

Table 3 Voting Results on the Relative Importance of the 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?"

(VOTES) Barrier

- 27: (9 Votes) The funding protocol (how we fund) the MSD
- 33: (7 Votes) Underutilization of resources, extend collaborations with all agencies or entities to expand possibilities for students
- 36: (7 Votes) Conflict between philosophies/ methodologies in Deaf education
- 1: (6 Votes) Lack of support for implementation of 0-3 ASL- English bilingual programs
- 25: (6 Votes) Current facility location, size and design are all limiting factors
- 61: (6 Votes) A new type of leadership structure on the campus.
- 68: (6 Votes) Inability of parents of Deaf and hard-of-hearing children making the decision to attend MSD
- 77: (6 Votes) Lack of sensitivity and understanding of Deaf needs
- 6: (5 Votes) ISDs are forced to pay tuition and there is no birth to 3 funding or outreach funding
- 88: (4 Votes) Our biggest barrier is the state of Michigan's constitution
- 4: (3 Votes) Michigan has a shortage of qualified teachers for Deaf and hard-of-hearing
- 14: (3 Votes) Geography impedes access for all students
- 21: (3 Votes) 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
- 22: (3 Votes) Deafness is still seen as a pathology rather than as a cultural linguistic group with unique educational needs
- 83: (3 Votes) The current MDE endorsement requirements for teachers of Deaf and hard-of-hearing children does not require a high enough ASL and cultural competencies
- 16: (2 Votes) Inadequate data regarding student outcomes, family needs and teachers' skills
- 45: (2 Votes) Lack of planning for hiring a future principal
- 52: (2 Votes) Lack of accessibility to state assessments
- 60: (2 Votes) Challenges due to requirements for public education school districts and civil service requirements for state agencies
- 76: (2 Votes) Lack of on campus staff's ability to collaborate to move the vision forward
- 82: (2 Votes) Lack of disciplinary issues
- 18: (1 Votes) Lack of positive public relations
- 19: (1 Votes) Conflict between federal and state requirements and the actual linguistic needs of Deaf students
- 31: (1 Votes) Limited availability of quality of life residential experiences for students

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- 50: (1 Votes) Lack of access to updated technology for the workplace
- 57: (1 Votes) Failure in the process of hiring teachers, recruiting from out of state.
- 59: (1 Votes) Not enough awareness that MSD has services for DeafBlind students
- 65: (1 Votes) Lack of understanding of what Deaf culture is
- 71: (1 Votes) Lack of teacher aides training
- 75: (1 Votes) Differing views and message on the perception of MSD as the last resort or the school of choice
- 78: (1 Votes) The dorm union is a barrier between the school and the dorms
- 87: (1 Votes) Lack of community service requirements
- 2: (0 Votes) 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
- 3: (0 Votes) Lack of funding to build capacity, to implement new programming and to hire new staff
- 5: (0 Votes) Inability to attract Deaf leaders
- 7: (0 Votes) Politics prevents full collaboration
- 8: (0 Votes) There's a lack of trust between MDE leadership, ISDs and LEAs, the MSD staff and the Deaf community
- 9: (0 Votes) Conflict between staff for students in the dorm vs seniority of staff
- 10: (0 Votes) Lack of school district support birth to 3
- 11: (0 Votes) Lack of space to expand
- 12: (0 Votes) Deaf people have no influence on the system
- 13: (0 Votes) Underutilization of professional development opportunities
- 15: (0 Votes) The school district denies Deaf students the opportunity to attend MSD
- 17: (0 Votes) Insufficient signing abilities of staff
- 20: (0 Votes) Lack of bilingual ASL-English teacher prep programs in Michigan
- 23: (0 Votes) It may be difficult to access additional funding for changes at MSD
- 24: (0 Votes) Lack of statewide assessment with specific data applied to deafness
- 26: (0 Votes) Too much emphasis on standardized testing scores
- 28: (0 Votes) Inability to get formal advice from the Deaf community and other stakeholders, possibly an advisory board

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- 29: (0 Votes) Different funding sources for English language learners, bilingual education and ASL
- 30: (0 Votes) Inadequate influence on early detection and early intervention process
- 32: (0 Votes) In the Michigan educational system the oral system always trumps the ASL system
- 34: (0 Votes) There's an insufficient number of highly skilled interpreters across the state
- 35: (0 Votes) State requirements for teaching degrees turn away out of state candidates
- 37: (0 Votes) Lack of confidence in Deaf students ability to succeed
- 38: (0 Votes) The influence of insufficient public relations leads to low enrollment
- 39: (0 Votes) Insufficiencies in providing teacher training and being able to provide direct explicit instruction in ASL
- 40: (0 Votes) Lack of collaboration between MSD, local public schools, and local private schools
- 41: (0 Votes) Lack of being open minded and collaboration in terms of reading and writing abilities with other Deaf schools
- 42: (0 Votes) Interpretation of the meaning of least restrictive environment
- 43: (0 Votes) Lack of understanding of the teacher requirements and qualifications in the Deaf community that the state requires
- 44: (0 Votes) Inability to attract Deaf and hard-of-hearing students to MSD
- 46: (0 Votes) Lack of overall support from the MDE beyond the office of special education
- 47: (0 Votes) Underutilization of social media or any media to give MSD a social media foot print
- 48: (0 Votes) Lack of education and understanding of the importance of language development in the homes of hearing parents with Deaf and hard-of-hearing children
- 49: (0 Votes) The danger of lumping Deaf education within the Special Education system.
- 51: (0 Votes) Resources for Deaf children are not on par with the resources for other children. For example resources that are available to blind children
- 53: (0 Votes) Lack of traditional school board
- 54: (0 Votes) Lack of a Deaf friendly space
- 55: (0 Votes) Insufficient family and community alliance and involvement
- 56: (0 Votes) Lack of positive relationship with state legislators
- 58: (0 Votes) Insufficient use of access technology in the education of Deaf and hard-of-hearing
- 62: (0 Votes) Lack of funding for weekend residential programs

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63: (0 Votes) The culture of can't

64: (0 Votes) 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

66: (0 Votes) Teacher aides as well as staff are contractors instead of receiving full salaries and benefits

67: (0 Votes) Inadequate educational requirements for residential staff

69: (0 Votes) Inadequate sports program

70: (0 Votes) Inadequate focus on transitional services

72: (0 Votes) Antiquated job description for various positions on campus

73: (0 Votes) Difficulty in implementing after school programs

74: (0 Votes) Inability to raise the bar of Deaf education with hearing peers

79: (0 Votes) Underutilization of Deaf bilingual experts statewide, nationally, and internationally

80: (0 Votes) Lack of protection of MDE funding for MSD

81: (0 Votes) Failure to fully collaborate with parent support groups

84: (0 Votes) 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

85: (0 Votes) Lack of Deaf stakeholders in MSD

86: (0 Votes) Inability to attract and retain ASL Pro families in Michigan

Total Votes Cast: 100