing skills and the functional application of those skills in everyday life situations. Students will identify their personal academic goals, and Student Educational Contracts will be developed for students based on their goals and ability level.
13. SCHEDULE DESCRIPTION: Assist students with developmental delays to acquire basic academic skills with emphasis on math, reading and writing skills. Develops academic goals and learning plans based on ability.

Appendix A: Sample Course Outline

14. STUDENT LEARNING OUTCOMES:

Course-Level Outcomes:

Level I

1. Students will demonstrate mastery of basic number concepts, by recognizing coins and bills and their relative value by identifying current date and by being able to tell time to the $\frac{1}{2}$ hour. Students should also be able to construct sets of objects up to 10.
2. Student will discriminate letters, safety words, signs and symbols and will be able to recite the alphabet and formulate letters and simple words.

Level II

1. Students will demonstrate mastery of number concepts by solving mathematic operations including addition, subtraction, multiplication, division, fractions and percentages. Students will demonstrate money handling and comparison shopping.
2. Student will increase vocabulary and spelling of up to 100 common words and will construct a paragraph using correct grammar and punctuation.

Lesson or Unit-Level Outcomes:

Level I

1. Construct sets of up to ten objects, demonstrating knowledge of number concepts.
2. Recognition of coins and bills and their relative value
3. Identify the current date and time using a calendar and clock and tell time to the nearest half hour.
4. Use visual discrimination for letters, safety words, signs and symbols.
5. Recite the alphabet and express consonant and vowel sounds.
6. Employ auditory attention by following one and two-step directions.
7. Formulate letters and simple words.

Level II

1. Solve basic mathematic operations (addition, subtraction, multiplication, and division).
2. Compare, add and subtract the relative value of coins and bills.
3. Construct cash purchases that demonstrate money handling and comparison shopping skills.
4. Apply basic budgeting and saving skills.
5. Tell time to the minute and estimate passage of time, demonstrating understanding of time concepts.
6. Identify and read 100 common words.
7. Interpret simple recipes, labels, and directions.
8. Use reading skills for leisure enjoyment.
9. Increase vocabulary and spelling.
10. Relate and/or follow complex requests.
11. Generate simple sentences using correct grammar and punctuation.
12. Construct a paragraph with use of topic sentences.

Appendix A: Sample Course Outline

15. COURSE CONTENT:

Brief outline of topics to be covered:

- I. Level I – Pre-Academic Concepts
 - A. Pre-math
 1. Number recognition
 2. Counting
 3. Concept of number
 - B. Money concepts
 1. Recognition of bills and coins
 2. Attributing value to specific coins and/or bills
 3. Comparing value of coins and bills
 - C. Time concepts
 1. Identification of day, month, year, and season
 2. Time relationships (e.g., before/after, sooner/later)
 3. Telling time to the nearest hour and half-hour
 - D. Pre-reading skills
 1. Visual discrimination of shapes and symbols
 2. Pattern sequencing
 3. Letter identification and matching
 4. Reciting the alphabet
 5. Phonetic verbalization of vowel and consonant sounds
 6. Identification of safety words and signs
 - E. Writing skills
 1. Written
 - a. Printing
 - b. Cursive Writing
 2. Oral
 - a. Articulation
 - b. Asking questions and making needs and thoughts known
- II. Level 2 – Basic Academic Skills
 - A. Mathematic operations
 1. Addition
 2. Subtraction
 3. Multiplication
 4. Division
 5. Word Problems
 6. Decimals
 7. Fractions
 - B. Money use
 1. Counting Money
 2. Making purchases
 3. Making change
 4. Budgeting and comparison shopping
 - C. Time
 1. Telling time to the quarter hour and minute
 2. Time estimation
 3. Conceptualization of time passage
 - D. Reading skills
 1. Sight recognition of commonly used words
 2. Reading sentences

Appendix A: Sample Course Outline

3. Vocabulary development
 4. Understanding simple written directions
 5. Applied reading skills
 6. Leisure time reading
 - E. Writing skills
 1. Spelling
 2. Sentence formation
 3. Grammar and punctuation
 4. Thought sequencing
 5. Paragraph development and use of topic sentences
16. REPEATABILITY: Four times. Repetition of previously taught concepts is necessary due to breadth and depth of the curriculum and as an accommodation for disability related issues.
17. CLASSROOM INSTRUCTION: Instructor will use different modes of presentation and curriculum delivery such as instruction, demonstration, assessment, individualized Student Educational Contract, and a variety of instructional materials including manipulatives, clocks, handouts, money, flashcards, etc.
18. STUDENT ACTIVITIES:
- Level I
1. Student will utilize a weekly calendar documenting times of appointments and activities.
 2. Student will compose a list of learned words using both printing and cursive.
- Level II
1. Student will be able to make simple cash purchases and apply basic budgeting and saving skills.
 2. Students will be able to interpret simple recipes, labels, and directions and will use learned reading and writing skills for leisure enjoyment.
19. ASSESSMENT METHODS: (Measurements of learning outcomes. *If rubrics have been developed for scoring the robust course-level SLOs, please attach.*)

Assessment Method	Describe the style and content of each assessment method to be used in measuring SLOs.
Quizzes	
Written Assignments	
Midterm Examination	
Essay Examination	
Objective Examination	<ol style="list-style-type: none"> 1. Curriculum-based assessment/observation/evaluation via participation in group/in-class activities. 2. Focused one-on-one observation/evaluation. 3. Observation/evaluation of activities during random moments throughout the regular course of the class. 4. Directed follow-up of previous corrective

Appendix A: Sample Course Outline

Assessment Method	Describe the style and content of each assessment method to be used in measuring SLOs.
	<p>feedback that identifies what, if anything, must be taught again as specified in student's educational contract.</p> <p>5. Review of outcomes in educational contract to check for their continued validity and the possible need for revisions.</p>
Reports	
Projects	
Mathematical and Problem-Solving Exercises	
Non-Mathematical Problem-Solving Exercises	
Skills Demonstration	
Final Examination	
Other	

20. RECOMMENDED BOOK(S): None
21. SUPPLEMENTAL READING: Coastline College's Virtual Library:
<http://library.coastline.edu>
22. OTHER REQUIRED SUPPLIES AND MATERIALS: None

MAX Class Size: _____

CIP CODE: _____ Division # _____ Department # _____

Type the following appropriate names:

Originating Faculty: Erin Crowley, Jody Hollinden and Tina Kosbab

Department Chair: Jody Hollinden

Discipline Dean: Dr. Shalamon Duke

Distance Learning Dean:

Date of Curriculum Committee Meeting:

Approved _____ Disapproved _____ Tabled: _____

Appendix B: Sample of Old Course Outline

COASTLINE COMMUNITY COLLEGE COURSE OUTLINE

1. COURSE NAME: SPECIAL EDUCATION 409

2. COURSE TITLE: APPLIED ACADEMICS

3. COURSE UNITS: 0

4. RECOMMENDED COURSE LENGTH: 18 weeks

5. WEEKLY CONTACT HOURS: 2.0 to 6.0 non-lecture

6. GRADING METHOD: non-credit

7. METHOD OF INSTRUCTION: lab

8. PREREQUISITE: none

9. CATALOG/SCHEDULE DESCRIPTION: Designed to assist developmentally disabled in acquiring basic academic skills or improving their present skills. Emphasis of the course will be on arithmetic, reading, and communication skills and the functional application of those skills in everyday life situations. Students will identify their personal academic goals, and Individual Learning Plans will be developed for students based on their goals and ability level.

CLASSIFICATION RECOMMENDATION

Associate Degree Credit Course Non-Associate Degree Credit Course

Non-Credit Course

Certified by Ann Holliday
Instructor/Reviewer

2-88
Date

Appendix B: Sample of Old Course Outline

10. LEARNING OBJECTIVES

(Skills, competencies, knowledge, and behaviors the student will acquire upon course completion)

LEVEL 1

1. The student will be able to demonstrate understanding of number concepts by constructing sets of up to ten objects.
2. The student will be able to count and compare relative value of bills and coins.
3. The student will be able to use calendar and clock to identify current date and tell time to the nearest half hour.
4. The student will be able to demonstrate skill in visual discrimination of letters, safety words and signs, and symbols.
5. The student will be able to recite alphabet and verbalize consonant and vowel sounds.
6. The student will be able to demonstrate auditory attention by following one- to two-step directions.
7. The student will be able to write letters and simple words.
8. The student will be able to express self clearly by asking questions and making simple statements.

LEVEL 2

1. The student will be able to perform basic arithmetic operations (addition, subtraction, multiplication, division).
2. The student will be able to make cash purchases demonstrating money handling and comparison shopping skills.
3. The student will be able to utilize basic budgeting and saving skills.
4. The student will be able to demonstrate understanding of time concepts by telling time to the minute and approximating passage of time.
5. The student will be able to identify and read 100 common words.
6. The student will be able to read and follow simple recipes, labels, and directions.
7. The student will be able to read for leisure enjoyment.

Appendix B: Sample of Old Course Outline

LEVEL 2 (continued)

8. The student will be able to increase receptive and expressive vocabulary.
9. The student will be able to relate and/or follow complex requests.
10. The student will be able to demonstrate appropriate voice and pitch control.
11. The student will be able to express needs, thoughts, or questions succinctly.
12. The student will be able to write simple sentences using correct grammar and punctuation.

Appendix B: Sample of Old Course Outline

11. COURSE CONTENT

(Brief outline of topics to be covered)

- I. LEVEL 1 - PRE-ACADEMIC CONCEPTS
 - A. Pre-math
 - 1. Number recognition
 - 2. Concept of number
 - 3. Counting
 - B. Money concepts
 - 1. Recognition of bills and coins
 - 2. Counting money
 - 3. Comparing value of coins and bills
 - C. Time concepts
 - 1. Identification of day, month, year, and season
 - 2. Time relationships (e.g., before/after, sooner/later)
 - 3. Telling time to the nearest hour and half-hour
 - D. Pre-reading skills
 - 1. Visual discrimination of shapes and symbols
 - 2. Letter identification and matching
 - 3. Reciting the alphabet
 - 4. Phonetic verbalization of vowel and consonant sounds
 - 5. Identification of safety words and signs
 - E. Communications development
 - 1. Receptive language
 - a. active listening
 - b. following one-step directions
 - 2. Expressive language
 - a. written
 - (1) printing
 - (2) cursive writing
 - b. oral
 - (1) articulation
 - (2) asking questions and making needs and thoughts known
- II. LEVEL 2 - BASIC ACADEMIC SKILLS
 - A. Arithmetic operations
 - 1. Addition
 - 2. Subtraction
 - 3. Multiplication
 - 4. Division
 - B. Money use
 - 1. Making purchases
 - 2. Making change
 - 3. Budgeting and comparison shopping
 - C. Time
 - 1. Telling time to the minute
 - 2. Time estimation
 - 3. Conceptualization of time passage

Appendix B: Sample of Old Course Outline

II. LEVEL 2 - BASIC ACADEMIC SKILLS (continued)

D. Reading skills

1. Sight recognition of commonly used words
2. Reading sentences
3. Understanding simple written directions
4. Applied reading skills
5. Leisure time reading

E. Communications skills development

1. Receptive language
 - a. listening for main idea
 - b. following multi-step directions
 - c. vocabulary development
2. Expressive language
 - a. oral communication
 - (1) refinement of speaking skills
 - (a) voice modulation and projection
 - (b) rate
 - (c) rhythm
 - (d) fluency
 - (2) speaking succinctly
 - b. written communication
 - (1) sentence formation
 - (2) grammar and punctuation
 - (3) thought sequencing

Appendix B: Sample of Old Course Outline

APPLIED ACADEMICS

SPED 409

- I. Level I--Pre-Academics Concepts
 - A. Pre-Math
 1. Number Recognition
 - a. Label numbers on flashcards (verbally)
 - b. Match numbers (using flashcards and grouping by number)
 - c. Match numbers on worksheet
 - d. Label number on clock face (verbally)
 - e. Write number to 3, to 10, to 19
 2. Concept of Numbers
 - a. Construct group of "x" objects (start with 1, 2, 3, etc.)
 - b. Verbalize "how many" objects are given
 - c. Match number flashcard to group with same number of objects
 - d. Match number of objects to correct number flashcard
 - e. Label (written) number of objects on worksheet
 - f. Circle correct numeral to match number of pictured objects (worksheet)
 - g. Circle correct number of pictured objects to match numeral given (worksheet)
 - h. Locate object of given number in group of 10 (e.g., 4th) orally and on worksheet
 - i. Match groups having equal number of objects
 - j. Determine when enough, not enough, too many objects are in group to match specified number
 3. Counting
 - a. Count to 3 orally
 - b. Count to 10 orally
 - c. Count to 20 orally, etc.
 - d. Count backwards from 10
 - e. Name what number comes before, after, between given numbers (orally, on number line, on worksheet)
 - B. Money Concepts
 1. Recognition of bills and coins
 - a. Match coins/bills
 - b. Name coins/bills
 - c. Identify pictured coins/bills
 - d. Select coins/bills from group of same when asked
 2. Counting Money
 - a. Combine coins to equal larger one (2 nickels = 1 dime)
 - b. Count by 5, 10, 25

Appendix B: Sample of Old Course Outline

APPLIED ACADEMICS

- c. Combine coins to equal an odd total up to 24 cents, 49 cents, 99 cents
- d. Count out correct change up to 25 cents, 50 cents, \$1.00, over \$1.00
- e. Add value of coins/bills on worksheets
- f. Select which coins/bills would be needed to purchase object shown (i.e., exact amount or amount closest--50 cents for 49 cents item) using money, worksheets
3. Comparing value of coins/bills
 - a. Label value of coins/bills
 - b. Compare lesser/greater values (dime is greater than a nickel)
 - c. Compare values of pictured coins/bills
 - d. Write value of groupings of coins/bills
- C. Time Concepts
 1. Identification of day, month, year, season
 - a. Name days of week in succession
 - b. Name months of year in succession
 - c. Name seasons and relate to weather
 - d. Relate today, tomorrow, yesterday to days of week
 - e. Read names of days, months (on flashcards, calendar)
 - f. Locate days, date, month on calendar
 2. Time Relationships
 - a. Learn concepts of before/after, sooner/later in relation to days of week, parts of the day, things that happen during the day, upcoming events, the numbers
 3. Telling Time
 - a. Read numbers on clockface
 - b. Associate hand placement with routine activity (i.e., lunch, time to get up)
 - c. Tell time using before and after
 - d. Tell time at the hour-minute hand on 12 (orally, on worksheet, on computer)
 - e. Tell time at the half hour (orally, on worksheet, on computer)
 - f. Combine time to hour and half hour
- D. Pre-Reading Skills
 1. Visual Discrimination
 - a. Identify shape asked for
 1. By pointing
 2. By circling or crossing out shapes on worksheet: find same, find different
 2. Letter Identification
 - a. Match letters on flashcards, upper and lower case

Appendix B: Sample of Old Course Outline

APPLIED ACADEMICS

- b. Point to letter asked for from group of letters
 - c. Name letters
 - d. Match letters on worksheet
 - 3. Reciting Alphabet
 - a. Backwards chaining
 - b. Alphabet line
 - c. What letter comes before, after, between (orally and on worksheet)
 - 4. Phonetic verbalization of vowel and consonant sounds
 - a. Match words on flashcards
 - b. See BCP articulation strands 57 and 58
 - 5. Student will:
 - a. Match words on flashcards
 - b. Point to word asked for from a group of words
 - c. Read words (sight-reading)
 - d. Generalize safety words/signs to actual ones in community, to ones seen in pictures
 - E. Communications Development
 - 1. Receptive Language
 - a. Students listen to simple story then answer questions, order events, or summarize
 - b. Students given one-step directions to follow
 - 2. Expressive Language
 - a. Writing--use commercially available printing/cursive writing workbooks or duplicating books for developing writing and penmanship skills
 - b. Oral--have students relate a story using appropriate articulation
 - c. Model and reinforce appropriate assertive behaviors related to asking questions and making needs and thoughts known
- II. Level II--Basic Academic Skills
- A. Arithmetic Operations
 - 1. Addition
 - a. Perform addition facts using counting
 - b. Perform addition facts with symbols (counting lines, fingers)
 - c. Perform basic addition facts from memory (abstract)
 - d. Perform addition problems with single and double column
 - e. Perform addition with carrying using worksheets and computer
 - f. Perform word problems requiring addition

Appendix B: Sample of Old Course Outline

APPLIED ACADEMICS

2. Subtraction
 - a. Perform subtraction facts using counting objects
 - b. Perform subtraction facts using symbols (counting lines, fingers)
 - c. Perform basic subtraction facts from memory
 - d. Perform subtraction with borrowing, using worksheets, computer, word problems
 3. Multiplication
 - a. Perform multiplication through repeated addition. Use of objects, flashcards, and fact sheets
 - b. Perform multiplication facts to 10. Use flashcards, facts sheets
 - c. Multiplication of 2 place x 1 place numbers, no carrying
 - d. Multiplication of 2 place x 1 place numbers, with carrying
 - e. Multiply 3 and 4 place x 1 place numbers
 - f. Multiply 2 place x 2 place numbers
 - g. Multiply 3 and 4 place x 2 place numbers. Use worksheets, computer, and word problems
 4. Division
 - a. Perform division through repeated subtraction. Use objects, flashcards
 - b. Perform division facts to 10. Use objects, flashcards
 - c. Divide 2 place numbers by 1 place number, no remainders and no long division required
 - d. Divide 2 places by 1 place number with long division and remainders
 - e. Divide 3 and 4 places by 1 place numbers
 - f. Divide 2 place by 2 place numbers
 - g. Perform simple word problems requiring division
- B. Money Use
1. Make or simulate purchases using money and making change
 2. Practice the roles of cashier and customer extensively in the classroom as related to paying, making, and receiving change
 3. Practice (orally) counting back change starting with the purchase price and ending with the dollar amount given
 4. Compare prices and determine which is best buy
 5. Utilize commercial workbooks to practice budgeting
 6. Practice simulated checkbook use in the classroom using "bills" and word problems

Appendix B: Sample of Old Course Outline

APPLIED ACADEMICS

- C. Time
 - 1. Use clockface to tell time to the minute
 - 2. Use stopwatch or timer to estimate the passage of minutes/hours
 - 3. Discuss abstract concepts related to time passage and relate to everyday events (how long until Christmas, etc.)
- D. Reading Skills
 - 1. Sight identify common, hazard, and safety words using flashcards, posters, newspapers
 - 2. Using phonetic decoding skills, read simple sentences, beginning with fill-in-the blanks.
 - 3. Read and follow simple directions (worksheets)
 - 4. Reading related to job (applications, safety), home (recipes, cleaning agents), community (hazard words, bus schedules)
 - 5. Development of reading skills (dictionary use and building comprehension) and enjoyment
- E. Communications Skills Development
 - 1. Receptive language
 - a. Identify main idea from story told aloud
 - b. Exemplify ability to follow multi-step directions
 - c. Using commercial workbooks, develop basic vocabulary and correct usage
 - d. Develop dictionary-use skills as related to decoding
 - 2. Expressive Language
 - a. Oral--perform public speaking activities in the classroom. Perfect speech with regard to rate, fluency, etc.
 - b. Give long stories and have students summarize. Practice speaking succinctly and to the main point
- F. Written Communication
 - 1. Provide writing assignments to develop skills in sentence formation, grammar, punctuation and thought sequencing
 - 2. Start a "pen pal" program between students in the class to encourage writing
 - 3. Start students on journal writing. Check entries each class session for grammar etc.

Appendix B: Sample of Old Course Outline

13. EVALUATION METHODS (check all that apply)

Quizzes

Written Assignments

Midterm Examination

Essay Examination

Objective Examination

Reports

Projects

Problem Solving Exercises

Skills Demonstration

Final Examination

Other...ILP's including pre- and post-assessment by instructor

14. STUDENT MATERIALS

REQUIRED TEXTBOOK (Title, author, publisher)

none

OPTIONAL TEXTBOOK (if applicable)

OTHER REQUIRED COURSE MATERIALS AND SUPPLIES

If offered as CAI, microcomputers and elementary and special education software will be required.

Dittomaster books including academics, consumer skills, money management, etc.
Classroom money kit

Prepared by Ann Holliday _____ Date _____

Reviewed by Pat Arlington _____ Date _____

Date of Curriculum Committee Meeting 4-8-88 _____

Approved _____ Disapproved _____ Tabled _____

Appendix C: Sample Student Educational Contract

 Name: Juan Doe Student ID#: 0000-0000 Academic Year: 08-09

Student Educational Contract

 Long-Term Goal: Academic Vocational Enrichment Other
 Special Classes Regular Classes Support Services

EDUCATIONAL PLAN FOR SPED 409—APPLIED ACADEMICS (LEVEL II)

COURSE OBJECTIVES	DATES				
	Targeted	Satisfied	Not Satisfied	Deferred	N/A
13. Perform basic arithmetic operations (addition, <u>subtraction</u> , multiplication, division)	2/09	4/09			
14. Make cash purchases demonstrating money handling and comparison shopping skills				2/09	
15. Utilize basic budgeting and saving skills				2/09	
16. Demonstrate understanding of time concepts by telling time to the minute and approximating passage of time	4/09			2/09	
17. Identify and read 100 common words		2/09			
18. Read and follow simple recipes, labels, and directions				2/09	
19. Read for leisure enjoyment				2/09	
20. Increase receptive and expressive vocabulary				2/09	
21. Relate and/or follow complex requests		2/09			
22. Demonstrate appropriate voice and pitch control		2/09			
23. Express needs, thoughts, or questions succinctly				2/09	
24. Write simple sentences using correct grammar and punctuation				2/09	

TARGETED OBJECTIVES

 Obj. No. **Evaluation criteria regarding student progress**
1 Mr. Doe will be able to correctly solve 5 or more subtraction problems using multi digit numbers with regrouping (for 4 consecutive weeks).
4 Mr. Doe will be able to tell time to the minute. (For four consecutive weeks)
COMMENTS: Mr. Doe achieved objective #1, "subtraction of multi digit numbers with regrouping" in April 2009. Therefore, objective #4 "telling time to the minute," was chosen as the new SLO.

 Student Signature John Doe

 DSP&S Professional Tammy Teacher

Appendix D: Advisory Board Minutes



DDL Advisory Board Coastline Community College Costa Mesa Center – 8:00 a.m. May 24, 2007

MINUTES

1. **Call to Order**

DDL Department Chair Jody Hollinden called the meeting to order at 8:00 a.m.

2. **Present:**

Ann Clark, Vocational Specialist Edison High School; Erin Crowley, CCC DDL Instructor; Debbie Desmond, CCC DDL Instructor; Linda Dixon, Student Conservator and City Council Woman; Jen Henson, CCC DDL Instructor; Vicki Martini for Gail Hunt, Coordinator Youth Services Newport-Mesa Unified School District; Rochelle Koon, Instructor LNC Program Edison High School; Kurt Kosbab, Vocational Specialist Edison High School; Tina Kosbab, CCC DDL Instructor; Lourthu, Operations Director Westview Services; Debra Marsteller, Executive Director Project Independence and Vantage; Lynn McCall, Parent and Special Ed. Teacher Fountain Valley High School; Scott McCall, CCC Special Education Student; William Shelton, CCC Special Education Student; Rodney Ziebol, Director Asperger's Support Group.

Absent:

Bobbi Adler, CCC DDL Instructor; Maureen Ardolino, CCC DDL Instructor; Susan, Director Ashlings Residential Villa; Debra Barrett, CCC DDL Instructor; Michael Dodge, Director Hylond Home; Linda Lane, Program Coordinator Fountain Valley High School; Joan McKinney, Director Elwyn Industries; Vangie Meneses, CCC Vice Present of Student Services; Bobby Menn, Transition Coordinator Saddleback Valley Unified School District; Rebecca Metoyer, CCC DDL Instructor; Linda O'Neal, Transition Specialist Irvine Unified School District; Mickie Pecoraro, CCC DDL Instructor; Keli Radford, Area Manager Regional Center of Orange County; Gerry Strickland, Director of Adult Transition Capistrano Unified School District

3. **General Information was provided regarding Coastline's DDL Program:**

- The program for developmentally delayed learners is divided into two areas:

Appendix D: Advisory Board Minutes

- One group of students (approximately 330) reside and take classes at Fairview Developmental Center – receives separate categorical funding.
 - The second group of students (approximately 400) reside and take classes in the community – funded with a portion of AB - 77 categorical funds.
 - Special Programs follows the Mission Statement of the College – mission statement read
 - Class flyers were reviewed showing all class offerings for DDLs at the Costa Mesa Center and at a variety area sites throughout Orange County, including Westminster, Garden Grove, Fountain Valley, Irvine, Mission Viejo, and San Juan Capistrano. Coastline offers classes for profoundly, moderately and mildly DDL. New classes can be added if there is a need, a site, students (18 or more), the budget, and an instructor. Coastline wants to serve the developmentally delayed learner!
 - A social skills class was added last spring targeted for students with Asperger's.
4. **What is New at the Costa Mesa Center for fall 2007?**
- **Early College High School – students can obtain a high school diploma and an AA degree in only 5 years.**
 - Brochure was discussed
 - 200 freshmen and sophomore students will be on campus for fall semester and more students will follow in coming semesters. The students are not disabled.
 - The students will use some existing classrooms. Four – six new modulars will also be added to our campus.

Board Member's Comments and Suggestions:

- DDL Dept Chair should ask for a meeting with the principal to voice concerns
- Should speak to DDL students ahead of time so that they will be aware
- Concern that current DDL classes will be impacted by the new students
- Special concern that the basket ball courts, which are being removed to make space for the modulars, will not be replaced.
Should let parents know so that they can appear at the board meetings and/or write to the President of the College and the Board Members.
- Try to involve the high school (hs) students in a mentoring program between hs and DDL students. Perhaps use their community service hours towards this goal.

Outcomes:

- The DDL Dept. Chair met with the Vice President of Student Services Vangie Meneses, Director of Maintenance and Operations Dave Cant, and Dean of General Education (at the Costa Mesa Center) Betty Disney to discuss the basketball courts. Mr. Cant brought drawings of the projected building plans. We are assured that the new basketball courts will be up and ready for use by the end of August, which is before classes begin.
- The minutes of this Advisory Board meeting are being sent to every community student's home so students will be aware of the new influx of

Appendix D: Advisory Board Minutes

students to the campus. Parents and or students are welcome to call (714) 241-6214 for more information and we will be pleased mail a brochure to them upon request.

- The DDL Dept. Chair mentioned to Dean Betty Disney the idea of mentoring for service hours. She thought that was a wonderful idea and will discuss this with the high school principal, who will be on this campus.
- The new **Dean of Counseling and Special Programs and Services for the Disabled** Dr. Shalaman Duke will begin on July 2, 2007.
- **DDL Instructor Julie Brown is leaving.** She taught three classes, two consumer skills and one applied academics class. We would like to keep at least one consumer skills class and the applied academics class. We may wish to add something new to our offerings rather than replace the second consumer skills class.
- **Program Review for the Community DDL Program begins next year.**
 - We will be sending questionnaires to students, outside agencies, staff, etc. requesting input regarding the quality of education, facilities, and instruction.
 - Curriculum will be reviewed and updated as necessary.
 - Program review is an in depth examination of a program. The compilation and review of data takes months. The DDL Department Chair will present the final report to the College in April of 2008. A copy of the report will be available for review.

5. **Where do we go from here?**

- Where do we grow? It appears that growth into the community (as opposed to the Costa Mesa Center) is the most viable option for our future.
- Should we continue with the repeatability of classes, i.e., should there be a limit to the number of times a student can repeat a class? The discussion suggested that we should continue to offer repeatable classes because our students may take quite some time to master the many components of a skill and/or they may want to repeat a class to brush up on a formerly learned skill.
- Should we use our time and resources to develop a certificate program? Two certificates were discussed during the last program review; an independent living skills certificate (laundry, cooking, housekeeping, reading bus schedules, budgeting, etc) and vocational (office skills – data entry, word processing, social skills of work, filing, telephone etiquette, resume writing, interviewing, etc). The consensus was a mild approval of the vocational certificate. In the past we had raised funds to have independent living skills modular placed on this campus. The class would have a stove, microwave, washer and dryer, etc. However, we were told that we would be vacating our leased site here at the Costa Mesa Center and would be sharing space with the College at a new site. The move did not materialize but we have been notified once again that the college is actively searching for a new site for us.

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- Should we have a transition night for our parents and students? Edison High School does a tremendous job with their transitioning. They have community guests (Regional Center, colleges, day programs, social security office, Department of Rehabilitation, etc) host tables and provide information. There are also selected guest speakers. The parents are routed through the various sites during the evening. Coastline would not have such an elaborate evening, but would this be a valuable service to our students and their families? Answer: Yes.
- What new classes, if any, should we offer in the fall? Last semester we offered three new classes; all were personal and social development – one in Mission Viejo, one in San Juan Capistrano, and one in Irvine. The one in Irvine was targeted for students with Asperger's.
 - A memo was given to all of the students asking what class they would like. Food preparation seems to be high on the list.

Other comments by Advisory Board Members:

- Try churches and the senior center on 19th Street for a kitchen for the food preparation class since none are available on your campus.

Outcome:

- I have contacted the MV United Methodist Church across the street. They seemed hopeful and said that they would get back to us.
- I am meeting with the principal and coordinator at Esperanza High School in Mission Viejo next Wednesday. They would like to discuss the possibility of a food preparation class and perhaps a class for autistic students as well.

Try to get a better playing field for our soccer class (Adaptive PE).

Outcome:

- We contacted Balearic Park (Parks & Recreation Dept). It is a park close to the Costa Mesa Center and close to the bus lines for easy access. They will get back to us as to the available days and times. We are going to try to keep the same days and times.
- Lourthu, Director of Westview Services said that he appreciated the fact that in our growth we remembered the students with more profound disabilities. He stated that he appreciated our classes (manual communication and adult fitness).
- Rodney Ziebol, Director of Asperger's support group asked if we use grants in our day to day operation. I told him that we do not but that we have in the past. If we can get a firm vision of what it is that we want, we can certainly contact our grant writing team who are aware of what grants are available for particular groups and needs.

- 6. Next Advisory Board Committee Meeting will be during the fall 2007 semester (hoping for Thursday, November 8th from 8:00 AM – 9:00 AM.)** We are waiting for confirmation of the room, but believe it to be solid at this point in time. Please pencil this date and time in your day timer.

7. Adjournment:

The meeting was adjourned at 9:05 AM

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DDL Advisory Board Coastline Community College Costa Mesa Center – 8:00 a.m. March 6, 2008

MINUTES

1. Call to Order:

DDL Department Chair Jody Hollinden called the meeting to order at 8:00 a.m.

2. Present:

Ann Clark, Vocational Specialist Edison High School; Erin Crowley, CCC DDL Instructor; Debbie Desmond, CCC DDL Instructor; Dr. Shalamon Duke, Dean of Counseling and Special Programs; Lori Genova, DDL Program Assistant; Jen Henson, CCC DDL Instructor; Jody Hollinden, DDL Department Chair; Melinda Howell, NMUSD Special Education Instructor; Tina Kosbab, CCC DDL Instructor; Lourthu, Operations Director Westview Services; Keli Radford, RCOG Area Manager; William Shelton, CCC Special Education Student.

3. General Information was provided regarding Coastline's DDL Program:

- Class flyers were reviewed showing all class offerings for DDLs at the Costa Mesa Center and at a variety area sites throughout Orange County, including Westminster, Garden Grove, Fountain Valley, Mission Viejo, and San Juan Capistrano. Coastline offers classes for profoundly, moderately and mildly DDL. New classes can be added if there is a need, a site, students, the budget, and an instructor. Coastline wants to serve the developmentally delayed learner!
- One of our newest classes in the community, Food Prep, is a big success in Mission Viejo.

4. Networking and Advertising for our DDL Program

- **DDL Department Chair currently attends transition night at Edison High School and will be attending a resource fair in Irvine for over 250 families.**
 - Suggestions were made to attend transition nights at other high schools
 - Department Chair should hold an information session for area managers at RCOG to bring more clients to Coastline.

5. What's new since our last Board Meeting?

- The new **Dean of Counseling and Special Programs and Services for the Disabled** Dr. Shalamon Duke began working for Coastline on July 2, 2007.

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- **The Early College High School Program** began this past fall and as we mentioned in our last board meeting we were worried about the impact it would make on our program. I'm happy to report that all students blending just fine on the campus.
 - We discussed the prospect of getting new **basketball courts** built since our old ones were torn down because of the Early College High School modulares. Before the beginning of our fall semester the courts were finished and they look beautiful!
 - Along with the basketball courts we will also be receiving a **new soccer field!**
 - Last spring the fall the soccer class was held at Balearic Park, by suggestion of our Advisory Board to find an alternate location.
 - Although the field was great, it didn't work so well because of transportation issues.
 - The soccer field should be completed sometime this summer.
 - **Program Review for the Community DDL Program was slated to begin this year, but has been postponed until next year.**
 - We will be sending questionnaires to students, outside agencies, staff, etc. requesting input regarding the quality of education, facilities, and instruction.
 - We are in the process of updating curriculum and will continue to update as necessary.
 - **We are in the process of developing a Vocational Certificate Program.**
 - Two certificates were discussed during the board meeting; an independent living skills certificate (laundry, cooking, house keeping, reading bus schedules, budgeting, etc) and vocational (office skills – data entry, word processing, social skills of work, filing, telephone etiquette, resume writing, interviewing, etc).
 - With the help of our new Dean, Dr. Duke we are hoping these certificate programs become a reality.
6. **What's new and upcoming for the remainder of this year and next year?**
- A newsletter will be sent out to the parents and students. We started this after our last Advisory Board meeting.
 - We are expecting a budget cut of 3.69% next year.
 - Dr. Duke has stated that we will cut things (supplies/materials) not classes or people.
 - What new classes, if any, should we offer in the fall?
 - Sex Education. This is something that several High School programs have tried and have had no success (parents were not thrilled with this idea). We are hoping we could maybe have some success at a college level.
 - Transportation help or training.
 - RCOG has a program called Get Safe
 - OCTA also has a program that could offer some help to our students.
 - Food Prep. We had looked into local churches that already had a kitchen, but with the troubles we had with the soccer class at Balearic we decided

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this wasn't the best idea. We are hoping for the above mentioned Vocational Certificate to become a reality, so we can have a kitchen lab.

- Dance class.
- Drawing class.
- Lourthu from Westview suggested a Range of Motion class for the more severely disabled clients who are in a wheelchair.

7. Adjournment:

The meeting was adjourned at 9:10 a.m.