

Contact: Diana Gonzalez

**UPDATE REPORT TO IMPLEMENT THE PREFERRED FUTURE PLAN
RECOMMENDATIONS OF THE COORDINATING COUNCIL FOR THE
DEAF OR HARD OF HEARING**

Action Requested: Receive the update report to implement the Preferred Future Plan recommendations of the Coordinating Council for the Deaf or Hard of Hearing.

Executive Summary: In February 2007, the Board of Regents and the State Board of Education created the Coordinating Council for Hearing Services for the purpose of reviewing all statewide services which support the education of students who are deaf and hard of hearing. The Coordinating Council was charged to examine the future needs and solutions for all Iowa students who are deaf and hard of hearing; to engage in collaborations which benefit students statewide; and to ensure that existing services are being provided in the most effective and efficient manner.

The Coordinating Council included service providers and service recipients and was co-chaired by Rose Vasquez, Board of Regents, and Sr. Jude Fitzpatrick, State Board of Education. The Council met from October 2007 to April 2010, and had an opportunity (1) to hear about national trends and perspectives relating to education services for children who are deaf and hard of hearing; (2) to discuss statewide data pertaining to Iowa students; and (3) to tour the ISD facilities and observe the services provided by the School.

The Coordinating Council addressed the following questions.

- ◆ Are there services or learning experiences that can be offered or developed statewide to support the education and growth of all students who are deaf and hard of hearing?
- ◆ Are there possible collaborations among the Board of Regents, Iowa Department of Education, and other education agencies which further the mission of all?
- ◆ Are there other organizations with which collaborations would be of benefit?
- ◆ Are existing services provided in the most effective and efficient manner?

The Council undertook a comprehensive analysis of the needs of children who are deaf and hard of hearing across the state. As a culmination of its work, the Council prepared a **Preferred Future Plan** (Attachment A) to serve as the blueprint for developing a statewide system of excellence to provide educational services to Iowa students who are deaf or hard of hearing. The Preferred Future Plan responded to the following issues:

- ◆ Identify strengths and opportunities for improvement in the current educational delivery system and develop plans which build on the strengths and address the opportunities for improvement.
- ◆ Continue to improve efficiency and effectiveness of statewide services, including continued development of flexible and innovative services, as needed.

- ◆ Develop and implement a comprehensive professional development plan that will provide all Iowa service providers, including ISD faculty and staff, with the knowledge and skills needed to contribute effectively to the continuous improvement of services to children who are deaf and hard of hearing and to their families.
- ◆ Develop cooperative agreements between the Board of Regents, Iowa Department of Education, and area education agencies to develop a statewide service delivery system for students who are deaf and hard of hearing.

The Preferred Future Plan was approved by the Board of Regents in September 2010 and by the State Board of Education in September 2010.

A key component of the Plan was the creation of an Executive Team to “provide statewide oversight to ensure systematic/uniform services (oversee delivery of services) and yearly evaluation of effectiveness.” Superintendent Patrick Clancy has completed the appointment of members to the Executive Team (Attachment B).

The Team held its first meeting on May 21, 2012. It will continue to meet on an ongoing basis under the leadership of Superintendent Clancy. The Executive Team will be guided by the benchmarks established in the Preferred Future Plan (Attachment A).

**PREFERRED FUTURE PLAN FOR STATEWIDE SERVICES FOR IOWA CHILDREN
WHO ARE DEAF OR HARD OF HEARING**

The Iowa Department of Education and the Board of Regents, State of Iowa, will establish an executive council/team, which includes a representative of the Iowa Department of Education, Board of Regents, Department of Public Health, Area Education Agencies, Vocational Rehabilitation, a physician specializing in hearing rehabilitation associated with the University of Iowa, an educational professional with a significant hearing loss, and a parent of a student with a hearing loss, to provide statewide oversight to ensure systematic/uniform services (oversee delivery of services) and yearly evaluation of effectiveness. The executive council/team will use ad hoc members of stakeholders and service providers as necessary.

We will know that this is occurring for all students who are deaf and hard of hearing by:

- ⇒ Eliminating geographical differences in the distribution of resources.
- ⇒ Providing a full range of services throughout the state, including those available at the district level, AEAs, and the Iowa School for the Deaf, to ensure equitable access and services statewide for students who are deaf and hard of hearing.
- ⇒ Informing families of the full range of services available in the state, including those available at the district level, AEAs, and the Iowa School for the Deaf, as families consider the most appropriate service for the benefit of children who are deaf and hard of hearing.
- ⇒ Informing and providing to families advanced medical, assistive technology, and communication opportunities related to their children no later than one month after diagnosis of hearing loss and regularly throughout their school career.
- ⇒ Developing a one-stop shop for hearing, health, and education records and assessment (data base) and assigning a unique student identifier that is linked to a hearing health data base, including all audiologic interventions (by physician or audiologist) that impact hearing as part of the medical records.
- ⇒ Developing and sustaining a website interface with information about services, diagnostics, need for early intervention, ongoing services, and links for nurse practitioners/family practitioners, parents, and service providers for students who are deaf and hard of hearing from 0-21.
- ⇒ Evaluating the most efficient and effective allocation of professional service coordinator responsibilities.
- ⇒ Developing and using a referral process that is consistent and standardized for all children who are deaf and hard of hearing.
- ⇒ Providing statewide habilitation coordination and technical assistance service for children who have received and use cochlear implants and/or hearing aids.

- ⇒ Providing systematic parent learning and advocacy opportunities.
- ⇒ Assessing adequacy of available personnel and providing programs to assure access to professional preparation for providers of services to children who are deaf and hard of hearing.
- ⇒ Coordinating with institutions of higher education to ensure that the state of Iowa has adequate personnel (teachers, audiologists, speech-language pathologists, interpreters, captioners, and counselors) trained to meet the needs of children who are deaf and hard of hearing.
- ⇒ Providing language and communication enriched programs which target pre-literacy to literacy skills and adaptive and social competency across academic and expanded core curriculum areas.
- ⇒ Facilitating each student's ability to reach his/her maximum academic potential using the state's program standards and curriculum guidelines.

We will know that this is occurring for the 0-under 3 year-old population (infants and toddlers) by:

- ⇒ Providing professional development opportunities relating to deaf and hard of hearing special education for continued licensure and enhanced effectiveness of early interventionists, pediatric audiologists, and other service providers.
- ⇒ Requiring training of all teachers of the deaf or hard of hearing, including those with permanent licensure to understand the preferred future for the 0-under 3 population.
- ⇒ Providing effective transition from 0-under 3 to pre-school and elementary school.
- ⇒ Providing language development opportunities, including center-based programs for children who are deaf and hard of hearing.
- ⇒ Providing a strong link from school to parents and home for transition facilitation.
- ⇒ Accessing available funds to carry out programming, including providing financial support to allow/promote parent participation.
- ⇒ Continuing to explore provision of mandatory coverage of hearing technology for 0-under 3, ensuring access to appropriate hearing technology.

We will know that this is occurring for the 3-5 year-old population (preschool) by:

- ⇒ Establishing professional development opportunities relating to deaf or hard of hearing special education for continued licensure and enhanced effectiveness of preschool teachers, pediatric audiologists, and other service providers.

- ⇒ Providing personnel to work with children who are deaf and hard of hearing to ensure transition from preschool to school.
- ⇒ Providing specialized training in language acquisition, including sign language, and literacy development opportunities/programming dedicated to children who are deaf and hard of hearing.
- ⇒ Accessing available funds to carry out programming, including providing financial support to allow/promote parent participation.
- ⇒ Providing each deaf and hard of hearing child with appropriate access to all relevant and needed hearing technology.
- ⇒ Encouraging the establishment of center-based programs to facilitate development in the areas of language, socialization, and literacy.

We will know that this is occurring for the K-6th grade population (elementary) by:

- ⇒ Developing professional development opportunities relating to deaf and hard of hearing special education for continued licensure and enhanced effectiveness of teachers, audiologists, and other service providers.
- ⇒ Providing personnel to work with students who are deaf and hard of hearing to ensure transition from elementary to middle and high school.
- ⇒ Providing language and literacy development opportunities/programming, as well as academic development opportunities/programming, dedicated to students who are deaf and hard of hearing.
- ⇒ Accessing available funds to carry out programming, including providing financial support to allow/promote parent participation.
- ⇒ Providing each child who is deaf and hard of hearing with appropriate access to all relevant and needed hearing technology.
- ⇒ Providing language development and remedial opportunities, including center-based programs for children who are deaf and hard of hearing.
- ⇒ Providing learning opportunities for Deaf culture, including sign language.
- ⇒ Encouraging the establishment of center-based programs to facilitate development in the areas of language, socialization, and literacy.

We will know that this is occurring for the 7-12th grade population (middle and high school) by:

- ⇒ Developing professional development opportunities relating to deaf and hard of hearing special education for continued licensure and enhanced effectiveness of teachers, audiologists, and other service providers.
- ⇒ Providing personnel to work with students who are deaf and hard of hearing to ensure transition from high school to work or higher education.
- ⇒ Providing academic development opportunities/programming dedicated to students who are deaf and hard of hearing.
- ⇒ Accessing available funds to carry out programming, including providing financial support to allow/promote parent participation.
- ⇒ Providing each child who is deaf and hard of hearing with appropriate access to all relevant and needed hearing technology.
- ⇒ Providing language development and remedial opportunities, including center-based programs for children who are deaf and hard of hearing.
- ⇒ Providing learning opportunities for Deaf culture, including sign language.
- ⇒ Coordinating comprehensive transition to post-secondary education and/or employment opportunities.
- ⇒ Encouraging the establishment of center-based programs to facilitate development in the areas of language, socialization, and literacy.
- ⇒ Providing language and communication enriched programs which target pre-literacy skills to literacy skills and adaptive and social competency across academic areas and expanded core curriculum areas for students with multiple needs.

**STATEWIDE SERVICES FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING
EXECUTIVE TEAM**

NAME	POSITION	AGENCY/ORGANIZATION
Marty Ikeda	Bureau Chief-Student and Family Support Services	Iowa Department of Education
Patrick Clancy	IESBVI/ISD Superintendent	Board of Regents
Tammy O'Hollearn	Iowa EDHI Coordinator	Iowa Department of Public Health
Mark Draper	Director-Green Hills AEA	Area Education Agencies
Kenda Jochimsen	Bureau Chief-Rehabilitation Services	Department of Iowa Vocational Rehabilitation Services
Bruce Gantz	Physician from UIHC involved in services to deaf population	University of Iowa Professor and Department Chair of Otolaryngology
Polly Fulbright	Community professional who is deaf	Des Moines Public Schools Deaf and Hard of Hearing Program
Susan Hagerty	Parent of child with hearing disability	