



**ARIZONA STATE SCHOOLS FOR THE DEAF AND THE BLIND
2018 APPROPRIATIONS EDUCATION SUBCOMMITTEE HEARING**

ECFE Budget Package Request for FY 2019

About ASDB

The Arizona State Schools for the Deaf and the Blind (ASDB) traces its roots back to Arizona statehood, having been enacted by the first state legislature in 1912. The ASDB serves over 2,000 children from birth to age 21 who are deaf, hard of hearing, blind, visually impaired, multiply sensory disabled and deafblind. ASDB operates two schools for the deaf, one school for the blind, a statewide birth to three early childhood and family education program and five regional cooperatives. There is a campus located in both Phoenix and Tucson, and the regional centers provide services to students via their home district or charter school. The early childhood program provides services directly within the homes of over 400 families every year.



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The ECFE Delivery Model has Changed

In 1912, when the Arizona State Schools for the Deaf and the Blind was established, the method of service delivery for children with hearing and/or vision impairments or loss was much different than what is available over 100 years later.

Clinical studies indicate that early detection of hearing loss followed with appropriate intervention minimizes the need for extensive and costly supports during the school years, reducing the burden on the State's resources.

Research on early intervention services to infants with visual impairments and their families indicate that a **weekly** home visit of about one hour is common practice in the US and other countries.



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Appropriated FTEs

FY 2017 – 503.7 FTEs

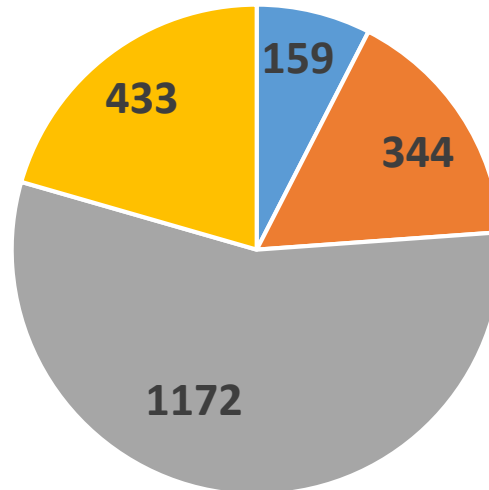
FY 2018 – 503.7 FTEs



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ASDB Child and Student Enrollment January 2018

Enrollment

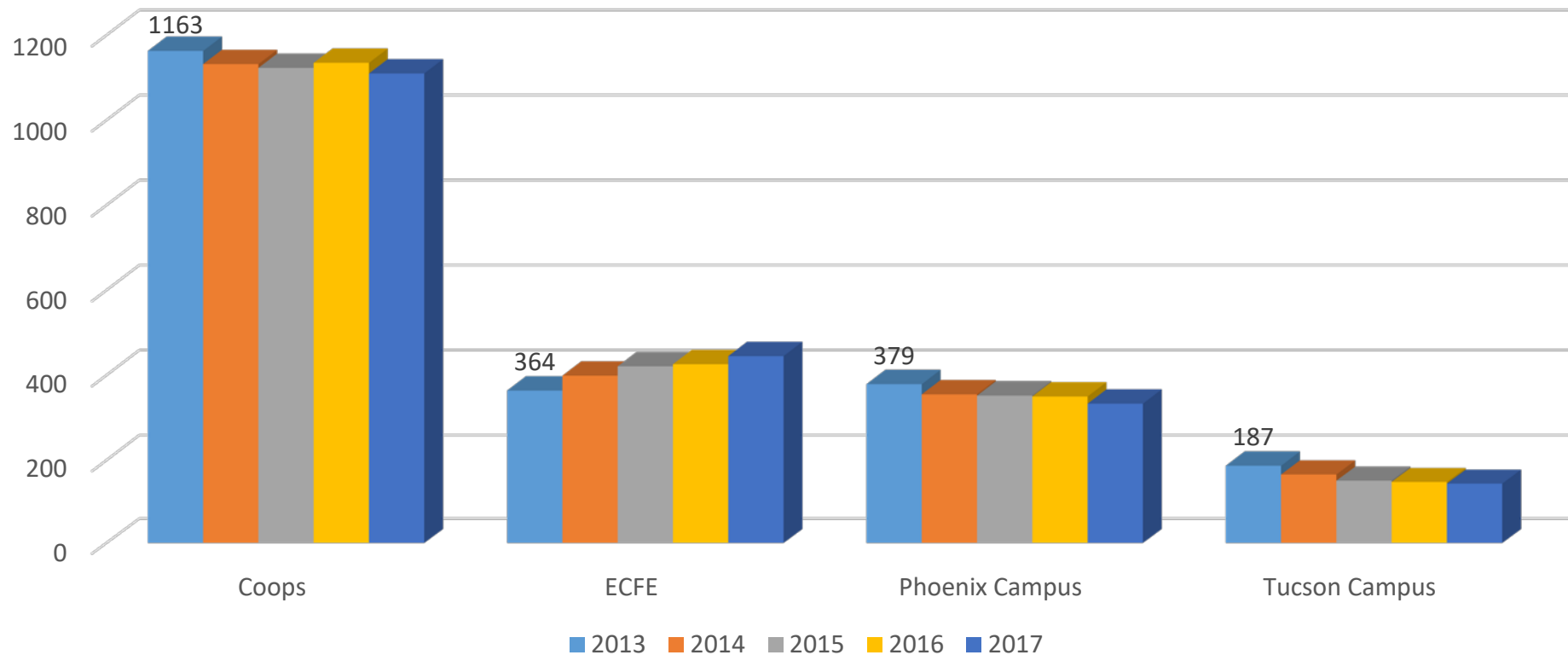


■ Tucson Campus ■ Phoenix Campus ■ Cooperatives ■ ECFE

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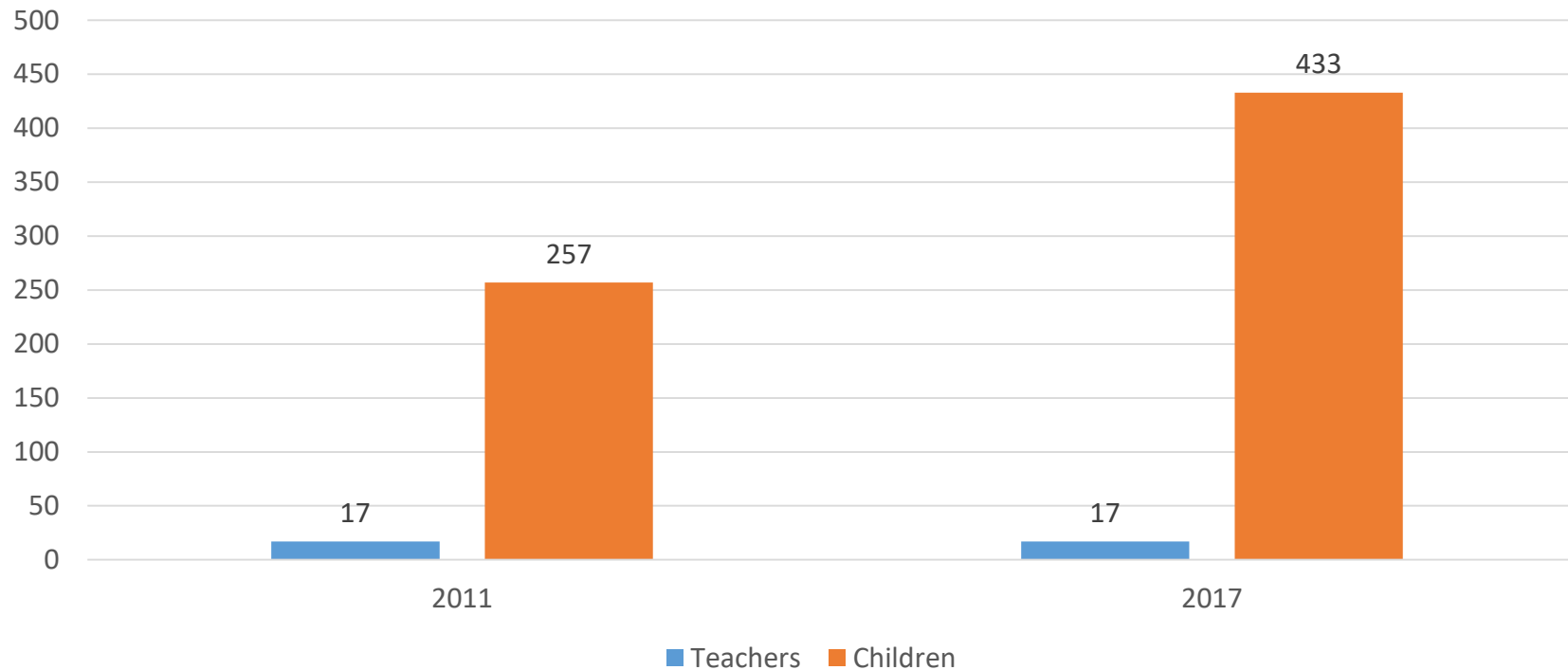
Overview of October Enrollment Trends FY 2013 – FY 2017

ASDB October Enrollment by Education Division by Year



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Number of Teachers Compared to Number of Birth-3 Infants & Toddlers Served 2011 vs. 2017



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ECFE Child Exit Outcomes: 2010/2013 vs. 2017

Exit Outcome by Development Domain	2010	2017	Difference
Deaf/Hard-of-Hearing (DayC Test)			
Social-Emotional Skills (% approaching, at or above age-level)	86%	47%	(39%)
Cognitive Skills (% approaching, at or above age-level)	71%	39%	(32%)
Communication Skills (% approaching, at or above age-level)	52%	35%	(17%)
Blind/Visually Impaired			
2013			
Aggregate Development Outcomes			
Social-Emotional, Cognitive, Self-Dependency (% functioning within age expectation)	54%	39%	(15%)

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Request for ASDB's Early Childhood and Family Education (ECFE) Program

Request: \$2,070,000

Funds Will Directly Support Infants and Toddlers:

- \$1,400,000 – Salary & ERE for Up to 21 More Teachers for Critically Underserved Areas.
- \$200,000 - *Operating Expenditures
 - *Training
 - *Specialists Support
 - *Recruitment
- \$470,000 - *ASDB Fleet Expansion for Additional Teachers



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What the Research Says:

Research indicates that adequate early intervention as soon as the hearing loss and/or visual impairment is identified in an infant significantly reduces the need for more supports during school years, as these children are more likely to enter school with age-appropriate linguistic, academic, independent living, self-navigation, and social skills.

These students are also more likely to graduate from high school being college- and career-ready, and move on to postsecondary education and/or careers that offer good-paying, steady jobs and opportunities for advancement.

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Performance Measures

- Periodic needs assessments like surveys to measure parents' satisfaction with their child's learning outcomes.
- Regular early childhood assessments to measure progress toward meeting critical learning and development goals.
 - Deaf and hard of hearing children will receive regular assessments which measure their language acquisition progress over time compared to defined learning objectives.
 - Blind and visually impaired children will be tested to ensure they are learning critical independent living skills, receiving orientation and mobility training and gaining access to information via braille and other sources.
- Change in average number of visits per child per month – Rural vs. Urban