

Building Successful Todays and Tomorrows

Language, Learning and
Development: Equity & Access

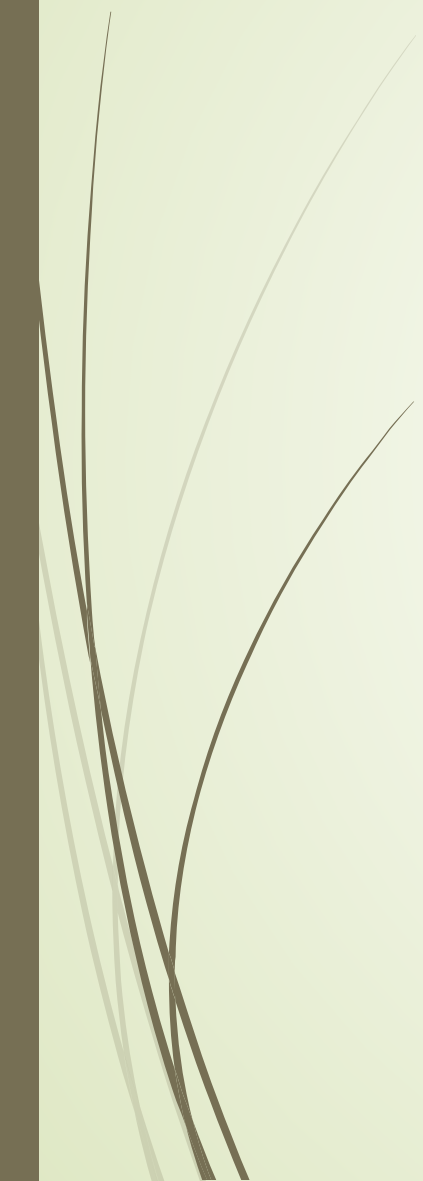
2014 New Mexico Task Force
Education for Deaf and Hard of Hearing Children and
Youth

Update to the Legislative Education Study Committee
December 13, 2016

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This Presentation

- Importance
 - Task Force Process
 - Recommendations
 - Joanne Corwin - Early Intervention
 - Cindy Huff – Capacity
 - Jennifer Herbold - Instruction
 - Next Steps
- 

Why is this Task Force Work Important for our NM Children?

“Language is so tightly woven into human experience that it is scarcely possible to imagine life without it.” Steven Pinker (1994)



2003 Task Force: Progress

- Legislative passage of NM Deaf and Hard of Hearing Children's Educational Bill of Rights in 2004 (HB 186)
- Development and implementation of the Communication Considerations IEP Addendum (2004)
- Strategic initiatives by NMMSD which expanded:
 - critical mass of deaf and hard of hearing professionals
 - statewide programs and consultation services
 - statewide early intervention services
- Coordination by DOH CMS to increase identification and early intervention of newborns

2014 Task Force Purpose

To gauge the progress our state has made regarding the recommendations of the 2003 Task Force and the 2004 NM Deaf and Hard of Hearing Children's Educational Bill of Rights.

To work collaboratively on next steps to ensure that students are obtaining an education in New Mexico commensurate with these rights.



2014 Task Force Members

- Task Force planning team and co-chairs
- Task Force membership (34)
- Three sub-committees (27)
 - Early intervention (birth through 3): Growing in Beauty, PEI, NMSD, DOH (FIT and CMS), Life Roots
 - Pre-school through high school: APS, LCPS, NMSD, ASLA, NMSBVI, Carlsbad, PED, SFPS, REC IX
 - Post secondary: UNM, NMSU, CNM, NMCDHH, Transition Alliance
 - State Agencies: Department of Health; Public Education Department
 - Legislature
 - Deaf/HH Plus: Desert Hills, NM Deaf Blind Project
 - Parent advocacy groups: Hands & Voices, EPICS
 - Consumers: Parents, Deaf/HH, Hispanic, Native American



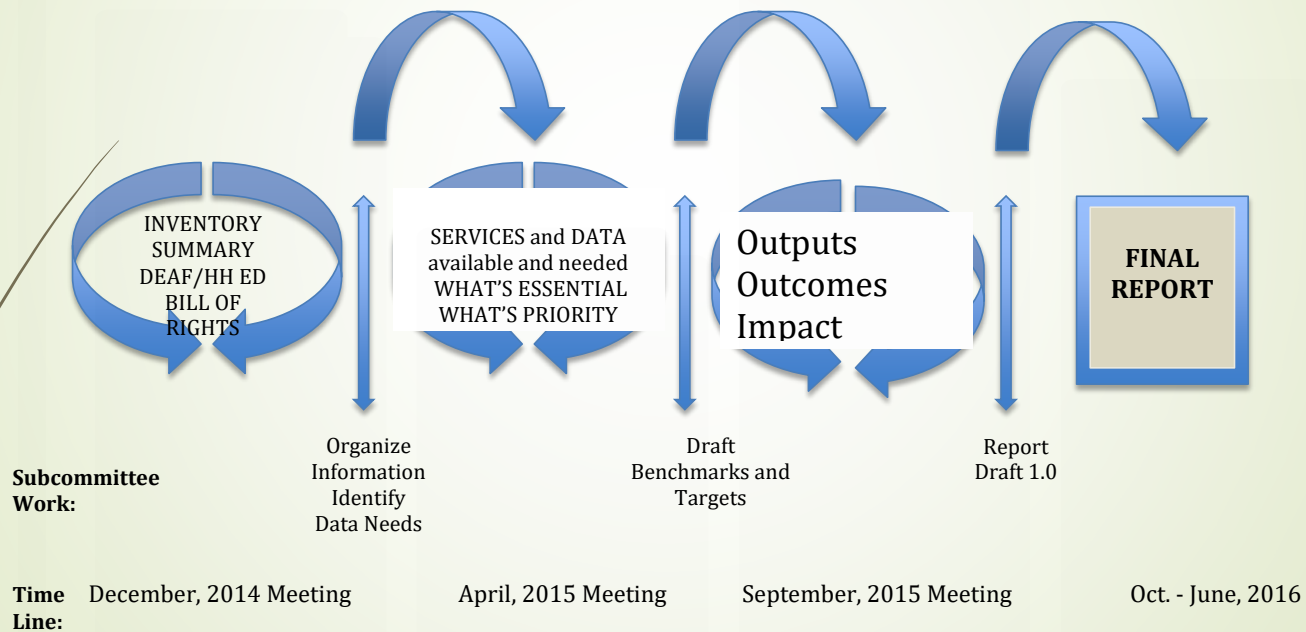


Assuring Validity in the Process

- ▶ Deaf/HH Education Bill of Rights and the Deaf/HH experience – our framework
- ▶ Survey of services in New Mexico
- ▶ Iterative inclusive process
- ▶ Logic Models: Investments and inputs; Strategies; Short and long term goals; Impact
- ▶ Meeting evaluations

Where we are in the process

PROCESS OVERVIEW OF TASK FORCE EFFORT Education for Deaf and Hard of Hearing Children and Youth





The Report: **Building Successful Todays and Tomorrows**

Acknowledgements

Working together to make a difference

Introduction

Profile of the State

Landmark documents and legislation (National and State)

Three Goal Areas:

Early Intervention (2 sub goals)

Instruction (4 sub goals)

Capacity (3 sub goals)

Each Sub Goal:

Stated Goal

Background – History and Legislation

Rationale – How this pertinent to NM

Recommendations

Early Intervention Recommendations

- Increase data and tracking from screening to early intervention.
- Increase access to qualified service providers and develop assurances relative to accountability and fidelity of service delivery.



Capacity Recommendations

- Ensure qualified educators of the deaf and hard of the hearing (ECE, K-12) including building local professional capacity
- Ensure qualified K-12 interpreters including building local professional capacity
- Increase family engagement through opportunities for families to learn from other parents and professionals



Instruction and Assessment Recommendations

- ▶ Develop standards for appropriate assessments to measure a variety of skills and areas.
- ▶ Clarify and implement what constitutes a “Least Restrictive Environment” for deaf and hard of hearing students.
- ▶ Develop quality standards for a variety of instructional-related areas.
- ▶ Develop and expand upon school to career and/or college transition services and connections between agencies and school programs.





Summary

- ▶ New Mexico must develop standards for quality and equitable education for deaf and hard of hearing students including appropriate evaluations and qualified instructional and interpreting staff.
- ▶ Students must be in educational environments that allow them genuine communication access and ensure their language development.
- ▶ Students rights must be met under the New Mexico's Deaf Education Bill of Rights (NMSA 28-11C-3)

What's Next?

- ▶ Printing and dissemination of the report.
- ▶ NMSD, PED, DOH, and Higher Education strategize how to use our resources to support recommendations.



Keeping our eye on the prize

"... I don't feel alone. I don't go off alone. I'm not alone... here, I can grow and be real" (Maria, a high school student)





Building Successful Todays and Tomorrows



Education for New Mexico's
Deaf and Hard of Hearing
Children and Youth

**Together we can make a
difference!**