

CHILD FIRST

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June 2015

National Student Life for the Deaf and Hard of Hearing Conference, Austin, TX

Why Am I Here?



- Discuss about the current national landscape of Deaf Education
- Learn more about CEASD's Child First campaign
- Learn more about the role of Student Life in Child First campaign

By The Numbers



Age	Deafness/ “Hearing Impairment”	All Disabilities
Ages 3-5	9,325	745,954
Ages 6 – 17	64,192	5,417,780
Ages 18-21	5,028	372,104
Total	78,545	6,535,838

- Source: IDEA data center, Child Count 2011, <http://www2.ed.gov/about/reports/annual/osep/2013/parts-b-c/part-b-data/index.html>

OKAY...Let's put this in a perspective

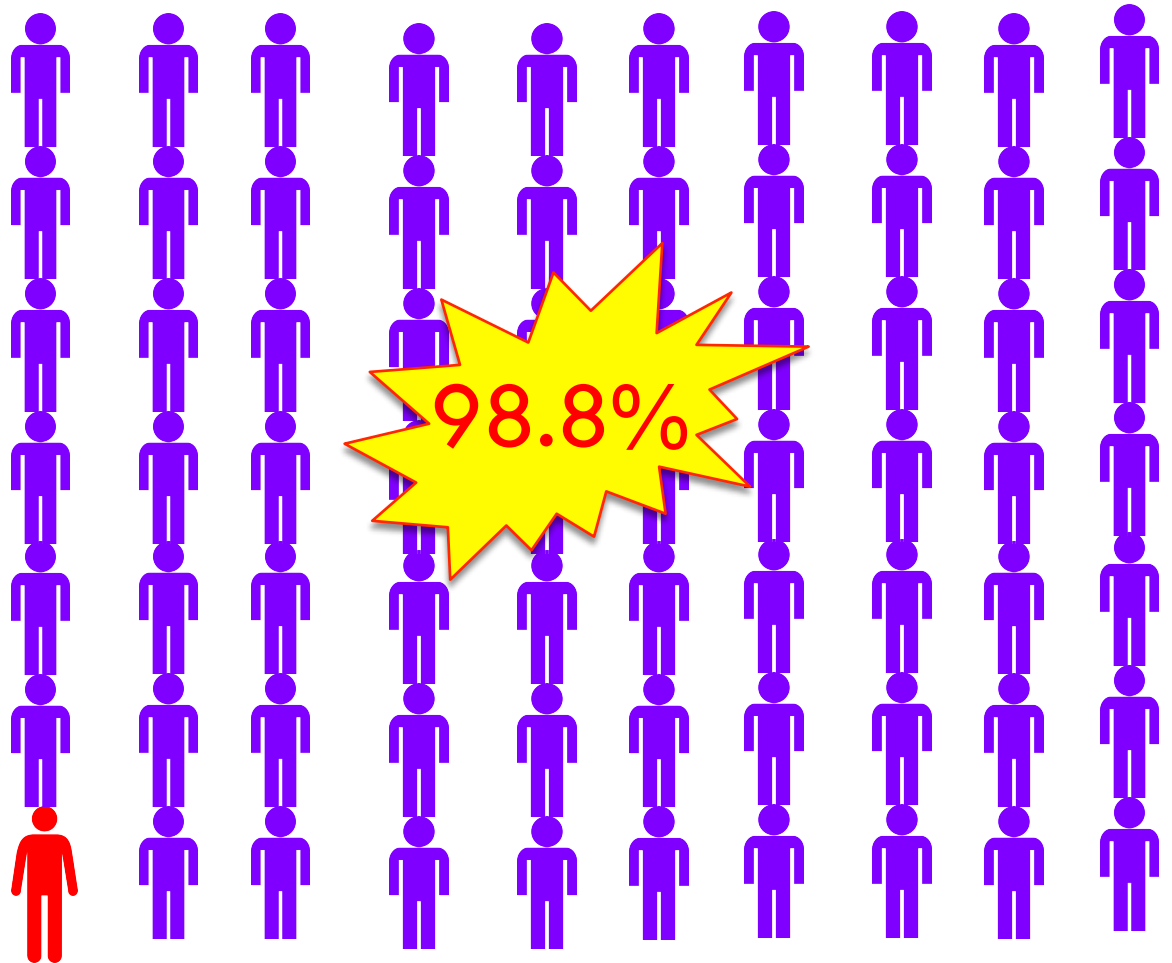


Deaf/Hearing Impairment only

All Disabilities

1.2%

98.8%

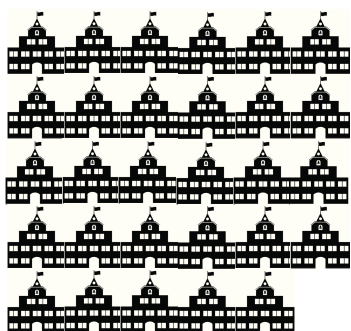


By the Numbers



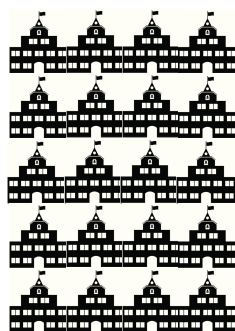
- Percentage of students age 6 through 21 served under IDEA, Part B by educational environment: **1994**

**Public School:
80% or more of
the day more**



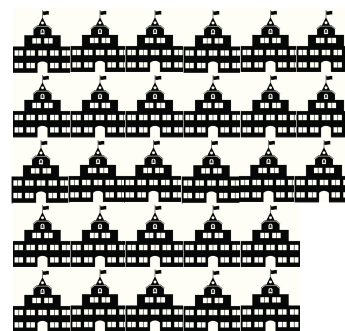
29.49%

**Public School:
40% to 79%**



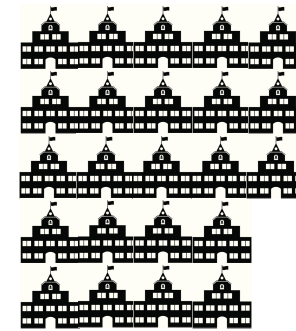
19.73%

**Public School:
Less than 40%**

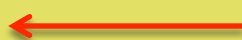


28.13%

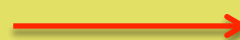
**Other
Environments**



22.69%

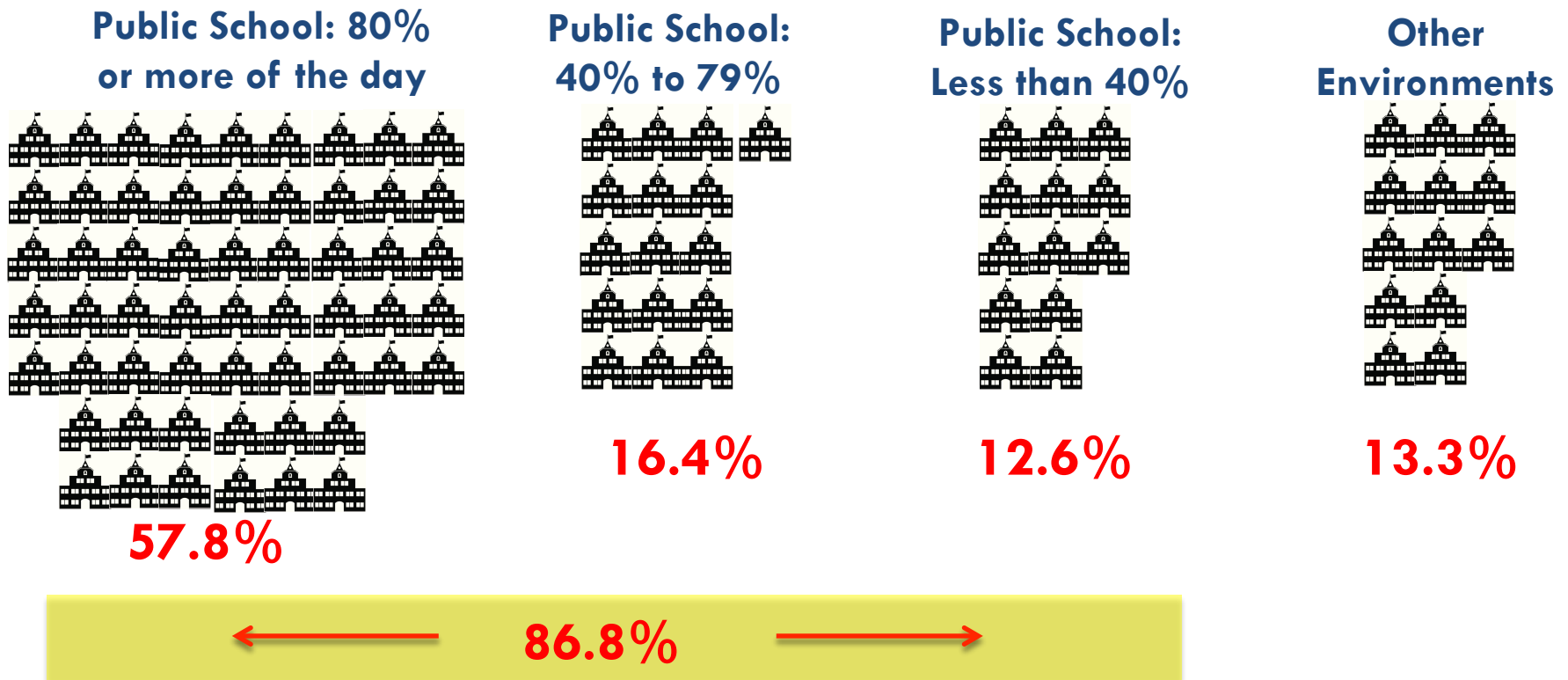


77.35%



By the Numbers

- Percentage of students age 6 through 21 served under IDEA, Part B by educational environment: **Fall 2012**



Child First Campaign (2010-2014)



- Upcoming Individuals with Disabilities Education Act (IDEA) Re-Authorization
 - ▣ Continued Misapplication of LRE for Deaf and Hard of Hearing Students
 - ▣ Arbitrary Targets for State Performance Plans (SPP) and Annual Performance Reports (APRs)
 - ▣ Low academic achievement scores



Individuals with Disabilities Education Act (IDEA) law is paradoxical...

IEP vs. LRE

IFSP vs. Natural Environments

IDEA's LRE Provisions



- Each public agency must ensure that—
- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [§300.114(a)]

Child First Principles



- Communication & language is a human and educational right
- Language deprivation is disabling
- One size does not fit all
- Access to all interactions
- Complete, accurate information for parents

Child First Principles



- IEP determines LRE
- Multiple pathways to learning
- Family involvement
- Instruction by qualified personnel
- Educational progress monitoring
- Continuum of Alternative Placements

Now What?



- The importance and relevance of Student Life Programming
- Supporting struggling schools and programs
- Cultivating and fostering relationships; building bridges
- Creating new laws and revising current laws



Gridlock in Washington, DC

Alice Cogswell and Anne Sullivan

Macy Act



Why is it needed?

IDEA intends to ensure that the educational needs of all eligible students are met – but

- ▣ Deaf and hard of hearing and blind and visually impaired students are small in number and diverse in characteristics
- ▣ School districts often do not have necessary expertise or resources

Partners



- CEASD/NAD
- 100 deaf education organizations signed on
- American Foundation for the Blind
- American Council of the Blind
- Association for Education and Rehabilitation of the Blind and Visually Impaired

Cogswell/Macy Act = Enhanced IDEA



Ensure that all deaf and blind students are counted as deaf or hard of hearing, regardless of co-occurring disabilities

State plans to support deaf and hard of hearing students and blind and visually impaired students – States to address evaluations, personnel, education and related services

Data tracking for deaf and blind students

“Special factors” - language and communication needs and other unique learning needs, Expanded Core Curriculum

Cogswell/Macy Act = Enhanced IDEA



U.S. Department of Education monitoring

U.S. Department of Education policy guidance for deaf and blind students

Part C early intervention provisions on natural environment and meeting language and communication needs

Preparation of personnel for deaf and hard of hearing babies and students

Licensed interpreters

Sponsors



- Introduced in House during last Congress (H.R. 4040) Sponsor: Matt Cartwright (PA)
- Original Co-sponsors: Steve Stockman (TX) (no longer in Congress), Mark Takano (CA)
- Obtained 21 additional co-sponsors
- Bill expired when Congressional session ended in January 2015

Next Steps



Continue to meet with House to obtain more co-sponsors

Obtain Senate original sponsors and introduce in Senate

Educate Congress and the public about the needs of deaf and hard of hearing and blind and visually impaired students

Obtain changes to law and policy necessary to fulfill IDEA's requirement of providing a Free Appropriate Public Education to deaf and hard of hearing and blind and visually impaired students

What You Can Do



Write to your member of Congress

House – If already on the bill, send a thank you! If not, ask to co-sponsor

Senate – Ask to become an original sponsor

Information:

<http://www.ceasd.org/child-first/alice-cogswell>

Congressional Deaf Caucus



- Educate Members of Congress
- Bridge communication divide
- Promoting equal access for all
- In partnership with Gallaudet University, promote expansion of Congressional Deaf Internship program

Members



- **Mark Takano** (D-CA)- California School for the Deaf-Riverside
- **Kevin Yoder** (R-KS)- Kansas School for the Deaf
- **Kerry Bentivolio** (R-MI)
- **Tony Cardenas** (D-CA)
- **Matt Cartwright** (D-PA)
- **John Delaney** (D MD)- Maryland School for the Deaf-Frederick
- **Tim Griffin** (R-AR)- Arkansas School for the Deaf
- **Mike Honda** (D-CA)- California School for the Deaf-Fremont
- **Jared Huffman** (D-CA)
- **Hank Johnson** (D-GA)- Atlanta Area School for the Deaf
- **Marcy Kaptur** (D-OH)
- **Derek Kilmer** (D-WA)
- **John Larson** (D-CT)- American School for the Deaf
- **David Loeb sack** (D-IA)
- **Alan Lowenthal** (D-CA)
- **Jim McGovern** (D-MA)- Clarke School
- **Eleanor Holmes Norton** (D-Del)- Kendall Demonstration Elementary School/Model Secondary School for the Deaf, Gallaudet University
- **Cathy McMorris Rodgers** (R-WA)
- **Kyrsten Sinema** (D-AZ)- Phoenix Day School for the Deaf, Sequoia School for the Deaf and Hard of Hearing
- **Louise Slaughter** (D-NY)- Rochester School for the Deaf, National Technical Institute for the Deaf
- **Steve Stockman** (R-TX)
- **Eric Swalwell** (D-CA)
- **John Yarmuth** (D-KY)

Questions and Answers

