

# — Opportunities for State-level Collaboration

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## CEASD Mission

CEASD supports and promotes effective school leadership to advance education programs for deaf and hard of hearing children.

## CEASD Vision

*Deaf children will thrive.*





# Schools & Programs for the Deaf/HH

Website

Share

Education for deaf, hard of hearing, and DeafBlind children varies widely, as schools and programs across the US hold diverse educational philosophies and [More](#)

Gallaudet University  
174 places · Updated last year



**Alabama Institute for Deaf and Blind**  
Specialty School



# What do we know about schools for the deaf?

- 1-2 per state (usually)
- Many are located in rural areas, but many in cities, too.
- K-12 education
- Deaf teachers
- Has dorms
- IEPs required
- Mainly uses sign language
- Statewide resource centers
- Works with mainstream schools/programs
- Many have 0-3 services and preschool programs including Parent-Infant Programs
- 80% of teachers are hearing
- More focus on day programs, including charter schools
- 504 and other exceptions are welcome at some
- Always has English services/programs, spoken and written, including LSL certified staff



**CEASD**

2022 – 2025 Strategic Map

# Building cultural competence and becoming culturally responsive in promoting diversity, equity, inclusion and language access in education.

## Address Diversity, Equity, Inclusion

**A**

Engage and listen to multiple DEI entities for a better understanding of and connection with communities

Create and promote opportunities for current and aspiring BIPOC leaders

Establish a mechanism for shared resources/clearinghouse

## Increase Outreach and Early Intervention

**B**

Provide access to key early language acquisition research to educational administrators

Develop and disseminate a “best practices” model of early intervention

Promote outreach model options for Deaf Schools and programs across the nation

## Address Least Restrictive Environment (LRE)

**C**

Provide ongoing training and cultivate relationships with key stakeholders and organizations regarding LRE

Promote the use of “Optimizing Outcomes for Students who are Deaf or Hard of Hearing” by Local Education Agencies to determine appropriate placements

Produce marketing materials related to LRE

## Acknowledge & Address Language Deprivation

**D**

Create partnerships and share information between researchers and educational administrators

Develop a shared understanding with educational administrators about the severity of language deprivation

Mobilize resources to emphasize the crisis of Language Deprivation

## Expand Pipeline of & Retain Deaf Educators & Leaders

**E**

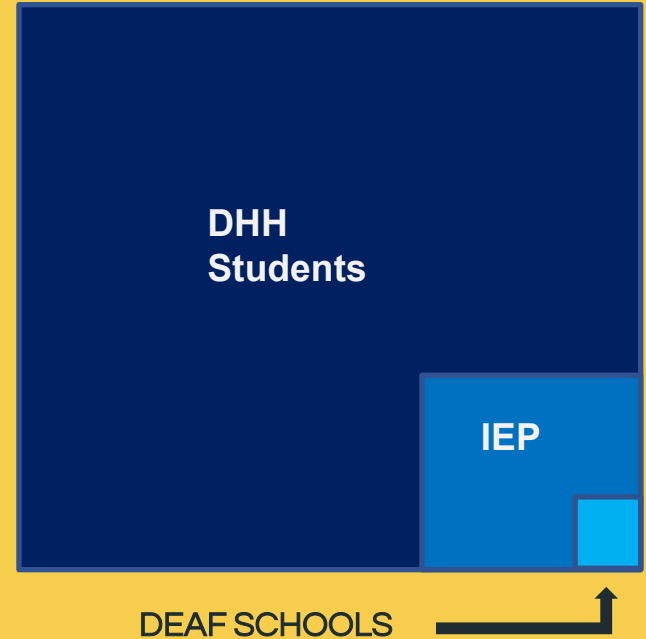
Provide educational administrators with strategies to retain current teachers

Engage educational entities with innovative ideas to produce more qualified teachers of the deaf

Identify and reduce barriers for individuals entering the field

# A Closer Look at National Statistics for DHH students

	2017	2018	2019	2020
# of DHH students	350,000	NR	400,000	NR
# on IEP	79,000	74,845	77,000	71,554
Mainstreamed	86.4%	90.3	90.2%	89.6%
Solitaires	55%	?	?	?
Attend schools for the deaf	13.6%	<b>9.7%</b>	<b>9.8%</b>	<b>10.4%</b>



<https://www.nad.org/position-statement-educating-prek-12-deaf-and-hard-of-hearing-students-during-the-covid-19-outbreak/> AND [https://nces.ed.gov/programs/digest/d21/tables/dt21\\_204.50.asp?current=yes](https://nces.ed.gov/programs/digest/d21/tables/dt21_204.50.asp?current=yes)

Data from the U.S. Department of Education as summarized in the NAD position statement on education during COVID-19

# What About Teachers & Administrators?

- A 2008 study (repeated in 2018 with similar results) by Simms, et al. shows that **22.0%** of teachers and **14.5%** of administrators were deaf.
- The Council on Education of the Deaf reports that the number of teachers of the deaf is now at an all-time low at **600 graduates in 2021** (36% of the number in 1982 (2020))

“When my deaf parents came to my school the other Deaf children were just **blown away**, because they **never** had seen a Deaf adult before”

-Cawthon, Johnson and Garberoglio (2016)

# CEASD SPECIFIC RESOURCES

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- Website
  - Position papers
  - Advocacy Toolkit
- Education & Advocacy Summit
- Online Leadership Webinar Series including Strategic Plan discussions
- Conference
- Leadership Academy
- Accreditation
- Viability Study
- Legislative advocacy



# COMMUNITY RESOURCES



[NASLECE.org](http://NASLECE.org)

**NDEC**

— National Deaf —  
Education Conference



[deafeducation.us](http://deafeducation.us) and [nad.org](http://nad.org)

**NASADHH**

**National Association  
of State Agencies  
of the Deaf and  
Hard of Hearing**

[nasadhh.org](http://nasadhh.org)

# Questions ?

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