

## Deaf Education Consultants in State Education Agencies

Hyatt Regency Crystal City

Arlington Room



### Summary

On January 20-21, 2015, 18 deaf education consultants from state departments of education participated in a pre-Summit affiliated meeting. Meeting prior to the Summit gave them the opportunity to exchange information and discuss about effective ways of providing services. They identified emerging issues and potential solutions, and investigated strategies for staff development on issues relevant to student success (in-school success and post-school success). During the Summit, two representatives from this discussion participated on a panel with two colleagues who represented state vocational rehabilitation services.

### Tuesday January 20, 2015

- 1:00      **Welcome / Introductions / Expectations**  
Brief comments about what you would like to see happen with students / youth in transition.
- 1:30      **Topic: Roles and responsibilities**  
What are the roles consultants are playing in their respective states related to transition? How has your state agency collaborated with other agencies or organizations to support/enhance transition services? Describe any exemplary or effective practices in these interactions. Describe any formal interagency agreements that already exist (or are under development) with VR. What role does VR have in transition activities in the state?
- 3:00      **Topic: Educational interpreting project dialogue** (Leilani Johnson, Susan Brown, Laurie Bolster)  
The Office of Special Education Programs awarded a grant (H325K100234: 2010-2104) to the University of Northern Colorado-DO IT Center focused on improving the services of educational interpreters in K-12 settings. One aspect of the award was designed to identify and describe patterns of practice that exist within the work of educational interpreters. As a result, a multi-step, multi-year, national project was undertaken. The preliminary findings of four significant explorations will be discussed during this session: Study 1: National Survey of Educational Interpreters, Study 2: National Summit on Educational Interpreting, Study 3: Investigation of State Standards, and Study 4: EIPA Analysis. Short presentations of the findings from each study will be followed by a facilitated group discussion: What do state-level administrators confirm in the findings and are there other patterns that need to be considered?
- 5:00      Working dinner with hors d'oeuvres (provided through DECSEA funds)
- 6:30      Session closes

## Wednesday January 21, 2015

8:30 **Review of expectations**

8:45 **Topic: Self-advocacy and outreach to schools and programs across the state**

What programs/resources are being used to support the development of self-advocacy skills? How are outreach services being utilized to share information and resources about transition to mainstream programs and special schools across the state? What differences do you see in how districts approach transition services for students who are deaf or hard of hearing, including districts with low numbers of students who are deaf or hard of hearing?

10:30 **Topic: Data collection related to transition and post-school outcomes**

Describe any effective practices in states regarding the collection and use of data. What strategies might be used to influence the collection of data from both mainstream and school for the deaf populations? Are there ways of facilitating some consistency across a state (and/or the nation) in data collection and reporting processes?

12:00 Morning session closes  
Prepare brief report to be shared during the Summit.

### **References**

Report to the Ranking Member, Committee on Education and the Workforce, House of Representatives (GAO-12-594), dated July 12, 2012. "Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition from High School." <http://gao.gov/products/GAO-12-594>

Technical Assistance Circular (TAC) 14-03, dated May 6, 2014, "Transition Planning and Services Provided through the State Vocational Rehabilitation Services Program." <http://www2.ed.gov/policy/speced/guid/rsa/tac/2014/tac-14-03.pdf>