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Thursday - 10 am - 12 noon session

>> Please stand by for realtime transcript. Please stand by for realtime captioning.

>> Come right in, folks. This panel does not want to be responsible for the delay in lunch. We know how angry you will get. We want to start on time. Please come right in. Rachel, are you here?

>> That would be me.

>> Come on up. The gentleman nomad from Florida will yield the floor to the lady from North Carolina.

>> Just wanted to add something to our presentation so that you're aware that this is not just a process, but also it will yield products for you, and so you've seen the Pennsylvania task force report which identifies long-term goals. However, during this process you're also going to find you're going to identify things that are short-term goals that you can do right away, and I think it is very important that you know that you don't have to wait until the report's over because they take awhile to do before you start your work and start producing those products. Just one point of clarification, we have a communication plan which addresses the IEA requirements and breaks it down. You've seen that in a number of states. The profile is for 0 to 21 and includes literacy so that we're tracking their literacy skills. I just wanted to get you clarification there. Thanks.

>> Thank you. Good morning. My name is Joe Finnegan, and I am the executive director of CEASD. I will give \$20 to anyone who can tell me what that stands for who is not a member of CEASD, \$20 to anyone who can tell me what that stands for, not a member of CEASD, and no lawyers can participate. Larry? Yes? Are you volunteering?

>> (inaudible).

>> Sorry, sorry. Now you've all had a chance to read the program. See. Now we know who the smart people are because you looked at the program and you saw the name of the organization. Go ahead.

>> (inaudible).

>> Very good. Very good. See Larry. He'll give you \$20 after the conference. The name of the organization is the Conference of Educational Administrators of Schools and Programs for the Deaf. I am going to serve as the facilitator and moderator of our panel this morning. There. That's a California \$20 bill. It is Port a dollar. -- it is worth a dollar. It is worth a dollar. Larry will buy everybody martinis tonight because in the bar here a martini is 3.50. This guy from California call sees a 3.50 drink and he thinks he has died and gone to heaven. We all know attorneys never go to heaven, so that's impossible. I apologize if there are any other attorneys in the room.

>> No need to.

>> I have been asked to make a number of housekeeping announcements. I guess it is my connection with the hotel lodging industry, but for some reason they thought I could make all the housekeeping announcements this morning. Here we go. First of all, all, there will be a meeting of the Summit Planning Committee. You know who you are. There will be a short meeting of that group at 4:30 this afternoon in the Russell room right across the call, Summit planning committee, short meeting, 4:30 this afternoon. All of the PowerPoint

presentations and summaries of the breakout sessions and the report card results will all be posted on a website within a reasonable time after the Summit is completed. The

website address is www.NDEPNOW.org, postings of information follow-up to this Summit on that website. Also, state teams, if you're looking for a copy of the planning form, the planning form for your team, blank planning form for your team to work with, Carol, who is seated -- well, normally she she is outside seated but standing in the back there now. Raise your hand, Carol, Carol who really runs the show here, she is the one who puts this altogether. She is very humble about it, but I am sure that everybody on the planning committee can tell you without her, her efforts and her organization, we wouldn't be here today. Instead, we would all number the Bahamas or something. Carol, thank you.

>> (applause).

>> Anyway, Carol can get you state team folks can get you a copy of the planning form if you bring a flash drive to her, she will load a copy of that form on your flash drive. She doesn't have flash drive to say give away. Bring one to her. State consult consultants, and we're delighted to have so many of the stated consultants with us again this year. At lunchtime today if you would see Dawn from Florida, the state consultant from Florida, Dawn at lunchtime today, she is buying your lunch, so see her, she has had fresh Atlantic shrimp flown in from the shores of -- (laughter) -- we have avocados for you. If you are having difficulty seeing the PowerPoint presentations, and there will be some for our panel presentation this morning, but if you're having difficulty seeing that, please just pick up your chair and relocate, and no one will consider you impolite to do so. Tomorrow we're going to have a different configuration here, but for this presentation today just move so you can see the PowerPoint presentation. I want to congratulate all of you for making the effort to attend this conference. The economy is not in great shape, Great Falls, Montana, while I am sure it is a wonderful place is not the easiest place in the world to get to, so those of who you made such an effort to be here, the largest number ever, this is the fourth Summit, the largest number ever, as a matter of fact, about two weeks ago on April 15th, that's a memorable day for some of us, April 15th, we had to cut registration off because we were afraid we were going to go beyond the capacity of this hotel, and we're already beyond the capacity for sleeping rooms. Some of you are sleeping elsewhere. I have lodging available in sunny St. Augustine, no, too far away, couldn't commute, and you can see how the room is bulging here. It is wonderful to see so many folks, some first timers, and some that have been attending year after year. Thank you for making that effort to join us. The panel's topic this morning, collaborating to effect awe authentic change, collaboration just doesn't happen. Relationships. Our host, one of our hosts, Steve Gettel this morning, emphasized that word relationships, and I think you're going to hear more about that from our panel, direct and indirect relationships very important in any collaborative efforts. I am a member of the planning committee in addition to working for CEASD, one of the sponsors of the Summit, and we CEASD will have our annual conference immediately following the conclusion of this conference, the Summit. I believe we still have room for registration, so if anyone would like to stay, maybe you'll all be snowed in, but if anyone would like to stay and attend the CEASD conference, we can certainly accept your registration check, credit card, money order, hard cash, however. Our panel this morning has three presenters. We had to make a last minute change, so your printed program is not up to date. It was accurate at the time the program was printed, so I can't say it is inaccurate, but today we do have a sub filling in for Mabrey Whetstone, the state director from Alabama, and he had to withdraw at the last minute due to funding restrictions in the State of Alabama. His travel approval was denied, actually withdrawn at the last minute, so we have a very able and willing substitute who I will introduce to you in just a minute. Mabrey Whetstone is also the President, the current President of NASD, the state noarks association of special education directors, so he was going to wear two hats, represents not

only the stated of Alabama but also the national association. Each presenter will have 15 to 20 minutes to make a presentation, and then we would be happy to entertain questions, so if you could, hold your questions, write them down so so won't forget them, hold your questions, and we'll be happy to entertain questions, either general questions for the whole panel or specific questions to a panel member as a follow-up to something he or she may have said in their presentation.

>>> I am going to introduce all three panel members at the beginning, and then they won't need -- there won't be any interruption between their presentations. Two of the three panel members are somewhat introduced on the printed program that you have. The first one who is our lead panelists is Dr. Jay Innes from Gallaudet University. Jay is a long time friend of the Summit. As a matter of fact, I think he spoke at the first Summit, may have spoken at subsequent Summits, but I think he has attended probably all of them as well. So we're happy that he has returned for a repeat engagement this year. Jay currently serves as the Interim Dean of the College of Professional Studies and special projects at Gallaudet University. He is a graduate of the University of Massachusetts. We don't hold that against him where he has both his BA and MA degrees, and in 2000 he was a worded a doctorate in educational administration by Gallaudet University. He has a very lengthy resume as you mate imagine, and I asked him for the short version. There is a couple of things I would like to highlight in his background. In 2002 he was asked to establish the Gallaudet leadership Institute, GLI, and under his stewardship the Gallaudet leadership in-institute has offered the first program consumer advocacy training in the summer of 2003, and then an educational leader ship program was add and had developed in cooperation with the Department of Administration and Supervision at Gallaudet, Gallaudet, University, which leads to an educational specialist degree in changed leadership, EDS, and we have some of those cohorts with us today, could they stand, please, the GLI current group of co-hearts? -- cohorts?

>> (applause).

>> Great to have you here. This is the fourth on or fifth class, which one, the fifth class of cohorts participating in that program. Some of the future leaders, some of us, may think about retiring some day, Joe Fishburn has, and we need people to step up to the plate, and the GLI program is helping to prepare those folks, and I want to take a minimum to it recognize, she will kill me after, but -- not you -- Mary Beth Lauderdale is a participant in that program. You know how we often stand up and say "learning is a lifelong pursuit"? Here is a young lady who is currently the superintendent of the Illinois school for the deaf, and she is back in school pursuing an EDS in educational administration. I think it is wonderful. I think that's great. (applause).

>>> Sitting at that same table I think smiling away like he is the father of everyone here is Dr. Robert Deville, the President of Gallaudet University who takes great pride in the accomplishments of the GLI program. Yes, you do. Anyway, that program that Gallaudet Leadership In-institute has been responsible for a number of new and innovative programs many of which required a great deal of collaboration to bring them about. That's partly why we asked Jay to be the kick-off speaker on our panel this morning. I should also mention he was a member of the steering and advisory committees of a major collaborative effort to develop and implement the National agenda on education of the deaf. So he has great credentials in the area of collaborative work. He recently participated in the rewriting of the national association of state directors of special education document entitled Educational Service Guidelines, deaf and hard of hearing. That's Jay. Our substitute, the man who at the last minute agreed to join us and participate, you met this morning because he is one of the official from Montana who welcomed us this morning. Tim Harris has worked in the office of public instruction here in Montana for 17 years. As a compliance monitor, a transition specialist, manager of the early assistance program, and in a nine-year period of

time reduced IDEA administrative complaints to almost zero. Now, he told me that, but I wasn't sure that could be true, so icon firmed that with some other folks in Montana, and that is true, he took IDEA complaints to almost zero in the state of Montana. That's really something. Now, we have to remember there is only 25 people who live in Montana, but that's still a major accomplishment.

>> (laughter).

>> And we recognize him for that. For the last eight months he has served as the State Director of special education here in Montana, and as a good friend of the Summit, a good friend of the educational needs of deaf and hard of hearing children, we hope he continues in that position for years to come. He was also a member of the Montana advisory committee to the United States Commission on Civil Rights. Now our third panel member, and in many ways, and I don't mean to slight you fellows, but in many ways one of the most important members of the panel is our parent participate participant. Parents have so much to contribute to the education of their children and other deaf children, and we're thrilled to have parent participation on all of our panels. I think that's true, all of our panels, at least we made an effort to have parent participation on all of our parents, and a lot of parents are here in the room. Can we ask, even if you are a working parent in the profession, but if you are the parent of a deaf child, could you please stand? Let's see how many parents we have in the room, please. Parents of deaf children. Look at this. That's phenomenal.

>> (applause).

>> Phenomenal. That's great. That's part of this collaboration partnership, professionals and parents working together, and so we're delighted to have with us today Lisa Crawford from Texas. I noticed on her resume that for 13 years prior to moving to Texas she worked in the corporate offices of Domino's pizza, so I expect we'll all get gift certificates after this that we can take home and get pizza wherever we're at. Lisa is the parent of a nine-year-old deaf daughter who attends the Texas school for the deaf -- 11-year-old. Sorry. You have a nine-year-old hearing child. Nine, 11, what's the difference. When you get to be my age, it doesn't make any difference. She is the parent liaison in the Texas School for the Deaf outreach office. They run an educational resource center on deafness out of TSD, and Lisa is the parent liaison. She is also the co-director for the State of Texas of the Hands & Voices chapter in Texas. This is her second Summit. She attended the Summit last year in Maryland, and this is her second time to be with us at a Summit. We're not stealing any more which I have taken too much of already their valuable time, we will turn the floor over to Jay Innes. >> Joe, about the bio, you forgot to -- you forgot to put down -- have you to learn to stop downloading junk from the internet, don't you? Before I proceed, I do want to add another term for this morning. Earlier this morning I was watching the North Carolina group. They were explaining away, and, you know, the main cause of change often times is urgency and a need -- and an urgent need for something to happen, something significant or a whole slew of things that need to be looked at and changed. Once you get started in a changing process, another word that is very important, and I saw it this morning, I was sitting there, and I was watching the North Carolina group, and I remember looking back as to how many years ago was it when I first met that damsel in distress? I was getting worked up. Rachel Ragin. I think she contacted me three or four years ago, and she wanted to change the world, and, okay, well, we talked, and she asked me, she said -- I said "Rachel, can we change?" "I don't know, but if anyone can change in North Carolina, it is you. I really want to give you applause. That word persistence, persistence. She is just wonderful. He was saying hold your questions, but I have a few questions for you in general. Is that all right? Can I ask? Which organization in America is the oldest organization for educational administrators? I see. Nobody knows.

>> (inaudible).

>> There you go. CEASD. Now, the second question. Which publication in America was the very first and is the old oldest educational publication irregardless of whether it is special Ed, deaf Ed, what was the name of the public publication? American journal of annals for the deaf. Yes. Now, what's interesting, is in -- no, no, in 1904 NAD went to war to save three schools for the deaf in America. That was in 1904. Which states almost closed down their schools for the deaf back then, back in 1904? Which were they?

>> California.

>> California. Wisconsin. Washington State, back in 1904. The reason why I am asking you these questions is our profession, our group, our consumer group, our parents, and our collaborators for so many years, I mean, this is not a new issue. We have got a long, rich history of advocacy work, and protecting deaf children, and their educational needs, and this is a good example. NAD was established in 1880, CEAD was established in 1868. Am I right? So we've added additional organizations, Hands & Voices, professional just wonderful -- we just have a rich history and have for quite some time. Now, this Summit is another example, but when I think of this Summit, I think three key words that come to mind, and I see them signed differently. Cooperation. Coordination, and the third, collaboration. How do you sign that? Like this? Some of you I see you like that. We've had a bit of a discussion, and I thought somebody gave me the idea where we could merge all of this and use this sign as collaboration. You notice there are different levels? You have cooperation, and then above that is cooperation, and above that is collaboration, and I think this Summit is about that. Now, how do I change this? Now, my job, my responsibility that was given to me is to share with you some history, and our current federal level and program efforts in order to change and improve the quality for the deaf education, and really before '88, Babbitt report, it focused on the state success and failures, and the subsequent in '88 we had a full Commission report to the President and Congress, and there was a whole menu of issues including IDA, LRE, FAPE, free appropriate education, and that report had a whole slew, 52 recommendations. Some of those were tabled and assign to do federal agencies. Some were met. Some were not. Some were met to some people. Some were not. There was a wide variation. What you see if you look at this whole list here, you're going to see a radical change with a lot of other major issues added on and concerns, and it is impacted more and more throughout the area. For example, an issue with IDA, that was the law that got passed in '85, and the Commission Report really single and had focused on that, and then in '92 the U.S. public -- U.S. department of Ed announced a lead, and we had the person here who answered -- actually made that happen, and that is Dr. Robert Deville. In his time as assistant secretary for the U.S. department of education, that whole policy, he was the leader, and it focused on if someone is placed and their communication needs are not met, then that placement is not fair and appropriate for that child. Now, I remember that first blast, and I was working for NAD and helping their advocacy work, and I took a look at it, and I carry touchdown with me almost -- carried it with me almost every where, every where I went, went, over at the federal register I was passing it out and showing it to everybody. For what it was worth, it was a policy that was just amazing because it led to so many other changes, say, for example, following that. Now, what's interesting is Bob, he left the office, and after the new elections, and the person who replaced Bob wasn't really long in their term and made a wonderful statement, a bold statement, all special schools are I IMMORAL. Do you remember that? The whole profession, I mean, everybody just converged. We didn't have cooperation. We just had conflict, and gridlock, and until we finally set up what was called action, and what that really means is A, coordination, two, ensure options now. I think that was our very first real strong response as to what was happening with full inclusion movement. Even though we didn't, we never did oppose the inclusion, we looked at the deaf language and communication issues and what the needs

were, and there was such an up roar, we set this up to protect the rights of deaf children to have language and communication accessibility in their environment. That led to the NASDCE process and development and their guidelines, and that was first published in (indiscernible), and that went throughout the area, and to this day you're probably thinking, well, the largest selling book that the NASE has ever published they ran out and had to reprint. They went through a third printing and another printing, and it is pretty obvious people who had a big want and a big need, especially at the LEA level, they were looking at that, and it really helped them approach so many different issues like you saw this morning with the North Carolina group and other states as well. From that time we've also progressed with special factors language in IDEA, people like Barbara Ross monk with ASE, Susie Rose an with NAD, and there is so many people that went and just really advocated. It was a simple change, but -- well, nothing is ever simple. There was an awful lot of work involved with the education, years of going back and forth until we finally got it in the books and added the special factors communication needs which was a consideration for deaf children related with placement and program services. So all of these issues and actions led to, yes, -- well, what I would call one of the biggest, focused general and in-depth educational approaches in Americana agenda.

>> The national agenda, CEASD and NAD, several groups, the congressional office on education, several other programs, special Ed programs, main stream programs, everyone worked together to develop this. I know that you're all using it in many of your programs now, you're making good use of that. Actually, it is interesting. We actually used the blind agenda as a model, and we're looking at where their successes were and adjusted our agenda, and what's different is we put it online on Deaf Ed Net, and thanks to Kent State, Kent State University, and the person's group, we got a lot of good feedback that way. Sometimes it is difficult to collect good feedback from your professionals because normally no one has time or interest or whatever, but for this national agenda, we had a preliminary list of goals that we put online and asked for feedback, and we received 44,000 comments, 44,000, so that document which you have in your folders and I am sure it is listed here, you have it here, it shows our goals, and those adjusted goals are based on those 44,000 comments, so the real purpose behind this was to move from what I would call what we call back then the cooperation level, move to more the coordination level, this whole moving from coordination to cooperation to collaboration level, and I am going it to be talking a little bit about that in a few minutes, but there were times bh our efforts were just solo efforts, people trying out things with no real collaboration or coordination with anyone else, and this work wasn't easy. I think every one of us has been involved of contributing something when you got no support, you were just riding on the generosity of whatever school you were working at, be it the Texas school for the deaf or Gallaudet or whatever University, people contributing all kinds of effects with no recognition -- efforts with no recognition. If you haven't seen the whole thing, here is this document. It is online. The only cost is to just download it. CEASD, for example, provides the -- provided the basic impetus for collaboration. The original goal behind this is that we would hand pick different people and that they would sign up to work on this, so people who had interest in particular goals would work on those particular issues, but what actually ended up happening is people -- the states saw it and ran to this themselves, and then Larry showed up. Larry Siegel showed up from the NDEP, and that was just a perfect fit. So go to the states, train them on how to use the national agenda, the NDEP and that whole thing, so that NADSV was also able to run with this, and participate in that collaboration.

>>> Now, it is interesting, we really wish Gay Gailen was here, NASDSE because he really ran the group. She really ran the group from '94 on. What's more important is the additional training that was included. Now, as a person whose attended some of that training on a State level, I can tell you it was all about promoting the structure of collaboration. It was just right on. There was no needing to force the issue. It was just all

looking at what do you really need, and I think the North Carolina group from their presentation, you can see from their experience their issues and needs that came from a whole lot of gathering that input from all over. You can see the progress of events that happened. None of this happened over night. We didn't invent the Summit over night years ago. There is people like Leeanne Seaver, Cheryl Johnson, who really took it upon themselves to make sure what we were doing fit what was going on in the profession and to reinforce it with people's concerns over the education of the deaf, so you see the historical progress here which leads up to what I did recently. I was reading over some documents, looking back over the years, and I forgot action. I had forgotten also that two other documents were published by Gallaudet. It is really nice to know where we're going as a profession and how we changed over the years from more cooperation level to collaboration.

>>> We found several common themes, and you've seen this morning and recently with the North Carolina group. The issue of IDEA placement, assessments, quality, and NCLB No Child Left Behind. People want to raise expectations and results. This is a common. Every document mentions these needs, language, communication, and that's a fundamental premise that needs to be changed in the system, and it really is related to language and communication. There are too many ideal logical determinations and not enough research data. Parents, educational services, in '03 there is such a large list of names. Now, a few of those documents took a look at the classroom and the need to change the education in the classroom and to be able to improve the education in order to be able to improve the education itself. Some people looked at grander scale, a model scale, but this showed both approaches. So, my look was what was happening watching that evolution con vov into an affluence point where everything has fallen into the right direction and that leads to the Summit where we need 20 require attention to focus on the needs of urgency. That's a must. We need to learn more about how children learn, language issues, cognitive development and the gamut and what all of these events are con fluent to what, this Summit. This is a perfect example. Because of this confluence there has been a change in leadership principles. You need a convergeent point in order to cause change. Many people like the status quo, but we see all of these things leading and guiding us where it is now a must, and we'll see what comes out of this. NDEP, NASDSE, also training provisions. There is a need. The national agenda. Here we are at the National Summit. Still I don't have what you would call ringing in my ears, yeah, ringing, but I do have one thing that has been ringing all along, and I think it is still when Leann got up and made the presentation of the video and repeated and repeated and asked what the time is now. We can't keep on allowing the system and whatnot. We have to cause action. That to me I thought was right on the point, exactly where we recognize the convergence, that very point where change has got to happen, and I think, and we see a lot of changes already happening, Colorado, New Mexico, California, North Carolina, Pennsylvania, and others, almost everyone now is really just going like gang busters. I couldn't name the whole list. A few years ago there was no one on that list. Now we can see the focus. It is wonderful.

>>> Some people out there who may not be able see, we'll give you copies of this through handouts, and that will be available on the internet. I remember when we were at the cooperative level, but not really beyond that much. We would cooperate out of need, but the moment we didn't have to cooperate, we would stop. Then as time moved on, we started to coordinate our efforts a little bit more, and we networked, and we became a little more consistent with our networking, and today really for the last four years I have seen it really go to the gamut where we're at full collaboration. More people are more committed. More people in their jobs have got that work focus, that need, and there is -- you can see a lot more consensus moving towards that compared to what we had before.

>>> The same text you're reading here I feel like this is where we are in a group, a real simple move from a first order change to a second order change, change, and before we were doing little tweaks here and there, just tweaking the program, just making little fixes and moving on from there, but now we're at a point where we can see we need substantial change. Larry calls that a paradigm shift. We call that a sense of urgency for needing to control the system. I want to give you an example of that. During my dissertation studies I had kids from California school for the deaf mainstreamed and other mainstream programs I was studying, and I was focusing on their thoughts and beliefs about what was most important, and what was most unimportant, and in terms of the variables and factors associated with placement decisions. I limited my research to those students who had completed or went through the system since IDEA was passed. Now, I assumed obviously that the most important variable that was going to come up from them because they were consumers, you know, was going to be hearing loss level. I also thought that what was going to be important to them was language and communication access. What struck me and still stays with me to this day is that language and communication access, they definitely rate it as most important, the most important factor, level of communication access. Hearing loss level was the most unimportant factor. Now, deaf people themselves who've been through the system and all the different types of systems that there are are all agreeing on this one issue that the most unimportant factor that had to do with their education was the focus on their level of hearing, and the most important was level of communication access. That shows you their beliefs about that, and these are the products of the system.

>>> In closing, I would like to leave you with this. Lots of things have been changing over the years, many issues have come up, and we can't predict and control everything, but through your work like this through the Summit, through the National Agenda development work, your work in supporting your schools and agencies, you can make a contribution so that we can make sure that we can adjust our sails even if we can't direct the wind -- adjust our sails even if we can't direct the wind.

>> I do have to ask a question. Besides my colleague Vern, am I the only one here that doesn't sign? Is there somebody else here how can stand up? Good. I am not completely alone. -- completely alone. Usually I am the one in the wheelchair, the one using the wheelchair, and everybody else is able bodied, but I am really kind of feeling weirded out here -- (laughter) -- being not only the one in the wheelchair but one in a few who doesn't sign, but I am happy to be here. It is also the third day out of four and the tomorrow the fourth day out of five I have worn a tie, and those who know me aren't recognizing me. Had I put my jeans on and a coat, I would have been dressed in Montana semi-formal. (laughter) to reiterate what we talked about earlier, I am not telling you anything you don't know, it is a big state, 145,000 square miles. There are 140,000 public school children between the ages of three and 18. We're the only state in the union that does not mandate services past 19. I am sorry to say that, but that's the status of our attendance law in Montana. At any rate, 140,000, over 145,000 square miles means there is less than one complete child per square mile in the state of Montana attending public school. There are states where the number of school-aged children -- I am trying to think -- in Garfield County the number is probably less than 200, and it has a square mileage of 2,500. We have some interesting challenges. I know that Lisa will challenge me with Texas as well, and my good friend Art Anderson is not here from Alaska thank God because he would challenge us even more. (laughter) not to mention the fact they don't have roads in Alaska to a lot of the schools or even the communities, but we have less than a million people in the state. We struggle with being among the lowest paid teachers in the country. Back maybe 20 years ago we were in the middle, somewhere around 24, 25, 26 out of the 50 states, we are now somewhere around 47, 46, somewhere in there. The pay here is not very good. To start some teachers get paid \$30,000 just to start. I was at a hiring fair in mi

MISSOULA, and Alaska had one of the corridors of sticks, corridors, for school to say set up their shops and there was one district there offering beginning teachers \$48,000 a year. We have teacher that is have taught 20 years in Montana that aren't making \$28,000. We have people in the office of public construction not making \$48,000 a year. Amid all of this we have 430 school districts. This is down from a high of believe it or not 3,500. 3,500 school districts is hard to imagine 56 counties, divide that out, school districts every where in the Counties, and what happened in those days, many years ago, a ranch could become a school district. They would have a school, a rancher sort of owned the school, and there was a teacher, and there might be three or four kids attending school. We reduce touchdown from 3,500 -- reduced from 3,500 to 430 and we're still over districted in Montana. Consolidation is thank God there art very many -- aren't very many people from Montana because the mention of the C word usually gets people upset, it is my school district, I am not about to give it up, there may only be three kids there, but it is our school district and we're not about to shut the doors. We have those issues.

>>> We have about 163 high school districts, some of which are combined in a K-12 district, some of which are separate districts. We have a grand total of the 163 high school districts, we have probably Billings has three high schools. Mist sue MISSOULA has three, and we only have two communities in Montana that have more than two high schools, and they only have three, and they're over crowded. We have many districts, way too many district that is have 150 or less children, and they're K-12 districts. We have high schools with as many or as few as 20 to 25 children. You heard Glenna say this morning there were seven in her graduating class. The challenge we have to face is we have this enormous territory, and we have schools just about every where and we only have 118,000 or so eligible for the IDEA, over that 145,000 square miles, and of that 18,000, somewhere in the area of 2,000 are in Billings alone. Billings has more than 10% of the special education in Montana attending public schools Great Falls, Cal spell, Butte, probably make up another 30 it 40%. We have a large number of students attending districts that is are very small. The average district size in Montana is well under 1,000. Part of what we have to do is communicate, collaborate, and cooperate. Critically, absolutely critically to any success whatsoever is the development of relationship when I took a job at the office in 1998 it was a new approach on our part to reduce conflict in schools between parents, school administration, special education teachers, special education administrators, janitors or anyone else in the school building with the hope that if we begin to develop, we open up communication, and we develop relationships with schools and with parents that we would reduce the conflicts, and whether I came into that position we averaged about somewhere between 15 and 25 administrative complaints yearly, and we reduce touchdown to where we average one or two every year because we have people talking to each other. We have relationships that have been not broken, at least bent, being put back into shape, and folks are talking. They're cooperating. I will also have to say Montana is not a litigious state. It is a very rare meeting where there is an attorney or two. I talked with people in other states where there have been as many as six attorneys in a meeting. We don't have them here. People tend to not want attorneys at meetings. They tend to want to be able to work owl the deals themselves. The issues are mitigate to do some degree because we are willing to talk, we are willing to cooperate, and we are willing to collaborate mostly because we have such an enormous size. The only way some things happen is by working together cooperatively and setting up some kind of arrangement for services that will make sense when you might be the parent of the only deaf child within 100 square miles and services are not generally available in your school district but the school district is required to make available that full continuum of services. That full continuum may include the Montana School for the Deaf and Blind. It is not absolutely centrally located, but it is close. We do have a geographic center. That's Lewistown which is about 100 miles to the east of Great Falls. Great Falls is big enough and centrally located well enough to be able to provide for

those children who according to IEP teams, parents, and others involved in making decisions, children who need a residential setting, maybe not for long, but the services are available.

>>> It is difficult when you live in the southeast, Northeast, southwest, or Northwest corner of the state, and you feel your only option is to send your child to a school that could be anywhere from 200 to 400 miles away, and then you think about how often will I see my child, just at summer break, Christmas break, possibly a spring break? Will I see my child every weekend? With finances being the way they are, that isn't always the case. We work at providing the best we can for the children. The challenges that we have to meet are the first one that we have to talk about is the academic challenge. We have NCLB, AYP, HQT, IEPs, here we have CSTs, child study teams for evaluation. We're alphabet souped to death. I have colleagues who refuse to refer to the NCLB but refer back to the original law, the elementary and secondary education act, the ESEA which was reauthorized by the NCLB act and would rather refer to it as what it really is, and that's the Elementary and secondary education act, and are from us traisted by some of the requirements in terms of measuring children's progress by by relying on the outcome of a test. Now, for those that may not be aware, there are proposed regulations coming out for the ESEA to incorporate some of the things that the current secretary is interested in changing, bending the law a little bit, and there is a two-month comment period, and those regulations came out on April 23rd, I believe it was, so somewhere near June 22nd would be the dead line to provide comments on the red lagses -- regulations. If you haven't seen those, they can easily be downloaded and please be sure to take a look and see how they might affect children with deafness, children hard of hearing, because there will be some impact on that and without any doubt. How do we make AYP, adequate yearly progress, if we're having a difficult time measuring how a student with language challenges, how do we measure that child's progress? Do we measure it strictly again on the one test they take or can we look at other things? One of the challenges we have to face is highly qualified teachers. What we like to say is our teacher is already highly qualified. They may not in all cases meet the requirements set out in the statute for being considered highly qualified, but we believe our teachers are highly qualified, and we haven't necessarily dug a trench, but we are certainly digging our heels in with regard to the HQT requirements that the federal government, Congress, sometimes think based that one-size-fits-all is a good thing, and I had a chance to comment to folks from the Office of the Elementary and Secondary education that one-size-fits-all really fits for baseball caps but nothing else I can think of. We struggle with that. We struggle with what do we do with the LRE requirements, least re frikt active environment requirements for children who are deaf? Where is the best placement for a given student? There are so many things that have to be looked at. We have to look at where the student is socially, what does the student need socially what, does the student need academically? Is this student mature enough to be in a situation where they may be placed into a regional program? We do have one regional program for educating children with deafness, and that's in mi sue la, and they draw from around the Missoula area, and there is a fairly significant population in that area, and they're able to contract with schools that provide services to children who are deaf. What would be nice is to have those kinds of regional programs in other places as well, but Montana is a local control state. I imagine there are other states here like that as well. When you're a local control state, the local school board makes decisions about what they're going to do and what they're not going to do. We don't have such a thing as a statewide curriculum. Curriculum are developed at the local level by curriculum committees and school boards. We don't dictate from our office any curriculum whatsoever. We have that struggle, what do the students need in the way of LRE, what do they need in the way of being provided appropriate social opportunities?

>>> One of the ways we work on this, and I am going to try to keep myself to just a short few more minutes, I don't want to cut Lisa short, give you guys an opportunity to talk and

ask questions, we have a special education cooperative. They're similar to but not like educational service agencies or intermediate school districts. These do not have any recognition other than through an agreement, a local agreement through the attorney general's office, so they don't have taxing power, but they can provide services through the receipt of federal funds from our office and also the receipt of some state dollars in order to hire staff to provide services. Typically it means hiring physical therapists, occupational therapists, school psychologists, speech language therapists, and in some cases I tin rant resource teachers. What we don't have in any of those co-ops are teachers of the deaf which brings out another problem we deal with in Montana is the special education teachers in Montana are K-12, licensed, den endorsed in special education as general lists. We do not specialize with teachers of the deaf, teachers for learning disabilities, et cetera. They're generalists. The reason again is less than a million people, 140,000 kids, 18,000 in special Ed, we're not in a position to hire teachers of the deaf in every school district. Some districts do have teachers of the deaf, not many, but some do, and they're usually the larger communities where services can be offered. The challenge for us, well, the challenges, the challenges for us are many, but they're not the kinds of challenges that we can't overcome and that we can't meet, and as we move further and further, the reauthorization for the IDEA is actually due in 2009 which caused us all to choke when we heard that, but the fact that the ESEA will probably not be reauthorized until maybe 2010, we're looking at a reprieve and maybe 2011 we'll be looking at the IDEA again with history authorization, and I expect there will be some significant changes. Our hope is that as we move forward and with state support, that we might be looking at developing some more regional type activities and regional type services in various parts of the state in which we can provide individuals who would be able to meet the Senator Edwards of students with -- meet the needs of students with low incident disabilities, deafness, blindness, and other kinds of disabilities as well. If you are in a mind of praying and lighting candles, please do. (laughter) so that we can just get better and better until we can meet the needs of all students when we know that we can meet them appropriately, but we want to go beyond appropriate. We want to meet their needs to the point where they are really successful in schools and have an opportunity to get the best education they can. Thank you. (applause).

>> Hello. Hi. I am Lisa Crawford. I am going to try to do this dually, so hopefully I won't mess this up. I don't have a lot of numbers to use. I won't debate. I know we have 1200 school districts. Of I will leave it at that. Basically I am focusing on what we're doing in this state regarding parent professional collaboration, so a lot of my examples I get kind of specific, and I am going to try to do this as quickly as I can. I was here last year, and just as a parent, I guess I took away some thoughts and I really wasn't sure what to expect. It was great to see all of these people coming together being committed to helping deaf kids. I was really excited to see that. I wasn't sure what to expect. I think the biggest reason that I felt everyone was here was to learn from other state teams, so hopefully we'll do more of that this year. Shared passions and goals, obviously we're all here because we want to give deaf and hard of hearing kids a chance to be successful. That's the most important thing. Encouragement to persevere. We get frustrated. You want to give up. I want to thank everybody for not giving up, and I want to encourage everyone to continue the work that you're doing. Lastly, I think that this type of a conference helps us think outside the box, look at things that you may have dismissed before, heard a state doing something that two years ago your state told you no, but maybe go back and revisit it. If you can't see the slide show move, this is the most important slide, this is my daughter. They say eleven years old. That's why I am here. I have been doing work related to deaf Ed for two years, so prior to that I wasn't involved on a professional level. She was born deaf, but she was diagnosed at eight months, and we lived in Michigan at the time. We moved

three times to get her services. We were lucky we could. Unfortunately parents still have to do that, but they shouldn't have to. There is another picture I have to show because she approved it. It is her with Marley MATLIN at a book signing. We're bummed she got voted off "Dancing with the Stars", but we were happy to see her last a couple weeks. That was exciting. Mainly that's why I am here. I want to see other parents and other families be able to access those services without having to up root their families or making that really hard choice of having to stay where they are, and knowing that their child isn't getting an appropriate education which I feel they should be trying to get more than appropriate, but I know that's what the law says. Back to Texas, I just wanted to touch on this alphabet soup here. To her. We actually spent a long time discussing collaboration versus cooperation. Fascinating discussion. In a real dry kind of way, but it was good. (laughter) so I did learn a lot about it. I don't think I need to teach everyone. I think Jay and Tim have both expressed what the differences are. We decided within our team that we kind of were more to the point of cooperation. We did name our team, the Texas national agenda collaborative because we're working towards being collaborative, and so we really have made improvements over the last year. I don't have a frame of reference for where they were in the past, but just from the discussions I am hearing, just getting everybody at the table and talking and coordinating and duplicating efforts is huge. It is a big step for us, especially because Texas is so big. Okay. I will skip through my little definitions because you don't need that. I am going to go to just examples of what we've done in Texas in terms of caring professional collaborations. I have put together a list of current examples and then I also have a list of some future in the works things we're looking to do. First off is my position. Apparently the position there was collaboration going on before I came on board: the Texas education agency and Texas school for the deaf collaborated on creating this position. The first year was a part-time position with one major goal which was to help create a parent network across the state. That's all I had to do. Month big deal. -- no big deal. You know, there was a lot of challenges there obviously, and nobody could hand me a list of parent names. There is privacy issues, geographical issues, modality issues. I had to overcome the fact there were certain groups or families who might use oral methods who viewed someone working on the Texas school for the deaf campus as somebody over here using sign language and just didn't fit for them, so it was kind of a struggle to reach out to those parents. Really, we made big strides, and I think that there are so many things all parents have in common, whether they have chosen oral methods or signing, it doesn't matter. We face a lot of the same challenges. We made good strides there. That actually resulted in the start-up Texas chapter of Hands & Voices, and there is other things going on as well. That came about because of that. We also do a family weekend retreat on the TSV campus for families who do not attend TSD. It is specific to child and families throughout the state. Any modality is welcome, and we're working. We've done a couple of mobile family re treats which we're targeting areas of the state where they don't see a lot of types of training, and you know, we have mixed results with that because it is always tough to get parents to show up sometimes at things like this, but we're trying to work with our regional programs, and we do have 58 I believe now, okay, 58 regional programs across the state. Those are programs, housed in a particular district, that have agreements with the outlying districts, and so some of those might have a cluster site where the kids are brought together on a campus, and where as other kids might get I tin rant services staying in their home districts, but they all look different. We're working to create those partnerships and build those and by doing these mobile re retreats. A couple other things I want to touch on we have in terms of parented professional relationships, we have a state EDI council, and I am on that and there are other parent reps that as well. The challenge there is I get to be there and it is part of my job, actually getting paid, a lot of the other parents are having to give up a day of work. There is some funding there to pay for some travel, so it is really nice to see that when you can get a little of that, it really helps the parent participate in that kind of thing, and within that council they're looking -- they've

partnered with a couple of parent support groups in the state, and because of that Texas Hands & Voices and Parent to Parent which is another group, we work together and we formed partnerships there, too, which is great because we can share resources and contacts as well. We have a parent involvement committee for biannual statewide conference. It is kind of a newer thing. We rotate where it is, and when it was in Austin TSD was able to provide activities for families. If it was anywhere else in the state, they weren't able to cater to families as much. This year we have a little bit of money. We have a committee, so we're working towards trying to get more families involved in that. We have a parent strand, but it is largely a professional conference, but it is nice to see that there is effort to include parents in this type of thing. We have a deaf ed state plan committee. We have a few parent reps that as well. I see a lot of efforts being made to draw parents in and to get them on the ground floor so they have ownership of some of these policies that are put in place, and if they don't, then you're going to put something up and say this is what we're doing, and they're going to maybe be more resistant than they would be otherwise. I think one of the biggest challenges I have is gaining the trust not only of the parents but of the professionals, so it is that balancing act so this degree. They kind of have to get to know you a little bit and get to know what your motivations are. I think most parents once they see that everybody really is motivated and working hard and trying to do what they can, I think they begin to buy in and really help move it forward. It gives parents a better idea of the big picture. It is just not their local school district telling them no. It is related to state and federal law, and there is issues there that we have to address.

>>> There we go. Thank you. I just have some things that we're working on, some ideas that we're trying to put forward, kind of broken up into two sections. One is we're trying to strengthen the partnership that is already exist, strengthen partnerships with entities in the state that already exist or already receiving funds to support general parent involvement, and it has taken research on my part, and part of our office, to figure out there is money for parent involvement out there. It is usually very general, general to special he had, general to parent involvement meaning anything and everything, communication between parents and schools, parent participation and advisory councils, but what we're trying to do is maybe locate those entities and find out where the gaps might be related to deaf ed and offer to come in and try to fill that gap a little bit and offer some resources or offer since I have this position for now, it is funded yearly, you know, offer me up as a resource for them so we're tying those resources together and parents don't have to search all over to find what they need. We have regional -- we have 20 regional centers across the state, educational ESE, educational service centers, yes, and there is a few that have different responsibilities. We're looking to partner with them. We have our deaf adult services communication access person who is focusing on that who is looking to develop parent training, so I have talked with her about collaborating and partnering with her, and our school for the deaf or school for the blind and visually impaired has a huge grant for a deaf/blind parent leadership program, and so we're looking to possibly collaborate with them to get some of that training and take advantage of that and see where there is overlap. Our outreach office where I work out of, we're looking to hopefully get a family involvement center on campus. That came about just through some outside -- we have a foundation associated with the school for the deaf, and it is just a grant that kind of fell into our lap, but I am excited to see the State supporting that idea, and again maybe partnering with some of other entities who are willing to -- who want to use that involvement center. We can offer that up to other agencies and do a lot of partnering with them.

>>> The other group that we're kind of looking to partner with is any group, nonprofits or private entities that focus on parent support or deaf and hard of hearing adults. There is the partners resource network or PTI project that a lot of you may be familiar with, and we have some of those in Texas. I need to learn more about that. We'll try to partner with them, Texas Hands & Voices, parent to parent. We have local parent groups that are

modality specific across the stated, certainly like to try to partner with them, include sh in a network because there is certain issues they affect everybody. If we can get numbers behind us, it will help us get to the point where we can tap into that and use it to our advantage to make and effect positive change. We also have possibilities to partner with deaf and hard of hearing adult community groups, the hearing loss association of America has approached us about possibly one of the members is the parent and an adult with hearing loss and she is interested in Hands & Voices, so is he might be a regional and kind of do a sister group from the local HLAA group, and the Texas Latino deaf and hard of hearing council, we'll partner with them on a mobile family retreat. I stole this from Larry Siegel from last year, his quote. It really hit me. It is a little depressing, but it is very inspirational at the same time. I will read it for those of you who can't see it. Do not depend on the hope of results. When you're doing the sort of work you have taken on, you may have to face the fact your work will be apparently worthless and achieve no worth at all, if not perhaps results opposite to what you expect. As you get used to this idea, you will start more and more to concentrate not on the results but on the value, the rightness, and the truth of the work itself. I have that hanging up in my office. We all get frustrated. It is tough. I have a little soap box moment, but everybody talks about this, and I am just going to comment that a lot of the parent calls that I get, I think are coming from unintended effects of No Child Left Behind, and we haven't isolated incidents in Texas, kind of an example of that where you talk about local school districts being able to make decisions about programs, well, with the testing of the kids on grade level all of a sudden, and you have a concentration of deaf and hard of hearing students on a campus, it will bring down their scores, so the local school boards decide we don't want this program any more, so we will boot them out.

I don't know what you do about that. I really don't know. We're obviously trying to address that, but I just would like to challenge the state teams to think about that. Whatever changes we should make should be intended to improve education and not just reacting to the law. NCLB is -- there is a lot of positive things in the law. I am glad it is there. It is presenting some good challenges, and raising the bar, but we have to focus on how is that affecting our kids, and make sure that we don't see negative effects because of that.

>>> Back to why we're here. There is Emma. That's the end of my soap box moment. Thank you very much. I appreciate the work you do.

>> (applause).

>> Larry, particularly enjoyed that to know that someone from last year paid attention to his presentation. (laughter) we now have the opportunity for some questions, and hopefully some answers. Those answers could come from the panel or from someone here in the audience. Questions? I am being told -- we didn't start, though, until 10:30. We have to have our full 90 minutes or Larry as my attorney will take -- (laughter) can we do that? Okay. Questions? If anyone has a question, I will ask you to come up to the front of the room, going to have a microphone, come up to the front of the room. We have to be sure there is good communication here. There is a microphone. Okay.

>> I am really curious how Texas, and I don't know if you can answer this question, how they're funding these regional programs. I think that's a big challenge for folks. I don't know if someone here that could answer that.

>> Larry, do you want to take that one? Okay. I have a whole table over there to tap into.

>> We're not. (laughter) actually, the Texas regional day school program for the deaf program started back in the 70s, and at that time there was legislative appropriation that was probably even adequate to cover the expenses of 50 -- now 59 regional day school programs for the deaf scattered throughout the state. Some of the programs are very

large. Some of them are very small. It was a legislative appropriation, and we still do get money from the legislature to support the operation of those programs. However, it is nowhere near sufficient. It is probably at the point now where we're funding less than 50% of the actual costs of educating deaf and hard of hearing students through the legislative appropriations. We also get federal funds, but we add to those appropriations to the school districts, but even when you add the federal funds and the state funds together, we're probably still funding less than 50% of the actual costs. The appropriation hasn't gone up from the legislature in the last twelve years, and we don't expect it to go up, so the numbers keep going up and costs keep going up, the amount of money that school districts need to contribute to the process continues to go down.

>> Thank you. Tim wanted to make a comment.

>> One of the things, I cut short my presentation, after I looked at it and started talking I realized I had about an hour-and-a-half and thought that's not good. One of the things I didn't say was that part of what makes things work in Montana is the collaborative effort we've had for years and continue to have and will continue building on with the Montana school, the outreach people which the increase has been how much, Steve, in the last two years? We've added five more, and we're trying to get folks in those outreach positions available to the school who need assistance, and it might be that when we move into some kinds of regional service areas that we might be looking at helping out as much as we can, too, with state and federal funding, so it is real important that everyone know that if we didn't have that cooperative relationship, that things wouldn't work as well as they do, and it takes effort, but we're up to it, and the fact that we have a good relationship, we're able to continue it.

>> Another question from the floor? I know Jay wants to add.

>> I just want to make a comment about Montana. We're all hearing about how big it is and how dispersed it is, and how dispersed the children are and where the challenges are they face and whatnot. Well, I happen to have gone to Colorado about a month ago for the academic bowl competition, the western regionals, and you know Gallaudet University sponsors nationwide academic bowl competitions, main stream kids, schools for the deaf, so I went to the western regionals, and Montana was there. I learned from the kids chatting with them during lunch that there was only seven kids in the high school. Is that right? Seven kids in the high school? 25. 25. Okay. Okay. They competed against some of the main stream programs, schools for the deaf with 200 or 300 population or more, and those four kids from Montana won the championship of the western regionals, so who knows Montana? Wonderful! I didn't tell you that everyone in the gym was in Montana, the last three matches, were against two California schools, huge schools, and the third was a large main stream program in California, University Hills High School, in Orange County, total contrast to the Montanas. They also won. The sportsman ship award as well, so great representation for your State. Now, last I wanted to mention, Larry, you owe me a new book, another example, to add to the list that I showed you earlier in the presentation. Larry published a new book entitled "Human Rights to Language", and he paved his way to the Supreme Court and put this on the table, and people now want to ride with him to Washington, D.C. for that. You let him know. Are you selling it here? Are you passing it out? (laughter) okay. All right.

>> I think I saw Larry get a little disappointed when he heard that what Tim had to say about this is not a LITIGOUA state that, they're able to resolve all of their issues. Larry was coming I think planning to hang up a shingle up here and start a satellite practice, but now he has decided no market for his services in Montana where they collaborate very well. One last question if we have it? Closing announcements? Any more housekeeping announcements? Pool side lunch is pool side where we enjoyed breakfast this morning.

After lunch you go into those breakout sessions. This room will not look the same after lunch. Carol gave us the location of those four breakout sessions for this afternoon. Thank you all.

>> Thank you. [The conference is breaking for lunch]