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Introduction: In the spring of 2013, 56 Colorado stakeholders in deaf education came together for two meetings to consider the Colorado system for deaf education. Colorado Families for Hands & Voices coordinated these stakeholder opportunities through *Inspiring Change*, a mini-grant funded by the Colorado Commission for the Deaf/Hard of Hearing with additional support from The Colorado Department of Education (CDE), Children’s Hospital Colorado, AT&T Colorado, and Visible Voices. The Colorado School for the Deaf and the Blind and school districts also participated. We are grateful for the support of the Colorado Commission for the Deaf and Hard of hearing in both selecting this project and actively participating in making this a successful effort.

The goals of the *Inspiring Change* mini-grant were to:

- Create a meaningful learning opportunity for stakeholders to view and respond to current Colorado achievement measures for deaf and hard of hearing students;
- Learn about what CDE can and cannot mandate and measure;
- Learn about the timeline of deaf education reform activities that have taken place in the past and what supports are available in Colorado today;
- Learn from state representatives (Minnesota, Washington, and Iowa) what other systems have done to improve outcomes; and
- Give Colorado educators, parents and representatives from the Deaf community an opportunity for a cost effective, low stress venue to build or rebuild interagency relationships and take first steps toward meaningful systemic improvement in services to deaf and hard of hearing students.

This document reflects meeting proceedings, presentations, participant evaluations, and the meeting product, *Table A: Proposed Strategic Initiatives for Inspiring Change*.

Preparation: In preparation for the two events, CO H&V discussed the proposal as a board, and met in person or through technology with CSDB, Cheryl Johnson as our past CDE consultant, representatives from those organizations who provided letters of support (Children’s Hospital Colorado, The University of Colorado-Boulder, The Colorado Department of Education, and

Facundo Element), as well as members of the deaf education reform committee through CAD (approximately eight members in January 2013), and numerous staff and parents from throughout Colorado to engage the community. We invited over 100 participants, including Deaf/hard of hearing adults, teachers of the deaf, audiologists, speech-language pathologists, administrators, professional education program personnel, parents of children experiencing a variety of school placement options and communication modes, interpreters, representatives from Part C (birth to three programs) the state department of education and state government. A representative from the Lieutenant Governor's office did attend the first meeting. Interpreters were offered through the support of the Colorado Department of Education. CART was arranged through Visible Voices at a discount to CO H&V. Discussions during the project were ongoing, resulting in an additional sponsor, additions of a few individuals, and a change from four out of state reports to three in order to give more time for stakeholder discussion at the April meeting. 56 participants attended meeting. A majority was able to attend both sessions but in some instances, another representative attended or illness/work prevented attending both meetings. Parents from Hands & Voices staff or board shared volunteer duties in set up, registration, presentation assistants, and tear down, while other parents (whether or not members of H&V) attended as participants.

In the invitation to participate, we asked potential participants to complete a short survey about their willingness to participate, keeping an open mind, ability to study documents in preparation, and their basic knowledge of key pieces of Deaf Education Reform information related to Colorado thus far. While there were a handful of respondents who considered themselves experts, a majority rated their knowledge of the National Agenda for Deaf Education Reform, the Blueprint for Closing the Gap document, efforts in other states, and how achievement data is collected for students at no knowledge to some working knowledge of this background information. Because of this, we decided to include more history and background knowledge into the first session's presentation.

Proceedings: The February 12, 2013 Meeting at Children's Hospital Colorado

Janet DesGeorges, Hands & Voices Executive Director, welcomed participants. Ms. DesGeorges opened with remarks on collaboration included in the master PowerPoint for the day's session. Rhonda Beach Tyree, an independent facilitator, overviewed the agenda and facilitated introductions. Cliff Moers, Executive Director, Colorado Commission for the Deaf and Hard of Hearing followed with a stirring Call to Action. See these opening presentations in the master PowerPoint. (All presentations are linked here and posted on www.cohandsandvoices.org)

Master Inspiring Change PowerPoint, including Call to Action

Cheryl Johnson, The ADEvantage Consulting, and past CDE Consultant (1990-2006) shared a timeline of past efforts at improving Colorado outcomes and systems, and a variety of structures for Deaf education in various states.

Background: Colorado History and Reflections on Deaf Education: Johnson link

Mary Hartnett shared Minnesota's comprehensive, legislated plan to disaggregate data for better review of educational outcomes, regular reporting, and funding for implementation of their plan, along with insights about how Minnesotans joined together to advocate for services and regulations that support equal access for all Deaf and hard of hearing citizens. Ms. Hartnett is Executive Director, Commission of Deaf, Deaf blind and Hard of Hearing Minnesotans. She stressed that their key pieces of legislation required significant support from a variety of organizations and included consumers, parents, and health/education/service and advocacy

organizations. Much of the information shared (and more) can be found on the Minnesota Commission website.

Minnesota Presentation Hartnett Feb2013

Rick Hauan spoke about the development of Washington's expanded "inreach" program, going from a very small centralized staff to 29 professionals representing a variety of disciplines and expertise in various communication modes and skills, located throughout the state. Their mandate from the legislature is to support families, districts and students, and listed staff members include audiologists, school psychologists, SLP's, an interpreter coordinator, teachers of the deaf/hard of hearing, and a bilingual coordinator. Also underway is an expanded effort in the 18-21 year old Transition program for students engaged in career and college readiness. Mr. Hauan shared how this plan emerged following concerns about the Washington State School for the Deaf and direction from the legislature to improve supervision of students and training for staff in the residential life program. Mr. Hauan is Director of the Washington State Center for Childhood Deafness and Hearing Loss (CDHL). Mr. Hauan did not share a PowerPoint but did provide the legislation and brochure link that further explains the program in writing.

Washington Story

Ruth Mathers, Consultant from the Colorado Department of Education, shared the most recent data available about where students attend school, showing students in nearly every district, rural and urban, in Colorado, with the most concentration in Denver Metro and Colorado Springs. She shared several facets of the 2012 TCAP student achievement data for reading, writing and math. Many questions remain about the data available, and other data is needed to illuminate how students are progressing. While the data had not been fully analyzed, it seemed clear that deaf/hh students *on IEP's* from grade 3 through grade 10 are at a high risk of slow progress in core competencies. In general, students who achieve grade level in third grade continue to progress, but only a handful of students who stay on IEP's and made progress in closing the gap by 10th grade for this one year of data. TCAP (Transitional Colorado Assessment Program) scores were not included for students who were not on IEP's or who may have had other labels, such as multiple disabilities, deafblind or other categories. The numbers of students compared to the last released data in 2004's Blueprint for Closing the Gap document show lower numbers of students on IEP's, so it is believed that students on 504 plans represent the drop in numbers. The Colorado birth rate and rate of identification of hearing loss has decreased slightly in recent years, but the nearly 2 per thousand babies born with hearing loss has remained a fairly constant number statistically. Please see the presentation for the questions Ms. Mathers posed herself about the data.

CDE TCAP Achievement data

Finally, here is the **Participant evaluation data from the Feb 12th meeting** showing that the average response to "how inspired are you for change in deaf education" was a 4.29 out of 5 rating, with 5 being most inspired. See the evaluation for more detail. It was clear that participants wanted more time to address Colorado's issues within the large and small group discussions, so we determined to drop one state presentation from the April 24th meeting.

Following that meeting, presentations and the evaluation data were posted on the Colorado Hands & Voices website and the agenda went out for the next meeting. We were approached by Holly Bise at AT&T Relay Colorado who was interested in supporting the next meeting. She assisted in finding a location that was more conducive to small group discussion than the

auditorium style room available in February.

Proceedings: The April 24, 2013 Meeting at the Denver Central Library

Two parents, Lisa Weiss and Tracy McGurran, opened the meeting and welcomed participants. Weiss and McGurran told their personal stories grounding the importance of the *Inspiring Change* opportunity in the direct experiences of children and families. Both moms shared how they must reconsider their boys' placement on a regular basis due to the changing landscape of professionals in the field and ability of current programs to meet the unique needs of their sons. The boys use different modes of communication, amplification, and live in different areas of the state, but the difficulties expressed were very similar for these two highly engaged parents.

To re-energize the momentum of the February 12th meeting and to sample the diverse Colorado perspectives, several key leaders participated in an *Inspiring Change Panel*, including:

- Janet DesGeorges, Colorado Hands & Voices;
- Robin Getz, Denver Metro CO-Hear;
- Dianne Goberis, Adams 12 Schools;
- Carol Hilty, Colorado School for the Deaf and the Blind;
- Ruth Mathers, Colorado Department of Education;
- Cliff Moers, Colorado Commission for the Deaf and Hard of Hearing;
- Stephanie Olson, Bill Daniels Center for Hearing, Children's Hospital; and
- Christie Yoshinaga-Itano, Ph.D., University of CO Boulder.

Rhonda Beach Tyree facilitated panel responses to two questions: (1) When it comes to meeting the unique needs of all children who are deaf and hard of hearing in Colorado, what is currently working and what's not? (2) What are the most promising possibilities for change? In preparation for the panel, Ms. Tyree held several individual or small group conversations by phone or email with panelists as they were available. During the April 24th meeting, the panelists shared the following in front of the appreciative audience.

What's working according to the panelists: (Summary)

Laws and available guiding documents, such as the Deaf Child's Bill of Rights, ASL as a Foreign Language, the Quality Standards for Deaf Education, the Blueprint for Change, Hearing Aid Legislation;

strong, timely referrals from audiologists to the Colorado Hearing Resource Coordinators (CO-Hears);

passionate, dedicated educators;

some continuing education opportunities like the Cochlear Implant Consortium and other options offered through distance learning;

the CDE mentor program and its emphasis on changing classroom experiences for our students;

expansion of Outreach through CSDB including the Early Literacy Development Initiative (Integrated Reading and Shared Reading Projects in the homes);

the strength of Colorado Hands & Voices and empowered parents;

the presence of two dedicated audiology programs at Marion Downs Hearing Center and the Bill Daniels Center, research through CU Boulder;

and research showing our Spanish speaking birth to three population has children who are d/hh with better language outcomes than those who are hearing.

What is not working according to the panelists:

We need to keep student performance at the top of our targeted list, and keeping in mind that student performance is still lacking. We need to look at what we have and ask "Now, what?"

How do we get families more support in the transition to Part B services and beyond? Our three year olds have better outcomes in general now than ten years ago, but they don't maintain that standing age 3 to 18; in that group, we see more of a socioeconomic impact than we do in birth to three.

How do we get our non English speaking families and those with children who have multiple disabilities (Deaf Plus) fully engaged?

Where is the accountability for programs serving our deaf/hard of hearing students and children?

How do we get educators working with this small population meaningfully connected to share ideas, resources, and problem solving?

How do we expand programs so that one isn't penalized based on the area of the state a child happens to be born in? How can we drop boundaries between school districts to give students better access to quality education? How can we create meaningful school programs for children, rather than hope they fit the program available to them?

How do we deliver content to some of our middle and high school students with the highly qualified staff requirement?

How can we keep children from falling through the cracks? CSDB notes that students may come to the school as middle or high school students who are very far behind.

Where will the next generation of educators come from given our national shortage in all deafness related fields?

How can we get interaction with a diverse group of deaf/hard of hearing adults with a child and family all along their journey? How can we better include the perspectives of deaf/hard of hearing adults in the state EHDI and education process?

How do we support kids in the social-emotional arena – not just in vocabulary but in pragmatics, how to protect themselves, and understand what is going on socially around them?

After the panel discussion, participants worked in four smaller groups to generate possibilities for change. The framing question was, "*To improve outcomes of all children who are deaf and hard of hearing, what strategic initiatives are we inspired to take on together?*" The small groups proposed over fifty possible strategic initiatives. During the next presentation, Ms. Beach Tyree worked with Sara Kennedy, Director of Hands & Voices, and with Tracy McGurran, CO H&V board member and parent, to create a preliminary classification of like-ideas. They sorted the proposed strategic initiatives by five themes:

- Beyond Boundaries;
- Data;
- Best Practices;
- Cultural Connection; and
- Finding and Supporting Quality Staff.

(Note that the title was originally “qualified staff,” but that was changed later through consensus of the group in the meeting.)

Marsha Gunderson, Iowa Department of Education Consultant housed at the Iowa School for the Deaf, presented on the Iowa model. She discussed achievement data, regional programs, and the expanded core curriculum with several handouts.

Marsha Gunderson’s presentation

The small groups identified additional strategic initiatives in light of the preliminary classification and Ms. Gunderson’s presentation. By the end of the meeting participants generated 56 possible strategic initiatives.

Following a brief clarification discussion, participants each prioritized promising ideas. The framing question was “*To improve outcomes of all children who are deaf and hard of hearing, what are the most promising strategic initiatives for us to take on together?*” Each participant placed dot stickers on up to fifteen different statements. See *Table A: Proposed Strategic Initiatives for Inspiring Change*.

Priorities determined by Stakeholders

Over half of the group (a simple majority) identified as priorities these six of the strategic initiatives:

- Get full access to a full range of data that accurately depicts the students that we serve (33 dots, focus under *Data*)
- Develop a collaborative team/network to design a statewide strategic plan to improve student outcomes. (30 dots, focus under *Beyond the Boundaries*)
- Get an increase of deaf involvement at all levels. Engage with Deaf adults as stakeholders. (26 dots, focus on *Cultural Connection*)
- Offer parent support and training to empower parents to be participants and advocates in their child’s education. (26 dots, focus on *Best Practices*)
- Provide parents of newly identified kids who are deaf or hard of hearing with multiple opportunities to meet adults from the Deaf community. (24 dots, focus on *Cultural Connection*)
- Support legislation – money added to the blood spot screen to replace MCH grant; support for early identification and parent support. (23 dots, focus on *Beyond the Boundaries*)

At the conclusion of the meeting, comments called for increased collaboration statewide. The group agreed that a logical next step was to develop “a collaborative team/network to design a statewide strategic plan.”

Participant [Evaluation data from the April 24, 2013 Inspiring Change Meeting.](#)

Outcomes Summary:

The evaluation ratings show that a majority of our goals were met. Participants also shared that they gained knowledge of not only other state systems, but made meaningful progress in their own understanding of their role or the services currently available in Colorado. This was true particularly for the newer teachers in attendance. Evaluations received were lower in number than the Feb 12th meeting, but feedback remained positive on all aspects of the meeting, its outcomes, and especially the opportunity to continue to collaborate on the barriers facing our students.

Referring again to the original goals of the project and the measurable outcomes, we include a short statement about each one.

- *Create a meaningful learning opportunity for stakeholders to view and respond to current Colorado achievement measures for deaf and hard of hearing students;*

The evaluation data suggests that this goal was met through written information, presentation and discussion, and (as possible) analysis by experts in the field. In addition, many of the evaluation comments indicated that professionals and parents found this one of the most valuable parts of the project and it fueled two of the top priorities chosen for the group on April 24th (Data collection and Best Practices.)

- *Learn about what CDE can and cannot mandate and measure; (measurable outcome 1) Improving an understanding of the data CO has available and can measure, what CO can and can't collect, and how educational outcomes can and can't be influenced by the state monitoring system through a pre and post test.*

The average rating on this goal was "good," possibly lower than "excellent" because the data available was limited to one year. Awareness was raised about district measures not available to CDE. A majority (approximately 58%) had no working knowledge or only "some working knowledge) of previous deaf education reform work in Colorado prior, and the post evaluation data suggests that the majority (approximately 63%) now rate their own knowledge of strategic initiatives to be good to excellent, and 20 out of 22 responders on the April 24 survey rated the presentation and facilitation good to excellent.

- *Measurable outcome no. 2: Participants will be familiar with the results of the recent survey from H&V and CSDB on parent satisfaction with outreach activities from both agencies was problematic for us. This survey was conducted during the Spring and Summer of 2011. CSDB staff indicated that they preferred we not share that information specific to CSDB, and we felt the survey was not as useful without the CSDB information. This was shared internally with our staff and board and with CSDB leadership. Of note, we can share that parents rated their experience with Deaf/hh role models very highly among those parents who had had contact. Parents who had access to Hands & Voices found the parent to parent support helpful to very helpful in their own child's journey, and the Colorado Resource Guide was the most familiar resource second to the Hands & Voices Communicator. More regional events were also requested.*
- *Learn about the timeline of deaf education reform activities that have taken place in the past and what supports are available in Colorado today;*

- Again, the 58% majority of respondents had no or limited working knowledge of how achievement data is collected in CO and ended the sessions with a rating of 2.95 out of 4 (excellent) on understanding knowledge of achievement data. Given the complexity of information across a diverse audience, we are pleased with that rating. The comments also suggest a much deeper understanding than on the early comments upon invitation.
- *Learn from state representatives (Minnesota, Washington, and Iowa) what other systems have done to improve outcomes; and (measurable outcome number 3) Participants will be familiar with the underlying issues and outcomes in four current models of systems change in WA, MN, WI, IN including unintended consequences and benefits of the themes of forced change vs. interagency agreements:* Minnesota and Washington’s presentations both held high interest in the group.

For Minnesota, participants rated these varied aspects of their plan to show promise for Colorado students on an interactive poll through PollEverywhere:

Washington responses	
Support for programs serving children birth to 21, including early childhood, school age, and transition from high school.	22
Ability to support staff serving children attending schools all over the state	19
Ability to support staff serving children using all communication modes	19
Clear delineation of responsibility for outreach support	17
I don't see elements that inspire me for Colorado	5
I need more information.	3
Total	85

For Washington, participants questioned the premise of the ideology that dictates the Deaf Education system in Washington and whether or not there was data supporting improved outcomes since the change. There was broad interest in several factors presented by Washington, as noted in the feedback from the PollEverywhere chart. Discussion comments after all sessions indicated understanding of the issues of legislated versus interagency agreement changes, with some of the audience referencing Indiana’s deaf education reform and hoping that Colorado could come to a more friendly set of solutions for all stakeholders.

After Minnesota’s presentation, a majority of responders found systematic legislative efforts to be the most promising aspect of MN’s plan for Colorado students.

MN: Which elements hold the most promise for Colorado students?

Option	Responses
Outcomes tracking possibilities show promise	11
Stakeholder agreements through consensus process	10
Funding solidified for program support	11
Systematic legislative efforts improve system over time	21
I don't see elements that inspire me for Colorado	4
I need more information.	0

Given the time constraints at the April meeting, we did not run the PollEverywhere questions but relied on the final evaluation form instead. With fewer replies (about 20) 75% of respondents rated the Iowa presentation good to excellent in increasing their understanding of Iowa's system.

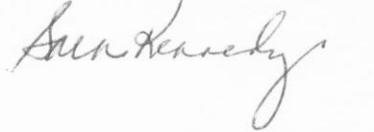
- For measurable outcome number 4: *Participants will share feedback on barriers, needs, data gaps, and opportunities for collaboration between settings and districts:* it was intended for these issues to come up during the small group discussions. These were added to the list of priorities (see Appendix A.) Ruth Mathers from CDE highlighted many of barriers and data gaps. We had a long discussion about the difficulty in reaching "beyond the boundaries" of local control in Colorado, and participants were mixed as to whether interagency agreements or legislation might be needed to change that structure to benefit our students.
- *Give Colorado educators, parents and representatives from the Deaf community an opportunity for a cost effective, low stress venue to build or rebuild interagency relationships and take first steps toward meaningful systemic improvement in services to deaf and hard of hearing students is grouped with Measureable outcome 5: Participants new to the state or new to their position will note increased sense of competence in affecting systems change in their current positions by survey questions.*

We heard from so many participants through the comments and later calls and emails that this was the first time they had been in a room with other stakeholders to discuss the state as a whole. For others, it was the first time since the 2008 Deaf Symposium, particularly the keynote speakers. We had nearly 50 comments over the course of the two meetings that this needed to happen in an ongoing way, shouldn't be a "two time only" effort, and even this comment from one responder: "I am so grateful... I am now inspired for deaf education!" Another two teachers in a small group expressed great relief in meeting other educators and learning about resources that could impact their work with mainstreamed and centerbased students right away: from assessment tools to practical self-advocacy or Deaf culture resources. Our own board was unanimous in agreeing that it was a successful effort to bring a diverse group of stakeholders together as a foundation to further efforts for systems change. 18 out of 21 respondents from April 24th's meeting rated their collaboration as good to excellent, with three rating this as "fair." We were pleased to have the support of so many leaders in the field of deaf education in bringing this event together.

- Finally, Measurable Outcome number 6: *Potential directions for systems change will be collected, analyzed, and shared with the group of participants after the facilitated discussions and a springboard for next year's activities.* This is the entire focus of Table A, which includes fifty-six possible strategic initiatives that are presented within five themes: (1) Beyond Boundaries; (2) Data; (3) Best Practices; (4) Cultural Connection; and (5) Finding and Supporting Quality Staff. Participants agreed that a key outcome of the *Inspiring Change* meetings would be the development of "a collaborative team/network to design a statewide strategic plan."

To lead this effort and to identify next steps, Ruth Mathers, Colorado Department of Education, and Carol Hilty, Colorado School for the Deaf and the Blind, committed to work with Cliff Moers, Colorado Commission for the Deaf and Hard of Hearing and Sara Kennedy, Colorado Hands & Voices to begin discussions about further collaboration and a statewide strategic plan. As of September 2013, discussions have begun about dates for future meetings and a commitment to further work has been made by the four organizations.

Respectfully submitted on behalf of the
Board of Directors and our staff,

A handwritten signature in cursive script, appearing to read "Sara Kennedy", is written over a light gray rectangular background.

Sara Kennedy, Director
Colorado Families for Hands & Voices

TABLE A: PROPOSED STRATEGIC INITIATIVES FOR INSPIRING CHANGE

Triggering Question: *To improve outcomes of all Colorado children who are deaf and hard of hearing, what strategic initiatives are we inspired to take on together?*

Beyond Boundaries

1. *Develop a collaborative team/network to design a statewide strategic plan to improve student outcomes. (30 dots)*
2. Improve collaboration and communication between CHIP, deaf educators, Hands and Voices, and the Deaf community. Do people know what different organizations do? (13 dots)
3. Change local control. (13 dots)
4. Develop a statewide system that provides effective, unfiltered resources to families. (13 dots)
5. Change the medical view on deaf and hard of hearing by educating doctors and audiologists about Deaf culture. (12 dots)
6. Enable students belonging to a region not "owned" by a school district. Through collaboration students receive the best education with the best resources. Critical mass equals effective instruction. (9 dots)
7. Develop a statewide framework for preK-12 research based instructional practices. Promote consistency among systems birth to adulthood. (8 dots)
8. Promote better education and information sharing with high-level decision-makers (administrators, etc.). (3 dots)
9. Address how we gain "critical mass" for funding of good quality programs. (2 dots)
10. Collaborate statewide funding to provide resources. (1 dot)
11. Create Deaf oversight and decision-making in collaboration with CDE. (1 dot)
12. Embrace a humanistic approach that focuses on education. Change the ideology. (1 dot)
13. Improve outreach to rural communities. (1 dot)
14. Improve transparency by all agencies and programs. (1 dot)
15. Promote inclusion for all programs (decision-making, language/cultural, no selected groups) – all together. (0 dots)
16. Increase opportunities for collaboration on a statewide level. (0 dots)
17. Educate the public about Deaf education issues in a manner that includes stories and faces and affects the bottom dollar. (0 dots)
18. Propose ways to change the system (one stop information center). (0 dots)
19. Support legislation now in process to increase special education funding. (0 dots)
20. Develop and support regionalized programs. (0 dots)
21. Professionals, families, Deaf adults ensure that all deaf and hard of hearing students gain the resources that they need to be successful. (0 dots)
22. Take accountability and develop action plans that go beyond today. (0 dots)

TABLE A: PROPOSED STRATEGIC INITIATIVES FOR INSPIRING CHANGE

Triggering Question: *To improve outcomes of all Colorado children who are deaf and hard of hearing, what strategic initiatives are we inspired to take on together?*

Data	Best Practices: Early Intervention	Best Practices
23. <i>Get full access to a full range of data that accurately depicts the students that we serve. (33 dots)</i>	29. Extend services for birth-to-three and family services for beyond age three. Provide language development support for three to five. (21 dots)	34. <i>Offer parent support and training to empower parents to be participants and advocates in their child’s education. (26 dots)</i>
24. Include data on the full range of students from birth-to-21. Include information on other disabilities and other fields of data. (19 dots)	30. Update Colorado Quality Standards. Add expanded core curriculum to meet the needs of students holistically. (7 dots)	35. <i>Support legislation – money added to the blood spot screen to replace MCH grant; support for early identification and parent support. (23 dots)</i>
25. Use data to change the system and for practical applications. (16 dots)	31. Increase Deaf involvement, deaf-centered decision-making process. (3 dots)	36. Increase parent involvement, parent-centered decision-making process. (3 dots)
26. Track the performance of students to determine the effectiveness of practices (agreed upon assessment and instruction). (14 dots)	32. Mandate the use of a communication plan for birth-to-three services. (2 dots)	37. Implement person-centered planning for IEPs. (5 dots)
27. Pursue legislation to expand access to data statewide. (7 dots)	33. Develop well-defined characteristics of intervention. (0 dots)	38. Provide assessment of basic communication characteristics to include ASL assessment. (1 dot)
28. Obtain disaggregated data. (2 dots)		39. Provide specialized high school curriculum and programs. (0 dots)

TABLE A: PROPOSED STRATEGIC INITIATIVES FOR INSPIRING CHANGE

Triggering Question: *To improve outcomes of all Colorado children who are deaf and hard of hearing, what strategic initiatives are we inspired to take on together?*

Cultural Connection

- 40. *Get an increase of deaf involvement at all levels. Engage with Deaf adults as stakeholders. (26 dots)*
- 41. *Provide parents of newly identified kids who are deaf or hard of hearing with multiple opportunities to meet adults from the Deaf community. (24 dots)*
- 42. Expand statewide access to role models who are Deaf, hard of hearing, and additional role models. Use more technology and more training for role models. (17 dots)
- 43. Provide ASL classes. (Need a program; not just beginners!) (16 dots)
- 44. Develop large group activities for deaf and hard of hearing students to engage with same age peers monthly. (3 dots)

Finding and Supporting Qualified Staff

- 45. Provide collaborative professional development for itinerant/other professionals working with Deaf/hard of hearing 3-21 year olds. Provide opportunities for deaf/hard of hearing educators to share ideas, assessments, strategies, resources, and information. (18 dots)
- 46. Re-establish the Deaf symposium or similar training. (17 dots)
- 47. Assess signing skills of TODs with ASLPI or other methods of testing. (15 dots)
- 48. Provide professional development opportunities that incorporate blended learning (i.e., technology) and are ongoing and based on researched interventions and practices. (15 dots)
- 49. Recruit passionate, well-trained professionals and partners with training programs to provide meaningful teaching experiences. (12 dots)
- 50. Identify professional development priorities. Develop realistic and effective systems of professional training including administrators, SLPs, etc. (10 dots)
- 51. Provide district, regional training and coaching for each teacher to implement practices. (7 dots)

- 52. Advance recruitment, qualifications and licensure of highly qualified educators and interpreters. (6 dots)
- 53. Promote professional development starting with education of teachers of the Deaf. (2 dots)
- 54. Improve the definition of "highly qualified" and make sure that we have good highly qualified teachers. (2 dots)
- 55. Recruit qualified teachers especially Deaf language role models and interpreters. (2 dots)
- 56. Provide more professional development via face-to-face meetings as well as using technology. Evaluate the model for professional development. (1 dot)