



California Senate Bill 210

LEAD-K in California - Success!

Julie Rems-Smario
Tony Ronco
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3/20/2018 | 11:00 AM - 12:00 PM | California SB 210 - LEAD-K in California - Success! | Capitol 1

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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SB 210

Presentation Agenda

- The Requirements of SB 210
- The Language Milestones
- The Parent Profile
- The SKI HI Language Development Scale
- The Child Reporting Form
- The CDE DRDP Report and the CDE SKI HI Report



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SB 210 (Galgiani)

Was sponsored by:

- The Coalition of Agencies Serving the Deaf and Hard of Hearing
- **The California Association of the Deaf**
- **The California Coalition of Option Schools**
- The Center for Early Intervention on Deafness



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SB 210

- Was passed UNANIMOUSLY in both the Senate and the Assembly, in every committee and on the floor.
- Was signed into law by Governor Brown on October 8, 2015
- Was encoded as California Education Code Section 56326.5



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Requirements of SB 210 for CDE

1. Develop Language Milestones to *convey* results in an age comparable way.
2. Create a Parent Profile to track a child's progress
3. Adopt an *existing* language assessment tool that *provides* results in an age comparable way
4. Collect and analyze language achievement
5. Report language and literacy achievement on the CDE web site

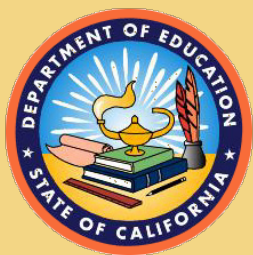


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Language Milestones

Adopted by CDE upon recommendations from ad-hoc advisory committee of 13 people, as specified in the bill





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SB 210 Ad-Hoc Committee

One parent of a child who is deaf or hard of hearing who uses the dual languages of American Sign Language (ASL) and English.	Tony Ronco	Hearing
One parent of a child who is deaf or hard of hearing who uses only spoken English, with or without visual supplements.	Licia King	Hearing
One credentialed teacher of deaf and hard-of-hearing pupils who use the dual languages of ASL and English.	Elizabeth Foronda	Deaf
One credentialed teacher of deaf and hard-of-hearing pupils from a state certified nonpublic, nonsectarian school.	Jane Freutel	Hearing
One expert who researches language outcomes for deaf and hard-of-hearing children using ASL and English.	Marla Hatrak	Deaf
One expert who researches language outcomes for deaf and hard-of-hearing children using spoken English, with or without visual supplements.	Ronda Rusvold	Hearing
One credentialed teacher of deaf and hard-of-hearing pupils whose expertise is in curriculum and instruction in ASL and English	Georgette Visco	Deaf
One credentialed teacher of deaf and hard-of-hearing pupils whose expertise is in curriculum and instruction in spoken English, with or without visual supplements.	Ann Dexheimer	Deaf
One advocate for the teaching and use of the dual languages of ASL and English.	Sheri Farinha	Deaf
One advocate for the teaching and use of spoken English, with or without visual supplements.	Kristi Panek	Deaf
One early intervention specialist who works with deaf and hard-of-hearing infants and toddlers using the dual languages of ASL and English.	Michele Tompkins	Hearing
One credentialed teacher of deaf and hard-of-hearing pupils whose expertise is in ASL and English language assessment.	Michele Berke	Hearing
One speech pathologist from spoken English, with or without the use of visual supplements.	Ross Adams	Hard of Hearing



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Language Milestones

- They are posted here:

<http://www.cde.ca.gov/sp/ss/dh/sb210langmilestones.asp>



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Language Milestones

Some Examples

The First Year

During their 1st year, babies are watching, learning, and soaking up the language around them. Even though babies don't always speak or sign too much during this first year, babies are absorbing all those words you sign or say to them, so be sure to talk and sign to your baby all the time!

0 – 3 months (example)

- _____ Your baby looks around and is attentive to people's faces.
- _____ Your baby smiles when they see you.
- _____ Your baby shows awareness of the environment.
- _____ Your baby recognizes and responds to a person's voice or to movement or light.



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Language Milestones

Some Examples

Four - Five Years

By this age, your child should be able to use correct sentences to express thoughts about the past, present, and future. By the end of this year, your child should have several thousand words and/signs.

Expressive Language (example)

- _____ Your child signs and/or speaks clearly and fluently in a easy-to-understand manner.
- _____ Your child uses long and detailed sentences.



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Spanish Language Milestones

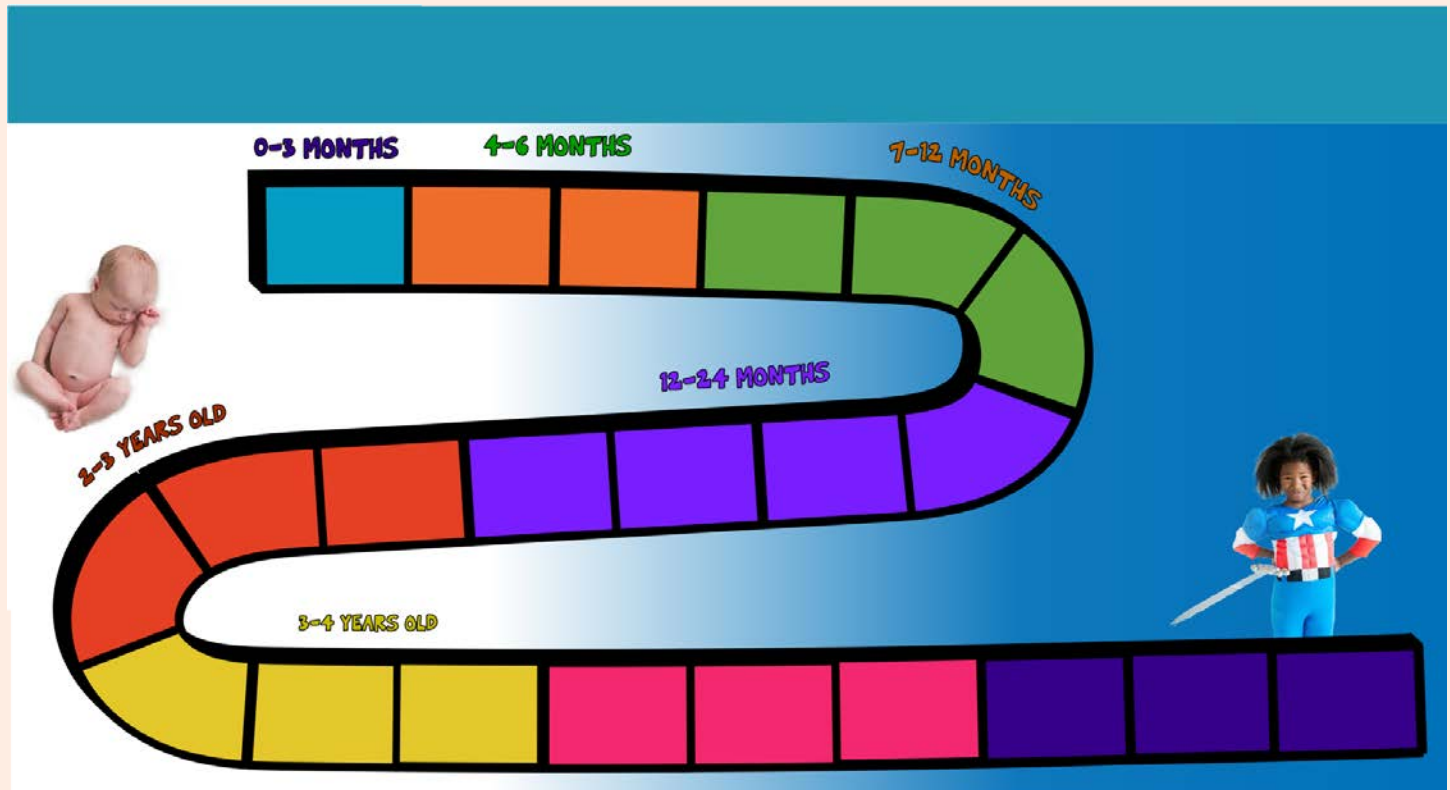
Proyecto de ley del Senado 210 hitos lingüísticos

Proyecto de ley del Senado 210
hitos del idioma estos hitos del
lenguaje fueron desarrollados por el
Comité SB 210 para niños sordos o
con dificultades auditivas, de
nacimiento a cinco años de edad.



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Parent Profile





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Implementation Roll Out

- 5 webinar trainings Sept-Oct 2017
– www.cde.ca.gov/sp/dhh
- Mailed SKI-HI LDS materials to SELPA Directors Nov 2017
- Began receiving reports Dec 2017



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SKI-HI LDS

Sensory [Kids] Impaired Home Intervention Language Development Scale

- Test manual
- Test form (one per child, to be used repeatedly)
- Test is observational
- Depending on family, can leave test form with family to fill out –OR- do by interview with family



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California Department of Education

Education Code 56326.5

SKI-HI Individual Child Language Assessment Results

Pursuant to the requirements of Education Code 56326.5, each child that is Deaf or Hard of Hearing served in your Early Start Program must be evaluated using the SKI-HI Language Developmental Scale, and the results are to be reported to the State Special Schools and Services Division at the California Department of Education. Please complete one for each child that is deaf or hard of hearing and rate his/her type, degree and severity of hearing loss as well his/her functional abilities in the abilities matrix. Fax this form to (916) 445-4550. **All information will be completely confidential.**

Local Educational Agency: _____

Child's Student Number (SSID): _____

Child's Birthdate: ____/____/____

Gender: Male Female



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California Department of Education Education Code 56326.5 SKI-HI Individual Child Language Assessment Results

1. What language is used in the home?

2. What language(s) do you use with the child? (Check all that apply.)

American Sign Language

English

Spanish

Other _____



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California Department of Education
Education Code 56326.5
SKI-HI Individual Child Language Assessment Results

2. What communication tools (if any) do you use to supplement English or other spoken language?

- Manually Coded English (e.g., SEE)
- Signed English
- Cued Speech
- Other _____



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California Department of Education

Education Code 56326.5

SKI-HI Individual Child Language Assessment Results

3. Child's Ethnicity: (Check all that apply.)
- African American
 - American Indian or Alaskan Native
 - Asian
 - Filipino
 - Hispanic or Latino
 - Pacific Islander
 - White
 - Two or more races
 - Other: _____



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California Department of Education Education Code 56326.5 SKI-HI Individual Child Language Assessment Results

4. What was the date of the child's initial IFSP or IEP?
5. What is the child's first disability? _____
6. What is the child's second disability, if there is one?

8. Does this child receive services from any other public, private, or non-public school or agency?
If yes, specify _____
9. Language age: Receptive _____ Expressive _____



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Hearing Matrix

Place and "X" in the box that most closely describes the child's unaided hearing level. If you would like to explain your ratings, please feel free to write in the comments section at the end of this form.

	Right	Left
Hearing Level	<input type="checkbox"/> Normal <input type="checkbox"/> Slight <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Moderate-Severe <input type="checkbox"/> Severe <input type="checkbox"/> Profound	<input type="checkbox"/> Normal <input type="checkbox"/> Slight <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Moderate-Severe <input type="checkbox"/> Severe <input type="checkbox"/> Profound
Type of Hearing Level	<input type="checkbox"/> Sensorineural <input type="checkbox"/> Conductive <input type="checkbox"/> Mixed <input type="checkbox"/> Auditory Neuropathy	<input type="checkbox"/> Sensorineural <input type="checkbox"/> Conductive <input type="checkbox"/> Mixed <input type="checkbox"/> Auditory Neuropathy



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Requirements of SB 210 for LEAs

- Administer language assessment tool every six months
- Report assessment results to CDE
- Discuss assessment results at IFSP/IEP
- If child is NOT making age-appropriate language growth, discuss reasons and necessary changes to IFSP/IEP



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SB 210 for Parents

- Use the Language Milestones and the Parent Profile to track and monitor your child's growth in language.
- Be prepared to share your own observations at the IFSP/IEP meeting.
- Remember – the goal is to ensure your child has the language and literacy skills needed for achieving Kindergarten Readiness when your child is five years old.



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SKI-HI LDS

- Sent to SELPA Directors in November to distribute to service providers
- Began receiving Child Reporting Forms in December
- To date, have received 232
- Will post first report in May 2018



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CDE has received results from

- Alhambra USD
- Amador COE
- Butte COE
- Capistrano USD
- CCHAT Center
- Covina Valley ESGV
- Delhi USD
- Desert Mountain
- El Dorado COE
- Folsom Cordova
- Inyo COE
- Kern COE
- Long Beach USD
- Madera COE
- Merced City Schools
- Nevada COE
- Newport-Mesa USD
- NE OC SELPA
- Oakland USD
- Placer County SELPA
- San Bernardino City Schools
- San Bernardino COE DM
- San Bernardino COE West End
- San Diego COE HOPE
- San Diego East County SELPA
- San Diego COE South County
- San Diego USD
- San Francisco USD
- Santa Ana USD
- Santa Barbara COE
- Shasta COE
- Simi Valley USD
- Solano COE
- Sonoma COE
- Sutter COE
- Tri-Valley SELPA
- Tulare COE
- Tustin USD
- WCCUSD
- Whittier Area Co-op



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Gender

- 105 Females(46%)
- 120 Males (53%)
- 3 Unspecified (1%)



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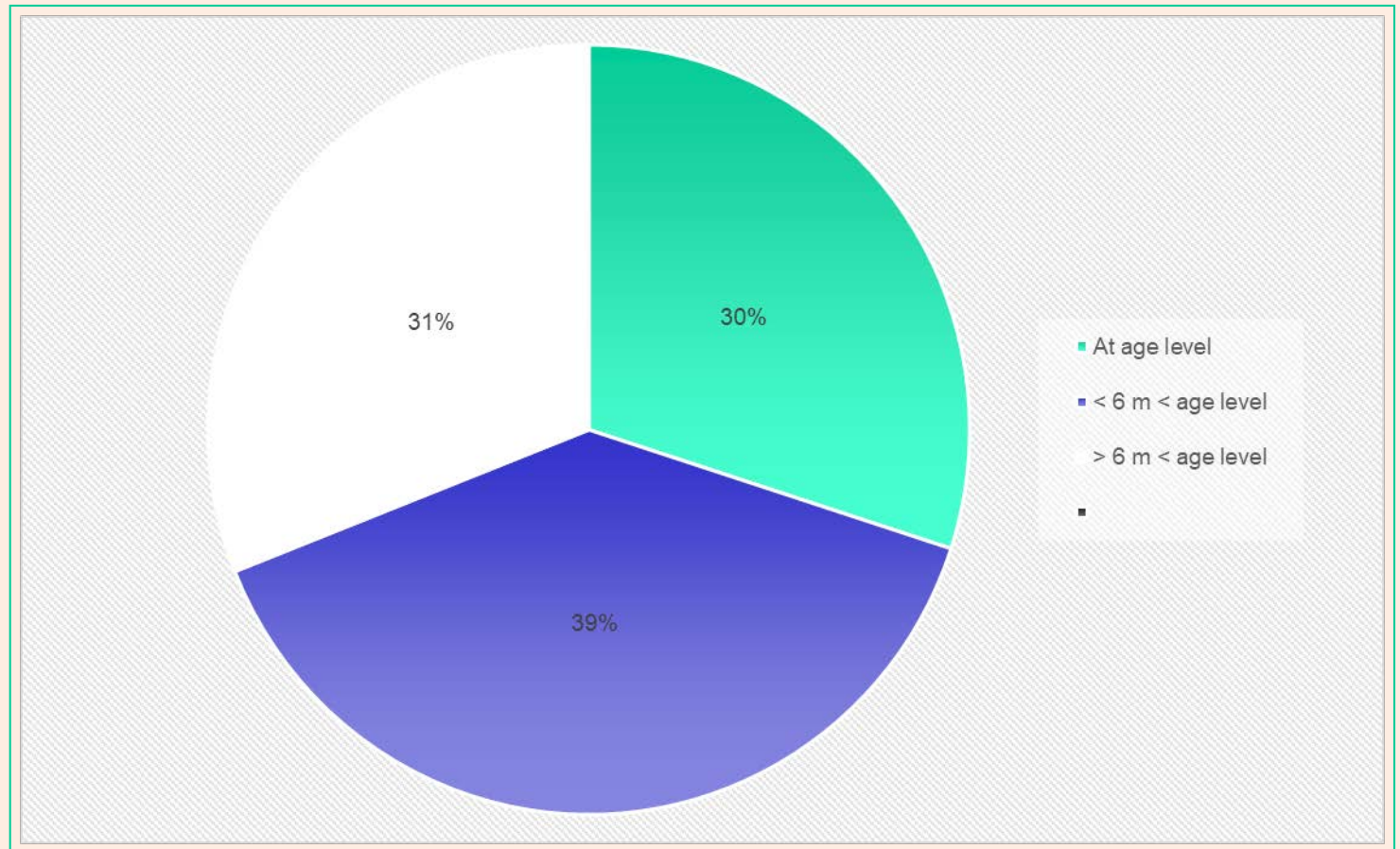
Ethnicities

- African American 2%
- American Indian 1%
- Asian 8%
- Filipino 3%
- Hispanic/Latino 41%
- Pacific Islander 1%
- Two or more 12%
- White 31%
- Unspecified 2%



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So far...Percentage of DHH Children 0-5 at Age Level on SKI-HI LDS





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In time...

- CDE will have the ability to disaggregate the scores by:
 - Home language
 - Child's language
 - Ethnicity
 - Type/severity of hearing level
 - Age
 - Local educational agency



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As of yet...

CDE has not yet received enough reporting forms to be able to report disaggregated scores further without jeopardizing confidentiality.



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To Do

- Post the Spanish Language Milestones and Parent Profile on CDE web site
- Adapt LDS – more in-depth at 4-5 year old level
- Publish report on web – May/Dec
- Work with CALPADS?



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Questions?



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