>> Hello. [indiscernible] every moment we have together. Thank you for coming and for those of you joining after we start, the more the merrier. I am Tonya Holmes [Liboch]. For this presentation I'm using a different hat. I've done a lot of presentations as a guide at University faculty member and

[poor audio on Mic]

>> Here in the United States. The acronym is CEASD. Again, the conference of educational administrators of schools and programs for the Deaf. Fun fact. It is the oldest Deaf educational resource in the United States. It was founded in 1868. Can you believe that?

I am honored to serve in a position at the first Deaf Executive Director. I was appointed last July. And it has been busy ever since. I hope that through today's presentation we can review what we think about what we know in regards to the schools for the Deaf then we can clarify with the schools for the Deaf actually do, how you can use the resources that the schools for theDeaf have to support families.

First I want to give you some background on what CEASD is as an entity. The mission is to support and promote effective school leadership. To advance education programs for Deaf and hard of hearing children. Our vision is Deaf children will thrive. Through school leadership, commitment and investment, Deaf children will thrive. We have over 65 member schools. School districts are also part of our entity. This includes schools from Canada, Mexico and the US territories as well as the 50 US states.

I used Apple maps. Apple has collaborated with Gallaudet University to make an info graphic map to show where the schools for the Deaf are located in the United States.

Pretty cool right?when you hit on one of the schools for the Deaf it gives you the contact information. And you can use Apple maps to find out where schools for the Deaf are in the United States. This includes schools that focus on language. Schools for the Deaf [indiscernible] and also mainstream [indiscernible]. I have a question for the audience. What is the first thing that pops into your mind when you hear the term school for the Deaf . I will show you a list of what things have come up for other people but does anyone want to volunteer when you hear about a Deaf school what do you think, American sign language was said, bilingualism was said, ASL and English, anything else?access. Equity. Direct instruction. Deaf community, anything else, multilingualism, Deaf adults, dorms, Deaf teachers. Great.

There's a couple that I hadn't even thought of that you brought. Most states typically have one or two schools for the Deaf. Some states don't have any. Others might have nine. Like New York.

Many are located in rural areas because land is cheaper. But there are some in urban areas as well. I should mention that there are roughly 2/3 of the school for the Deaf that are publicly funded and one third that are privately funded. Most envision the schools to be K-12. That the teachers are Deaf. That dorms are part of the educational process. IEP's are required for enrollment. And that mainly sign language is used.

So now I am going to ask you to think about things that you haven't thought about. And explain the evolution that has happened over time. Schools for the Deaf had to re-envision what their programming looked like because they knew that families don't want their child to be sent away for school. So evolutions that have taken place at the schools for the Deaf include the following. Several schools for the Deaf actually provide statewide services through resource centers. And early intervention is typically part of that. [Indiscernible] understanding and partnerships throughout the state. Many of the schools for the Deaf are under the Department of Ed but they also have agreements with the Department of Health. Now many of the schools for that Deaf have birth through three programs, parent infant programs and preschool programs. So families are being welcomed into the Deaf school programming as early as a couple months of age. Family support, Deaf mentor services and language services are provided through these programs. Statistics show that 80% of the teachers can hear. So schools for the Deaf don't only have Deaf instructors. More and more schools for the Deaf are shifting their education to a day program model instead of a residential model. There are many more charter schools for the Deaf as well. 504 plans and other exceptions are welcomed. So students who don't have an IEP are able to enroll and that is dependent on the state. 504 plans of course there are a lot more flexibility with the acceptance of students in private schools. But hearing loss has to be one of the criteria. Students who are hard of hearing. There are only seven states that require a decibel loss requirement in the severe to profound range. But the rest of the programming is open to students who are hard of hearing. American sign language is offered at these schools 99% of the time but English is always a part of the programming. That has been true since the start of the programming. In 1817 the very first school focused on American sign language and English instruction. Speech therapists, audiologists and other therapy services are provided at these schools as well. I hope this has helped to expand your idea of the services that are provided at the school for the Deaf. Any questions?

If you think of any please let me know.

I would like to share our strategic plan that was just announced to the public. In April. We have five goals. With an overarching focus on culturally responsive diversity equity inclusion and language access. The five areas in this plan are highlighted here addressing diversity equity and inclusion in schools, inclusive to family members, community professionals, encouraging inclusion.

Deaf schools have had a history of not including black and brown teachers. So there is a focus on making sure that there is diverse representation of professionals in the schools. Because it matches the children that they serve. [Indiscernible] increasing outreach and early intervention efforts through partnerships with agencies and programs that provide those services.

We want to develop a best practice model for increasing services that benefit the family as a whole. Also, C addressing [least restrictive] environment. There are many instances when a child might be the only Deaf child in their school. How can supports to be established for that child so that they can develop an identity, a language and connect with their community. There is a concern for isolation in mainstreaming programs with the student not being able to express themselves or grow and develop as an individual because of lack of connection with people who are like them. Making sure we provide the support necessary so the child can grow socially and emotionally. Acknowledging and addressing language deprivation which is D. This is a crisis and a struggle when there is lack of support. They need to work together to provide language services so that the child can thrive. And lastly, E, as expand the pipeline of and retain Deaf educators and leaders. We have a dearth of teachers and leaders at the moment which I will go into later in depth. But this is our strategic plan. For the next five years. US Department of Education statistics center looked at the percentages of Deaf students getting services, where the services were being provided and how they were being provided. You can't see the numbers very well here, so 350,000 Deaf and hard of hearing students. [Indiscernible] 79% of the 350,000 have an IEP. I'm sorry, 79,000. That was the interpreter. The rest do not have an IEP. They might just have accessibility technologies, have a 504 plan, they might be an immigrant student without documentation. Of the 79,000 we know that 86.4% of the students are mainstreamed. And 55% of them are the only Deaf student at the school they attend and [indiscernible] attend a school for the Deaf. The average age that the student enters school is 12 or 13. A school for the Deaf.

Often they have a lot to catch up with on language processing and development, being able to express themselves. Academically it depends on various factors. The US Department of Education has established a framework whereby the schools have to try. You have to work at a local school and there has to be a series of documented failures before a child is moved into a Deaf school. Instead of having the child start at a school for the Deaf the partners with the mainstream program. I was in a public school until fifth grade. But my school was near a school for theDeaf and I was able to attend both programs and benefit from the services and opportunities that were provided by both. If we are looking at the dates here it's hard to see. In 2019 there are about 400,000 children. 90% of them were mainstreamed. We don't know how many were the only Deaf student in their school. We don't have those statistics. 9.8 were attending schools for the Deaf.

Weekly parents are contacting the national Association of the Deaf stating that they want their child to go to a school for the Deaf but their local public school will not allow it. It is important that we are providing support to families who want their child to be in that type of program. If we are looking at those percentages we need to think about whether or not the families needs are being met. In 2008, 22% of teachers and 14.5% of administrators were Deaf. Those numbers have raised. There were 10 Deaf school administrators back then and now there are 25. So that number is increasing. Graduates... interpreter I'm sorry, Deaf education programs have dwindled.CEASD reported there were only 600 graduates in 2021 from these programs. In 1982 that's only 36% of the number that were in 1982.

 The reason this is happening... I am reading the quote in the bottom of the screen when my Deaf parents came to the school the other Deaf children were blown away because they had never seen a Deaf adult before. The schools for the Deaf are a wonderful resource for connection growth and support. CEASD has a myriad of resources. They have a fantastic website with position papers and advocacy toolkit that are open for public use. Education and advocacy Summit. That is where we invite high school students from throughout the United States who are Deaf to learn the legislative process and attend workshops. We had one of these just two weeks ago. And we presented language acquisition data that California school for the Deaf at Fremont did research with the university, Boston University and the University of Rochester. The Deaf child has an opportunity to attend a school for the Deaf before the age of three no matter the parents hearing status or if they use English or another language they will academically progress on par with their hearing peers. Three seems to be the magic number. We have never had data to show that before. Now with the partnerships we can provide access to everything that the child needs. And in partnering with public schools, they can get the best of both worlds.

Partnering with commissions for the Deaf and hard of hearing is also a possibility. By working together we can give these children everything they need to thrive.

 The summit that just happenedWe were able to present ideas to Congress about the needs of Deaf and hard of hearing students. We also have online leadership webinars. We have professional presentations, strategic planning discussions and that is done on a monthly basis. For member schools. We have schools for the Deaf and public schools in attendance. We need to keep that connection and network going. Our conferences are attended well. We had over 200 administrators attend our conference. The conference is three days, where individuals are able to attend workshops, trainings and share resources. The conference was in Riverside. The next one will be in Riverside. In... April 20-22 and you can find more information on that on the website.

 We also have an annual leadership Academy for those who would like to give into educational leadership. That is a four-day training where we provide mentoring, and talk about professional challenges of working in an administration so that we can build a support system and expose those individuals who want to be in leadership to resources that are available. This started six years ago so we are in the fifth cohort about 10 to 15 people attend on a yearly basis. We do accreditation. We will either accredit the school or theDeaf once the criterion are met we have spoken with the community families and those working in the school. Accreditation is given for appear to five years. We have the highest expectations for the education and the quality of education that is being given before someone can be accredited. Once accreditation is given there are viability studies that are done to identify gaps and free services are given to be able to support those schools and filling the gaps. We want these educational programs to be successful.

 As we mentioned beforeWe work with the legislature and not just during the legislative session. We are working year-round to make sure that we are advocating at the legislative level. The community resources we have available that are connected to the group national ASL in early childhood education... American sign language or early childhood education English bilingual consortium. So this is for teachers and administrators working with children 0 to 8. We have not been in person since COVID\. but hopefully next year we will. The national Deaf education conference which is hosted, it will be in Riverside California in June. There's often information about early intervention and working with families with Deaf and hard of hearing children. Teachers throughout the United States come to present and 70% of those in attendance are from mainstream programs. You're also welcome to attend. NDEC partners with NAD. NAD has resources for families. If they want to learn about advocacy skills or if they are experiencing frustrations with the system. Families can contact NAD for advocacy in the educational realm. The goal is to empower families and children. The national Association of State agencies of the Deaf and hard of hearing, this is for entities who provide direct support to families. And help them navigate the system. And we do have some time left for a few questions. Or comments. Yes.

>> Captioner are you hearing this microphone or not?

>> Okay thank you.

>> Hi, I am wondering in your advocacy work with CEASD if you are able to communicate with OSEP, the office of special education programs, to influence how they can support teacher of the Deaf programs and colleges and universities, because we are desperate to recruit people, but they can't afford to come, which contributes to the shortage all over the country.

>> Actually I met with deputy director of the US Department of Education two weeks ago about that subject. Trying to figure how we can get grant monies. They are going to get back to me with their plans. So I wrote a letter explaining the critical need for finding monies to support. So thank you for bringing that up.

>> You mentioned that you support Deaf programs in school helping them to thrive etc. I am wondering about are you serving the state only or is it all over the country.

>> That is a great question. CEASD serves the entire country. All 50 states and eight territories. Anyone who wants to become a member school can. There are different levels of membership it there's educational membership, administration membership, so colleges and universities, affiliate membership, and then lastly general membership. So general membership can stay abreast of what is happening. But we do serve all 50 states. Thank you.

>> We might have time for... any final questions?okay, thank you so much. I will give time for the next presenters to come in. I really appreciate your attendance today. I do have business cards with me if you would like to grab one and then you can contact me at a later date with any questions.