

## APPENDIX E

### GALVIN GROUP INFORMATION AND SAMPLE EVALUATION

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## PURPOSES OF CALIFORNIA COMMUNITY COLLEGE DSP&S PROGRAM REVIEWS

The four purposes for conducting DSP&S reviews of institutions within the California Community College System are to:

1. Provide formative information and technical assistance to the DSP&S Coordinator and staff for program improvement;
2. Provide descriptive information and data to the Chancellor's Office for system-wide analysis of the DSP&S program;
3. Promote the exchange of ideas and experience between DSP&S programs from around the state; and
4. Comply with Title 5 section 56052, which requires evaluations of DSP&S programs to determine their effectiveness.

To accomplish these purposes, a review team will visit selected DSP&S programs to examine program activities and accomplishments. The review team also will provide technical assistance in the areas identified by the college. While at the college, the team will address the following broad issues:

- Quality, effectiveness, and efficiency of DSP&S services
- Strengths and exemplary practices of the program
- Compliance with Title 5, ADA/504
- Integration of the DSP&S program into the College program overall
- Issues that affect program operations and service delivery effectiveness

At the conclusion of the site visit, the review team will present narrative findings regarding the program and a specific set of recommendations. A written report, which includes these same findings and recommendations as well as other information, will follow within eight weeks of the review.

While the review is designed to help ensure that the program in its entirety is functioning, and that public funds are being spent in ways that facilitate educational opportunities for people with disabilities, there are other benefits of the site review interactions for both the college and the review team.

First, the site review should provide the college and the DSP&S office a focal point for reviewing goals, status, and progress since the last review. The upcoming

review can offer a welcome trigger for long-range, strategic thinking that is often difficult to accomplish in a busy day-to-day schedule. Moreover, the discussions with and assistance of peers (the review team) from outside one's own campus can provide a fresh look at issues and plans that relate to the program. Solutions may be found to problems, or validation for current directions may reinforce and bolster the program.

Second, the site review benefits the team members-also members of the California Community College system-themselves. The review offers a tremendous learning experience for all involved. Team members have the opportunity to see in depth the challenges other campuses face, learn about strategies to address these challenges (some of which may be facing the team member's own campus), and gain an appreciation for programs, services, and problems that are different from their own. In this way, the team member's own experience is enriched, and new ideas can form that help improve other DSP&S operations around the state. Team members consistently report that, while the review process and its subsequent report writing are hard work, the experience is very gratifying and rewarding.

The review program thus has the potential to benefit the Community College System in multiple ways, enhancing the delivery of services not only in the colleges reviewed, but also in the colleges of the many participating review team members.

## **CHECKLIST OF REQUIRED ELEMENTS OF STUDENT FILES**

### **Description of Items That Should Be in Each Student File**

1. Application for DSP&S services with appropriate demographic information (e.g., age, address, phone #). Title 5, Section 56002. Student with a Disability.
2. Signed releases to secure confidential medical/testing information. Title 5, Section 56008. Student Rights
3. Verification of disability status and identification of educational limitation(s) (e.g., doctor's note, test results). Title 5, Section 56006. Determination of Eligibility. Title 5, Section 56004. Educational Limitation. Title 5, Sections 56032-56044 Definitions of Specific Disability Categories
4. Student educational contract (SEC) with: 1) instructional goals, objectives, and activities; 2) stated measures to be used in determining progress; and 3) the services to be provided.  
NOTE: the SEC should note the relationship between proposed activities and educational limitation(s). Title 5, Section 56022. Student Educational Contract. Title 5, Section 56026. Support Services. Title 5, Section 56028. Special Class Instruction. Title 5 Section 56029. Special Class Repeatability
5. Signed acknowledgement that the student has been provided with information on and understands his or her rights and responsibilities with regard to DSP&S services. Title 5, Section 56010. Student Responsibilities. Title 5, Section 56008. Student Rights. Title 5, Section 56027 Academic Accommodations
6. Documentation of service delivery, including accommodations provided, in accordance with the SEC for the student. Title 5, Section 56026. Support Services
7. Dates and nature of required student/DSP&S contacts (at least 4 contacts per academic year are required). Title 5 Section 56062. Provision of Support Services or Instruction
8. Documentation of notices to students of any abuses of DSP&S services, and if necessary, written notification of termination of services, steps in the appeal process, and notification of the outcome of the appeal. Title 5 Section 56010. Student Responsibilities

**Other documents that might appear in the file include; but are not limited to:**

9. Information on steps taken to resolve accommodation or service problems encountered by students.
10. Summaries of career or personal counseling provided students.
11. Student evaluations of the services provided him or her over the course of studies.

Documentation in files should be sufficient to allow a reviewer or other authorized person to determine that:  
1) the student was eligible to receive services; 2) appropriate service planning was done; 3) the student was fully informed about the process; 4) services were delivered as planned; and 5) the student's rights were protected.

Checklist of Required Elements of Student Files  
Prepared by the Galvin Group. L.L.C., October 2000