



# All Together Now- New Hampshire

## Deaf/Hard of Hearing Education Initiative

### Overview

**All Together Now-New Hampshire (ATN-NH)** is a two-year initiative funded through a grant from the New Hampshire Department of Education, Bureau of Student Support. The primary goal of ATN-NH is to develop a statewide sustainable model for serving students who are deaf or hard of hearing based upon the recommendations of The National Association of State Directors of Special Education's (NASDSE) *Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Educational Service Guidelines*.

To do so we plan to:

1. Facilitate statewide training and implementation planning on the Guidelines content, service review checklist, and implementation strategies.
2. Identify a local team of coaches/mentors to guide and support implementation of the Guidelines throughout New Hampshire.
3. Develop a sustainable model for continuous leadership and support for deaf education in New Hampshire.

Following a kickoff stakeholder meeting held in Concord December 12, 2019, the team will conduct an environment scan, to create a profile of the current status of deaf/hard of hearing education in New Hampshire. This scan will include gathering data from the state department of education, conducting interviews with parent, professional and community stakeholders, and conducting regional focus groups. A website will inform stakeholders of the activities and progress of ATN-NH and the leadership team will be adding local professional and parent consultants who can provide local and sustained leadership to the project. A statewide Deaf Education Summit is scheduled for May 4-5, 2020.

### Deliverables

1. Create a statewide model using training, coaching, and/or mentoring methodologies to build and sustain evidence-based practices, supports, services, and provisions within The Deaf Education Guidelines.
2. Through support, technical assistance, professional development, and coaching/mentoring, assist participating districts/private providers to assess and to develop their capacity to sustain a model for implementing research-based practices to support students who are deaf and hard of hearing.
3. Develop a statewide awareness model that builds the capacity to disseminate and implement The Deaf Education Guidelines
4. Design and coordinate Technical Assistance/Professional Development opportunities that incorporate researched based practices and resources in conjunction with participating providers to be able to train other interested providers and families around the State in implementing current, researched based practices in the field of deaf education. The statewide model will include trainings and a coaching/mentoring opportunity to providers and families through technical assistance (TA) and professional development (PD) designed to assist

districts/private providers with a self-assessment tool to evaluate current services and identify needed program and service improvements in order to support statewide sustainability.

5. Conduct an annual evaluation of the statewide coaching/mentoring, technical assistance and professional development opportunities, and make necessary improvements to the project for each year of implementation.
6. Coordinate the distribution of resources and information to schools, families, students and other stakeholders regarding Deaf Education Services Guidelines processes, supports, services, and provisions. The resources and information must support the Deaf Education Services Guidelines.
7. Assist in coordinated training strategies for personnel preparation, professional development, and system development of certified personnel regarding The Deaf Education Guidelines.
8. Design a marketing plan that includes online modules, video shorts and social media that inform the public about specific practices and examples that highlight publicly the application of the deaf education guidelines and how they improve outcomes for students who are deaf and hard of hearing and their families.
9. Attend other assigned meetings that support the Bureau of Student Support projects, as appropriate.
10. Conduct evaluations of each level of technical assistance/professional development to assess the impact on local systems and changes in practice resulting in improved outcomes and compliance as well as building sustainability and capacity. An evaluation report, including a mid- year and annual report will be submitted to the Department.

## The ATN Team

Karen Hopkins, Director of Statewide Education and Family Services, Maine Education Center for Deaf and Hard of Hearing Children

Cheryl Johnson, Consultant, The ADE-vantage consulting, and Adjunct Assistant Professor, University of Arizona

Anna Paulson, Coordinator of Educational Advancements and Partnerships with the MN Commission of the Deaf, DeafBlind, and Hard of hearing

Our core management team consists of three specialists in deaf education who have a combined 100 years of experience serving children from birth to adulthood and their families. Our combined deaf education experiences include all levels of educational services from early intervention to adulthood, administration of school programs for deaf and hard of hearing students, state agency leadership, university teacher preparation, family engagement, and national deaf education leadership. All team members are parents of deaf or hard of hearing persons and Karen is deaf adding authentic experience to this project. Cheryl and Karen have worked with New Hampshire in previous efforts related to deaf education services. As we guide New Hampshire, we hope to utilize our collective successful experiences implementing state level and statewide system improvements for children who are deaf and hard of hearing.