Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Accessibility Resources: Community and Employment Services (CES) |
| Date this report was completed | 7/28/2020 |
| Staff who contributed to this report | Nicole Geiger, Mary Howland, Barb Broomfield, Cheryl Lemmer, Stephanie Turpin |
| Department Mission statement  (if applicable) | To provide comprehensive and inclusive supported education and workforce training for students with disabilities that result in the identification of a clear career path and successful employment placement in businesses that offer industry standard wages, full benefit packages and opportunity for advancement. |

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| **Taking stock of 2019-2020** |
| **Describe 2-5 major accomplishments for 2019-2020. For each accomplishment, identify the related objective or indicator from the Mission Fulfillment Report (MFR), and describe the evidence you used assess this accomplishment** |
| CES created a new program manager position and hired someone who started in November 2019. This was part of a restructuring of Accessibility Resources and efforts to de-silo the 3 areas of the department. In addition, CES participated in quarterly department wide staff meetings to build relationships across Accessibility Resources. (Core Theme 4, Objective 1)  CES developed 16 new jobs in the community for Highline graduates with disabilities. CES supported 49 retirement age individuals with disabilities to access their community and avoid isolation. CES supported 173 individuals with disabilities to keep their job in the community, to find a job, and to develop the skills needed to get the job they want. (Core Theme 3, Objective 3, Indicator 3.2)  CES converted all community-based services to virtual services due to Covid-19.  CES moved contract required annual policy review to Canvas to create a more accessible platform for this review and training.  CES led 2 trainings for managers at Microsoft about how to hire more individuals with disabilities and how to create a workplace that is accessible for all. Microsoft managers from around the world participated in these trainings. (Core Theme 3, Objective 1)  Along with all of Accessibility Resources, CES created new guiding principles for our work to highlight Highline’s Core Themes. |
| **Department strengths** |
| CES has many tong term staff and very low turnover.  CES showed resiliency when facing change including converting to virtual services and a long gap without administrative support staff this year.  The nature of CES’ work makes us natural innovators. It is our job to imagine and create a work world where people with disabilities have equal access to opportunities.  CES’ team coordinators bring a wealth of experience to the work and have worked as a team for many years.  CES has strong partnerships with funders, school districts, and employers.  CES has a braided funding model that protects us from funding loss.  CES has a strong partnership with Achieve which allows us to connect current and recent Highline students to employment services. |
| **Department challenges** |
| Many staff have focused for many years on supporting students who already have jobs and not on developing new jobs for students. We need more cross training to focus on developing new jobs.  We are currently providing the bulk of our services virtually and some of our students are difficult to connect with this way.  Whenever we need to hire a direct service staff, it is difficult to find candidates. In the past, there have been 2 or 3 failed searches when we try to hire.  This year CES had a long gap in administrative support people. Other staff have been working outside of their job descriptions to cover these duties. A new administrative person was hired, but is still in training, which has been slow due to Covid-19.  CES has been working toward increased transparency in processes and decision-making, but there is more work to be done. |
| **Areas you would like to improve** |
| CES would like to implement streamlined files and file review process.  CES would like to fully train the new administrative support person.  CES would like to increase staff cross training. All staff should be trained to support students to keep jobs and to develop new jobs for students.  CES would like to develop 25 jobs this year. In addition, CES would like to partners with new businesses and industries.  CES would like to streamline students’ transition from Achieve to CES and improve communication during this process.  CES would like to improve our approach to services for those with higher support needs, especially those served in our Community Inclusion program. |

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| **2020 - 2021 work plan development** |
| **Goals:** Identify 3-6 goals for your department for 2020-2021. Each goal should be associated with the core theme objective or indicator that best relates to the desired outcome of your work. In parentheses after each of your goals, describe the evidence you plan to use to assess the achievement of that goal.  Not every objective or indicator will have an associated goal from your department, and you are welcome to delete the Core Themes/Objectives/Indicators that are NOT directly related to your goals for 2020-2021. |
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| **Core theme 3:** Build valuable relationships and establish a meaningful presence within Highline College’s communities  Objective 3. Highline College contributes to meeting community needs.  Indicator 3.1: The college serves the ever-changing needs of our service district.  Indicator 3.2: The college meets regional workforce development needs.   1. **CES will participate in a new pilot project through the Developmental Disabilities Administration (DDA), Job Foundations. This project was developed by DDA because research has shown that students who access employment services at a younger age are more successful. CES will support 2-6 first year Achieve students to participate in the pilot. (Job Foundations reports, billing records)** 2. **CES serves retirement age people with disabilities to access their communities. CES will improve these community inclusion services by ensuring that 50% of students are participating in activities that lead to relationships in the community. They should be not only in the community, but an active part of it. (case notes)** 3. **CES will develop 25 new jobs for students in 2020-21. (Oasis and billing records)** 4. **CES will update its mission statement and web presence (mission statement and website)** |
| **Core theme 4:** Model sustainability in human resources, operations, and teaching and learning  Objective 2. The College demonstrates good stewardship of financial resources while ensuring sufficient resources will be available in the future.  Indicator 2.1: The college maintains sufficient financial resources to both maintain programs and remain strategic in times of financial downturn.  Indicator 2.2: The college maintains strong internal controls over assets and ensures compliance with college and state procedures.  Indicator 2.3: The college ensures continuing alignment of fiscal resources to meet current operating needs.   1. **CES will implement a new billing system, CORE, for the Developmental Disabilities Contract in August 2020. The Administrative Services Manager will be fully responsible for this billing by December 2020. (billing records)** |
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| **Suggestions to improve this report or process** |
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