

**William Hoy Council of Deaf
Studies and Workforce
Development**

**A report for the
Massachusetts State
Legislature**

Chapter 526 of the Acts of 2008

April 15, 2010

Consider the following statistics:

- Deaf and hard of hearing children graduate from high school with 2.8 to 4.5 grade reading skills while hearing children graduate with 10th grade reading skills.
- Between the ages of 8 and 18, deaf and hard of hearing children gain only 1.5 years in reading skills.
- 57% of deaf and hard of hearing children exhibit academic deficits; 60% are unprepared for college.
- Only 8% of deaf and hard of hearing students graduate from college.
- Approximately one-third of all deaf adults rely on some form of governmental assistance and the average income of deaf adults is 40-60% of their hearing counterparts.
- Approximately 40% of deaf adults are unemployed and 90% are underemployed.

Siegel, Lawrence; *The Educational and Communication Needs of Deaf and Hard of Hearing Children: A Statement of Principle Regarding Fundamental Systemic Educational Changes*. The National Deaf Education Project, Gallaudet University, 2000.

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I. Executive Summary

There are many opportunities for work with youth and adults who are Deaf, hard-of-hearing, and Deaf-Blind. The challenge for workforce development is to recruit and prepare American Sign Language (ASL)-proficient professionals and para-professionals for these positions. This is the report of the William Hoy Council of Deaf Studies and Workforce Development charged by the Massachusetts State Legislature to develop guidelines for postsecondary preparation programs in Deaf Studies, Deaf Education, and ASL-English interpreting; for outreach and marketing strategies to create a pipeline of students for these programs; and for financial aid programs for students attending these programs.

Several key workforce development needs are addressed:

- Teachers of the Deaf
- American Sign Language Instructors
- Sign Language Interpreters
- Professionals and para-professionals working with Deaf, hard-of-hearing, and Deaf-Blind individuals in human services positions

Current trends, concerns, and recommendations to promote viable career paths for work in these areas are presented.

- There are clearly identified needs for employment opportunities for individuals who are deaf, hard of hearing, DeafBlind and hearing. These include positions as teachers of the deaf, a very broad range of human services personnel including such professions as nurses, mental health workers, and rehabilitation counselors, interpreters, and sign language teachers.
- Certification and licensure requirements for teachers of the deaf present a significant barrier to staffing the necessary positions and requires expedited resolution.
- Articulation agreements between public and private community and four-year colleges will significantly increase the educational opportunities for individuals in all of these fields of study.
- Creating a licensure process and curriculum standards for American Sign Language instruction will enhance the courses available to students and will resolve many inherent difficulties in course quality and transferability to other institutions.
- Targeted marketing and outreach initiatives will increase the number of individuals who demonstrate interest in these fields of employment and will sustain the numbers of professionals needed to work.
- Federal and foundation grants provide opportunities to support teacher preparation and programs targeted to reversing achievement gaps among deaf and hard of hearing students.

The opportunities for enhanced programming, collaboration, and new initiatives identified within this report reflect extensive commitment from service providers, educators, students, and agency and program administrators who came from across Massachusetts to bring perspective, experience, and vision to the Council.

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II. Introduction

Background

The William Hoy Council of Deaf Studies and Workforce Development was established by the Massachusetts Legislature in Chapter 526 of the Acts of 2008 with the task of developing guidelines for a grant program, financial assistance, and marketing and outreach to further advance Deaf Studies and American Sign Language (ASL) training and interpreter programs throughout the Commonwealth's postsecondary schools. The duties of the Hoy Council tasks were directed by legislative mandate:

Develop guidelines for a grant program for the establishment, enhancement, and expansion of new and existing programs in Deaf Studies and American Sign Language interpreting in public and private institutions of higher education in the Commonwealth. Include planning and implementation grants necessary for these institutions to develop and provide deaf studies and interpreting programs.

Develop guidelines for financial assistance programs for undergraduate and graduate students matriculating in public or private institutions of higher education in the Commonwealth. Upon graduation, students must agree to work in fields related to the deaf or hard of hearing including, but not limited to, American Sign Language or interpreting.

Develop guidelines for marketing and outreach on Deaf Studies and American Sign Language interpreting targeted toward elementary and secondary education students.

With oversight from the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH), the Hoy Council met during the 2009 and 2010 fiscal years and formed teams to identify resources, compile data, and conduct discussions with key stakeholders from the college and service provider communities. In Massachusetts, postsecondary resources include programs offered by community colleges, state colleges, and private colleges and universities. The Council sought to identify strengths within these programs and recommend guidelines for responding to gaps with a systematic model of enhanced training, recruitment, and financial support.

In developing concepts and guidelines, the Council identified qualities essential for a statewide postsecondary model of Deaf Studies and ASL workforce development: leverages existing knowledge and experience within the community college and state college systems, offers accessible and affordable entry points, offers standardized degree programs, offers transferability and career ladders, strengthens links to private universities, and reaches out to youth and others considering human service work with adults and children who are Deaf or hard of hearing. Workforce development concepts were discussed within the context of key focus areas and considerations.

Key Areas

FOCUS AREA	KEY CONSIDERATIONS OF FOCUS AREA
<p align="center">Educational Achievement Gap Among Deaf Population</p>	<ul style="list-style-type: none"> • Percentage unable to pass MCAS • Need for remedial/ABE education • Need credential requirements and standardized job descriptions for K-12 interpreters
<p align="center">Teachers of the Deaf</p>	<ul style="list-style-type: none"> • Need, turnover rate • Number of Deaf students in MA classrooms • MTEL Reading test barrier • Deaf teachers on waivers • Minimum ASL requirements for Teacher of the Deaf licensure • Professional development for teachers with limited Deaf education of ASL skills
<p align="center">Human Service Workers</p>	<ul style="list-style-type: none"> • Deaf Studies & ASL training as part of a degree in a range of career paths • Workers with ASL skills needed in rehabilitation, community services, mental health, counseling, healthcare, gerontology, education
<p align="center">ASL Interpreters</p>	<ul style="list-style-type: none"> • large percentage will be retiring during the current decade • Starting in 2012 interpreters will be required to have a BA/BS • CDIs are required to have a AA/AS • RID Standards • ADA requirement • MCDHH Referral Statistics
<p align="center">ASL Teachers</p>	<ul style="list-style-type: none"> • Standardize ASL instruction in high schools • License ASL teachers for k-12 • Train ASL teachers • Reference external credential requirements
<p align="center">Career awareness outreach to high school students</p>	<ul style="list-style-type: none"> • Survey to identify where ASL is being taught in K-12 settings for credit • Inform students of career paths involving ASL: interpreting, teaching, human services • ASL as foreign language elective for degrees • Establish agreements for high school students to take ASL as a foreign language for college credit

<p align="center">Flexible Training Options</p>	<ul style="list-style-type: none"> • Standardize Deaf Studies and ASL curriculum within community colleges • Community college and state college articulation system is an opportunity for affordable career paths • Use standardized skill assessment tool to verify ASL skills for transferability to private 4 year programs • Reference external resources for assessing ASL skills
<p align="center">Financial Aid Programs for Students</p>	<ul style="list-style-type: none"> • General student aid for careers in education, interpreting, human service • Aid specifically for Deaf, hard of hearing, and DeafBlind students
<p align="center">Funding Institutional Change</p>	<ul style="list-style-type: none"> • Private foundations • Federal Race to the Top Funds • US Dept of Education Title II grants

Use of ASL in Massachusetts

Deaf Studies and American Sign Language (ASL) training programs are designed to prepare college graduates for working with people who are Deaf, hard of hearing, and Deaf-Blind. There is a diverse range of fields in which graduates of these programs work with people that are deaf or hard of hearing. And, ASL is used in a range of settings as diversified as workplace meetings, employment interviews, hospital inpatient/outpatient/emergency care, K-12 educational, colleges, courtrooms, conventions, tax preparation, government proceedings, and private sector board meetings. Each of these settings reflects the proliferation of ASL users; deaf, hard of hearing, and DeafBlind adults and children who live, learn, work, and conduct business in Massachusetts. ASL skilled workers are essential to serving this population as a reasonable accommodation under the Americans With Disabilities Act (ADA) which was enacted in 1990, and under the Individuals with Disabilities Education Act. Massachusetts' obligation to provide ASL skilled personnel is shared by every state in the country. The nationally prevalent ASL using population is described by Harlan Lane, Robert Hoffmeister, and Ben Bahan in *A journey into the deaf-world* (San Diego, Calif.: DawnSignPress, 1996, p.42):

ASL is the language of a sizeable minority. Estimates range from 500,000 to two million speakers in the U.S. alone; there are also many speakers in Canada. Compared to data from the Census Bureau, which counts other language minorities, ASL is the leading minority language in the U.S. after the "big four": Spanish, Italian, German, and French.

It is estimated that of Massachusetts' 500,000 Deaf or hard of hearing people, 50,000 communicate through ASL. This constituency significantly challenges personnel working

in the public and private sectors to comply with legal mandates and conduct business practices through use of ASL.

Use of ASL impacts the economic, health, and social qualities of life in the Commonwealth beyond the workplace. Several Massachusetts state laws support vital services for people who are Deaf, hard of hearing, and DeafBlind, including two legislative Acts which recognize the human benefits of ASL in enabling cross-population communication. MGL Chapter 71 § 2B (1989) authorizes the teaching of ASL for academic credit in all public elementary and secondary schools:

“Courses in American Sign Language may be taught for the purpose of contributing to a greater understanding of the social and cultural dimensions of the language, and to encourage and enable increased interaction between hearing persons and deaf or hard of hearing persons in society. School committees may credit such courses toward satisfaction of foreign language requirements.”

And, MGL Chapter 15A § 9A (1994) authorizes the teaching of ASL for foreign language study and course credit in colleges.

This report highlights opportunities to enhance existing programs and identifies recommendations for cost effective use of resources to produce workers for employment in human services, interpreting, education, and other fields involving the Commonwealth’s population of adults and children who are deaf or hard of hearing.

Status of ASL workforce in Massachusetts

In the K-12 education system, 915 districts provide special education services to 1,286 Deaf and hard of hearing students. Relevant personnel include teachers of the deaf, teacher aides, interpreters, speech and language specialists, and other professionals. Teacher turnover occurs at a rate of 30% in Chapter 766 approved private schools which provide educational programs and services to students with special needs in Massachusetts. The three 766 approved schools serving Deaf or hard of hearing children struggle to hire from the small pool of qualified teachers.

In K-12 settings, teachers are required to pass the Massachusetts Tests for Educator Licensure (MTEL). The reading test within this assessment system is based on phonics and inaccessible to Deaf teachers who use ASL to teach reading to Deaf children. Because the test is a barrier to licensure, teachers who are Deaf, fluent in ASL, and trained to work with Deaf children receive waivers instead of licenses and their employment capacity is limited in Massachusetts.

Among state agencies, demands for ASL skilled personnel come from MCDHH, Massachusetts Rehabilitation Commission, Massachusetts Commission for the Blind, Department of Developmental Disability Services, Department of Mental Health, Department of Children and Families, State 911 Commission, and Department of

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Elementary and Secondary Education. Agency personnel requirements are diversified and range from salaried positions to contracted workers.

Provider agencies serve the ASL user population in community based settings with programming as diversified as Deaf and Hard of Hearing Independent Living Services (DHILS), Independent Living Centers, the Deaf Blind Community Access Network (DBCAN), and the New England Homes for the Deaf, Inc. Group homes serving Deaf, hard of hearing, and Deaf-Blind persons who have cognitive and mental health disabilities employ approximately 300 staff members.

Of 26,000 ASL interpreter requests received by MCDHH during FY'09, 9,000 came from state agencies, and growth in demand for ASL interpreters in healthcare and courtroom settings is particularly urgent. MCDHH Interpreter Referral Service records indicate a triple increase in the number of hospital requests for ASL interpreter services during FY'09. Evening and weekend emergency requests increased steadily from 336 hrs in 'FY 07 to 595 hrs in FY' 08, to 1,282 hrs in FY '09.

The Commonwealth's Interpreter Referral Service is operated by MCDHH with 260 contracted interpreters; all are required to obtain certification from the National Registry of Interpreters for the Deaf (RID). Nationally and locally, a significant percentage of RID members are approaching retirement age. A survey conducted by the National Consortium of Interpreter Education Centers reports that within the next ten years, retirement will lead to a 22% reduction in the number of the working interpreters who are members of the National Registry of Interpreters for the Deaf.

National standards for ASL Interpreter certification currently require an AA degree. In 2012, certification requirements will increase to include a BA degree which can be in any field. Certified Deaf Interpreters will require an AA degree after June of 2012. Massachusetts has two ASL interpreter training programs; Northern Essex Community College offers a two year program with 2+2 transfer options within the state college system, and Northeastern University offers a four year program. Considerations for students entering training or pursuing an advanced degree include geographic accessibility, affordability, and transferability.

Deaf or hard of hearing high school students who lack the skills to pass the Massachusetts Comprehensive Assessment System (MCAS) exams require remedial education options in order to enter either the workforce or pursue entry level college training. The only remaining program currently serving these students is scheduled for closure as a result of fiscal cutbacks.

Massachusetts has strengths in its current higher education system; our public colleges and universities are affordable and geographically accessible to individuals across the Commonwealth. Our private institutions are nationally known and receive federal grants for their programs. The Gallaudet University Regional Center is linked to internationally known Gallaudet University, and provides bi-lingual and culturally diverse outreach and training initiatives, information and resources benefiting Deaf or hard of hearing people,

their families, and service providers throughout our state. In the non-profit sector, service providers throughout the state share the same “community first” vision and target their programs and efforts to match the language and culture of Deaf, hard of hearing, and DeafBlind people and support independent, safe, and healthy living in the community.

National and state education priorities emphasize College and Career readiness, a goal that calls for all students to graduate from high school prepared for postsecondary education or employment. This effort includes the adoption of *Common Standards for K-12* education by all states and a call for the reduction in the need for remediation prior to taking college level courses. Deaf and hard of hearing students are also entitled to meet these goals, although our research shows that improvement in teaching and learning is needed. Massachusetts’ application for federal *Race to the Top* funds may be an opportunity to make strides in improving teacher preparation for teachers of the Deaf and Hard of Hearing and to fund programs that can provide students who are deaf or hard of hearing with the skills needed to achieve grade level performance prior to leaving high school.

And nationally, in examining the availability of college training, The Modern Language Association reports that community colleges are serving as a significant point of entry for ASL studies. Community college enrollments in ASL accounted for 78.9% of the overall ASL total in 1995 and 61.3% in 1998, and increased by 457.6% between 1998 and 2002. In 2006, ASL ranked fourth with nearly a third more enrollments (29.7%) than in 2002. And, “...in two-year colleges, since 2002 American Sign Language has surpassed French enrollments and now ranks second among languages taught in two-year institutions.”

III. Overview of Challenges and Opportunities Related to New and Existing Programs in Deaf Studies and American Sign Language Interpreting

Programs in Deaf Studies, ASL, and ASL Interpreting and Deaf Education in Public and Private Higher Education Institutions in Massachusetts

In Massachusetts, individuals have access to three community colleges and three private colleges to receive an associate and bachelor degree in the fields of Deaf Studies, Deaf Education, ASL, or ASL Interpreting. The community colleges of Northern Essex (NECC), Holyoke (HCC), and Bristol (BCC) offer two year Deaf Studies programs. NECC additionally offers a Certification of ASL Interpreting, an Associates of Arts in ASL and ASL Interpreting. And, where articulation agreements are established, students have the option of obtaining a Bachelor of Arts through transfer to a State College.

Among four year programs, Boston University offers a Bachelor of Science in Deaf Studies and a Master's in Education of the Deaf. Northeastern University has Bachelor of Arts programs in ASL and ASL Interpreting. The College of the Holy Cross offers a Bachelor of Arts in Liberal Arts. Two teacher preparation programs in Massachusetts have been approved by the Department of Elementary and Secondary Education for licensure as Teacher of the Deaf; Boston University and Smith College.

The need for college level training programs relevant to Deaf Studies is documented nationally. Within the field of education it is noted that "there is a persistent, nationwide shortage of teachers who are prepared to teach Deaf and hard of hearing students (U.S. Department of Education, 2002; LaSasso & Wilson, 2000).

The National Teacher Recruitment Clearinghouse states, "Experts predict that over the next ten years the nation will need 2.2 to 2.4 million teachers. That means there will be 150,000 to 250,000 openings for teachers in the nation's elementary and secondary schools. The needs are greatest in urban and rural communities and in curricular areas such as special education, mathematics, science, bilingual education, and English as a second language." According to NCES' Projections of Educational Statistics to 2012, by 2005, public and private school enrollment is expected to rise to about 54 million, and according to the 1999-2000 NCES Schools and Staffing Survey:

- Between 2000 and 2008, enrollment in public high schools is expected to increase by 4%.
- More than 25% of teachers are at least 50 years old and the median age is 44.
- Many school reform efforts call for class-size reduction, which requires more teachers

According to the "Recruiting New Teachers" 2000 study of the largest urban school districts, almost 98% of responding districts reported an immediate need for special education teachers.

Further evidence of the extent of this shortage is provided via an examination of two data sources. First, between the 1990-1991 and 1999-2000 academic years, there was an increase of 12,461 Deaf and hard of hearing students, ages 6-21, in the nation's schools (U.S. Department of Education, 2002). Second, a review of the number of teachers of Deaf and hard of hearing students that were reported to have graduated from the nation's Deaf Education teacher preparation programs during the 1990-1991 academic year indicates that there were a total of 791 graduates (American Annals of the Deaf, 1991). Eleven years later (i.e., during the 2001-2002 AY), a total of 788 individuals were reported to have graduated from those teacher preparation programs (American Annals of the Deaf, 2002). As a result, while there has been a significant increase in the number of Deaf and hard of hearing students within the nation's schools, the rate at which teachers are being prepared to teach Deaf and hard of hearing students has remained virtually the same" (Johnson, 2002).

Current statistics from the Massachusetts Department of Elementary and Secondary Education (2002) indicate that there are significant personnel shortages; in the New England area alone, the anticipated rate of turnover is 10%. Thus each year 20 new teachers are needed to fill these openings; in addition, a significant number of teachers will retire within the next 5 years (AAD, 2000) and many new teachers leave the profession in the first few years (National Teacher Recruitment Clearinghouse, 2006).

ASL can be found offered as a one or two course language elective in both public and private higher education institutions across Massachusetts. However, the level of language fluency attained by a student is impacted by the depth and duration of training, and fluency is vital to effective use of ASL in the workforce.

Massachusetts does not offer a four year state college program in Deaf Studies, Deaf Education, or ASL Interpreting. One strength of the state's community colleges and state colleges is they are actively engaged in articulation agreements which promote transferability, affordability, and career paths for students to receive degrees. Framingham State College (FSC) allows students from NECC who have received their associate degree to transfer to FSC to receive a bachelor degree in Liberal Arts; this is an affordable career path preparing graduates to meet with new Registry of Interpreters for the Deaf (RID) standards which go into effect in 2012.

As an example of the impact of community college programming, the two year ASL interpreter certificate offered by NECC to individuals who already have a BA/BS degree has been, and continues to be, a very attractive option for many students. NECC reports that "well over half of their students are in the certificate option, and most prove to be very successful students due to their age, experience, and prior education."

If implemented collaboratively through community college and state college system, a statewide program using a standardized Deaf Studies and ASL curriculum would expand the availability of affordable and geographically accessible entry points for students to enhance their skills and knowledge and lay the ground for them to pursue work in field

related to the Deaf community. Such a model would make it possible for students to pursue baccalaureate and graduate degrees in ASL Interpreting, ASL Teaching, Teachers of the Deaf as well as human service fields incorporating ASL skills.

ASL fluency development can be maximized through an immersion model, similar to other foreign languages. This learning technique can be applied across all Deaf Studies programs, and is beneficial not only to ASL Interpreting students, but to all students who wish to work within the Deaf community whether through teaching or in the health services field.

Collaboratively standardizing Deaf Studies and ASL training programs is an opportunity for the state's community and state college system to expand flexible and affordable career paths for individuals to work with the Deaf, hard of hearing, and DeafBlind communities.

Teacher of the Deaf Licensure

In K-12 settings, teachers are required to pass the Massachusetts Tests for Educator Licensure (MTEL), General Curriculum and Communication & Literacy Skills test; an additional test, the Foundations of Reading subject matter test, assesses competency in reading instruction to hearing students. The test is predominantly phonics based (including a transcript of a child's reading performance using spoken English), and is inaccessible to Deaf teachers who use ASL to teach reading to Deaf children. As a result, highly qualified teachers who are Deaf and ASL fluent receive waivers instead of licenses and are limited in employment capacity in Massachusetts and avoid employment opportunities in Massachusetts. The Council notes that this matter has been brought to the attention of the Massachusetts Department of Elementary and Secondary Education for resolution.

Transfer of Deaf Studies and ASL classes between community colleges and 4 year private colleges/universities

Improving the transferability of courses from two year programs within the state college system to four year private programs will provide students with expanded career path options. Transfer agreements related to Deaf Studies courses must address overlap in course content between a 2 year degree and a 4 year degree, and curriculum development efforts must give consideration to evolving changes in the field, determine what careers a two year degree will lead to, and work to create transfer paths where 4 year degrees are required.

Because ASL curricula vary, it is recommended that a standardized assessment tool be used to verify students' ASL skills as part of the transfer application process. The Sign Language Proficiency Interview (SLPI) is an assessment tool recommended by the American Sign Language Teacher Association (ASLTA) and currently available through MCDHH to assess the sign language proficiency of educators and other professional staff. In November 2010, the American Council on the Teaching of Foreign Language (ACTFL) will vote to adopt national standards for ASL upon which an ACTFL-ASL Proficiency assessment can be based. A proficiency assessment could be standardized statewide and results could assist programs in placement of transfer students.

A standardized curriculum within community college Deaf Studies/ASL programs will help support a system in which graduates from 2 year colleges transition into 4 year colleges. ASL courses are transferable based on assessment of student's skills. There is a significant variability on the ASL skill courses. Thus to assume that ASL 2, for example, is the same from institution to institution is a mistake that results in placing a student in a class where he or she is unequipped to succeed. This is also the case for spoken languages. Until there is a history with a particular institution that enables a clear sense of outcomes in their language program, students wishing to transfer require a proficiency assessment. Whether a Deaf Culture course from a community college in Massachusetts can substitute for a Deaf Culture course at a private institution requires a syllabus review and assumes a grade of C or better; once that review happens then equivalency can be determined.

Community colleges, state colleges, and private institutions could form a statewide task force to develop essential curriculum elements/modules for Deaf Studies courses. The ease of transferability will allow students completing 2 year Deaf Studies/ASL Programs more options for pursuing 2+2 training in Deaf Education or ASL by transferring to a private 4 year college or university course equivalencies.

Training for Teachers of ASL

There is limited availability of training for ASL/Deaf Culture instructors, particularly native signing individuals, to provide ASL instruction in secondary or postsecondary educational settings across the state. The rise in requests for teachers of ASL in schools and provider agencies results from recognition of ASL as a foreign language, and from service providers' obligations to comply with the ADA. Trained ASL teachers are an important link in efforts to develop ASL skilled personnel.

This report recommends the development of guidelines for establishment of a new certificate program to train ASL teachers. This program could be geared to individuals who hold a baccalaureate degree or higher, native or near native fluent users of ASL, provisionally employed/unlicensed ASL-Deaf Culture instructors in either secondary or postsecondary educational programs, and teachers interested in becoming Licensed ASL-

Deaf Culture teachers. A two year Certificate of Completion program offered at a state college as Graduate Continuing Education (GCE) credit courses can provide content areas or fields that ASL instructors need to be skilled and knowledgeable in order to pass ASLTA certification. Those fields would include: language standards, methods of teaching and the teaching of ASL as a first language, assessment procedures and instructions related to assessment, the field of Deaf Studies, Deaf Culture and History, Deaf Literature and Folklore, and an academic year teaching internship.

Individuals involved in developing the initial ASL teacher training program would be able to assist in incorporating nationally recognized standards, and develop a curriculum framework consistent with the licensing process for DESE. A tested licensing process for ASL Instructors, based on the new Foreign Language ASL Standards and Curriculum Framework, as recommended in this report, will be required within DESE. The resulting initial core of trained ASL-Deaf Studies instructors will expand the ASL workforce as licensed teachers in secondary educational settings, or as instructors in colleges.

A pilot program of courses developed in an initial training program can establish foundation courses for a future bachelor/masters degree in ASL-Deaf Culture instruction. In pursuing this concept, a State College with interest in establishing a program at the Bachelor's and/or Master's level, could model an ASL as a foreign language program after foreign language programs in French, Spanish or German.

For this program to be developed potential funding options need to be identified and a state college would have to be named to be the host of the Certificate training program.

Remedial Programs

Currently in Massachusetts, there is only one English as a Second Language (ESL) equivalent program for students who are deaf or hard of hearing currently existing in the Commonwealth at a postsecondary institution; this program is at Northern Essex Community College (NECC). The English Language Cluster was established to help students who do not otherwise qualify for college level or traditional developmental coursework. This two-semester, non-credit program is designed to strengthen students' skills in order to prepare for further academic work, to enter the work force, or for self improvement. There currently are no comparable options for this type of postsecondary training in the state.

The Cluster is slated to close at the end of the spring 2010 semester due to fluctuating enrollment, significant budget reductions faced by the college and the retirement a full time tenured Professor who has demonstrated long term success with this model. When the NECC Cluster closes, there will be no direct access "program" (teaching via American Sign Language) or comparable course offering for individuals who are Deaf or hard of hearing needing remedial literacy education in Massachusetts.

It is the recommendation of this Council that there be a statewide initiative funded to establish a viable and sustainable Remedial Postsecondary Education Program for adults who are Deaf or hard of hearing who lack the skills in Math, English and life skills. A program such as NECC's will ensure an academic path towards entering either a community college or a vocational training program for individuals who otherwise would not be able to do so.

Licensure of Teachers of American Sign Language/ASL as a Foreign Language

While Massachusetts law supports teaching of ASL as a foreign language, there are no licensure requirements for instructors as teachers of ASL at the elementary or secondary education level. Without standardized requirements and curriculum guidelines, available instruction varies greatly in instructor ability and curriculum standards, making it difficult to assess student competence for placement in post secondary courses. In a survey sent out to the state's superintendents, 11 school districts were identified as offering American Sign Language courses in at least one of their schools.

ASL teacher licensing standards at the elementary and secondary level will strengthen the availability of these courses as a critical component of preparing students for college level coursework and for entering the ASL using workforce. By establishing a licensure requirement and curriculum requirements for ASL instruction that meet the DESE standards for foreign language instruction in elementary and secondary settings school systems will have a foundation for providing students with a high level of ASL instruction and knowledge. The American Sign Language Teacher Association (ASLTA) and the American Council on the Teaching of Foreign Language (ACTFL) recommended standards for ASL are available for use in a licensing process, and are very comparable with DESE standards for Foreign Languages. There are currently existing precedents for specialized licensing for unique fields of study; opening potential for ASL instruction to qualify for such licensure.

It is recommended that the curriculum framework for ASL, Deaf Culture, Deaf Literature, and Deaf History be consistent with best practices of foreign language instruction at the high school level. Department of Elementary and Secondary Education (DESE) personnel should be responsible for ensuring review of ASL standards and revisions of the curriculum, ongoing incorporation of current materials and knowledge when appropriate, and utilization of an active ASL curriculum team working together for quality control and outcome goals.

These recommendations will create a qualified workforce of instructors across the Commonwealth who meet national standards for preparation and best practice in providing instruction, and will facilitate best hiring practices in schools across the state.

Licensing will encourage opportunities for teacher training and skill development as well as expand employment opportunities for individuals to teach ASL in a variety of educational settings.

Please refer to Appendices 1, 2, and 3 in this report which includes a draft of foreign language requirements from the Department of Elementary and Secondary Education.

Career awareness through standardizing the role of the Educational Interpreter in K-12 Settings

Educational interpreters serve a primary purpose of ensuring effective communication between Deaf or hard of hearing people who use ASL and individuals who do not use ASL. This report recommends defining the criteria for strengthening the Educational Interpreter workforce in K-12 educational settings across the Commonwealth. Job descriptions, qualifications, salary and benefits, evaluations, staff development, and union participation are aspects of the education interpreter field that should be standardized. Standardizing job criteria will strengthen educational interpreting as a profession, and enhanced career awareness will result from a uniform role of ASL interpreters in K-12 settings.

The Council recommends that a team comprised of Massachusetts Registry of Interpreters of the Deaf (MassRID) and members of the MCDHH/DESE Educational (K-12) Interpreter Mentoring Project to jointly draft a uniform job description for sign language interpreters/transliterators in elementary, middle, and secondary school settings. An additional workgroup comprised of members from MassRID and K-12 Educational Interpreters could address the concerns mentioned above and could work with school systems to develop strategies for recruiting and the advertising of positions.

It is recommended that minimal standards for K-12 Educational Interpreters be set using the Educational Interpreter Proficiency Assessment (EIPA) as the tool of assessment. If Massachusetts would mandate all educational interpreters to be assessed by the EIPA, standards would be brought to a higher level, and as a result, interpreters would be required to create a professional development plan which in turns provides higher standards allowing interpreters to do their job more efficiently and allowing students the best interpreted education.

As a quality assurance initiative in collaboration with MCDHH, DESE policy requires ASL interpreters in K-12 settings to be registered with the MCDHH. MCDHH maintains The Educational Interpreter Registry as a database of interpreters who are qualified to work in educational settings in Massachusetts. Any staff members providing educational interpreting for students who are deaf or hard of hearing in schools, including private special education schools or collaborative schools, must be registered through the MCDHH. This includes personnel who may not be identified as interpreters but who

provide sign language support services in an educational setting, including paraprofessionals, signing aides, tutors, language or communication facilitators, and others.

At the time of this report, there are 120 people registered as Educational Interpreters in K-12 public, private, and charter schools across Massachusetts. At the same time, the Educational (K-12) Interpreter Mentoring Project has identified 200 school-based interpreters who are attending support groups and workshops. This figure suggests that at least 80 educational interpreters remain unregistered.

Language Labs as a Component of Effective Deaf Studies/ASL Programs

To better standardize ASL immersion and language exposure within Deaf Studies programs, the Council recommends the use of language labs. “Smart classrooms” are increasingly becoming a part of college campuses and the use of this technology for ASL, Interpreting and Deaf Studies programs is a beneficial tool in the student learning experience. The language lab will provide a classroom for students to utilize technology to create video presentations, examinations, allow access to video and print libraries, and serve as a location for students to work with peers or tutors. Labs are attached to other foreign languages; a lab for ASL allows parity with spoken languages and can be counted as foreign language credit for non-majors as well which furthers the mission of Deaf Studies.

IV. Financial assistance programs for undergraduate and graduate students

Financial Aid Programs for Students

Financial assistance programs for undergraduate and graduate students

The Hoy Council recommends the development of guidelines for financial assistance programs for undergraduate and graduate students matriculating in public or private institutions of higher education in the Commonwealth. Currently there are few dedicated federal or state financial aid programs targeted at the deaf or hard of hearing community; there are a number of generic need-based programs. Of the financial aid programs for the deaf or hard of hearing community that do exist they are not specifically targeted to the workforce development needs; rather members of the deaf community pursuing postsecondary degrees in any field. Institutional level financial aid programs tend to be very limited.

It is recommended that there be programs for individuals pursuing a degree in deaf education or ASL/English Interpretation; this includes exploring links for ASL interpreters and deaf education teacher preparation to workforce development funding sources. Financial Assistance Programs targeted to combining Deaf Studies and ASL training with other fields will enhance the availability of bi-lingual workers within workforce in fields important to the general community, such as healthcare.

Financial Assistance Programs for individuals who are deaf or hard of hearing and pursuing a postsecondary degree in any area of study or pursuing a degree in deaf education would be beneficial.

Given the need to increase the workers in high-need areas related to the deaf or hard of hearing population; a service component of any financial aid program may yield desired outcomes. Recommendations for this type of program include requirements that students work a specified time specified career fields in exchange for financial assistance to pursue degrees in specified programs of study.

Funding Institutional Change

Massachusetts and all other states have the opportunity to pursue federal funding from the U.S. Department of Education. Proposals are submitted through the Governor, and grants are awarded to the state department of education. Two significant federal grant categories are summarized by the U.S. Department of Education (DOE) as follows.

Race to the Top

Race to the Top grants focus on reform for the purpose of : “adopting standards and assessments that prepare students to succeed in college and the workplace and to compete

in the global economy, building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction, recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most, and turning around our lowest-achieving schools.”

<http://www2.ed.gov/programs/racetothetop/index.html>

Title II

The three Teacher Quality programs authorized by Title II--State Grants, Partnership Grants, and Teacher Recruitment Grants--are intended to make lasting changes in the ways teachers are recruited, prepared, licensed, and supported. One clear goal of these grants is supporting efforts to reduce shortages of qualified teachers in high-need school districts.

The purpose of the program is to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs (Local Education Agency) and schools accountable for improvements in student academic achievement.

State-level activities include but are not limited to: (1) recruiting and retaining highly qualified teachers and principals; (2) increasing the number of highly qualified teachers in classrooms; and (3) reforming teacher and principal certification programs. They must be based on a needs assessment, and, among other things, be aligned with state academic content standards, student academic achievement standards, and state assessments (for formula grants).

The Council recommends that action related to critical focus areas and considerations identified in this report be included in the Commonwealth’s application for U.S. DOE grants.

In regards to supporting change at the post secondary level, the Council recommends the formation of collaborative partnerships between community colleges and 4 year programs, for the purpose of pursuing pilot project funding from private foundations whose philanthropic focus supports higher education.

V. Marketing and outreach on Deaf Studies and American Sign Language

Marketing and outreach targeted to developing interest in Deaf Studies and ASL at the high school level

Little attention has typically been given by existing programs in Deaf Studies and ASL interpreting to student recruitment. The National Consortium of Interpreter Education Centers (NCIEC) has devoted U.S. Department of Education funds to the development of a national recruitment initiative.

To assess current potential for increasing career awareness, the Council conducted a survey of high schools offering ASL courses. Survey results helped to estimate that there are approximately 45 schools offering ASL.

The National Consortium of Interpreter Education Centers (NCIEC) developed the Discover Interpreting initiative which provides tools for interpreting education programs and can be a model for recruitment to Deaf Studies programs as well. Through the use of its website, Facebook page, and brochures, Discover Interpreting is available to by public and private interpreting programs and can serve as a model for developing additional strategies for student recruitment to other Deaf-related areas of study.

Discover Interpreting created an Ambassador Program to provide training and presentation tools for interpreting program administrators to utilize to make presentations to interested individuals. To date there are 11 interpreters in Massachusetts have already been trained to make these presentations.

The Council encourages agreements between secondary schools and Deaf Studies programs which would enable high school students to begin studying ASL courses for college level credit.

Successful marketing and outreach to high school students will result in the establishment of a pipeline from high schools to postsecondary Deaf Studies and interpreting programs.

VI. Summary of Recommendations

The William Hoy Council makes the following recommendations to further Deaf Studies and Workforce development in Massachusetts:

Implement available assessment systems to improve transferability of ASL courses between two year and four year programs within the state college system and four year private college programs [page 12]

Implement a model of standardized Deaf Studies and ASL training within the state college and community college system [page 10]

Create a statewide task force to develop essential curriculum elements and modules for transferrable Deaf Studies courses [page 13]

Establish licensure and curriculum requirements for ASL instruction that meet DESE standards for foreign language instruction in elementary and secondary schools [page 15]

The development of guidelines for establishing a new certificate program to train ASL teachers [page 13]

Standardize ASL immersion and language exposure within Deaf Studies programs through use of language labs which can be attached to other foreign languages and counted as foreign language credit for non-majors. [page 17]

Within financial assistance programs, establish priorities to support undergraduate and graduate students pursuing a degree in Deaf education or ASL/English Interpretation in public and private institutions [page 18]

Within Massachusetts' application for Race to the Top and Title II grants from the U.S. Department of Education, include strategies to address educational achievement gaps among deaf and hard of hearing students [page 18]

Support preparation of teachers of the Deaf and Hard of Hearing [page 12]

Support programs that can provide students who are deaf or hard of hearing with the skills needed to achieve grade level performance prior to leaving high school [page 14]

Develop pilot initiative to inform and encourage high school students to consider enrollment in Deaf Studies, Deaf Education, and ASL Interpreting education programs [page 120]

Establish agreements between high schools and Deaf Studies programs to allow secondary students to take ASL classes for college level credit [page 20]

Standardize the role of the Educational Interpreter in K-12 settings [page 16]

VII. Data Collection

In an attempt to gain further knowledge and insight, the William Hoy Council conducted the following surveys:

ASL Instruction Survey- College Level

A survey was sent through the Postsecondary Education Program Network (PEPNet) distribution list to higher education institutions within the state. The survey asked for the individual's name, if their institution offered ASL classes, and if those classes are for credit.

ASL Instruction Survey – K-12 Level

The ASL Instruction Survey was sent out through the Massachusetts Association of Superintendents distribution list. The purpose of the survey was to locate those school districts that offer ASL classes. The questions asked to identify the school district, if ASL was taught, and who the proper contact person would be for follow up.

As of April 1, 2010, the survey had 80 respondents; 10 indicated that the school district offered ASL. The schools are: Clinton High School, New Bedford High School, Newton North High School, Gardner High School, North Andover High, Andover High School, Narragansett Region High School, Minuteman Regional High School, and Nauset Regional High School. If the respondents represent 20.5% of all school districts in Massachusetts, it is possible that there are as many as 49 schools where ASL is taught.

A follow-up survey sent to each school offering ASL will gather more detail concerning the numbers and levels of ASL courses, curricula, the number of students, ASL teacher hiring criteria, and interest in exposing students to interpreting as a career. This information will be useful in better understanding ASL teacher needs and the pipeline of prospective students for college Deaf Studies and Interpreting programs.

Service Providers Survey

A survey was sent out to human services provider agencies to determine if they offer assistance to deaf or hard of hearing individuals. The survey asked the individual to identify the service provider, whether they worked with deaf or hard of hearing individuals, and who the proper contact would be for follow up. As of April 1, 2010

twenty-six service providers responded to the survey; twenty-five of the service providers work with or serve Deaf or hard of hearing individuals.

Teachers of ASL Survey

A survey was sent out to ASL teachers who hold a Bachelor's degree in an attempt to find out what levels of certification they hold and their feelings on classroom planning and classroom exams.

The survey asked 32 questions related to where they teach (college, high school, continuing education, service provider agency, private practice, other) what level of certification they hold, how comfortable they are planning their coursework, grading students, and what aspects of teaching they would like to become more comfortable with.

As of April 1, 2010 ten teachers responded to the survey; six teach at the college level, one teaches in a continuing education program, one teaches at a service provider agency, and three stated they teach in "other" settings. Three of the teachers hold Professional ASLTA Certification. Most would like to learn more about different methods of teaching ASL, designing effective assessment tools, evaluating students' ASL skills, and new technology for their classrooms.

VII. Appendix

Appendix 1: Competency Review Topics for Foreign Language: ASL

DRAFT provided by DESE

Competency Review Topics for Foreign Language [American Sign Language] PreK-6

1. Expressive and receptive fluency in ASL at a level of proficiency set by the Board.
2. Knowledge of deaf and hard-of-hearing culture.
3. Knowledge of deaf and hard-of-hearing history.
4. Knowledge of contemporary social and artistic features associated with the deaf and hard-of-hearing.
5. Knowledge of children's literature, songs, and games associated with the deaf and hard-of-hearing.
6. Theories of language acquisition for American Sign Language (ASL) and English in hearing and deaf and hard-of-hearing children.
7. Similarities and differences between ASL and English.
8. Similarities and differences in the linguistic structure of ASL and English.

Competency Review Topics for Foreign Language [American Sign Language] 5-12

The topics set forth above in 1., 2., 3., 6., 7., 8., and the following topics will be included in a competency review for the 5-12 level:

1. Knowledge of artistic features and other arts (historical traditions, genres, and major artists) associated with the deaf and hard-of-hearing.
2. Knowledge of literary and non-literary texts and authors associated with the deaf and hard-of-hearing.
3. Knowledge of the political, social and intellectual history of the deaf and hard-of-hearing.

Appendix 2: ASLTA Proposed Standards for Teachers of ASL [taken from ASLTA]

Area I: Proficiency in ASL

1. Signing:
 - a. Satisfy the requirements of a broad variety of everyday, school and work situations;
 - b. Discuss concrete topics relating to particular interests and special fields of competence;
 - c. Display ability to support opinions, explain in detail and hypothesize;
 - d. Use communicative strategies, such as paraphrasing and circumlocution;
 - e. Use differentiated vocabulary and visual-based intonation to communicate fine shades of meaning.
 - f. Follow essential points of signed discourse in areas of special interest and knowledge:
 - g. Comprehend facts in signed reproductions (i.e., video texts, pictures), and make appropriate inferences;
 - h. Understand parts of signed reproductions which are conceptually abstract and linguistically complex, signed reproductions which treat unfamiliar topics or situations and signed reproductions which involves aspects of Deaf culture;
 - i. Comprehend a variety of signed reproductions, including those with literary elements, and demonstrate an emerging awareness of the aesthetic properties of ASL and its literary style.
 - j. Sign narratives and descriptions of a factual nature, drawing from personal experience, readings and other verbal or non-verbal stimuli;
 - k. AN ASLPI rating of advanced high, using ACTFL proficiency guidelines.
2. Attending (Listening):
 - a) Understand the main ideas of most signing in ASL;
 - b) Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation;
 - c) understand culturally implied meanings beyond the surface meanings of the message or statement;
 - d) an ASLPI rating of advanced high, using ACTFL proficiency guidelines.

Area II: Deaf Culture and Community

1. Discuss research and reflect upon the daily living patterns, societal structure, institutions and value systems of Deaf people;
2. Explore the variability of cultural concepts;
3. Obtain an overview of the literature of Deaf people with an emphasis on contemporary writers/signers and an in-depth experience with some major author or theme;
4. Obtain an overview of the Deaf culture and Deaf community from a variety of perspectives, including historical, geographical, political, and artistic;

5. Develop skills in processing information that promote the understanding and interpretation of Deaf culture and the Deaf community. These include:
 - i. observing, comparing and inquiring about cultural phenomena;
 - ii. analyzing and hypothesizing about cultural phenomena;
 - iii. synthesizing and determining the generalisability of cultural phenomena;
6. Develop the skills and cultural norms necessary to function effectively within the Deaf Community;
7. Develop the ability to use the language in a manner considered culturally appropriate by native ASL signers;
8. Develop respect and understanding of the beliefs, traditions, and cultural values of Deaf people.

Area III: Applied Linguistics (Language Analysis)

1. Knowledge of the nature of spoken and signed languages and the significance of language change and variation which occur over time, space and social class;
2. Knowledge of the theories of first and second language acquisition and learning (ASL and English);
3. Knowledge of the chorological [phonological], morphological, syntactical and lexical components of ASL;
4. Knowledge of how communication occurs in the lives of Deaf people and the Deaf Community, to include:
 - a. the contribution of grammatical and lexical elements in expressing basic functions and notions of ASL within the context in which they occur;
 - b. analysis of discourse and communication strategies.

Area IV: Rationale for ASL Studies

1. Information about the impact of competence in ASL on modern society, including the Deaf community, and one's own personal development;
2. Emphasis on the importance of ASL as it relates to the needs and interests of specific communities;
3. Opportunities to develop skills in conveying the benefits of proficiency in ASL to many different audiences (e.g., Students, Parents, Administrators, Businesses, and the Community as a whole);
4. Opportunities to integrate this rationale in curricular and instructional decision-making.

Area V: Theories of Child Development and Learning

1. Theories of physical, emotional, cognitive and linguistic development of children and adolescents;
2. The interrelationship of these processes in terms of developing competence in ASL and its relationship to other subject areas in the curriculum of a school.

Area VI: Curriculum Development

1. The role of curricular design in adapting the nature of the discipline to learner needs, interests and characteristics;
2. The objectives and characteristics of different curricular models and their applicability in the teaching and learning of ASL;
3. The rights and responsibilities of the teacher in making decisions about program planning as it relates to ASL.

Area VII: Instruction

1. Identifying the purpose and theoretical underpinnings of a variety of teaching strategies and anticipating the learning outcomes that result;
2. Making critical decisions regarding planning for instruction, selecting materials, sequencing and executing learning activities;
3. Evaluating effectively the total teaching-learning process, including daily interaction with students, continuous assessment of student learning and self evaluation;
4. Organizing a multi-media environment that capitalizes on the benefits of existing and emerging technologies;

Area VIII: Instructional Setting

1. Information about the roles and responsibilities of public schools in the United States;
2. Examination of the roles and services of school district/ state personnel: principals, guidance counselors, superintendents, school boards, foreign language supervisors, and State Department of Education personnel;
3. Awareness of protocols, reporting mechanisms and rules governing the various functions of schools;
4. Clinical and field experiences which provide contact with a wide range of students, settings, other subject areas and many non-instructional aspects of life in schools;
5. A plan for integrating clinical and field experiences into all phases of the ASL teacher's preparation;
6. Procedures of and practice in self-assessment. Personal and Professional Development

Area IX: Communication

1. Effective communication skills and strategies in ASL and English, including:
 - a) determining the implied and intended meaning as conveyed by verbal and non-verbal signals;
 - b) conveying thoughts in a clear manner appropriate to the audience being addressed;
 - c) reading or viewing a variety of texts and visual reproductions, and deriving meaning consistent with the author's intentions;
 - d) signing and writing clearly and concisely in a style appropriate to the intent of the task;
 - e) tailoring language (signed and written) for a variety of audiences.
2. Effective interpersonal skills, including:

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- a) an awareness of the diverse perspective of one's audiences, including diverse cultures;
- b) a sense of the appropriateness and effectiveness of behaviors within a range of social and professional contexts;
- c) flexibility of thought in situations which offer a variety of interpretations and options;
- d) recognition or creation of alternative resolutions to conflict.

Area X: Acquisition of Knowledge

- 1. An awareness of information sources and the ability to:
 - a) identify information sources and assess source reliability;
 - b) evaluate the thoroughness of reporting and the strength of arguments, and distinguish between fact and opinion.
- 2. The ability to analyze and synthesize new information with emphasis on the development of critical-thinking and study skills, including:
 - a) identifying issues or problems and their causes, securing relevant information and relating, comparing, or quantifying data from various sources;
 - b) making decisions which are based on logical assumptions and which incorporate all pertinent information;
 - c) recognizing personally appropriate and effective strategies for different types of learning.

Area XI: Leadership

- 1. Initiative, the desire and ability to start projects independently and take action beyond what is necessarily called for;
- 2. Skills in planning and organizing time, resources, setting and sequence of activities for goal-derived task accomplishment;
- 3. Utilization of both tactical and strategic decision-making.

Appendix 3: National Standards for Foreign Language Education (which includes ASL)

National Standards for Foreign Language Education

A Collaborative Project of ACTFL, AATF, AATG, AATI, AATSP, ACL, ACTR, CLASS and NCJLT-ATJ

STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION: Communicate in Languages Other Than English

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS: Connect with Other Disciplines and Acquire Information

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS: Develop Insight into the Nature of Language and Culture

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in Multilingual Communities at Home & Around the World

- Standard 5.1: Students use the language both within and beyond the school setting
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

All of this is being addressed by ASLTA and other organizations working with ACTFL to establish ASL Standards.

VIII. William Hoy Council on Deaf Studies and Workforce Development Members

<u>William Hoy Council of Deaf Studies and Workforce Development</u>	
Heidi L. Reed	Chair & Commissioner, MA Commission for the Deaf & Hard of Hearing
Aurora Wilber	Project Manager, MA Commission for the Deaf & Hard of Hearing
Patricia Plummer	Senior Advisor to the President, University of Massachusetts
David McCauley	Associate Commissioner, MA Department of Higher Education
Jane Nunes	Enrollment Management & Student Services, Northern Essex Community College
William F. Messner	President, Holyoke Community College
Scott Greenberg	Associate Vice President of Academic Affairs/Dean of Graduate & Continuing Education, Framingham State College
Stanley Bucholz	Dean of Student & Academic Life, Fitchburg State College
Kathy Vesey	Director, Gallaudet University Regional Center
George Moriarty	Deputy Director, Exec. Office of Labor & Workforce Development
Karen Shack	Senior Workforce Development Consultant, the Commonwealth Corporation (CommCorp)
Justine Barros	President, Massachusetts State Association of the Deaf
Denise Martinez	President, Massachusetts Registry of Interpreters for the Deaf
Sharon Applegate	Executive Director, D.E.A.F., Inc.
Luce Aubrey	Deaf Studies Curriculum Coordinator, Northern Essex Community College
Cathy Cogen	Director of Interpretive Education Project, Regional Interpreter Education Center, Northeastern University
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Judy Freedman Fask	Director of Deaf Studies, College of the Holy Cross
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