

Figure 1 Classification of Barriers

Triggering Question: "What are barriers to realizing the Michigan Department of Education's School for the Deaf ideal model, as defined in Co-Lab I, to deliver an extraordinary educational experience that leads to successful career and college-ready student outcomes?"

Cluster 1: Programs and Services

- 1: Lack of support for implementation of 0-3 ASL- English bilingual programs
- 10: Lack of school district support birth to 3
- 30: Inadequate influence on early detection and early intervention process
- 31: Limited availability of quality of life residential experiences for students
- 41: Lack of being open minded and collaboration in terms of reading and writing abilities with other Deaf schools
- 48: Lack of education and understanding of the importance of language development in the homes of hearing parents with Deaf and hard-of-hearing children
- 55: Insufficient family and community alliance and involvement
- 69: Inadequate sports program
- 70: Inadequate focus on transitional services
- 73: Difficulty in implementing after school programs
- 81: Failure to fully collaborate with parent support groups
- 87: Lack of community service requirements

Cluster 2: Conflicting Philosophies

- 2: The conflict between certified teachers for the hearing impaired and certified teachers of Deaf education, they're different, and the method of teaching for each
- 7: Politics prevents full collaboration
- 32: In the Michigan educational system the oral system always trumps the ASL system
- 36: Conflict between philosophies/ methodologies in Deaf education

Cluster 3: Funding and Resources

- 3: Lack of funding to build capacity, to implement new programming and to hire new staff
- 6: ISDs are forced to pay tuition and there is no birth to 3 funding or outreach funding
- 23: It may be difficult to access additional funding for changes at MSD
- 27: The funding protocol (how we fund) the MSD
- 29: Different funding sources for English language learners, bilingual education and ASL
- 33: Underutilization of resources, extend collaborations with all agencies or entities to expand possibilities for students
- 40: Lack of collaboration between MSD, local public schools, and local private schools
- 50: Lack of access to updated technology for the workplace
- 51: Resources for Deaf children are not on par with the resources for other children. For example resources that are available to blind children
- 62: Lack of funding for weekend residential programs
- 80: Lack of protection of MDE funding for MSD

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Cluster 4: Prep and Training

- 4: Michigan has a shortage of qualified teachers for Deaf and hard-of-hearing
- 20: Lack of bilingual ASL-English teacher prep programs in Michigan
- 21: There's lack of oversight for the credentialing system for the individuals who are teaching the students, the ASL PI expectations have not been met
- 35: State requirements for teaching degrees turn away out of state candidates
- 43: Lack of understanding of the teacher requirements and qualifications in the Deaf community that the state requires
- 71: Lack of teacher aides training
- 79: Underutilization of Deaf bilingual experts statewide, nationally, and internationally

Cluster 5: Shared Leadership

- 5: Inability to attract Deaf leaders
- 8: There's a lack of trust between MDE leadership, ISDs and LEAs, the MSD staff and the Deaf community
- 12: Deaf people have no influence on the system
- 28: Inability to get formal advice from the Deaf community and other stakeholders, possibly an advisory board
- 46: Lack of overall support from the MDE beyond the office of special education
- 53: Lack of traditional school board
- 56: Lack of positive relationship with state legislators
- 61: A new type of leadership structure on the campus.
- 85: Lack of Deaf stakeholders in MSD
- 86: Inability to attract and retain ASL Pro families in Michigan

Cluster 6: Qualified Personnel

- 9: Conflict between staff for students in the dorm vs seniority of staff
- 13: Underutilization of professional development opportunities
- 17: Insufficient signing abilities of staff
- 34: There's an insufficient number of highly skilled interpreters across the state
- 39: Insufficiencies in providing teacher training and being able to provide direct explicit instruction in ASL
- 64: The insufficient pool of qualified teachers for students who are Deaf or hard-of-hearing is not only a statewide problem, it is a national issue
- 67: Inadequate educational requirements for residential staff
- 83: The current MDE endorsement requirements for teachers of Deaf and hard-of-hearing children does not require a high enough ASL and cultural competencies

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Cluster 7: Facilities

- 11: Lack of space to expand
- 25: Current facility location, size and design are all limiting factors
- 44: Inability to attract Deaf and hard-of-hearing students to MSD
- 54: Lack of a Deaf friendly space
- 58: Insufficient use of access technology in the education of Deaf and hard-of-hearing

Cluster 8: Access and Choice

- 14: Geography impedes access for all students
- 15: The school district denies Deaf students the opportunity to attend MSD
- 42: Interpretation of the meaning of least restrictive environment
- 68: Inability of parents of Deaf and hard-of-hearing children making the decision to attend MSD

Cluster 9: Assessing Need and Progress

- 16: Inadequate data regarding student outcomes, family needs and teachers' skills
- 19: Conflict between federal and state requirements and the actual linguistic needs of Deaf students
- 24: Lack of statewide assessment with specific data applied to deafness
- 26: Too much emphasis on standardized testing scores
- 52: Lack of accessibility to state assessments

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Cluster 10: Messaging and Awareness

- 18: Lack of positive public relations
- 38: The influence of insufficient public relations leads to low enrollment
- 47: Underutilization of social media or any media to give MSD a social media foot print
- 59: Not enough awareness that MSD has services for DeafBlind students
- 65: Lack of understanding of what Deaf culture is
- 75: Differing views and message on the perception of MSD as the last resort or the school of choice
- 77: Lack of sensitivity and understanding of Deaf needs
- 84: Status of current Deaf education MDE/MSD there needs to be a wake up call of what's happening in Deaf education across the country

Cluster 11: Mindset

- 22: Deafness is still seen as a pathology rather than as a cultural linguistic group with unique educational needs
- 37: Lack of confidence in Deaf students ability to succeed
- 49: The danger of lumping Deaf education within the Special Education system.
- 63: The culture of can't
- 74: Inability to raise the bar of Deaf education with hearing peers
- 76: Lack of on campus staff's ability to collaborate to move the vision forward
- 82: Lack of disciplinary issues

Cluster 12: HR Processes

- 45: Lack of planning for hiring a future principal
- 57: Failure in the process of hiring teachers, recruiting from out of state.
- 66: Teacher aides as well as staff are contractors instead of receiving full salaries and benefits
- 72: Antiquated job description for various positions on campus
- 78: The dorm union is a barrier between the school and the dorms

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Cluster 13: Law/Mandate

60: Challenges due to requirements for public education school districts and civil service requirements for state agencies

88: Our biggest barrier is the state of Michigan's constitution