



Students who are Deaf or Hard of Hearing

Fiscal Year 2013

Report

To the

Legislature

As required by

**Minnesota Statutes,
section 125A.63**

COMMISSIONER:

Brenda Cassellius, Ed. D.

Students who are Deaf or Hard of

Hearing

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Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$ 6,685.51 Most of these costs involved staff time analyzing data from surveys and preparing the written report. Incidental costs include paper, copying, and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

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A Report from Minnesota Resource Center: Deaf/Hard of Hearing Advisory Committee — Minnesota Department of Education as required in Minnesota Statutes, section 125A.63.

Legislative Charge

Minnesota Statutes, section 125A.63 was amended in 2009 to include the legislative charge to:

(1) identify and report the aggregate, data-based education outcomes for children with the primary disability classification of deaf and hard of hearing, consistent with the commissioner's child count reporting practices, the commissioner's state and local outcome data reporting system by district and region, and the school performance report cards under section 120B.36, subdivision 1; and,

(2) describe the implementation of a data-based plan for improving the education outcomes of deaf and hard of hearing children that is premised on evidence-based best practices, and provide a cost estimate for ongoing implementation of the plan.

The legislation mandates a report on data gathered from statewide assessments administered as part of the commissioner's state and local outcome data reporting system by district and region. This report will include data that has been gathered which reports on performance of students who are Deaf/Hard of Hearing on the Minnesota Comprehensive Assessments (MCAs) and the Minnesota Test of Academic Skills (MTAS), as well as other data that has statewide impact. The Minnesota Comprehensive Assessments (MCAs) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. The reading and mathematics tests are used to determine whether schools and districts have made adequate yearly progress (AYP) toward all students being proficient in 2014. Reading and mathematics tests are given in grades 3-8, 10 and 11.

There are currently three standardized assessments used in the state of Minnesota. They are the MCAs, MCA-modified (MCA-M), and the MTAS. The MCAs are taken by the largest number of students. The MCA-M is taken by students who have failed to meet proficiency on the MCA (in two separate testing's). The MTAS is taken by students who have the most significant cognitive disabilities. For all three tests, there are important considerations:

The Individualized Education Program (IEP) team is responsible for determining, on an annual basis, how a student with a disability will participate in statewide testing. This decision-making process must start with a consideration of the general education assessment.

Participation in the administration of an alternate assessment is not limited to any particular disability category.

Alternate assessments are aligned with grade-level content standards.

Students must meet all eligibility requirements for a particular assessment before it is selected by the IEP team.

Executive Summary

This report summarizes performance of students who are deaf or hard of hearing (D/HH) on MCAs and MTAS. Additional data include some of the efforts, data, and results of work from the education- based agencies, departments, and individuals who serve deaf and hard of hearing (D/HH) students.

Nationally, 34 percent of deaf/hard of hearing students have additional disabilities. Minnesota has similar demographic data. Given this data, a workgroup was established and surveyed the state to determine what was needed. The workgroup determined that a combination workshop with teachers for deaf and hard of hearing combined with teachers for developmentally cognitively disabled was needed. The workshop was held on November 19, 2012. The Early Hearing Detection and Intervention (EHDI) teams also identified Deaf Plus (students who are deaf or hard of hearing but also have another disability) as a primary focus for the up-coming year.

The deaf and hard of hearing advisory committee used national and statewide data to develop educational outcomes in 3 areas: EHDI, transition, and deaf plus. This report includes the challenges we expect when attempting our action items. This report also identifies anticipated challenges when collecting data and implementing our action plan towards improving educational outcomes.

Challenges in reporting data for a low incidence disability group like D/HH are carefully outlined in this report and careful consideration of the diversity and heterogeneity within D/HH education should remain in the front of readers' minds as they go through this document.

State standardized testing data is reported with the caveat that no one test can fully represent a deaf/ hard of hearing child, or his/her abilities, nor are standardized tests sensitive or flexible enough to sufficiently represent the progress D/HH students make regularly.

Some members of the committee have been involved with the Collaborative Plan for D/HH. This plan is made up of various stakeholders in the D/HH field. The project is developing goals, outcomes and measurable indicators to improve services for students who are Deaf, Deaf-blind and Hard of Hearing. This year the project surveyed parents and teachers of the Deaf and Hard of Hearing to gather more data. The parent survey gathered data on what resources the parents have and how they are getting them. The survey also queried parents on how they were obtaining IEP/IFSP information. The teacher survey focused on caseloads and resources available to them. A meeting was held in early April to re-visit the original plan and make revisions. To learn more about this effort you can visit the Minnesota Commission for the Deaf on the web.

The report concludes with recommendations for D/HH education in the near future.

Information about the Minnesota Resource Center: Deaf and Hard of Hearing

The Minnesota Resource Center: Deaf and Hard of Hearing (MNRCDHH) is a part of the Minnesota Department of Education (MDE). Minnesota Statutes, section 125A.63 requires that the D/HH Resource Center have an advisory committee. The purpose of the Minnesota Resource Center Deaf/Hard of Hearing Advisory Committee in addition to the legislative charge on page three is to examine data for children and youth who are deaf or hard of hearing and to make recommendations designed to improve education for deaf and hard of hearing children statewide. The MNRCDHH's goals, as established by the advisory committee, are:

1. To function as a statewide resource center for all children and youth who are deaf/hard of hearing, their parents and educational service providers by engaging in activities which promote the individual talents and capabilities of students who are deaf/hard of hearing, increase their independence and foster interaction and mutual understanding between these students and other members of their present and future communities.
2. To identify and disseminate information on innovative educational programs and best practices as they relate to identification, assessment, program planning, curriculum, instruction, transition, and hearing loss.
3. To increase training opportunities for professionals throughout the state on topics related to special education and services for students who are deaf/hard of hearing.
4. To facilitate effective communication among parents, educators and other concerned citizens on the educational needs of students who are deaf/hard of hearing.
5. Provide technical assistance to interpreters, audiologists, special education administrators, teachers working with students who are deaf/hard of hearing (D/HH), rehabilitation counselors, related and support service providers and parents of students who are deaf/hard of hearing.
6. To provide in-service training to meet identified local, regional and state needs.
7. Provide consultation or site visit upon written request from school administration to address questions of special education teams serving students who are deaf/hard of hearing.
8. Provide informational workshops/meetings on best practices methods, materials and assistive devices associated with the education of students who are deaf/hard of hearing. These activities include progress monitoring webinars, literacy training, auditory learning DVDs, Deaf-Plus (additional disabilities), conferences, and institute for teachers and interpreters to improve ASL skills, network meetings with teachers of the D/HH and D/HH educational audiologists.
9. Participate in networking activities with national and state professional and consumer organizations sharing common goals for improving programs and services to students who are deaf/hard of hearing including meetings with MDE staff, the Minnesota Deaf/Blind Technical Assistance Project, Advisory board for Minnesota Hands and Voices, and the Early Hearing Detection and Intervention (EHDI) Committee.

10. Provide referrals to appropriate state agencies and other service providers addressing needs of individuals who are deaf/hard of hearing.

Information about the Division of Special Education at MDE

MDE's Special Education Division provides statewide leadership to ensure a high-quality education for Minnesota's children and youth with disabilities by applying the most credible data, methods and tools to build capacity in the state's broader educational communities. Through the practice of mutual respect, transparency and responsibility with students, families and educational partners, Special Education supports high learning standards based on each child's unique needs to prepare them for further education, employment, independent living and community participation.

The Division of Special Education's current organization includes four units. MRCDHH reports to the Low Incidence and Work Force unit, which also encompasses specialists helping deliver high-quality services to students who are deaf or hard of hearing, deaf-blind or physically impaired and those with other health disabilities. In addition, specialists in this unit provide support and guidance on assistive technology, accessible instructional materials, workforce recruitment and retention, the Minnesota State Interagency Committee and other aids.

The Assessment and Accountability unit specializes in services for students with autism spectrum disorder, emotional-behavior disorder, developmental cognitive disabilities and specific learning disabilities. It also provides support and guidance in the areas of Positive Behavioral Interventions and Supports, Response to Intervention, alternate assessments, related services and paraprofessionals; assists the state Special Education Advisory Panel; and provides program planning service for the division.

Special Education's Interagency Partnerships specialists work with nontraditional and care and treatment education programs, secondary transition and third-party funding and provide communications support for the division.

The specialists in Special Education's Data and Reporting unit coordinate with the U.S. Department of Education's Office of Special Education Programs on required reporting and analysis, administer the State Personnel Development Grant and Continuous Improvement Monitoring Process, and monitor outcomes for minority students and English language learners.

Working together and with its partners at MDE, other state and federal agencies, educators, families and students, division of Special Education specialists and support staff help achieve the division's vision that all children get necessary support for healthy development and lifelong learning.

Highlights of 2012-2013 Report

The report shows data that has been collected in the state of Minnesota, with the input of the advisory committee. Deaf and hard of hearing children do better than special education, as a whole as shown on the graph on page 24, but not as well as their

hearing counterparts. We see the biggest population in the middle grades, and note that half of the population is in the metro area.

- A transition guideline was developed for Teachers of the Deaf and Hard of Hearing (TDHH) by a team of 10 professionals from the Transition work group. The guideline was piloted during the 2012-2013 school year. Presentations were given to Special Education Directors, Regional Low Incidence Facilitators, Regions and at the Charting the C's Conference (cross categorical conference). The tool will be available to TDHH in the fall of 2013. A team of people went to the National Conference on Transition for D/HH in January and presented this guideline. Numerous states requested more information and copies. While at the conference, time was given to team members to plan for D/HH transition in their own states.
- One full-day workshop was held on November 19, 2012 for DHH teachers who worked with students who have a hearing loss and additional disabilities. Results show that over 70 percent indicated that they used strategies gleaned at the workshop. A total of 151 people attended the workshop.
- Another full-day workshop was held on October 2, 2012 which focused on the assessment tool- Language Use Inventory. The author Daniela O'Neill presented how to use this pragmatic development tool with young children. Research in the field shows that D/HH children lag behind their hearing peers in this area. A total of 121 people attended this workshop.
- Eight members of the Advisory Committee participated with the Minnesota Collaborative Plan for D/HH. The project is developing goals, outcomes and measurable indicators to improve services for students who are Deaf, Deaf-blind and Hard of Hearing. This year, the project surveyed parents and teachers of the Deaf and Hard of Hearing to gather more data. The parent survey gathered data on what resources the parents have and how they are getting them; they also queried them on how they were obtaining IEP/IFSP information. The teacher survey focused on caseloads and resources available to them. A meeting was held in early April to re-visit the original plan and make revisions. To learn more about this effort you can visit the Minnesota Commission for Deaf on the web. : <http://www.mncdhh.org/education/481/new-coordinator-joyce-daugaard-has-agreed-to-be-the-collaborative-coordinator>
- From fall 2009 through spring 2012, the Minnesota Department of Education, the Minnesota Low Incidence Projects, and Teachers for Deaf Hard of Hearing across the state completed the "Birth to Three EHDI Data and Outcomes Reporting Pilot". The information collected was in addition to that which was available through the existing process of early childhood outcome reporting to MDE and child-count data. This pilot project was created to: (1) help provide information with regard to statewide EHDI system timelines, (2) establish a baseline of current aggregate language development outcomes for children with hearing loss from birth to three years of age who were receiving early intervention services, (3) provide teachers of the DHH with suggested assessment

resources helpful for monitoring communication development and progress over time, (4) provide service providers, program coordinators, and Regional Low-Incidence Facilitators with aggregate demographic data, information on types and degrees of hearing loss, communication choices, services provided, etc. that could inform discussions of programs and services, and (5) provide a trial period of a potential system for collecting language outcomes data for all children with hearing loss and their families who are receiving early intervention services that would preserve child and family privacy. A summary of the results of the three-year "Birth to Three EHDI Data and Outcomes Reporting Pilot" was provided in the 2011 and 2012 reports to the legislature.

Eligibility

Data collected were analyzed in a variety of ways, including child count data reflecting those students receiving special education services under the categorical disability of deaf/hard of hearing.

The eligibility criteria for meeting the needs for services as deaf/hard of hearing (D/HH) are found in Minnesota Rule 1335.1331. The rule states:

Subpart 1. Definition.

"Deaf and hard of hearing" means a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures.

Hearing loss has the potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services.

Subpart 2. Criteria

A pupil who is deaf or hard of hearing is eligible for special education instruction and related services if the pupil meets one of the criteria in item A and one of the criteria in item B, C, or D.

A. There is audiological documentation provided by a certified audiologist that a pupil has one of the following;

- (1) a sensorineural hearing loss with an unaided pure tone average, speech threshold, or auditory brain stem response threshold of 20 decibels hearing level (HL) or greater in the better ear;
- (2) a conductive hearing loss with an unaided pure tone average or speech threshold of 20 decibels hearing level (HL) or greater in the better ear persisting over three months or occurring at least three times during the previous 12 months as verified by audiograms with at least one measure provided by a certified audiologist;
- (3) a unilateral sensorineural or persistent conductive loss with an unaided pure tone average or speech threshold of 45 decibels hearing level (HL) or greater in the affected ear; or

(4) a sensorineural hearing loss with unaided pure tone thresholds at 35 decibels hearing level (HL) or greater at two or more adjacent frequencies (500 hertz, 1000 hertz, 2000 hertz, or 4000 hertz) in the better ear.

B. The pupil's hearing loss affects educational performance as demonstrated by;

(1) a need to consistently use amplification appropriately in educational settings as determined by audiological measures and systematic observation; or

(2) an achievement deficit in basic reading skills, reading comprehension, written language, or general knowledge that is at the 15th percentile or 1.0 standard deviation or more below the mean on a technically adequate norm-referenced achievement test that is individually administered by a licensed professional.

C. The pupil's hearing loss affects the use or understanding of spoken English as documented by one or both of the following;

(1) under the pupil's typical classroom condition, the pupil's classroom interaction is limited as measured by systematic observation of communication behaviors; or,

(2) the pupil uses American Sign Language or one or more alternative or augmentative systems of communication alone or in combination with oral language as documented by parent or teacher reports and language sampling conducted by a professional with knowledge in the area of communication with persons who are deaf or hard of hearing.

D. The pupil's hearing loss affects the adaptive behavior required for age-appropriate social functioning as supported by;

(1) documented systematic observation within the pupil's primary learning environments by a licensed professional and the pupil, when appropriate; and,

(2) scores on a standardized scale of social skill development are below the average scores expected of same-age peers.

Children can receive services under the category of deaf/hard of hearing from birth until graduation (which can occur up to age 21, as determined by the IEP team).

Challenges in Data

Students who are identified with D/HH as their primary disability are not a homogenous group. The data in this report reflects those who have DHH as a primary disability. Students present with a wide range of types and degrees of hearing loss. They may speak or use manual communication (e.g., American Sign Language, Signed English, Signing Exact English, and Cued Speech) or a combination of sign and speech. They may have one or two hearing aids, one or two surgically-placed cochlear implants, other amplification devices, or no amplification at all. Children coming from another country may have a communication system used in their homeland which is unique. The data collection system in place at MDE is based on federal requirements and does not allow for more detailed analysis.

Students receiving services in Minnesota schools under the category of deaf/hard of hearing are served in a variety of educational settings. Some children attend schools with a primary goal of providing education to students who are D/HH (Minnesota State Academy for the Deaf (MSAD), Metro Deaf School (MDS). Most children attend neighborhood schools, with supports from special educators with expertise in D/HH acting in a variety of roles, including providing direct service or consultative services.

As data were collected for this report, it was impossible to isolate data based on a range of factors which impact educational outcomes, including;

- Type of hearing loss

- Degree of hearing loss

- Amplification system(s) used

- Age of onset of hearing loss

- Age of diagnosis of hearing loss

- Primary means of communication used in school settings.

- Primary means of communication used at home.

- Family structure and support systems

- Socio-economic status of family

- Education services received by the student

- Identification of additional educational needs for students

- Parent choice in determining educational placement and communication

MCA data may not be sensitive enough to reflect challenges and trends within the field. These factors and many more can impact educational outcomes.

Questions that are not considered in this report but may be relevant to keep in mind when reading this report:

- Are scores for D/HH students comparable to outcome data for all students from their district?

- Are curricula and instruction aligned with educational standards?

- Are there additional educational needs for students?

- Is there impact related to socioeconomic status?

- Is there impact for families for whom English is not a primary language?

- What is the degree of hearing loss?

Is curriculum delivered in accessible formats for students?

What is the educational setting for students?

Do students receive direct instruction from a Teacher of the Deaf and Hard of Hearing?

Are there enough qualified interpreters?

Are students being exposed to a language-rich environment?

Are caseloads increasing? What are the ramifications?

Is there a need to collect data on primary and secondary eligibility labels?

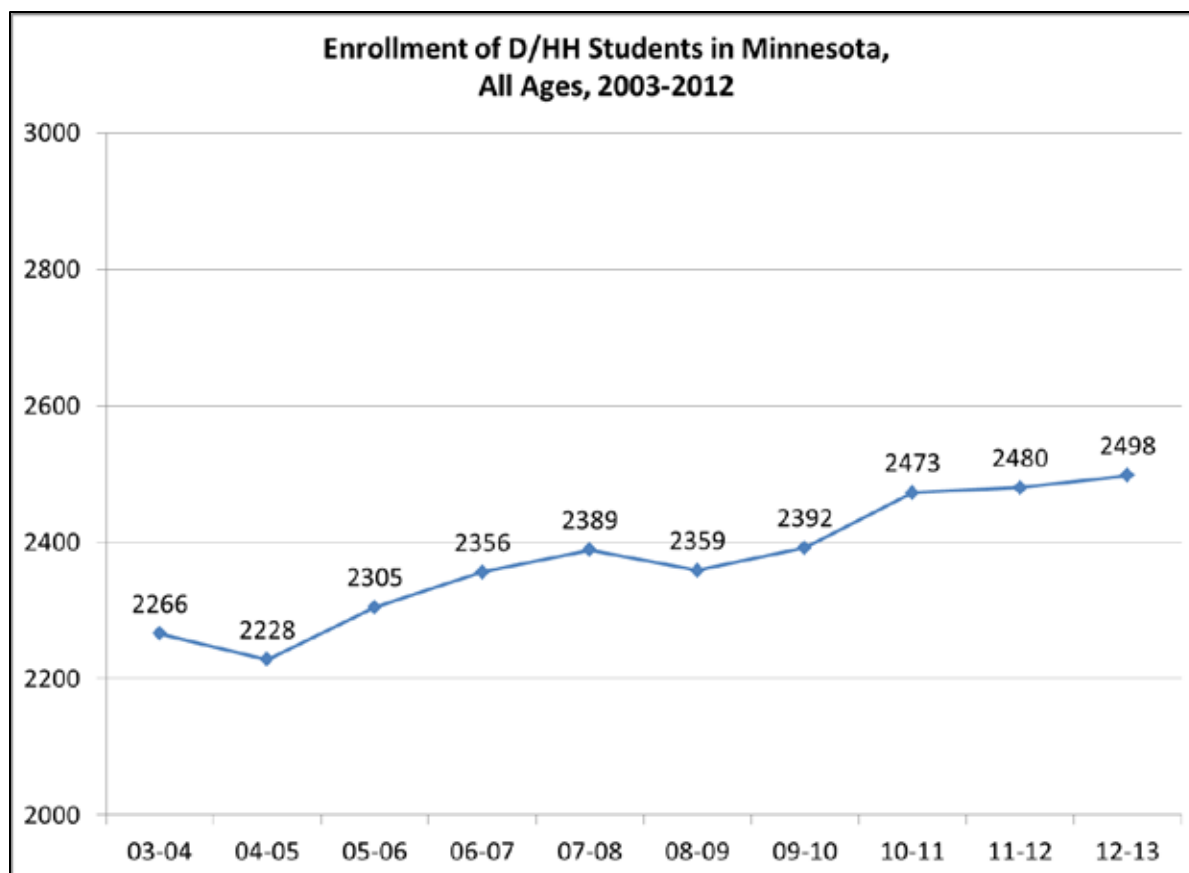
Is dual sensory information being collected?

Child Count Data

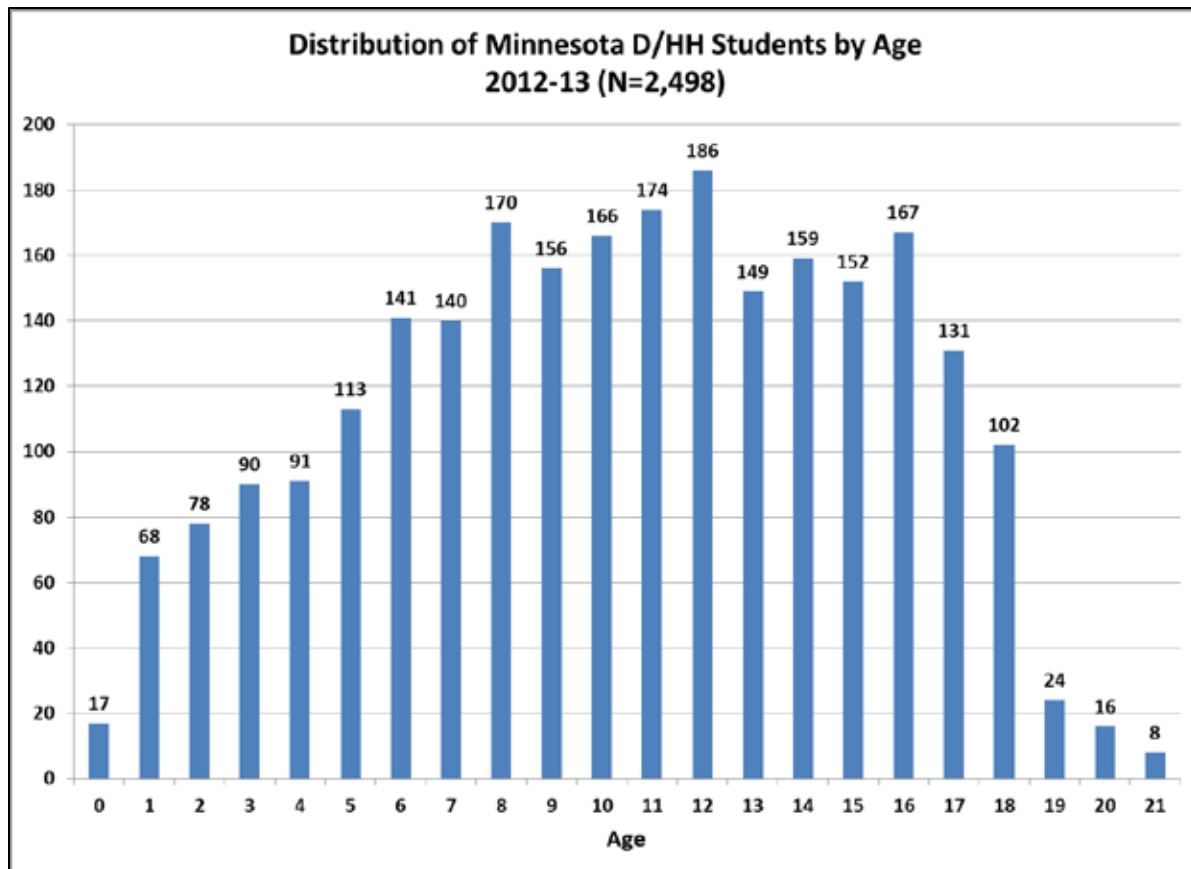
Child count numbers are collected from each educational district by the Minnesota Department of Education annually on December 1.

There are currently 2,498 children receiving special education services in Minnesota schools under the primary categorical disability of D/HH in both public and private schools. There are additional children who have a hearing loss, but data are reported and collected only on the primary categorical area identified by an IEP team. Thus, there are students receiving services under the category of D/HH who have additional special education needs, and there are students who receive D/HH services under other categorical areas who have a hearing loss in addition to their other special education needs. There is no way with the current data collection system to report these numbers or to analyze any discrepancies.

Students who are D/HH are represented in all ages of the student population in Minnesota. Based on the December 1, 2012, child count as reported on the Minnesota Department of Education website, the following graphs were created. Both state and regional graphs show the distribution of children receiving services through this primary category (D/HH):



Data Source: 2012 and previous child count numbers



Data Source: 2012 Minnesota Child Count

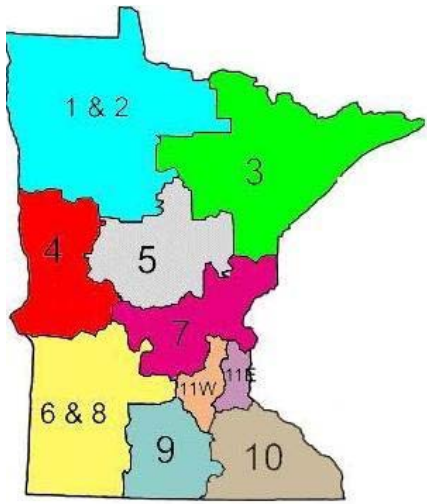
Distribution of Minnesota of D/HH Students by Age

Age of D/HH Student	Number of Students
0	17
1	68
2	78
3	90
4	91
5	113
6	141

Age of D/HH Student	Number of Students
7	140
8	170
9	156
10	166
11	174
12	186
13	149
14	159
15	152
16	167
17	131
18	102
19	24
20	16
21	8

Data Source: 2012 Minnesota Child Count

The map below is a visual representation of the educational regions in Minnesota.



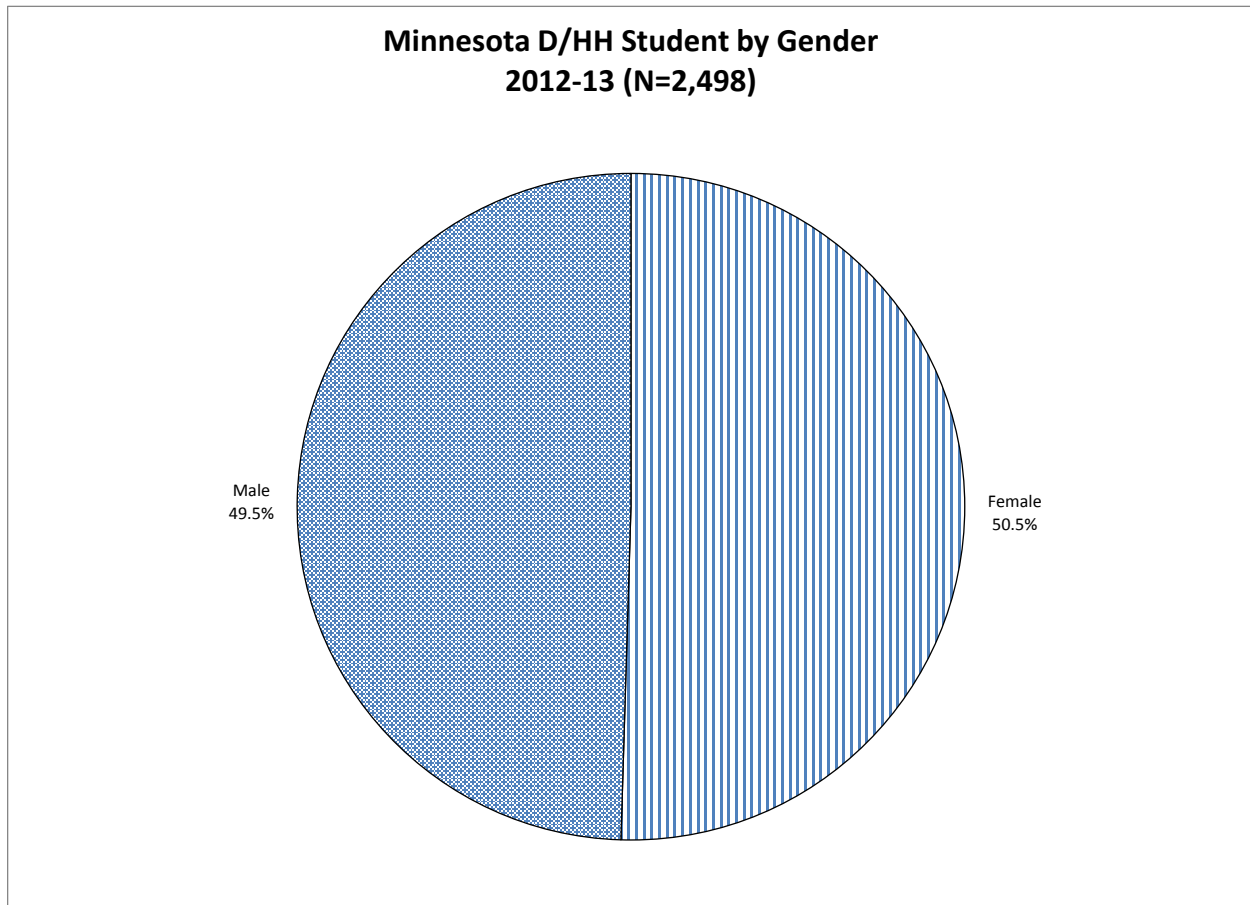
Percentage of Minnesota D/HH Population by Region, 2012-13					
	Total Enrollment	SWD	D/HH Students	Percent of SWD	Percent of Total Enrollment
Region 1 & 2	27967	4888	43	0.88%	0.15%
Region 3	43827	7198	91	1.26%	0.21%
Region 4	32230	5449	75	1.38%	0.23%
Region 5	25455	4501	59	1.31%	0.23%
Region 6 & 8	45119	7144	171	2.39%	0.38%
Region 7	98899	14906	186	1.25%	0.19%
Region 9	33131	5864	94	1.60%	0.28%
Region 10	76023	10658	348	3.27%	0.46%
Region 11	463463	67822	1431	2.11%	0.31%
Total	846114	128430	2498	1.95%	0.30%

Data Source: 2012 Minnesota Child Count

Students who are D/HH represent 0.30 percent of students of all children enrolled in Minnesota schools, or, 1.93 percent of students receiving special education. This clearly meets the standard of being a low incidence disability (students making up 10 percent or less of students receiving special education services).

Gender

In 2012, of the 2,498 students identified with a hearing loss, 49.5 percent were male and 50.5 percent female.



Data Source: 2012 Minnesota Child Count

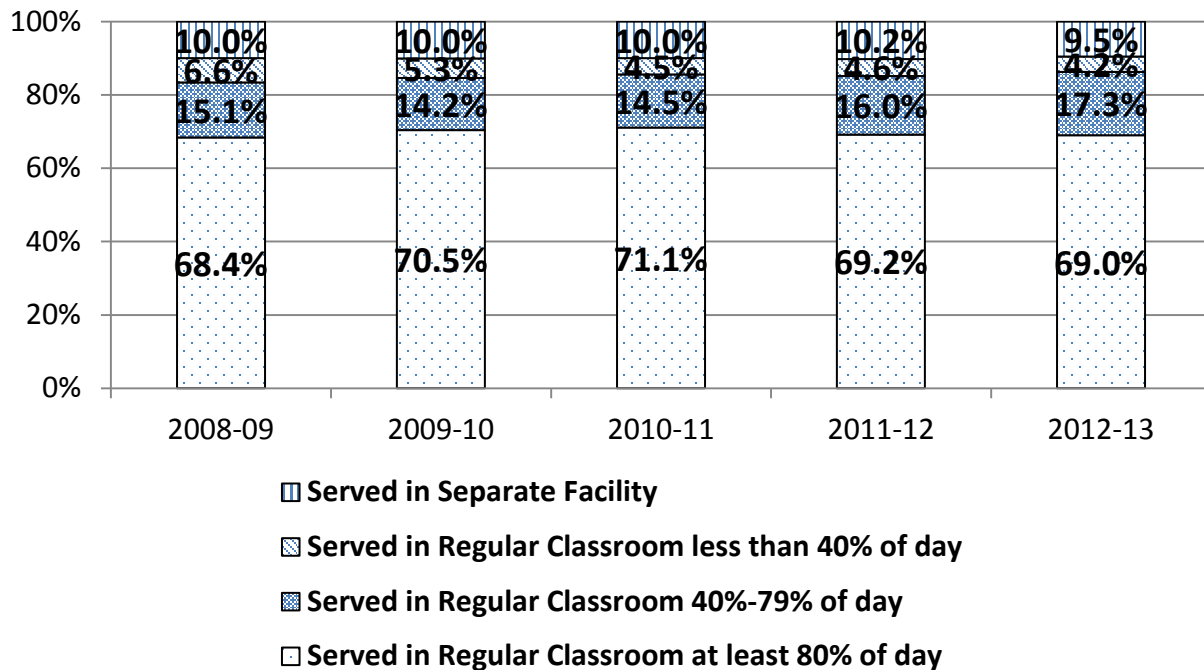
Federal Instructional Settings

The setting is based upon the percentage of time spent in the special education setting.

- Setting 1: The student is served in general education classes at least 80% of the day.
- Setting 2: The student is served in general education classes at least 40-79% of the day.
- Setting 3: The student is served in general education classes less than 40% of the day.
- Setting 4-8: The student is served in a separate facility.

Setting Trends Among D/HH Students in Minnesota, 2008-2012

Instructional Setting for Minnesota D/HH Students Age 6-21, 2008-2012



Data Source: 2012 Minnesota Child Count

Special Education Federal Instructional Settings for D/HH by Grade, 2012-13

Grade Span (2012-13)	Served in Regular Classroom at least 80% of day (Setting 1)	Served in Regular Classroom 40%- 79% of day (Setting 2)	Served in Regular Classroom less than 40% of day (Setting 3)	Served in Separate Facility (Setting 4-8)	Grand Total
K-2	78.86%	10.29%	3.14%	7.71%	100%
3-5	75.71%	15.99%	3.44%	4.86%	100%
6-8	69.26%	20.49%	4.36%	5.88%	100%
9-12	59.07%	19.34%	4.95%	16.64%	100%
Grand Total	69.14%	17.27%	4.12%	9.47%	100%

Data Source: 2012 Minnesota Child Count

In Minnesota, 69.14 percent of the deaf or hard of hearing students are in the general education classroom at least 80 percent of the school day. This drop from 69.2(last year) to 69.1 is small. Remember that Deaf and Hard of Hearing is a low incidence and this number is approximately 10 students. (Last year the child count was 2,480 and 69.2 percent is 1,716.16. This year the child count is 2,498 with a difference in 18 additional students and the percentage 69.1 applied to that gives a total of 1,726.12).

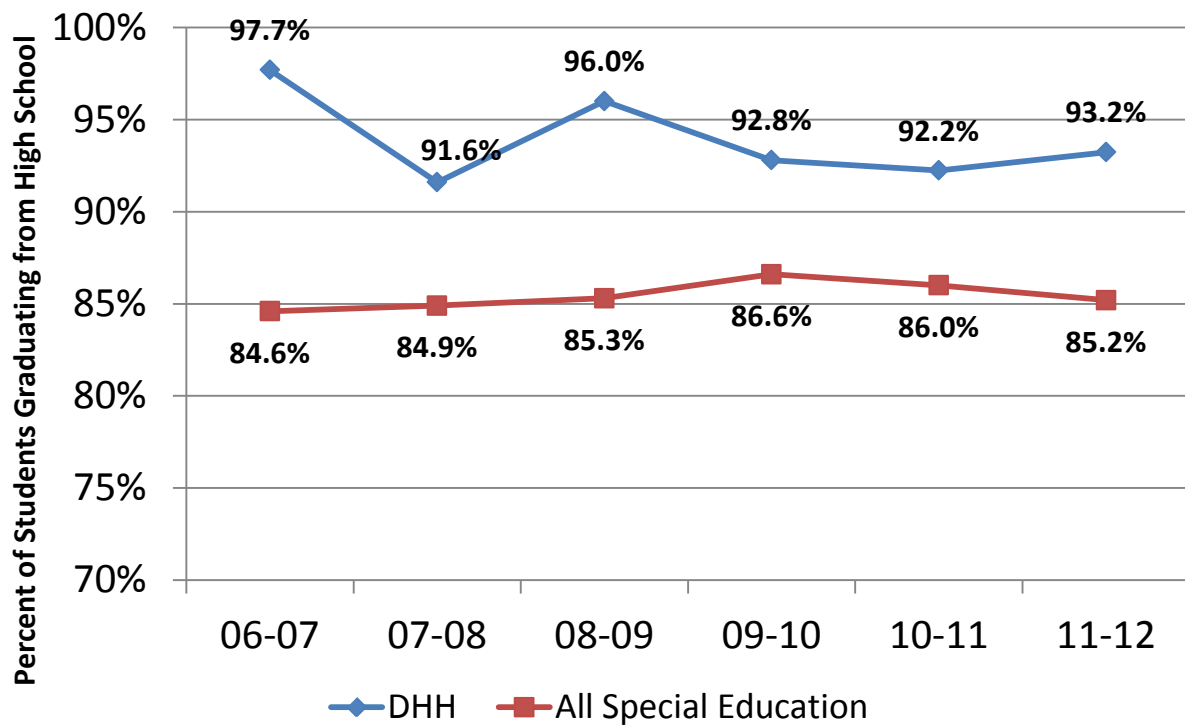
Graduation and School Dropout rates

In Minnesota, graduation requirements are defined by Minnesota Statutes, section 120B.024, and the definition of a diploma is provided by Minnesota Statutes, section 125A.04. The graduation status of a student is decided at the local level in Minnesota. In order to graduate, students must be granted credits in the following areas: 4 credits in language arts; 3 credits in math; 3 credits in science; 3.5 credits in social studies; 1 credit in the arts; and 7 elective credits. The specifics of how credits are granted in Minnesota are subject to local decision-making and control. In addition, Minnesota Statutes, section 125A.04 states that “upon completion of secondary school or the equivalent, a pupil with a disability who satisfactorily attains the objectives in the pupil's Individualized Education Program must be granted a high school diploma.”

Minnesota uses the U.S. Department of Education's definition of dropout and includes all students who dropped out of school and who are not known to have re-enrolled in another school. The data collection time period begins on the first day of the school year and ends October 1 of the following school year.

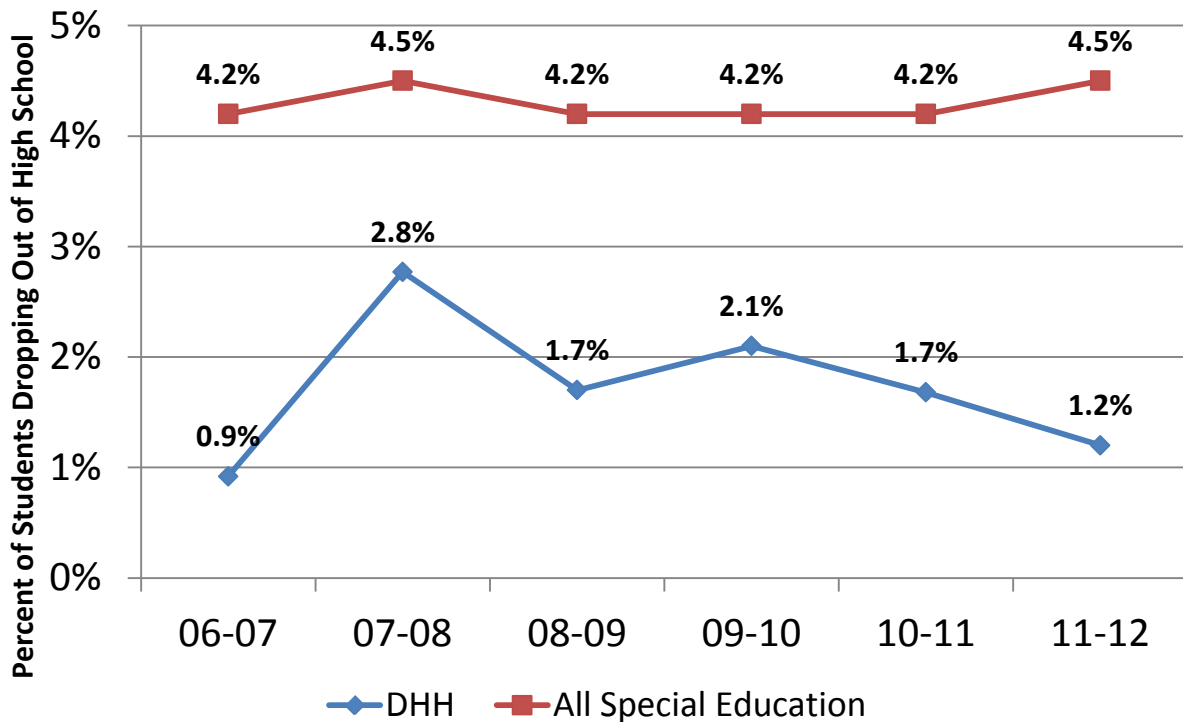
The graphs below are the graduation and dropout rates of D/HH students in Minnesota for the last five years.

D/HH and Special Education Graduation Rates 2006-07 to 2011-12



Data Source: EOY MARSS, 2006-07 to 2011-12

D/HH and Special Education Dropout Rates 2006-07 to 2011-12



Data Source: EOY MARSS, 2006-07 to 2011-12

Number of D/HH Graduates and School Dropout rates 2007-08 to 2011-12

School Year	Number of D/HH Graduates	Number of D/HH Dropouts
2007-08	120	18
2008-09	121	11
2009-10	142	14
2010-11	116	11
2011-12	124	8

Data Source: EOY MARSS, 2007-08 to 2011-12

The percentage of deaf and hard of hearing graduates is increasing and is higher than the rates for all special education students. The percentage of deaf and hard-of-hearing students who drop out is lower than the rates for all special education students.

Additional Demographic Information

When comparing the racial distributions of D/HH enrollment and the total state school-age population, two groups show higher incidence by race/ethnicity among D/HH enrollment. Asian

children are twice as likely as students from other races to be enrolled as D/HH students, while Hispanic children are 1.5 times as likely as students from other races to be enrolled as D/HH students. We recognize that there are various possible contributing factors for these high incidences.

D/HH Enrollment by Race/Ethnicity, 2012-13

Race/Ethnicity	D/HH Enrollment 2012-13	D/HH Percent 2012-13
American Indian	43	1.7%
Asian	294	11.8%
Hispanic	247	9.9%
Black	219	8.8%
White	1695	67.9%
Total	2498	100%

Data Source: 2012 Minnesota Child Count

Early Learning Outcomes

On December 1, 2012, a total of 5,027 Minnesota infants and toddlers from birth through age two received early intervention through Individual Family Service Plans (IFSPs). Of these children, 163 infants and toddlers and 232 pre-school aged children were determined eligible through the categorical criteria for D/HH.

Part C — Help Me Grow

Help Me Grow is Minnesota's public awareness campaign to actively seek out, refer and identify infants and toddlers who may be eligible for Early Intervention services under Part C federal dollars. Parents also have the choice to not participate in any educational services.

Early Childhood Outcomes

Each state is required to measure and report data annually to the Office of Special Education Programs (OSEP) on outcomes achieved by young children with disabilities. Children included must exit Part C during the reporting year after participating in early intervention for a minimum of six months. A total of 2,900 children were included in Minnesota's Part C outcome data. Of these children, 69 were eligible through the categorical disability of D/HH. [View more](#)

information on the levels of hearing loss on the Minnesota Department of Health website. (<http://www.health.state.mn.us/divs/fh/mcshn/ecipelig/hearing.htm>).

Outcomes are measured by all children exiting Part C as well as those children identified as categorically D/HH in each of the three required outcome areas explained below.

Outcome 1: Positive Social Skills (including social relationships). Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to adjust their behavior accordingly. This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Outcome 2: Acquisition and use of knowledge and skills (including early language/communication and, for children 3 through 5, early literacy). Over the early childhood period, children display tremendous changes in what they know and can do. The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem-solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Outcome 3: The use of appropriate behavior to meet needs refers to the actions that children employ to take care of their basic needs, including getting from place to place, using tools (e.g., fork ,toothbrush) and in older children ,contributing to their own health and safety. The outcome includes how children take care of themselves (e.g., dressing, feeding, hair brushing,toileting), carry out household responsibilities, and act on the world to get what they want. This outcome addresses childrens increasing capacity to become independent in interacting with the world and taking care of their needs.

MDE Early Hearing Detection and Intervention (EHDI)

From fall 2009 through spring 2012, the Minnesota Department of Education, the Minnesota Low Incidence Projects, and Teachers for Deaf Hard of Hearing across the state completed the “Birth to Three EHDI Data and Outcomes Reporting Pilot”. The information collected was in addition to that which was available through the existing process of early childhood outcome reporting to MDE and child-count data. This pilot project was created to:(1) help provide information with regard to statewide EHDI system timelines, (2) establish a baseline of current aggregate language development outcomes for children with hearing loss from birth to three years of age who were receiving early intervention services,(3) provide Teachers DHH with suggested assessment resources helpful for monitoring communication development and progress over time, (4) provide service providers, program coordinators, and Regional Low-

Incidence Facilitators with aggregate demographic data, information on types and degrees of hearing loss, communication choices, services provided, etc. that could inform discussions of programs and services, and (5) provide a trial period of a potential system for collecting language outcomes data for all children with hearing loss and their families who are receiving early intervention services that would preserve child and family privacy. A summary of the results of the three-year “Birth to Three EHDI Data and Outcomes Reporting Pilot” was provided in the 2011 and 2013 reports to the legislature.

During the 2012-2013 school year, staff members from the Minnesota Department of Education Early Learning Services and Special Education Policy Divisions and the Minnesota Low Incidence Projects’ Statewide EHDI Specialist collaborated to modify the existing MDE statewide process and online system for reporting early childhood language and learning outcomes to include additional information specific to children who have hearing loss, from birth to kindergarten age, who are receiving Early Intervention services or Preschool Special Education services. This system modification took into consideration information received from the 2009-2012 pilot project and the primary national EHDI goal that all children with hearing loss attain language skills, social/social language skills, and early literacy skills at age-expected levels of development by kindergarten age, as compared to their typically-hearing peers, or at a level commensurate with their cognitive abilities, regardless of the child’s type and degree of hearing loss and the language and communication mode(s) used by the child and family.

The modified outcome reporting process for young children with hearing loss will begin July 1, 2013, with Minnesota school districts submitting information to the Minnesota Department of Education beginning with the November 2013 reporting window. Minnesota school districts will continue to report child-count information, entrance and exit from services and types of services provided using the existing process. Child learning outcomes will continue to be reported using the Child Outcome Summary Form (COSF) and process, and the Family Survey that is used for all young children receiving services, including those who have hearing loss. Under the new system modification, beginning July 1, 2013, district ECSE Coordinators will answer an additional 10-14 online questions for all young children who have hearing loss and are receiving services (1) at the time they exit from Part C Services / transition to Part B services, and (2) at the time of their last program review before entering kindergarten.

Beginning in 2014, additional data elements and district reporting will enable the Minnesota Department of Education to annually provide additional aggregate data related to children’s types and degrees of hearing loss, hearing technology used, language mode(s) used by the child and family, the existence of any cognitive delays or disabilities, receptive and expressive language development in comparison to age-expected levels of development, and early literacy and numeracy skills. The additional questions now required for reporting on only deaf and hard of hearing students were provided to district ECSE and DHH leadership across the state in April 2013.

Professional development will continue during the 2013-2014 school year for district ECSE and DHH program leadership, Teachers DHH and ECSE on the modified reporting system, ongoing progress monitoring/assessment of all domains of early childhood development, and evidence-based practices for supporting optimal child and family outcomes.

State Data

In Minnesota, academic proficiency has four performance categories:

Does not meet Proficiency—students at this level do not meet the most fundamental skills established in the Minnesota Academic Standards.

Not Proficient — students at this level succeed at a few of the most fundamental skills established in the Minnesota Academic Standards.

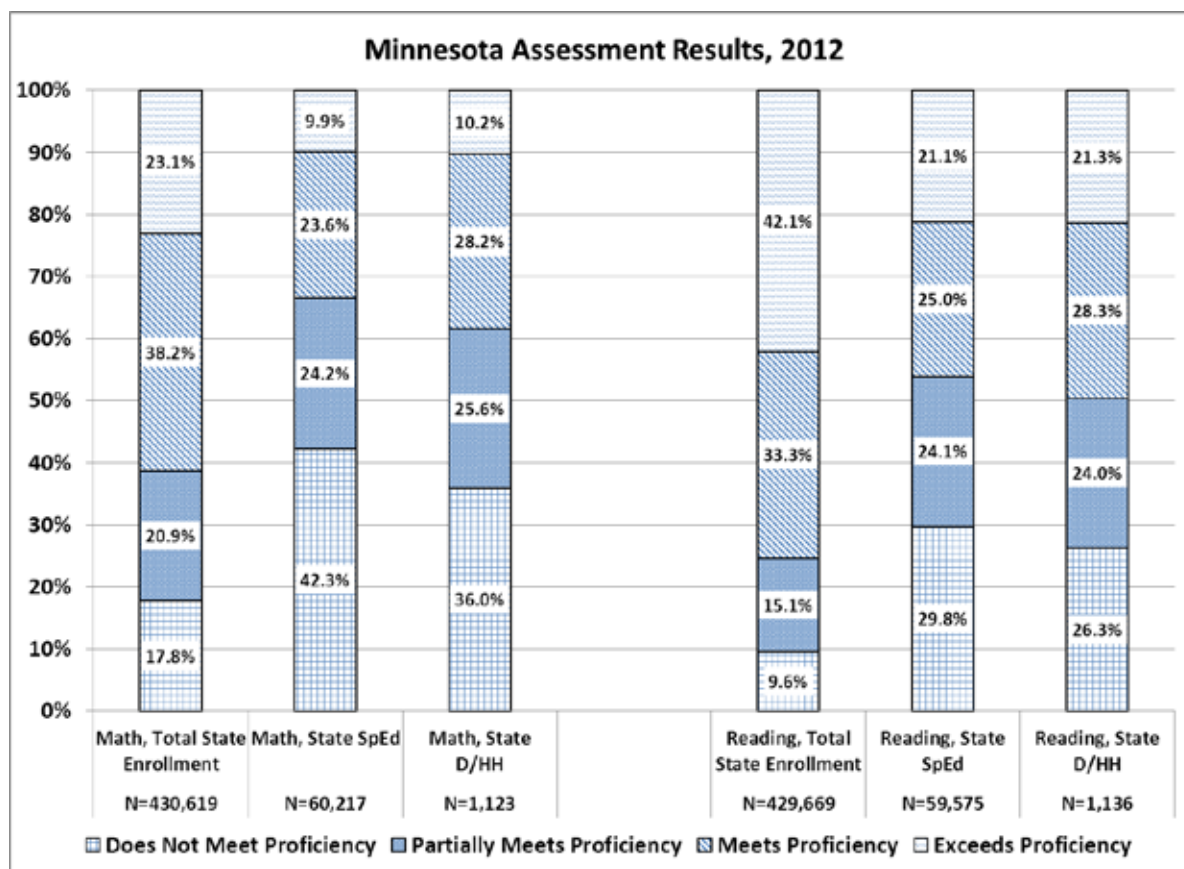
Partially Proficient — students at this level succeed at some of the skills established in the Minnesota Academic Standards **Proficient** — students at this level meet the standards established in the Minnesota Academic Standards.

Exceeds Proficiency — students at this level exceed the standards established in the Minnesota Academic Standards.

For more specificity for each standard please refer to the MDE website.

<http://education.state.mn.us/mde/index.html>

Some students' tests use alternate conditions and achievement standards. The cut-scores for these alternate assessments differ depending on the grade level and content areas assessed but are also categorized as not proficient, partially proficient, proficient or exceeds proficiency.

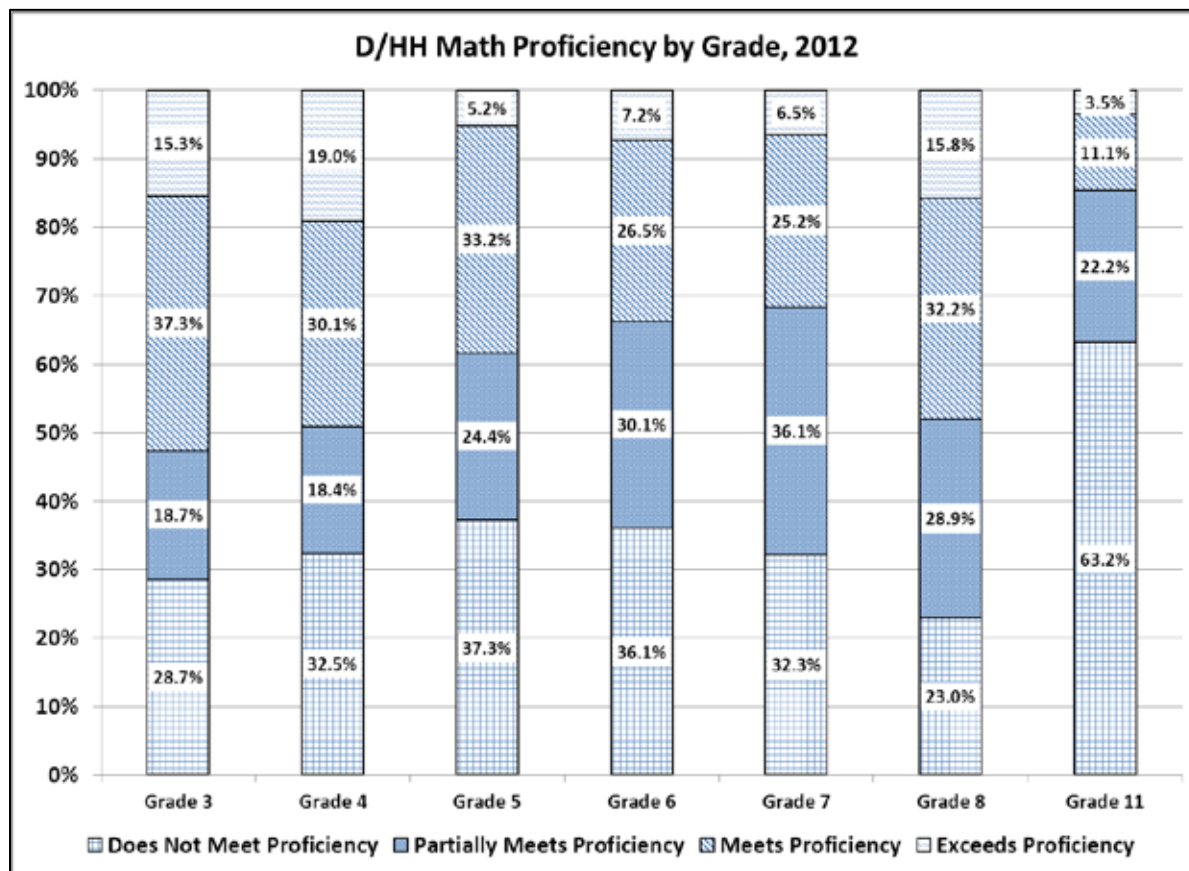


(Deaf and Hard of Hearing Math and Reading Trends

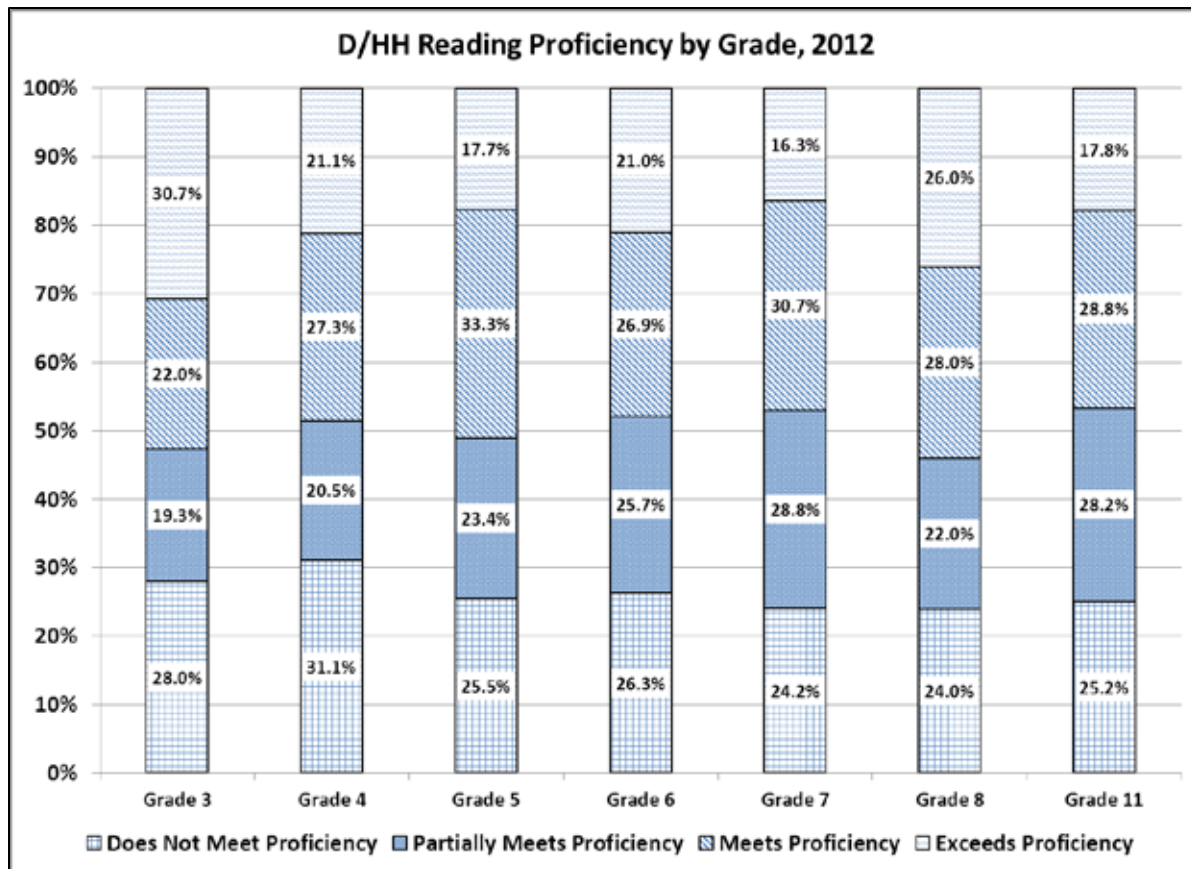
Year	Proficiency	Math	Reading
2011-2012	Does not meet Partially meets Meets Proficiency Exceeds Proficiency	36.0% 25.6% 28.2% 10.2%	26.3% 24.0% 28.3% 21.3%
2010-2011	Does not meet Partially meets Meets Proficiency Exceeds Proficiency	35.1% 25.2% 28.9% 10.9%	16.2% 21.7% 26.7% 16.0%
2009-2010	Does not meet Partially meets Meets Proficiency Exceeds Proficiency	36.0% 26.0% 27.0% 11.0%	35.0% 21.0% 27.0% 17.0%

Data source Assessment Databases 2010-2012

In math approximately 64 percent of the deaf/hard of hearing students are partially meeting, meeting and exceeding proficiency. This has been the trend for three years, Reading proficiency levels have varied over the three years. In 2009-2010 approximately 65 percent were partially meeting, meeting and exceeding proficiency. 2010-2011 data indicates that 84 percent of deaf and hard of hearing students are partially meeting, meeting and exceeding proficiency. 2011-2012 data shows that 74 percent of the deaf and hard of hearing students are partially meeting, meeting and exceeding proficiency.



Data Source: Assessment Database, 2012



Data Source: Assessment Database, 2012

Multiple districts within the educational regions of the state do not have student counts of 10 or more students who are identified as D/HH which allows for reporting by district. Regional data only is reported in these cases. Region 11 has the largest number of districts for which data can be reported. Over half of the D/HH students are served in the metro area.

Data presented in the following sections are taken from 2008-2012 Child Count and from the 2012 Assessment Database.

Regional Data

For a visual representation of the educational regions in Minnesota, please refer to page 15.

Region 1 & 2

Region 1&2 D/HH Enrollment Trends

	2008-09	2009-10	2010-11	2011-12	2012-13
Total	58	62	54	48	43

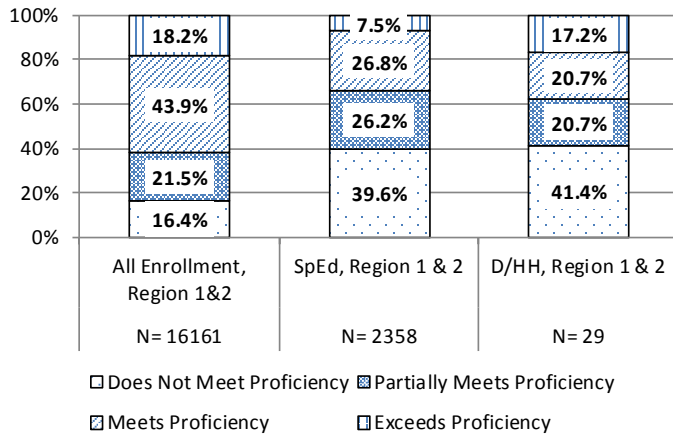
Enrollment Trends of Districts in the Region

	2008-09	2009-10	2010-11	2011-12	2012-13
Bemidji	12	14	14	12	13

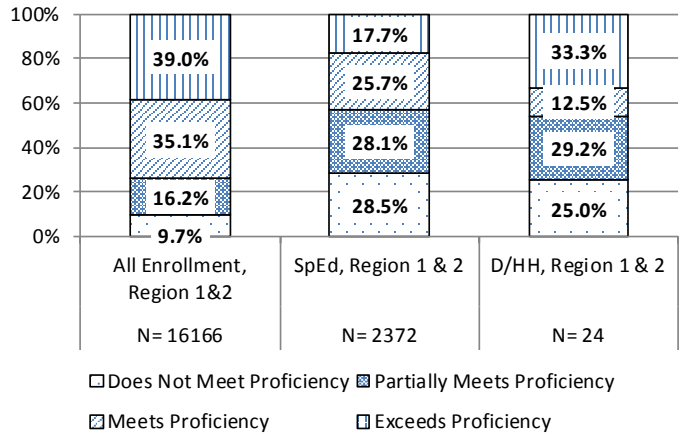
Region 1&2 Sex and Grade Distributions, 2012-13 SY

Sex	Count	Percentage
F	19	44.2%
M	24	55.8%
Grade Level		
Pre-K	4	9.3%
K-5	13	30.2%
6-8	11	25.6%
9-12	15	34.9%
Total	43	

2012 Math Proficiency, Region 1&2*



2012 Reading Proficiency, Region 1&2*



*District must have at least 10 D/HH students tested in order to be included separately in the proficiency charts.

Region 3

Region 3 D/HH Enrollment Trends

	2008-09	2009-10	2010-11	2011-12	2012-13
Total	78	82	80	84	91

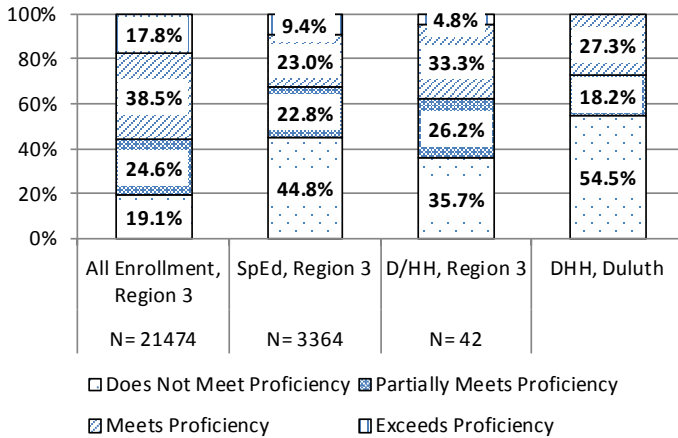
Enrollment Trends of Districts in the Region

	2008-09	2009-10	2010-11	2011-12	2012-13
Duluth	24	21	23	21	25

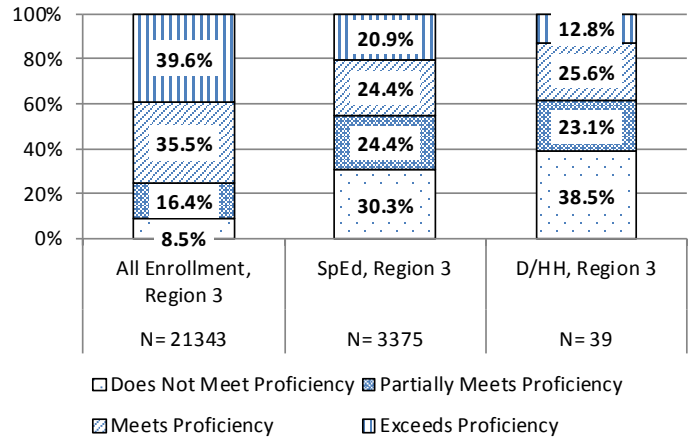
Region 3 Sex and Grade Distributions, 2012-13 SY

Sex	Count	Percentage
F	39	42.9%
M	52	57.1%
Grade Level		
Pre-K	15	16.5%
K-5	40	44.0%
6-8	16	17.6%
9-12	20	22.0%
Total	91	

2012 Math Proficiency, Region 3*



2012 Reading Proficiency, Region 3*



*District must have at least 10 D/HH students tested in order to be included separately in the proficiency charts.

The student counts of 10 or more students across all age ranges.

Region 4

Region 4 D/HH Enrollment Trends

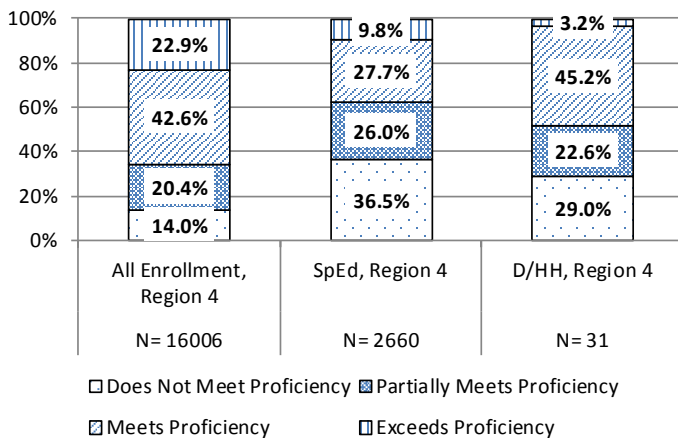
	2008-09	2009-10	2010-11	2011-12	2012-13
Total	81	78	80	81	75

Enrollment Trends of Districts in the Region

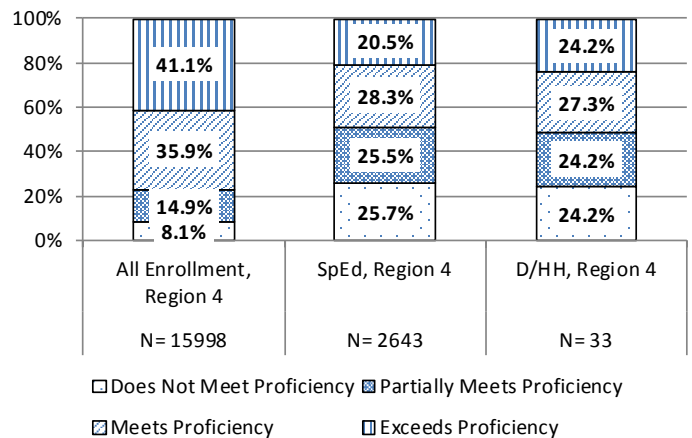
	2008-09	2009-10	2010-11	2011-12	2012-13
Moorhead	24	24	21	21	19

Region 4 Sex and Grade Distributions, 2012-13 SY		
Sex	Count	Percentage
F	42	56.0%
M	33	44.0%
Grade Level		
Pre-K	16	21.3%
K-5	25	33.3%
6-8	16	21.3%
9-12	18	24.0%
Total	75	

2012 Math Proficiency, Region 4*



2012 Reading Proficiency, Region 4*



*District must have at least 10 D/HH students tested in order to be included separately in the proficiency charts.

Region 5&7

Region 5&7 D/HH Enrollment Trends

	2008-09	2009-10	2010-11	2011-12	2012-13
Total	244	235	236	242	245

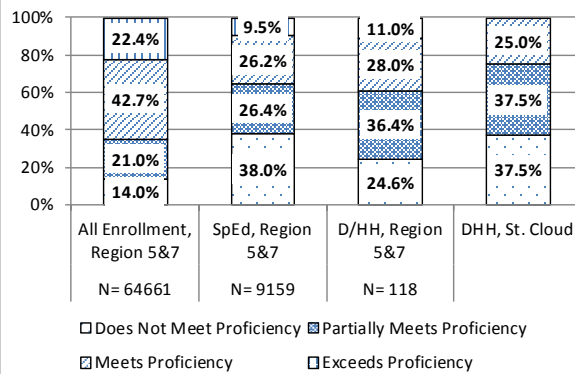
Enrollment Trends of Districts in the Region

	2008-09	2009-10	2010-11	2011-12	2012-13
Brainerd	12	14	14	18	18
St. Cloud	27	27	28	32	31
Elk River	25	20	24	21	16
Monticello	13	12	9	11	14

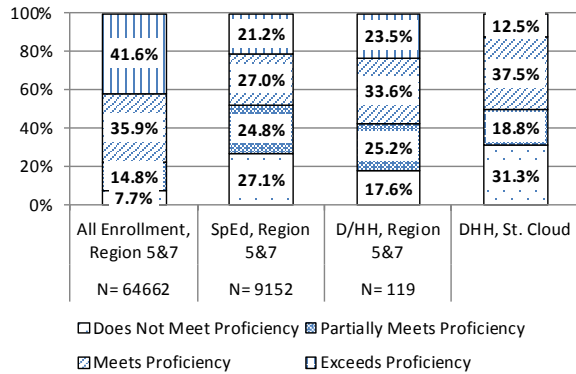
Region 5&7 Sex and Grade Distributions, 2012-13 SY

Sex	Count	Percentage
F	115	46.9%
M	130	53.1%
Grade Level		
Pre-K	32	13.1%
K-5	92	37.6%
6-8	66	26.9%
9-12	55	22.4%
Total	245	

2012 Math Proficiency, Region 5&7*



2012 Reading Proficiency, Region 5&7*



*District must have at least 10 D/HH students tested in order to be included separately in the proficiency charts.

Region 6&8

Region 6&8 D/HH Enrollment Trends

	2008-09	2009-10	2010-11	2011-12	2012-13
Total	148	147	154	152	171

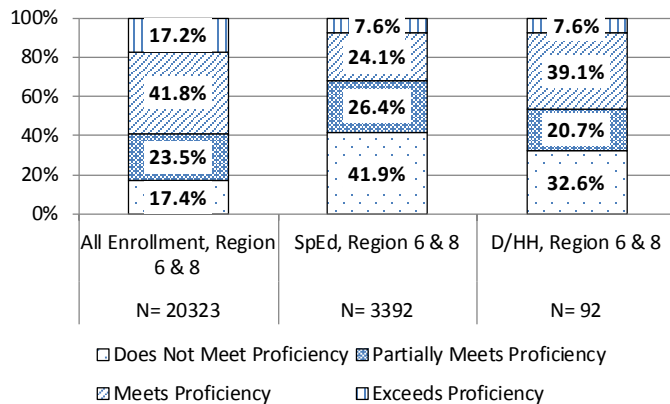
Enrollment Trends of Districts in the Region

	2008-09	2009-10	2010-11	2011-12	2012-13
Willmar	16	17	15	13	13
Worthington	12	11	12	19	18

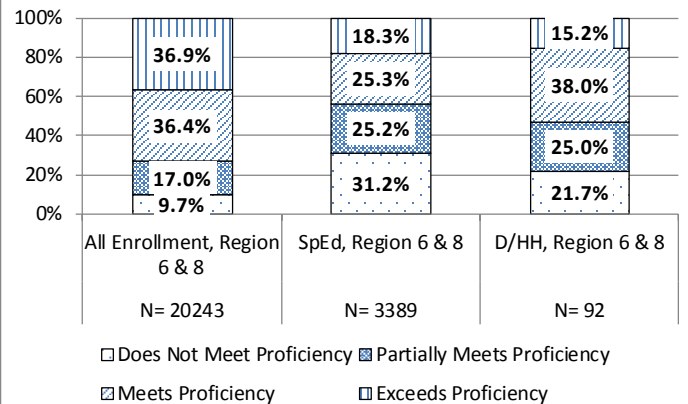
Region 6&8 Sex and Grade Distributions, 2012-13 SY

Sex	Count	Percentage
F	78	45.6%
M	93	54.4%
Grade Level		
Pre-K	16	9.4%
K-5	59	34.5%
6-8	52	30.4%
9-12	44	25.7%
Total	171	

2012 Math Proficiency, Region 6&8*



2012 Reading Proficiency, Region 6&8*



*District must have at least 10 D/HH students tested in order to be included separately in the proficiency charts.

Region 9

Region 9 D/HH Enrollment Trends

	2008-09	2009-10	2010-11	2011-12	2012-13
Total	99	102	103	96	94

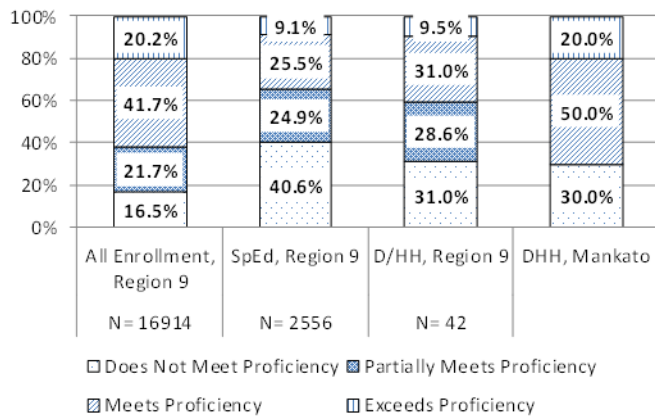
Enrollment Trends of Districts in the Region

	2008-09	2009-10	2010-11	2011-12	2012-13
Mankato	22	28	31	32	31

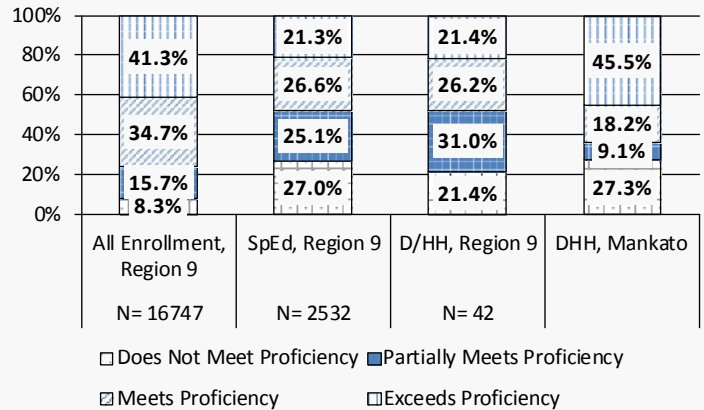
Region 9 Sex and Grade Distributions, 2012-13 SY

Sex	Count	Percentage
F	40	42.6%
M	54	57.4%
Grade Level		
Pre-K	17	18.1%
K-5	28	29.8%
6-8	25	26.6%
9-12	24	25.5%
Total	94	

2012 Math Proficiency, Region 9*



2012 Reading Proficiency, Region 9*



*District must have at least 10 D/HH students tested in order to be included separately in the proficiency charts.

Region 10

Region 10 D/HH Enrollment Trends

	2008-09	2009-10	2010-11	2011-12	2012-13
Total	279	294	314	336	348

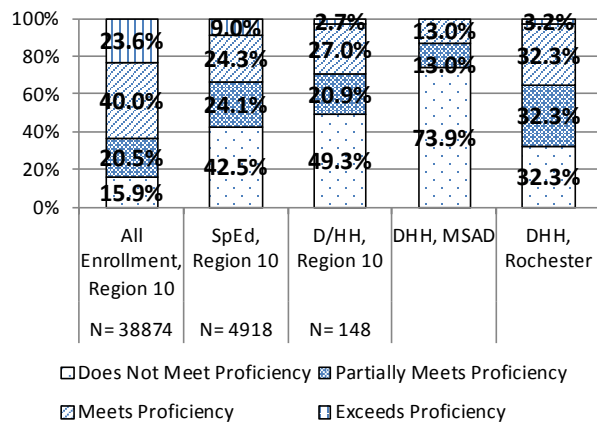
Enrollment Trends of Districts in the Region

	2008-09	2009-10	2010-11	2011-12	2012-13
MSAD	91	110	111	124	134
Rochester	67	65	73	81	86
Faribault	18	13	16	15	16
Owatonna	10	10	15	17	19

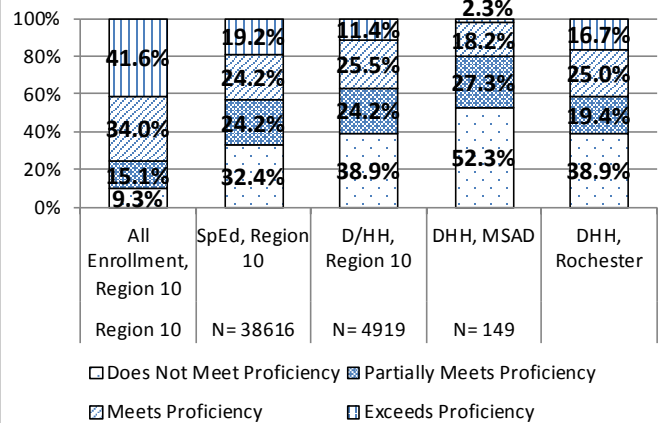
Region 10 Sex and Grade Distributions, 2012-13 SY

Sex	Count	Percentage
F	157	45.1%
M	191	54.9%
Grade Level		
Pre-K	55	15.8%
K-5	115	33.0%
6-8	72	20.7%
9-12	106	30.5%
Total	348	

2012 Math Proficiency, Region 10*



2012 Reading Proficiency, Region 10*



*District must have at least 10 D/HH students tested in order to be included separately in the proficiency charts.

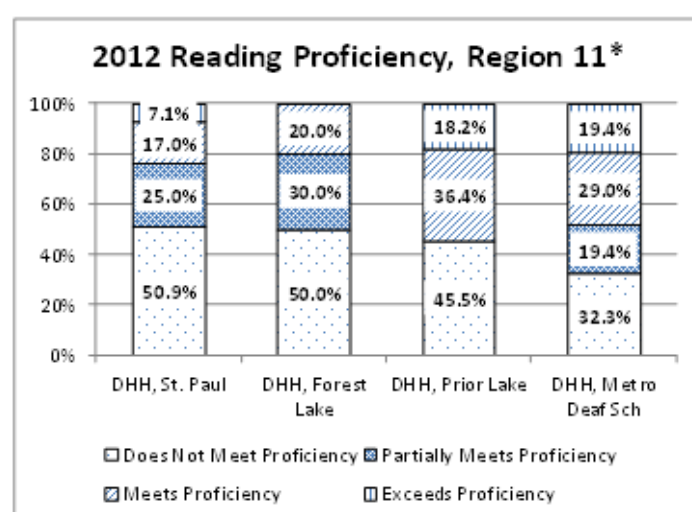
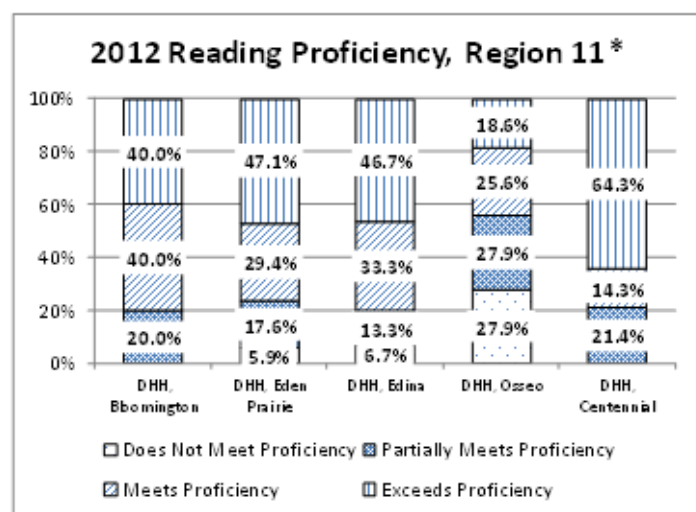
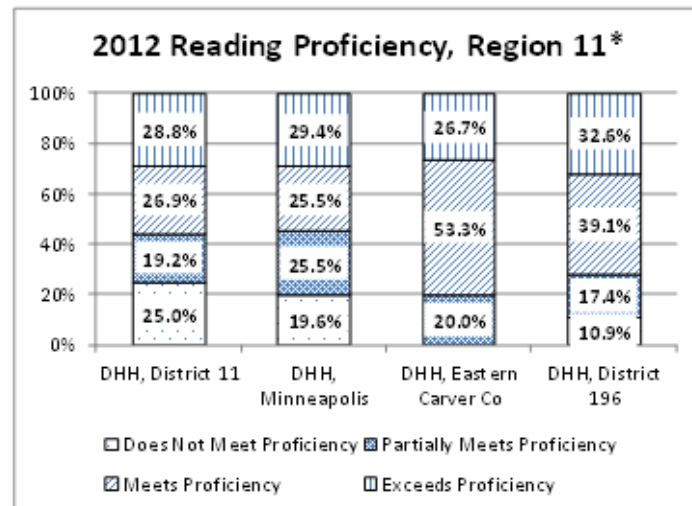
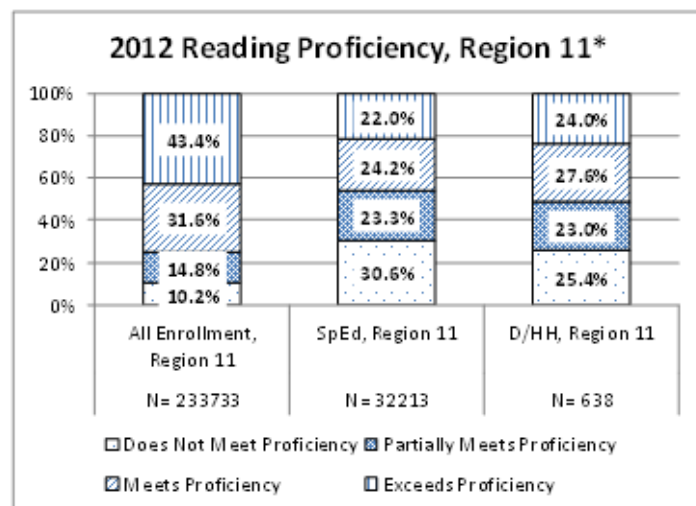
Region 11

Region 11 D/HH Enrollment Trends					
	2008-09	2009-10	2010-11	2011-12	2012-13
Region 11 Total	1372	1392	1452	1441	1431
Anoka-Hennepin	107	112	95	103	104
Centennial	13	13	18	18	22
Minneapolis	138	134	126	114	118
Eastern Carver County	24	20	22	26	24
Burnsville	17	17	15	16	18
Lakeville	16	16	15	11	13
Rosemount-Apple Valley-Eagan	92	90	94	87	92
West St. Paul-Mendota Heights	14	16	19	19	14
Inver Grove Heights	15	14	17	22	19
Hastings	19	21	21	20	22
Hopkins	13	14	17	18	17
Bloomington	29	28	25	24	24
Eden Prairie	32	29	30	29	32
Edina	24	25	27	32	30
Osseo	67	81	91	89	80
Richfield	17	12	15	15	12
Robbinsdale	42	40	48	48	40
St. Louis Park	13	14	12	13	15
Wayzata	27	17	17	16	25
Mounds View	23	21	21	21	25
North St. Paul-Maplewood	29	28	24	30	32
Roseville	18	24	28	28	23
White Bear Lake	31	37	36	35	27
St. Paul	202	216	253	255	257
Prior Lake-Savage	14	15	17	15	15
Forest Lake	25	26	21	15	18
South Washington County	40	41	33	24	31
Stillwater	23	17	16	17	14
Metro Deaf School	61	82	88	84	68

Region 11 Sex and Grade Distributions, 2012-13 SY		
Sex	Count	Percentage
F	670	46.8%
M	761	53.2%

Grade Level	Count	Percentage
Pre-K	243	17.0%
K-5	534	37.3%
6-8	269	18.8%
9-12	385	26.9%
Total	1431	

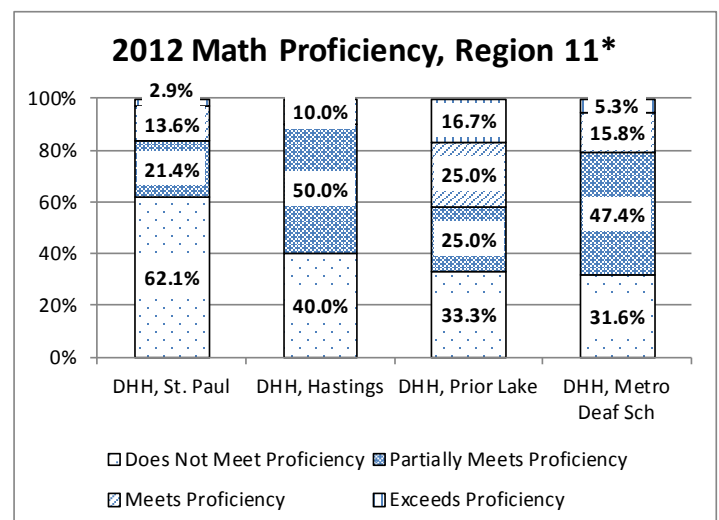
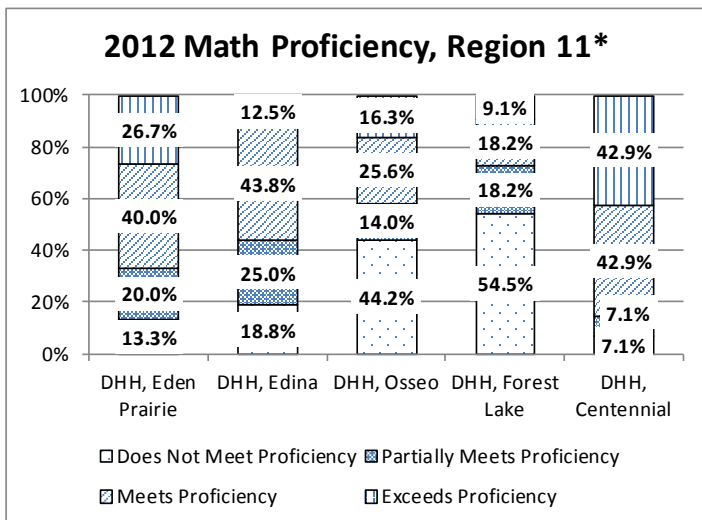
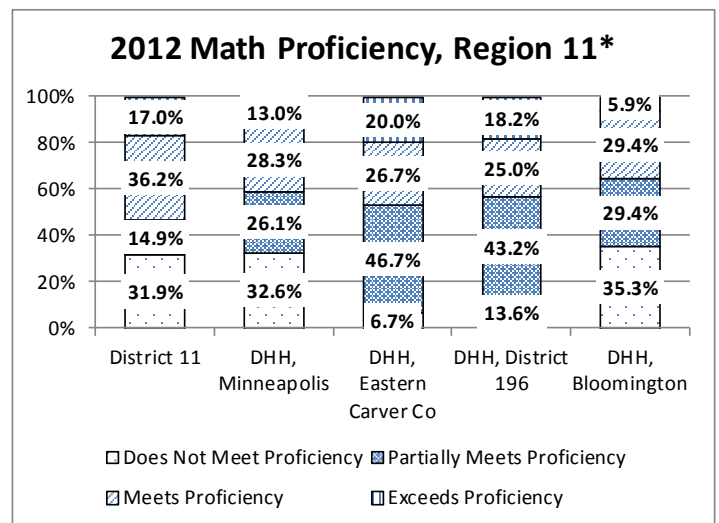
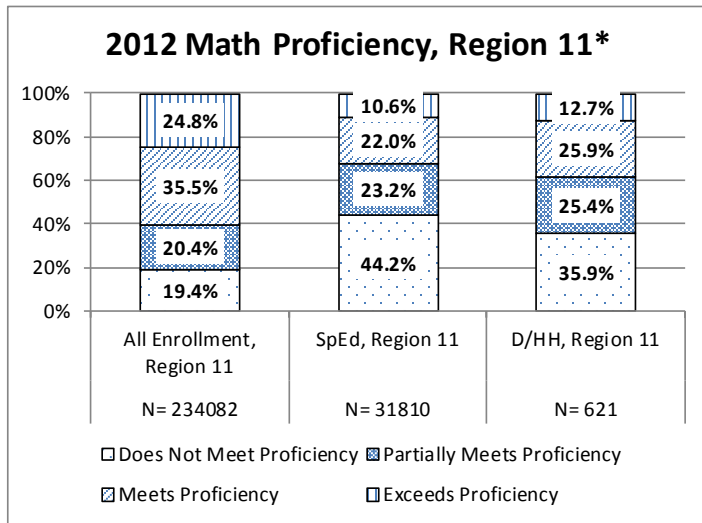
Region 11 Reading Proficiency



*District must have at least 10 D/HH students tested in order to be included separately in the proficiency charts.

District 11=Anoka-Hennepin; District 196=Rosemount-Apple Valley-Eagan;

Region 11 Math Proficiency



*District must have at least 10 D/HH students tested in order to be included separately in the proficiency charts.

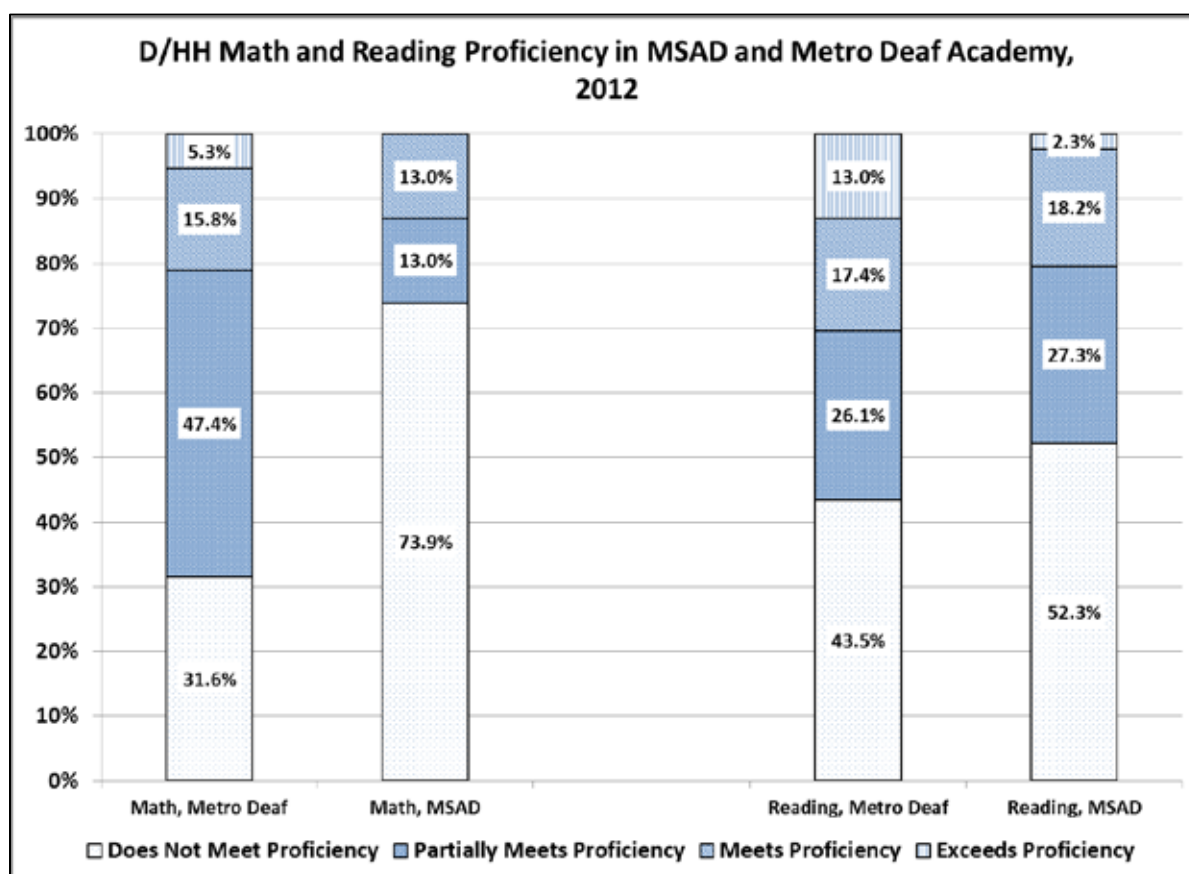
District 11=Anoka-Hennepin; District 196=Rosemount-Apple Valley-Eagan;

Unique Schools Serving D/HH

There are two schools in Minnesota with the unique mission of educating students who are deaf/hard of hearing. The Minnesota State Academy for the Deaf (MSAD) enrolled its first student in 1863 and takes pride in a rich tradition of serving the educational, social and emotional needs of deaf and hard of hearing students throughout the state of Minnesota. All students at MSAD have an Individual Education Plan. The Academy serves infants through a combination of in-home and group activities, an early childhood program and students in academic settings in kindergarten through 12th grade. Presently, 31 percent of MSAD students have secondary disabling conditions listed on their IEPs. About 21 percent exhibit characteristics and needs that are addressed through providing specialized services. Enrollment at MSAD typically includes 140-150 students. Students from throughout Minnesota attend the Academy.

Metro Deaf School is a bilingual charter school serving PK-12th-grade students who are primarily Deaf, DeafBlind and Hard of Hearing. Current enrollment is 100-110. MDS serves the greater Twin Cities area and western Wisconsin. At Metro Deaf School (MDS), all students are instructed in American Sign Language (ASL) and English is taught through print. MDS has a challenging interdisciplinary curriculum that incorporates Minnesota's Academic Standards. Currently, approximately 25 percent of MDS' students have a diagnosed second disability with an additional 20 percent requiring specific accommodations and/or modifications to the curriculum as written into the IEP. Students who need more time in high school have an opportunity to continue in MDS' Transition Plus program through the school year in which the student turns 21.

Neither of these schools has a large number of students. It would be a disservice to make a generalization about the educational quality of these schools based solely on test scores for such a small sample of students.



Data Source: Assessment Database 2012

Recommendations to improve services for students who are deaf or hard of hearing

Early Hearing Detection and Intervention (EHDI)

The Minnesota Department of Education established Early Hearing Detection and Intervention (EHDI) Regional Teams in each of the educational regions. The teams work to build capacity in the local areas and to offer a full array of early intervention services to meet the unique needs of Deaf and Hard-of-Hearing (D/HH) infants, toddlers and their families. The teams also expanded professional expertise regionally by offering advanced training. Each team is charged with developing a regional plan based on identified needs. These educational teams should consist of three professional members: a teacher of the D/HH, educational audiologist and special education early childhood teacher. The Minnesota Department of Education currently funds a half-time EHDI position and supports these regional teams with annual training.

During the 2012-2013 school year, staff members from the Minnesota Department of Education Early Learning Services and Special Education Policy Divisions and the Minnesota Low Incidence Projects' Statewide EHDI Specialist collaborated to modify the existing MDE statewide process and online system for reporting early childhood language and learning outcomes to include additional information specific to children who have hearing loss, from birth to kindergarten age, who are receiving Early Intervention services or Preschool Special Education services. This system modification took into consideration information received from the 2009-2012 pilot project and the primary national EHDI goal that all children with hearing loss

attain language skills, social/social language skills, and early literacy skills at age-expected levels of development by kindergarten age, as compared to their typically-hearing peers, or at a level commensurate with their cognitive abilities, regardless of the child's type and degree of hearing loss and the language and communication mode(s) used by the child and family. The modified outcome reporting process for young children with hearing loss will begin July 1, 2013, with Minnesota school districts submitting information to the Minnesota Department of Education beginning with the November 2013 reporting window. Minnesota school districts will continue to report child-count information, entrance and exit from services and types of services provided using the existing process. Child learning outcomes will continue to be reported using the Child Outcome Summary Form (COSF) and process, and the Family Survey that are used for all young children receiving services, including those who have hearing loss. Under the new system modification, beginning July 1, 2013, district ECSE Coordinators will answer an additional 10-14 online questions for all young children who have hearing loss and are receiving services (1) at the time they exit from Part C Services / transition to Part B services, and (2) at the time of their last program review before entering kindergarten. Beginning in 2014, the additional data elements and district reporting will enable the Minnesota Department of Education to annually provide additional aggregate data related to children's types and degrees of hearing loss, hearing technology used, language mode(s) used by the child and family, the existence of any cognitive delays or disabilities, receptive and expressive language development in comparison to age-expected levels of development, and early literacy and numeracy skills. The additional questions now required for reporting were provided to district ECSE and DHH leadership across the state in April 2013. Professional development will continue during the 2013-2014 school year for district ECSE and DHH program leadership, Teachers DHH and ECSE on the modified reporting system, ongoing progress monitoring/assessment of all domains of early childhood development, and evidence-based practices for supporting optimal child and family outcomes.

2013-2014 Recommendations for EHDI:

1. Continue Early Hearing Detection Coordinator position
2. Continue Early Hearing Detection and Intervention(EHDI) Regional Team training
3. Refine COSF so that D/HH is identifiable(EC statewide begin November 2013)
4. Continue to participate on EHDI Advisory Board(MDH)
5. Begin process to add Speech and Language Professionals to Regional EHDI teams
6. Disseminate Joint Committee on Infant Hearing to field. Begin process of integrating training with EC

Professional Training

The advisory committee plans to shift their primary focus from early hearing detection and intervention to transition. The advisory committee wants to look at transition trend data next year and determine what the next professional development steps should be.

MDE's decision to focus on scientifically research based intervention and professional development that leads to change instead of a disability specific conference is a change. The

advisory committee needs to take time to reflect on this change and determine how to implement professional development for the field that will lead to better teaching and therefore better MCA scores.

The advisory group wants to identify those districts that are doing well with MCAs and determine what strategies they are implementing so that other districts can explore similar models or interventions.

Two statewide DHH workshops were held with 153 and 121 people with a total of 274 individuals in attendance. One was on Deaf and Students with Developmental Cognitive Disorders and the other was a workshop on the assessment tool Language Use Inventory which assists with pragmatics with which many deaf students struggle.

Early childhood assessment Webinars, developed by the University of Minnesota and Low Incidence Projects are offered at the U of M website. They are captioned. This includes training with the LittleEars (Auditory Questionnaire), McArthur Assessment, Cottage Acquisition Scale for Listening, Language & Speech, and SKI*HI (a receptive and expressive language assessment for deaf and hard of hearing students). These tools are widely used in Minnesota with teachers of the deaf and hard of hearing.

A transition guideline was developed for Teachers of the Deaf and Hard of Hearing (TDHH). The guideline was piloted during the 2012-2013 school year. Presentations were given to Special Education Directors, Regional Low Incidence Facilitators, Regional networks and at the Charting the C's Conference (cross categorical conference). The tool should be available in accessible format to TDHH in the fall of 2013. A team of Minnesota stakeholders went to the National Conference on Transition for D/HH in January and presented this guideline. Numerous states requested more information and copies.

Each year the educational regions have network meetings for their TDHH. The State Deaf and Hard of Hearing Network (SDHHN) also meets four times a year and disseminates information on issues and trends in the state for D/HH students.

2013-2014 Recommendations for professional training:

1. Explore ways to get appropriate information to teachers of the deaf and hard of hearing.
2. Provide additional information about training opportunities to implement language sample assessment processes (such as the CASLLS).
3. Promote the use of the Transition Guidelines and adapt for teacher feedback.
4. The advisory committee needs to take a look at two sets of transition plans (Collaborative Plan and the Plan created in Texas by a group of stakeholders from Minnesota) and determine the next transition steps.
5. Continue to participate in the transitional plan specified by the Minnesota section of the Collaborative Plan.
6. Support the University of Minnesota in addressing the purposes of their new grant (Hearing Disabilities Grant).

7. Determine the need for a summer transition program, similar to BVI.
8. Work with DEED (Department of Employment and Economic Development) to foster a sharing of materials and a better understanding of DEED services.
9. Begin work with districts that are doing well on the MCA's to determine what is working.

Minnesota Collaborative Plan

The purpose of the *Minnesota Collaboration Plan for Maximizing and Monitoring Learner Progress for Children who are Deaf, DeafBlind, and Hard of Hearing and their Families* is to improve educational outcomes so that each student upon graduation is prepared to enter the adult workforce or continue his/her education and be a productive member of each one's community. This plan proposes three global goals and eleven objectives that address critical components of development and education from birth to high school graduation. The goals and objectives are aligned with the goals of the National Agenda in Deaf Education, Minnesota's State Performance Plan indicators for special education, and the goals of the state Early Hearing Loss Detection and Intervention (EHDI). For each objective, outcomes, measureable indicators and proposed benchmarks, activities, responsible agencies and timelines have been identified.

2013--2014 Recommendations for Minnesota Collaborative:

1. The D/HH Advisory Committee and MDE remains committed to working with our stakeholders as we identify and work toward change.
2. Begin to explore the state plan ("Minnesota Stakeholder's Transition Work Group") and collaborative plan in the area of transition to determine next steps.

Document Conclusion Summary

This report summarized efforts, data, and results of work from the education-based agencies, departments, and individuals who serve deaf and hard of hearing (D/HH) students in Minnesota. The report included information about the D/HH Resource Center, Minnesota's Special Education Division and Eligibility Criteria for D/HH students, and D/HH Child Count Data in a variety of areas enrollment figures, demographic information, instructional settings, and graduation rates. Challenges in reporting data for the low-incidence disability group of D/HH were carefully outlined and consideration of the diversity and heterogeneity within D/HH education should have been in the forefront of readers' minds as they read through this document.

List of Deaf and Hard of Hearing Advisory Committee members

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