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National Evaluation of the State Deaf-Blind Projects

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Disclosure of Potential Conflicts of Interest

The study team for this evaluation consisted of staff from Westat. None of the authors or other staff involved in the study has financial interests that could be affected by findings from the evaluation.

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Executive Summary

Children and youth with deafblindness represent the quintessence of the populations that gave rise to special education: they are an extremely low incidence population, challenged as learners, and difficult to instruct under traditional conditions (National Council on Disability, 2000; Noel, Burke, & Valdividieso, 1985; U.S. Department of Education, 2016). The key feature of deafblindness is the combination of two sensory losses, limiting an individual's access to both auditory and visual information and thus creating unique challenges for communication and education (DB-LINK, 2005). In recognition of the particular challenges faced by this population, the U.S. Department of Education (ED) has funded projects for over 40 years to try to meet the needs of these children and youth, their families, and the providers who serve them. For more than a decade, this support has taken the form of individual state and multi-state projects in conjunction with a national center, the National Center on Deaf-Blindness (NCDB). In recent years, local districts have increasingly needed to rely on assistance from the state projects, as students with deafblindness have increasingly received services in districts rather than specialized schools (Parker, McGinnity & Bruce, 2011).

In October 2013, ED's Office of Special Education Programs (OSEP) awarded grants to support a set of 48 State Deaf-Blind Projects.¹ The State Deaf-Blind Projects are part of the Technical Assistance and Dissemination (TA&D) Program funded through the Individuals with Disabilities Education Act (IDEA) and administered by OSEP. The TA&D Program funds centers and projects to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research. The Deaf-Blind Projects constitute approximately one-fifth of the TA&D Program's annual expenditure. Each Project is 5 years in length and received funding from OSEP from \$65,000 to \$575,000 per year. The level of funding from OSEP per Project is determined by multiple factors, including the total number of children from birth through 21 in the state, the number of people in poverty, previous funding levels, and maximum and minimum funding amounts.

OSEP's intention is that the 48 Projects work as a collaborative network that can learn and benefit from one another as they carry out their work². As specified in ED's request for grant applications, State Deaf-Blind Projects are intended to do the following:

- Provide technical assistance (TA) and training to personnel in schools and to early intervention services (EIS) providers, including "direct, targeted, and intensive TA";
- Increase capacity of state departments of education, local education agencies, and other agencies to improve outcomes for children with deafblindness;
- Collaborate with federally funded parent centers and the National Center on Deaf-Blindness (NCDB); and
- Participate in the National Child Count, an annual data collection and registry of children and youth with deafblindness (Birth–21)

¹ Funded State Deaf Blind Projects include Puerto Rico. Four Projects include multiple states and jurisdictions: Connecticut, Massachusetts, Maine and New Hampshire; Maryland and the District of Columbia; Florida and the Virgin Islands; Hawaii and the Pacific Basin. In total, 54 states and jurisdictions are served by the 48 projects.

² Applications for New Awards, Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities. July 1, 201378 FR 39260

This evaluation is the second in a series of evaluations to provide information about the TA&D Program and is part of the larger National Assessment of IDEA that ED's Institute of Education Sciences (IES) is authorized to perform (P.L. 108-446, Section 664b). The purposes of this evaluation are to (1) better understand the activities and support provided by the Projects and the variation across the Projects, (2) assess the needs of direct service providers (i.e., the educators and other individuals who work directly with children and youth with deafblindness), and (3) ascertain direct service providers' satisfaction with support from the State Deaf-Blind Projects. It is the first systematic and comprehensive data collection of the State Deaf-Blind Projects and the most extensive data collection to date of professionals and paraprofessionals who serve this population.

The four main evaluation questions are as follows:

1. What technical assistance and dissemination activities do State Deaf-Blind Projects provide and how does this vary across the states?
2. How do State Deaf-Blind Projects collaborate with other organizations in their state, with other TA providers, and across the network of State Deaf-Blind Projects?
3. What are the needs for TA among direct service providers who work with children and youth with deafblindness?
4. How satisfied are direct service providers with services received from the State Deaf-Blind Projects?

Samples and Data Collection

Project directors of the 48 State Deaf-Blind Projects were surveyed between October 2014 and January 2015.³ The survey collected information about the Projects' activities since the beginning of their current grants, including information about their TA products and services, the direct service providers that they served, their involvement in national initiatives related to deafblindness, and their collaboration with other State Deaf-Blind Projects and other organizations.

Direct service providers were surveyed between October 2014 and May 2015. Information was gathered about direct service providers' backgrounds and experiences, their needs for support in working with children and youth with deafblindness, and their satisfaction with support from the State Deaf-Blind Projects. The sample of direct service providers included 2,219 individuals (88 percent response rate) who either received customized support from a State Deaf-Blind Project or taught in a school that served one or more students with deaf blindness as identified in the December 2013 census conducted by NCDB.

Major Findings

This descriptive evaluation addresses the four research questions laid out above to provide information that can be useful to policymakers and other stakeholders in understanding (1) whether there are important gaps in the Projects' services that may affect project effectiveness or the improvement in child and youth outcomes; (2) how the Projects are

³ One project director did not respond to all the questions. Also, the project director for the New England Consortium, which is a single Deaf-Blind Project serving four states, completed separate surveys for each of the states, while each of the project directors for the three projects serving two jurisdictions completed a single survey. This resulted in a total of 50 complete responses to the State Deaf Blind Project Grantee Survey.

collaborating with others toward the common goal of improving child outcomes, including where there might be areas for improvement or further collaboration; (3) the needs of direct service providers who work with children and youth with deafblindness, including their needs for support; and (4) direct service providers' satisfaction with services they have received.

State Deaf-Blind Projects technical assistance and dissemination activities

All or nearly all Projects provided a similar set of core services. All Projects reported providing child-specific TA in school settings and topic-specific TA, both customized forms of TA that align with ED's focus on "direct, targeted, and intensive TA." All projects also reported providing email or telephone consultation, and information on a website or Facebook page. Nearly all Projects reported providing technical assistance in the home (98 percent), participation on task forces and advisory boards (98 percent), and statewide or regional training (96 percent).

There were services that were less evenly provided across the Projects. Some, but not all, Projects reported providing product development (48 percent), newsletters (54 percent), and Listservs or e-lists (60 percent). Many Projects, but not all, reported providing family support (86 percent) and family leadership or family-focused training (84 percent).

For many of the common services, demand exceeded the resources that many Projects had available. Forty-six percent of Projects reported demand exceeded resources for child-specific TA in school settings, and 42 percent reported demand exceeded resources for technical assistance in the home (Exhibit ES-1). Slightly more than a third of Projects reported that the demand for statewide or regional training exceeded their resources (36 percent), as did the demand for topic-specific TA (34 percent).

Of relevance when considering the supply and demand for services, the total resources that Projects had available to carry out activities varied widely, mostly because projects received support from other sources in addition to funding from OSEP. Of the 48 projects,⁴ 44 percent reported total annual project funding beyond the OSEP grant because they received some level of additional, direct funds from one or more sources. The amount of this additional support ranged from approximately 10 percent of the Project's OSEP funds to almost 10 times the amount of the project's OSEP funds. Additionally, 72 percent of Projects reported receiving in-kind support in one or more areas (e.g., to support program staff and infrastructure).

⁴ We report on 48 Projects when data from every funded Project is available and 47 Projects when the number is reduced because of one incomplete response.

Exhibit ES-1. Technical assistance products and services that Projects provided, and those for which demand exceeded Project resources

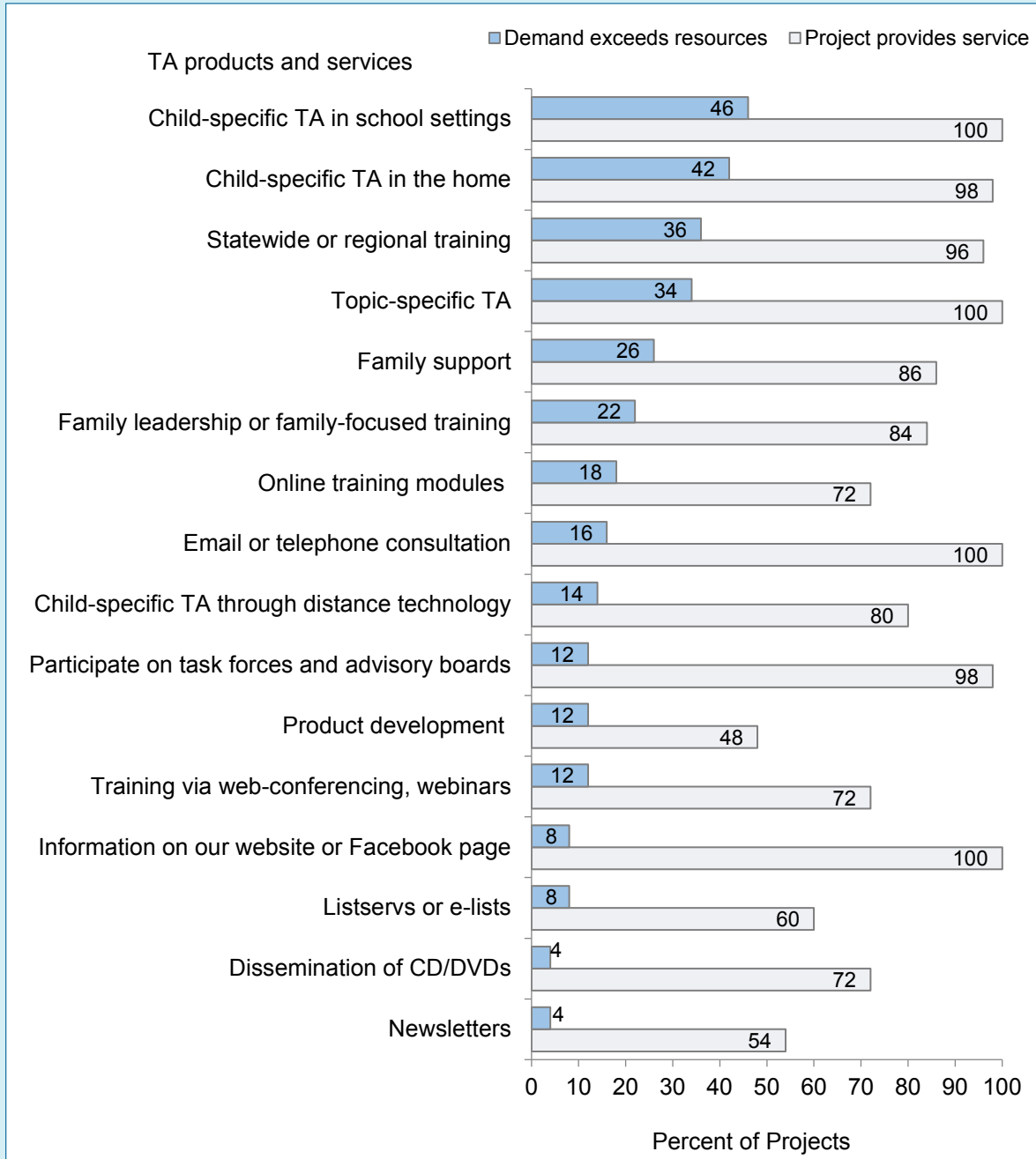


EXHIBIT READS: One hundred percent of State Deaf-Blind Projects provided child-specific TA in school settings, and 46 percent of Projects reported that providing child-specific TA in school settings was an area where demand exceeded project resources.

NOTE: N=50.

SOURCE: Grantee Survey

Collaboration

Almost all State Deaf-Blind Projects reported collaboration with the National Center on Deaf-Blindness (NCDB) (96 percent) and many reported collaboration with State Parent Training and Information Centers or Community Parent Resource Centers (80 percent). Collaboration among the network of State Deaf-Blind Projects was also common. Seventy-nine percent of Projects reported collaboratively creating a product, program, or service with at least one other Project (Exhibit ES-2). Within their states, in addition to collaborating with entities such as university programs (84 percent) or schools or institutes for the deaf, blind, or deafblind (94 percent), nearly all Projects (96 percent) reported working with their state department of education. The most common issue Projects reported working on with their state department of education was increasing identification of children with deafblindness (84 percent of Projects).

Exhibit ES-2. Percentage of State Deaf-Blind Projects that collaborated with other Projects in creating a product, program, or service together

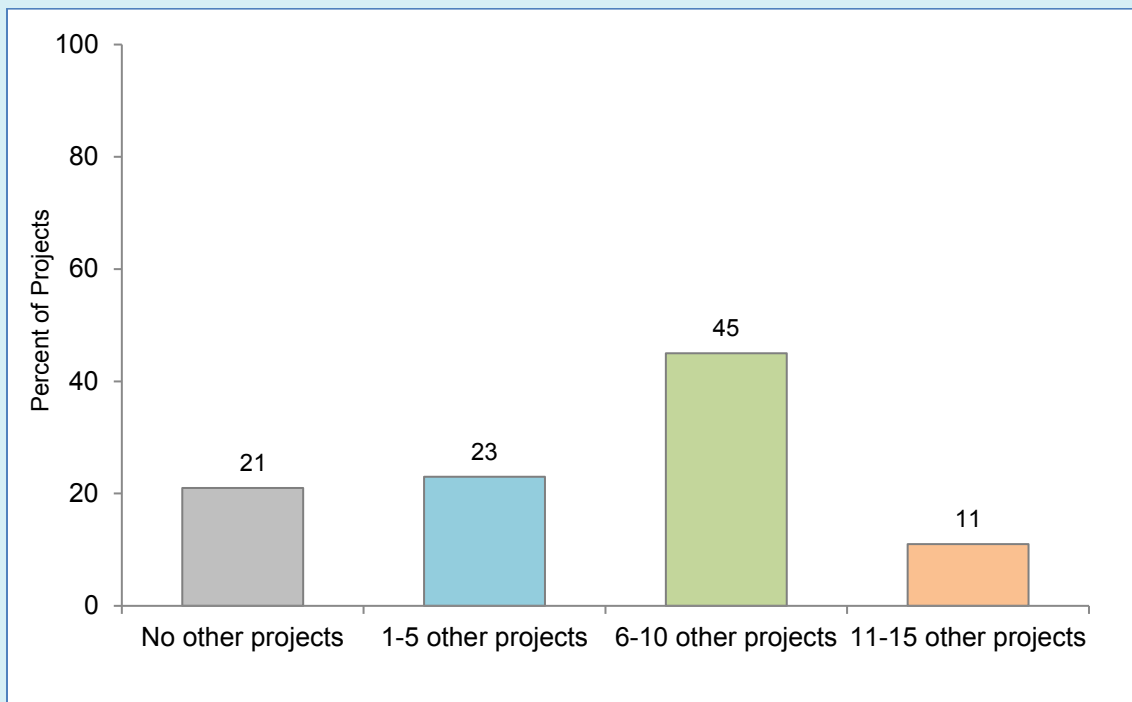


EXHIBIT READS: Twenty-one percent of State Deaf-Blind Projects reported that they have collaborated with no other Project in creating a product, program, or service.

NOTE: N=47.

SOURCE: Grantee Survey

Service providers' needs

Service providers reported a variety of needs for information or support in their work with children and youth with deafblindness; the most common were assistive technology and assessment. Thirty-two percent of direct service providers reported a high need for information or support related to assistive technology (81 percent reported a moderate or high need) and 29 percent reported a high need for supported related to assessment (76 percent a moderate or high need). Approximately one fourth reported high needs related to

visual and tactile accommodations to sign language (24 percent), curriculum (24 percent), instructional strategies (23 percent), and communication (23 percent).

State Deaf Blind Projects provided information and support on most of the topics that direct service providers reported as areas of need, although some gaps exist. More than 90 percent of service providers who reported needing information or support for the areas of assessment, visual and tactile accommodations to sign language, curriculum, instructional strategies, and communication work in states where the State Deaf Blind Project provided that service. On the other hand, 33 percent of service providers with a moderate or high need for support related to teachers' roles, credentialing, and competencies work in states where that topic was not covered by their Project. Likewise, 27 percent with a moderate or high need regarding Cochlear implants and 26 percent with a moderate or high need related to state and local policies work in states with no Project coverage for those topics.

The majority of direct service providers reported that their need for information and support to work with children and youth with deafblindness was being met. Over two-thirds of providers reported that their need for information and support was *mostly met* or *completely/nearly completely met* (Exhibit ES-3).

Exhibit ES-3. Extent to which direct service providers' need for information and support to work with children and youth with deafblindness was being met, through any source

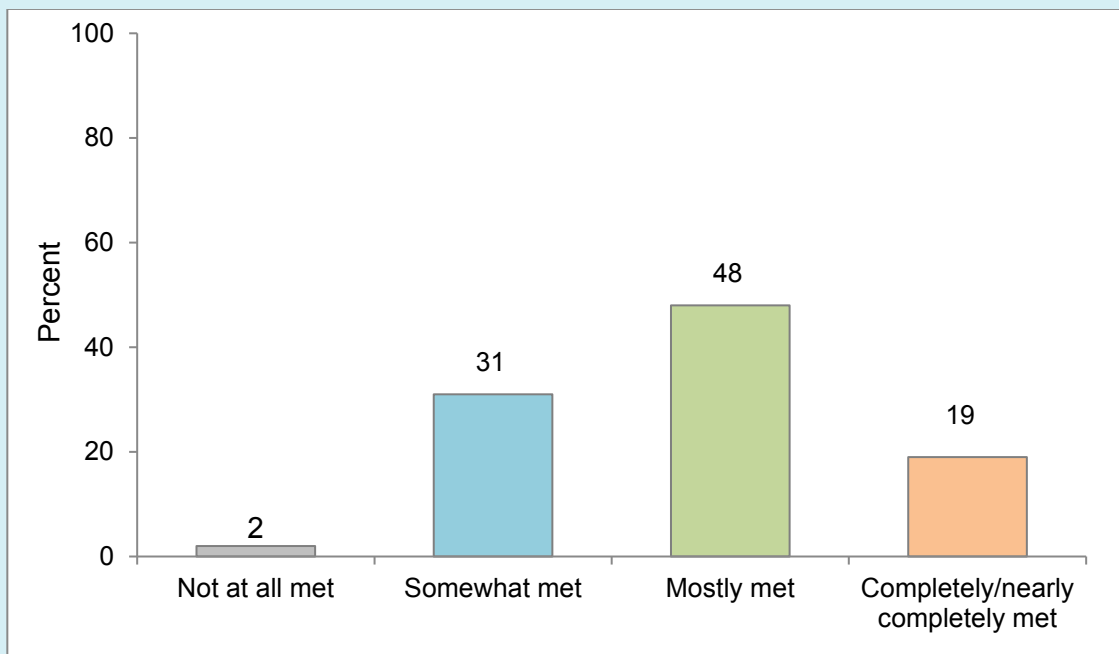


EXHIBIT READS: Two percent of direct service providers reported that their need for information and support to work with children and youth with deafblindness is "not at all met."

NOTE: Analysis includes only direct service providers who currently work with one or more children or youth with deafblindness. N=1,903. Ratings were on a 4-point scale, with the following values: 1=not at all met, 2=somewhat met, 3=mostly met, 4=completely or nearly completely met.

SOURCE: Provider Survey

Satisfaction

Most direct service providers who received customized support from their State Deaf-Blind Project reported being satisfied with the overall support from their Project. Sixty-two percent reported being *very satisfied* overall and 34 percent reported being *satisfied* overall with services received (Exhibit ES-4). Direct service providers were most likely to *strongly agree* that their State Deaf Blind TA consultant was non-judgmental (69 percent) and knowledgeable (69 percent) and least likely to *strongly agree* that their State Deaf TA consultant provided information that would be useful when working with children and youth with other disabilities (42 percent).

Exhibit ES-4. Direct service providers' satisfaction with the overall support received from their State Deaf-Blind Project

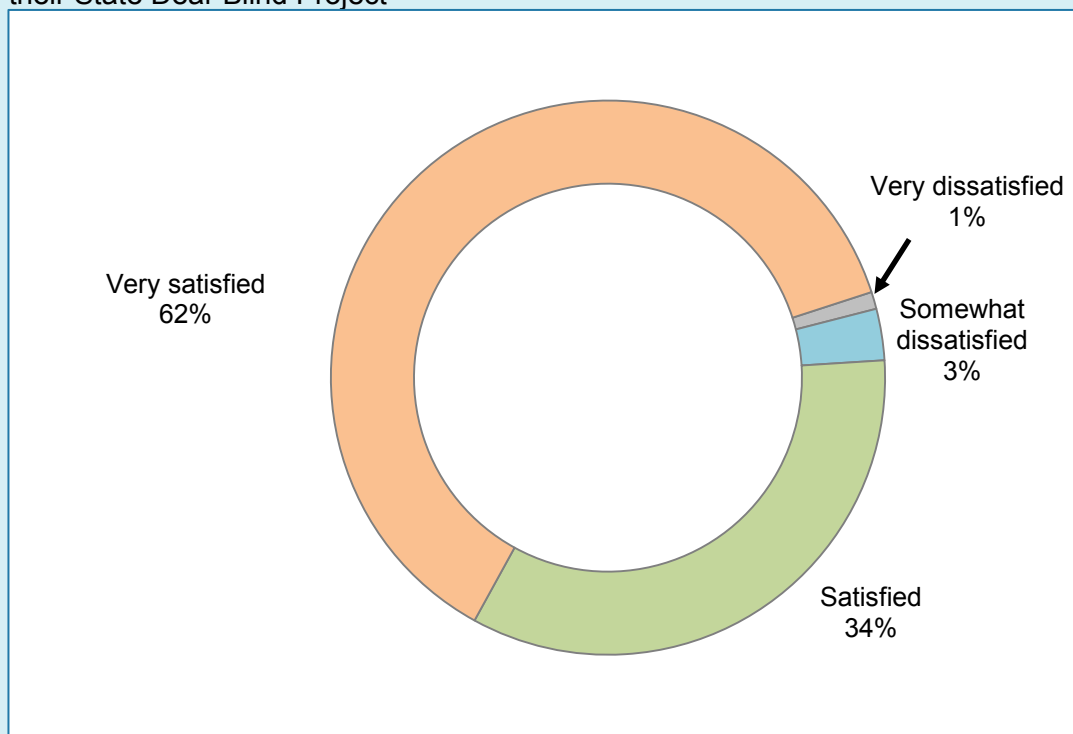


EXHIBIT READS: Among direct service providers who received customized support, 62 percent reported being very satisfied with the overall assistance they received from their State Deaf-Blind Project.

NOTE: Analysis includes only direct service providers who received customized support (whether or not other types of support were received). N=1,290.

SOURCE: Provider Survey

Limitations

The evaluation has three primary limitations. First, although parents are a main client of the Projects, it was not within the scope of this current evaluation to examine parents' needs or their satisfaction with services. That is, building the sampling frame to draw a representative sample of parents would have required obtaining the names and contact information of parents from State Deaf-Blind Projects or schools, since staff would have needed to obtain parents'

permission before sharing that information. This would have been a time and resource intensive process which may or may not have been successful since the extent to which schools would be willing to participate and the extent to which parents would consent were both unknown. In turn, seeking out a representative sample of parents did not seem to be a reasonable use of the study's resources. We rejected the alternative idea of soliciting a volunteer sample of parents because such a sample would not have been representative and in turn, would have included an unknown level of bias.

Second, we did not attempt to collect data from service providers who serve only children ages Birth to 2 because of the difficulty of obtaining a sample of the providers in that category who were not served by a Project. That is, without identifying parents, we had no source other than the Projects themselves for identifying early intervention service providers, which meant that an examination of those serving children Birth to 2 would have been limited to those receiving Project services. For the school-age population, we were able, through contact with districts, to obtain a sample of direct service providers working with children and youth with deafblindness who had not received services from a Project.

Lastly, we did not attempt to determine the effect of Project services on child or family outcomes; limits in resources available for the evaluation precluded collecting outcome data, and the nature of the Deaf-Blind Program precluded examining the program's impact through a causal research design.

Chapter 1. Evaluation Background and Design

Children and youth with deafblindness represent the quintessence of the populations that gave rise to special education: they are an extremely low incidence population, challenged as learners, and difficult to instruct under traditional conditions (National Council on Disability, 2000; Noel, Burke, & Valdivieso, 1985; U.S. Department of Education and Rehabilitative Services, 2016). In recognition of the particular challenges faced by this population, the U.S. Department of Education (ED) has funded projects for over 40 years to meet the needs of these children and youth, their families, and the providers who serve them. For more than a decade, this support has taken the form of individual state and multi-state projects in conjunction with a national center, the National Center on Deaf-Blindness (NCDB).

In October 2013, grants were awarded by ED's Office of Special Education Programs (OSEP) to support a set of 48 State Deaf-Blind Projects.⁵ Grantees were from universities, state departments of education, or state or private schools for the deaf or blind. The State Deaf-Blind Projects are part of the Technical Assistance and Dissemination (TA&D) Program funded through the Individuals with Disabilities Education Act (IDEA) and administered by OSEP. The TA&D Program funds centers and projects to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research. The Deaf-Blind Projects' funding constitutes approximately one-fifth of the TA&D Program's annual expenditure. Each project is five years in length and received OSEP funding from \$65,000 per year to \$575,000 per year. The level of funding from OSEP per State Deaf-Blind Project is determined by multiple factors, including the total number of children from birth through 21 in the state, the number of people in poverty, previous funding levels, and maximum and minimum funding amounts. OSEP's intention for the 48 Projects is that they work as a collaborative network that can learn and benefit from one another as they carry out their work.⁶

This evaluation is the second in a series of evaluations to provide information about the TA&D Program and is part of the larger National Assessment of IDEA that ED's Institute of Education Sciences (IES) is authorized to perform (P.L. 108-446, Section 664b). Under contract with IES's National Center for Education Evaluation (NCEE), Westat previously completed the first phase in the two-part evaluation. It focused on understanding the 27 national centers that were funded under the TA&D Program and included minimal attention to the State Deaf-Blind Projects (Daley, Fiore, Bollmer, Nimkoff & Lysy, 2013). The national centers vary in both structural and substantive ways, including the population served, methods of service delivery, topics of focus, type of technical assistance provided, intensity of services and activities provided, and intended outcomes. The centers active at the time of the evaluation can be described as belonging to one of five broad groups: topical/specialty centers, regional resource centers, postsecondary education projects, model demonstration projects, state deaf-blind projects.

⁵ Funded State Deaf Blind Projects include Puerto Rico. Four Projects include multiple states and jurisdictions: Connecticut, Massachusetts, Maine and New Hampshire; Maryland and the District of Columbia; Florida and the Virgin Islands; Hawaii and the Pacific Basin. In total, 54 states and jurisdictions are served by the 48 projects.

⁶ See Applications for New Awards, Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities. July 1, 201378 FR 39260

The purposes of this second phase of the evaluation are to better understand the support provided by the State Deaf-Blind Projects, to assess the needs of direct service providers (i.e., the professionals and paraprofessionals) who work directly with children and youth with deafblindness, and to ascertain the direct service providers' satisfaction with services of the State Deaf-Blind Projects. This evaluation represents the first systematic and comprehensive data collection of the State Deaf-Blind Projects, and the most extensive data collection to date of professionals and paraprofessionals who serve the population of children and youth with deafblindness. Findings in this report are based on data collected from surveys of the State Deaf-Blind Projects and a total of 2,219 direct service providers.

Overview of Deafblindness in the U.S.

While the term deafblind is most commonly associated with Helen Keller, few children and youth who are considered deafblind have total vision and hearing losses. The losses may be in varying degrees of severity. For example, one child may have low vision and mild to moderate hearing loss, and another child may be both legally blind and have severe or profound deafness (Schalock, 2015; van Dijk, Nelson, Postma, & van Dijk, 2010). The key feature of deafblindness is the combination of losses, which limits access to auditory and visual information and thus create unique challenges for communication and education. In addition, more than 90 percent of children and youth with deafblindness have at least one additional disability or health condition.⁷ As often noted (e.g., Nelson and Bruce, 2016; Collins, 1992), children with deafblindness are an extremely heterogeneous population with complex needs. In recent years, local districts have increasingly needed to rely on assistance from the state projects, as students have increasingly received services in local districts rather than specialized schools (Parker, McGinnity & Bruce, 2011).

Nationally, there are approximately 10,000 children and youth (Birth–21) who are deafblind, and this number has stayed relatively stable from year to year. (Appendix A-1 provides data by state for the 2013 census, the year that coincides with data collection for the evaluation). While the overall number of children and youth with deafblindness has remained stable, the percentage of children who have four or more additional disabilities (one indicator of the heterogeneity of this population) has increased from approximately 13 percent in 2005 to approximately 44 percent in 2015 (Schalock, 2016). These data were obtained through the annual National Child Count of Children and Youth who are Deaf-Blind, which is a tally conducted each year that identifies and registers children and youth who are deafblind, even if they are not specifically identified as deaf-blind under IDEA. Thus, the deafblind Child Count serves as a supplement to the annual IDEA Child Count administered by OSEP, which counts all children and students with disabilities served under IDEA.

Evaluation Questions

Exhibit 1-1 presents the evaluation's four main questions and the associated sub-questions. In this section, we provide a brief overview of the policy motivation for the evaluation questions.

The evaluation questions were developed chiefly from ED's specifications in its request for State Deaf Blind Project grant applications. The specifications provide an outline of the policies and practices that Projects are expected to implement, with the ultimate goal of improving outcomes for children and youth with deafblindness. Some prescribed activities are specific and straightforward, such as participating in the National Child Count, but most,

⁷ <http://documents.nationaldb.org/products/population.pdf>

including providing TA and training, collaborating with other entities, and increasing capacity of agencies, are broad and allow flexibility regarding implementation.

Thus, the evaluation included a focus on describing the ways in which State Deaf-Blind Projects addressed the specifications outlined by ED in the request for applications. Evaluation Question 1 sought to provide descriptive information that would identify variation in Projects' activities and highlight areas where there may be gaps in the services that could affect the effectiveness of TA or improvement in child and youth outcomes. The aim of Evaluation Question 2 was to understand how the Projects are collaborating with others toward the common goal of improving child outcomes. Here, the evaluation included measures that went beyond the activities specified by ED, particularly when assessing the extent of collaboration between Projects and collaboration between the Projects and entities other than those named in the request for applications.

Exhibit 1-1. The evaluation's main questions and sub-questions

- 1. What technical assistance and dissemination activities do State Deaf-Blind Projects provide and how does this vary across the states?**
 - What types of technical assistance and dissemination services do State Deaf-Blind Projects provide, which topics do these services address, and whom do they serve?
 - What is the relationship between the funding level of State Deaf-Blind Projects and the extent to which demand for their services exceeds their resources?
 - To what extent do State Deaf-Blind Projects engage in activities to build state-level capacity?
 - To what extent do State Deaf-Blind Projects focus on the specific initiatives promoted by NCDB?

- 2. How do State Deaf-Blind Projects collaborate with other organizations in their state, with other TA providers, and across the network of State Deaf-Blind Projects?**
 - Within the network of State Deaf-Blind Projects, with whom do Projects collaborate and in what ways?
 - What is the relationship between the funding level of State Deaf-Blind Projects and the extent to which they participate in activities with other Projects?
 - Outside the network of State Deaf-Blind Projects, with which other TA providers do Projects collaborate and in what ways?

- 3. What are the needs for TA among direct service providers who work with children and youth with deafblindness?**
 - What are the needs for TA among direct service providers who work with children and youth with deafblindness?
 - How does need for TA vary by characteristics of direct service providers?
 - How does need for TA vary by characteristics of the children and youth with whom direct service providers work?
 - How does need for TA vary by characteristics of direct service providers' settings?

- 4. How satisfied are direct service providers with services received from the State Deaf-Blind Projects?**
 - How does direct service provider satisfaction with TA vary across State Deaf-Blind Projects?
 - How does satisfaction with TA vary by characteristics of direct service providers?
 - How does direct service provider satisfaction vary based on characteristics of State Deaf-Blind Projects?

The purpose of Evaluation Questions 3 and 4 was to gain a better understanding of direct service providers who work with children and youth with deafblindness. Evaluation Question 3 focused on the needs of direct service providers and how those needs vary by characteristics of the providers and other factors such as the communication level and age of the children and youth they serve and the settings where they provide services. Addressing this question provided information on the concordance between provider needs and services provided by the Projects. The purpose of Evaluation Question 4 was to assess direct service providers' satisfaction with services received from their State Deaf-Blind Projects and how satisfaction varies by characteristics of the direct service providers and the State Deaf-Blind Projects.

The evaluation has three primary limitations. First, although parents are a main client of the Projects, it was not within the scope of this current evaluation to examine parents' needs or their satisfaction with services. That is, building the sampling frame to draw a representative sample of parents would have required obtaining the names and contact information of parents from State Deaf-Blind Projects or schools, since staff would have needed to obtain parents' permission before sharing that information. This would have been a time and resource intensive process which may or may not have been successful since the extent to which schools would be willing to participate and the extent to which parents would consent were both unknown. In turn, seeking out a representative sample of parents did not seem to be a reasonable use of the study's resources. We rejected the alternative idea of soliciting a volunteer sample of parents because such a sample would not have been representative and in turn, would have included an unknown level of bias.

Second, we did not attempt to collect data from service providers who serve only children ages Birth to 2 because of the difficulty of obtaining a sample of the providers in that category who were not served by a Project. That is, without identifying parents, we had no source other than the Projects themselves for identifying early intervention service providers, which meant that an examination of those serving children Birth to 2 would have been limited to those receiving Project services. For the school-age population, we were able, through contact with districts, to obtain a sample of direct service providers working with children and youth with deafblindness who had not received services from a Project.

Lastly, we did not attempt to determine the effect of Project services on child or family outcomes; limits in resources available for the evaluation precluded collecting outcome data, and the nature of the Deaf-Blind Program precluded examining the program's impact through a causal research design.

Samples and Data Collection

The evaluation used two main data sources: A State Deaf-Blind Project Grantee Survey and a Direct Service Provider Survey. Extant data on OSEP funding of the Deaf-Blind Program was also used for context regarding Projects' available resources. Below, we provide more information about each.

State Deaf-Blind Project Grantee Survey

The evaluation team designed the State Deaf-Blind Project Grantee Survey to gather systematic information about the State Deaf-Blind Projects.

Respondents: Project directors of the 48 State Deaf-Blind Projects that were funded in October 2013 were invited to participate in the survey. One project director did not respond to

all the questions. The project director for the New England Consortium, which is a single-project consortium serving four states, completed separate surveys for each of the four states because the project director indicated that the projects in these states vary in state-specific ways and the same answer would not apply to all four. Each of the project directors for the three Projects serving two jurisdictions completed a single survey because those projects function as a single unit across their two states. This resulted in a total of 50 complete responses to the State Deaf Blind Project Grantee Survey. Thus, most exhibits in the report include data from 50 surveys.

Survey Content: The survey collected information about the State Deaf-Blind Projects' activities since the beginning of their current grant, including information about their technical assistance products and services, the direct service providers the Projects have served, their involvement in national initiatives related to deafblindness, and their collaboration with other State Deaf-Blind Projects and organizations. The State Deaf-Blind Project Grantee Survey is included in Appendix B.

Data collection process: The web-based data collection took place from October 2014 through January 2015. Follow-up contacts by phone and email provided reminders about the survey as necessary.

Direct Service Provider Survey

The evaluation team designed the Direct Service Provider Survey to gather information about direct service providers' backgrounds and experiences, needs for support in working with children and youth with deafblindness, and their satisfaction with services from the State Deaf-Blind Projects.

Respondents: Direct service providers were recruited for participation in the Direct Service Provider survey through two mechanisms. First, from the State Deaf-Blind Projects during the 2013-14 school year, we obtained the names and contact information for direct service providers who had received customized support (that is, support tailored to meet the needs of one or more specific children or youth with deafblindness, or training and assistance tailored to a specific topic of need). We contacted each of the 1,688 eligible direct service providers by email to invite them to participate in the survey, resulting in a survey response rate of 86 percent.

Second, to learn about direct service providers who may not have received TA from State Deaf-Blind Projects, we recruited a second set of direct service providers. We asked the State Deaf-Blind Projects to provide the names of the school and district attended by each student (ages 6-21) on the December 2013 census. Schools that had more than 10 students with deafblindness were automatically included in the study because these are likely to be specialized settings and schools specifically for children with deafblindness. The remaining schools were randomly selected, with oversampling of schools located in the Mountain Plains states in order to facilitate analyses involving remote areas where the provision of services can be particularly challenging.

We identified and contacted the special education director, principal, or other administrator associated with each school and requested that they nominate up to three direct service providers who were currently working directly with one or more students with deafblindness. We chose to ask for three service providers, rather than leaving it open to the administrator, to limit the respondent pool to those individuals most clearly responsible for providing services to students with deafblindness. (Experts in the field advised the study team

that in schools -- other than those specializing in deafblindness -- it would be very unlikely to find more than three individuals working closely with a student with deafblindness on at least a weekly basis.) In schools with more than 10 children or youth with deafblindness, we allowed administrators to nominate up to 10 direct service providers for participation in the survey because such a high concentration of students with deafblindness would almost certainly indicate the school specializes in deafblindness and would employ a greater number of service providers. From a sample of 384 eligible schools/districts, we received a response from 82 percent of the administrators. From among the 837 eligible direct service providers they nominated, the survey response rate was 92 percent.

From the two recruitment mechanisms, the total sample of direct service providers was 2,525. Of those, 2,219 responded, reflecting an overall 88 percent response rate for the Direct Service Provider Survey. The distribution of respondents by region appears in Appendix C. Note that we had no mechanism for identifying direct service providers who worked exclusively with infants, toddlers, and preschoolers and were not served by a Project. Therefore, we did not recruit or survey service providers who exclusively worked with children age 6 and younger, even if they were served by a Project.

Survey Content. The survey included a core set of questions asked of all direct service providers, which included questions about their background characteristics, experience working with children and youth with deafblindness, and needs for technical assistance. Direct service providers who indicated they had received customized support from their State Project since September 2013 were asked additional questions, which pertained to their experience with their State Project and their satisfaction with the services received from the Project. The Direct Service Provider Survey is included in Appendix D.

Data collection process. The web-based data collection occurred between October 2014 and May 2015. Follow-up contacts by phone and email provided reminders about the survey as necessary. The survey included initial screening questions to confirm individuals' eligibility for participation in the survey, which involved affirming that the respondent had received customized support from their State Deaf-Blind Project or was currently working with a child or youth with deafblindness. Steps were taken to avoid receiving duplicate responses from those respondents identified by both of the two recruitment mechanisms. First, the survey was programmed in such a way that if an email address was entered that was already in our system, we received a notification that the individual had already participated in the study. Second, we ran a cross check of all final respondents by name to identify possible duplicates that could result from someone using two different email addresses.

The study team was advised during this project by two groups of experts. A Technical Working Group (TWG) consisted of four individuals with expertise in both technical assistance and policy related to deafblindness. This group provided review and input throughout the duration of the study. At the recommendation of the TWG, we also consulted with individuals knowledgeable about the initiative areas the National Center on Deaf-Blindness (NCDB) was promoting during the time of survey development. Finally, the study team gathered information from individuals participating in discussions at two National Deaf-Blind Summit meetings. The input from these meetings was the impetus for examining collaboration as part of the study.

Extant Data on OSEP Deaf-Blind Program Funds

We obtained Projects' annual funding amounts from the OSEP Discretionary Database. We combined this information with information from the State Deaf-Blind Grantee Survey about project funds from sources other than OSEP to create a measure of total annual project funds.

Data Analysis

Analyses presented in Chapter 2 focus on State Deaf-Blind Projects and consist primarily of descriptive statistics. To ensure that the survey respondents who rated their experiences with the State Deaf-Blind Projects had had enough interaction to provide meaningful assessments, we analyzed satisfaction ratings only from direct service providers who had received customized support. As described previously, we defined *customized support* as including one or both of the following:

- Child-specific TA: Focused on a particular child or youth, provided either on site (e.g., school or home) or through distance technology (that is, face-to-face communication over Internet platforms).
- Topic-specific TA: Training and assistance that was customized to help teachers and other staff meet the needs of multiple children or youth with deafblindness, provided either on site or through distance technology.

Summary of the Design of the Evaluation

Exhibit 1-2 summarizes the purpose, associated data sources, and respondents for each of the evaluation questions.

Exhibit 1-2. Evaluation questions, purpose, data source, and respondents

Evaluation question	Purpose	Data source	Respondents
<p>1. What technical assistance and dissemination activities do State Deaf-Blind Projects provide and how does this vary across the states?</p> <p>2. How do State Deaf-Blind Projects collaborate with other organizations in their state, with other TA providers, and across the network of State Deaf-Blind Projects?</p>	<p>Provide a description of State Deaf-Blind Projects' services and the recipients of those services</p> <p>Provide a description of collaboration among State Deaf-Blind Projects and between State Deaf-Blind Projects and other entities</p>	<p>State Deaf-Blind Project Grantee Survey</p> <p>Extant Data</p>	<p>Project directors and other project staff</p>
<p>3. What are the needs for TA among direct service providers who work with children and youth with deafblindness?</p> <p>4. How satisfied are direct service providers with services received from the State Deaf-Blind Projects?</p>	<p>Provide an assessment of the need for technical assistance among direct service providers who work with children and youth with deafblindness and an assessment of satisfaction with services provided by State Deaf-Blind Projects</p>	<p>Direct Service Provider Survey</p> <p>Extant Data</p>	<p>Individuals working on at least a weekly basis with children and youth with deafblindness age 6-21, and individuals who have received customized support from their State Project since September 2013</p>

Chapter 2. Activities, Services, and Collaboration among State Deaf-Blind Projects

In this chapter, we provide descriptive information about the State Deaf-Blind Projects and then address Evaluation Questions 1 and 2. The information provided here may assist policymakers and other stakeholders in better understanding the characteristics of currently funded Projects and may be useful for consideration when future grant competitions are designed.

Exhibit 2-1 presents the administrative location of the State Deaf-Blind Projects. As shown in this exhibit, half the State Deaf-Blind Projects are housed in a university setting. The other Projects are located in either a state department of education or in a state or private school for the deaf and/or blind. Administrative location may relate to Projects' activities and collaborative partners.

Exhibit 2-1. Administrative location of State Deaf-Blind Projects

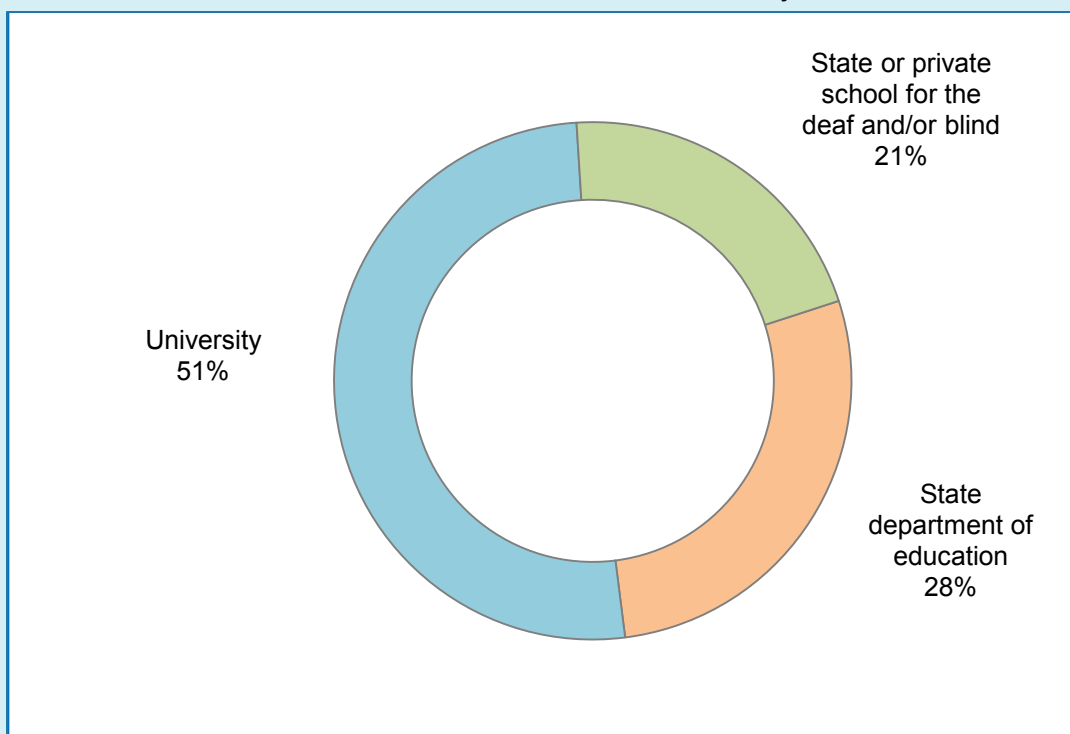


EXHIBIT READS: The administrative location of 51 percent of the State Deaf-Blind Projects is a university.
NOTE: N=47.
SOURCE: Grantee Survey

Funding for the Deaf-Blind Program has remained unchanged across the last 15 years. However, projects often seek additional sources of support to supplement the funding they receive from ED. Of the 47 Projects, 44 percent reported receiving some level of additional, direct funds from one or more sources other than OSEP. The annual amount of these additional funds ranged from approximately \$12,000 to over \$800,000, resulting in total annual funds ranging from approximately \$79,000 to \$895,000 (see Appendix E-1). Projects also vary

in the in-kind support they receive, such as infrastructure, staff, or professional development. Altogether, 72 percent of Projects receive in-kind support of one or more types from their state department of education, university, a nonprofit, or another entity. Infrastructure (e.g., computer equipment, office space) and program staff are areas for which approximately half the Projects receive in-kind support. Exhibit 2-2 shows the percentage of Projects that receive different types of in-kind support.

Exhibit 2-2. Percent of State Deaf-Blind Projects receiving different types of non-OSEP support

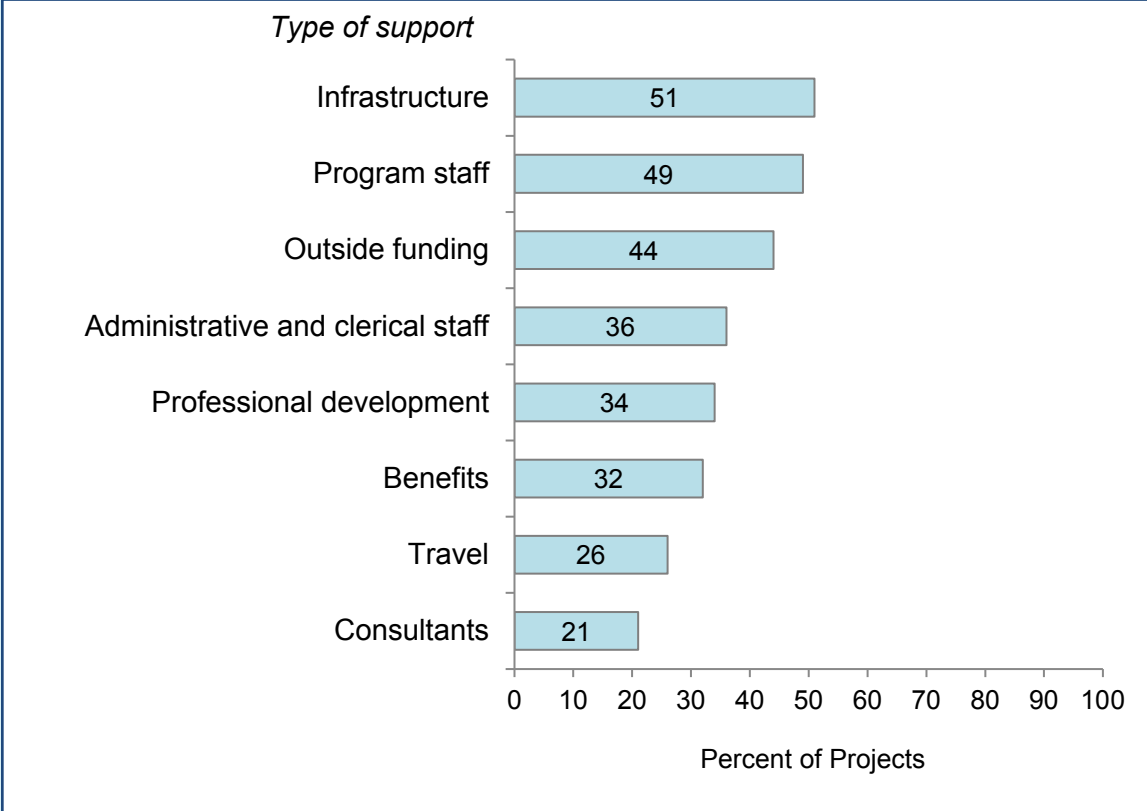


EXHIBIT READS: Fifty-one percent of State Deaf-Blind Projects reported that they receive in-kind resources to support their project infrastructure.

NOTE: N=47.

SOURCE: Grantee Survey

EVALUATION QUESTION 1

What technical assistance and dissemination activities do State Deaf-Blind Projects provide and how does this vary across the states?

This section addresses findings relevant to the first evaluation question: What technical assistance and dissemination activities do State Deaf-Blind Projects provide and how does this vary across the states? First, we discuss the services Projects provide and the topics they address through the training and TA they provide. We also examine the relationship between the funding level of State Deaf-Blind Projects and the extent to which demand for services exceeds resources. Second, we examine Projects' activities related to increasing the capacity of state departments of education to improve outcomes for children and youth with deafblindness. Third, we describe how Projects engage in the national initiative areas promoted by the OSEP-funded NCDB. This information provides an understanding of how Projects carry out activities that are required or are recognized as important by the field, identifies variability across projects, and allows for determinations regarding whether there are important activities to which relatively few Projects are devoting attention.

Services State Deaf-Blind Projects Provide and Topics They Address

State Deaf-Blind Projects are charged with providing TA and training to personnel in schools, to early intervention services (EIS) providers, and to families. Exhibit 2-3 shows the services that Projects reported providing (in light blue) and the services for which they reported that demand exceeds resources (in dark blue). All Projects provided customized support. As noted previously, customized support is child-specific support or training and assistance tailored to a specific topic of need, and thus includes child-specific TA in school settings, child-specific TA in the home, and topic-specific⁸ TA. These customized services are ones for which demand most frequently exceeded resources. Additionally, more than a third of the Projects reported that demand exceeded resources for statewide or regional trainings, an activity that would not be considered customized. Lastly, low-funded projects (as defined on page 13) reported a greater number of areas for which demand exceeds resources compared to high and medium-funded projects.⁹

⁸ As noted above, "topic-specific" TA was defined as training and assistance customized to help teachers and other staff meet the needs of multiple children or youth with deafblindness, provided either on site or through distance technology

⁹ There was little variation between the projects when it came to whether or not they carried out the key "types" of TA that might be expected. That is, almost all Projects reported providing customized TA at every level (e.g., family, school, district). For this reason we did not look to see if there was variation in the types of TA carried out by Projects by funding level.

Exhibit 2-3. Technical assistance products and services that Projects provided, and those for which demand exceeded Project resources

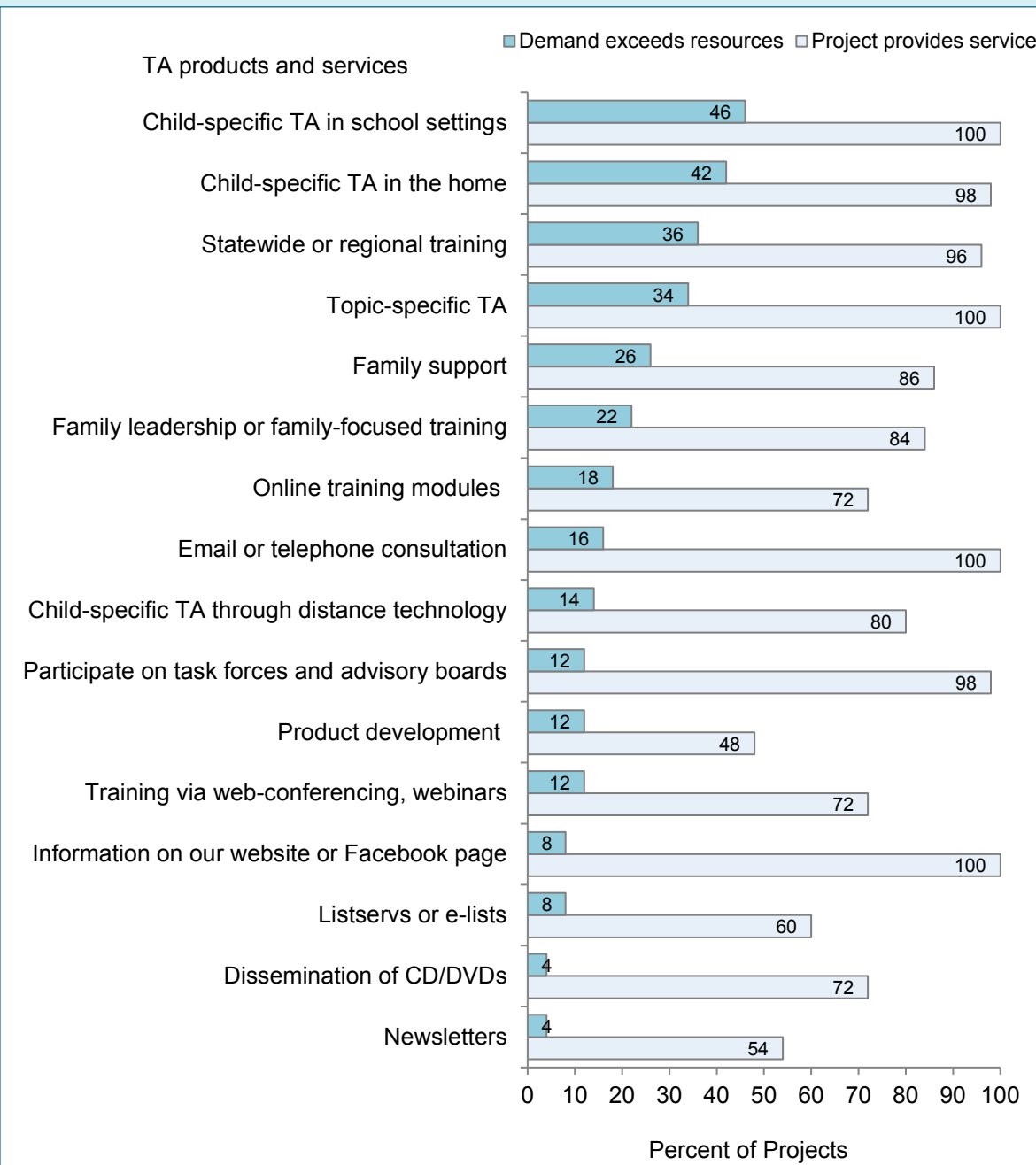


EXHIBIT READS: One hundred percent of State Deaf-Blind Projects provided child-specific TA in school settings, and 46 percent of Projects reported that providing child-specific TA in school settings was an area where demand exceeded project resources.

NOTE: N=50.

SOURCE: Grantee Survey

To explore the relationship between Project funding and whether Projects reported being able to meet demand for their services, we categorized Projects into three funding levels, using total OSEP funding plus any additional direct funds from other sources. Projects categorized as low funding had a total annual level of funding of \$79,368 to \$147,553; projects categorized as medium funding ranged from \$147,554 to \$285,417; and projects categorized as high funding ranged from \$285,418 to \$895,060. Exhibit 2-4 shows that Projects categorized as receiving a high level of total annual funding, on average, reported that demand exceeded resources for 1.9 service areas. Projects in the middle third and the bottom third of the funding range, on average, reported a greater number of service areas for which demand exceeded resources (2.4 and 3.5 respectively).

Exhibit 2-4. Mean number of technical assistance service areas identified as ones for which demand exceeds resources, by total annual Project funding

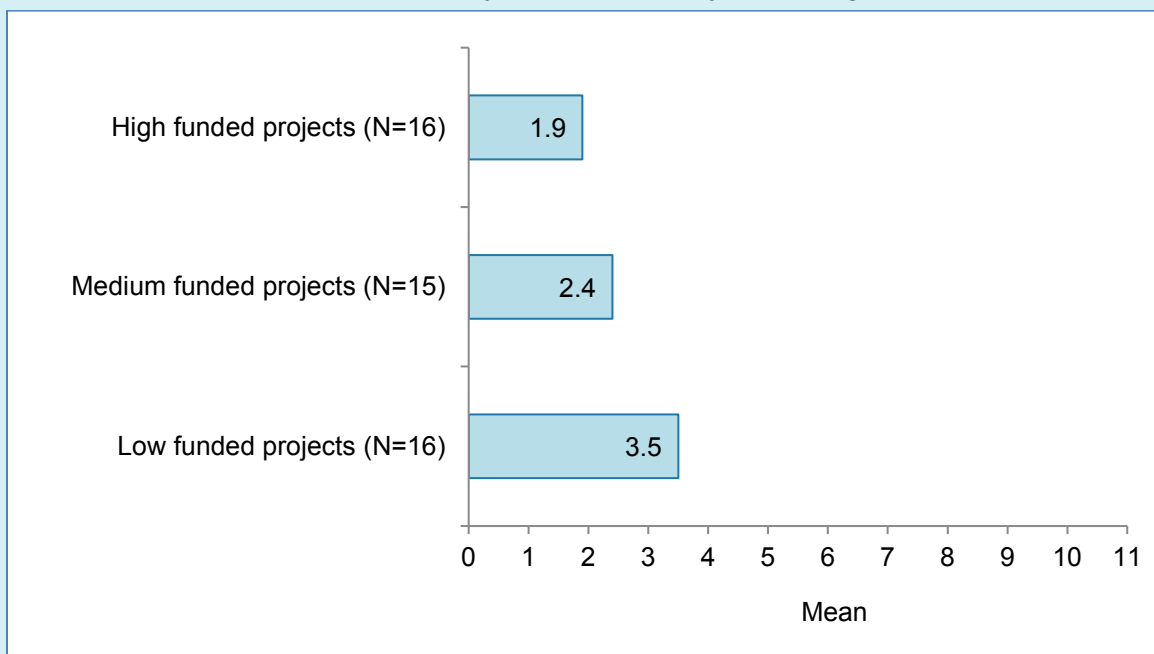


EXHIBIT READS: State Deaf-Blind Projects categorized as high funded identified an average of 1.9 technical assistance service areas as ones for which demand exceeded resources.

NOTE: Projects categorized as low funding had a total annual level of funding of \$79,368 to \$147,553; projects categorized as medium funding ranged from \$147,554 to \$285,417; and projects categorized as high funding ranged from \$285,418 to \$895,060.

SOURCE: Grantee Survey; OSEP Discretionary Database

The products and services State Deaf-Blind Projects reported that they provide focus on a variety of topics. We sought to illuminate the topics and to highlight those that were covered by all Projects and those that were less commonly covered. Exhibit 2-5 indicates the percentage of Projects that reported addressing topics that had been identified as relevant by the experts consulted for the evaluation. As shown, three topics were supported by all State Deaf-Blind Projects: instructional strategies, communication, and secondary transition. There were only four of the 23 topics for which less than 80 percent of Projects offered support.

Exhibit 2-5. Percentage of State Deaf-Blind Projects that reported providing TA on specific topics

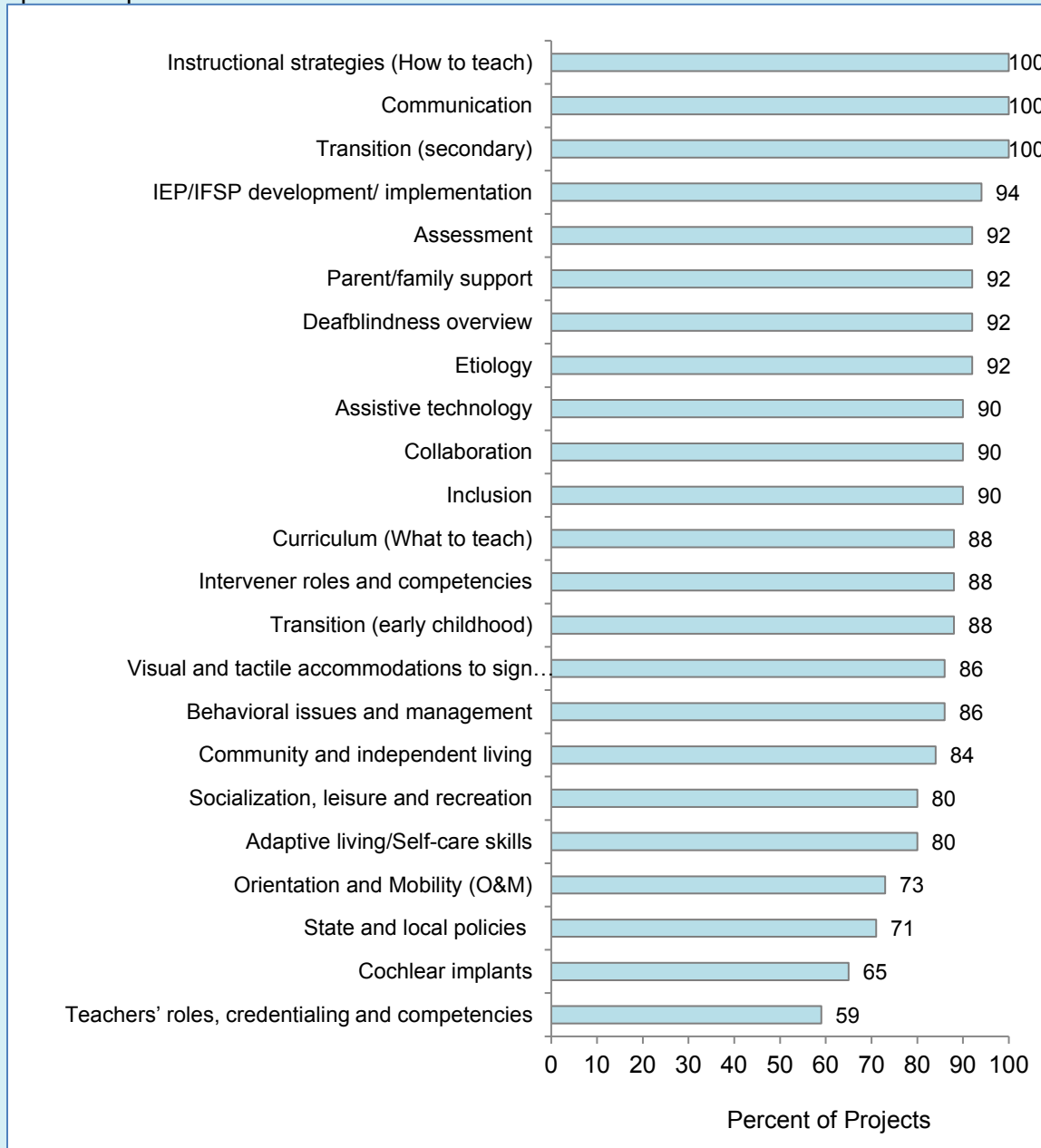


EXHIBIT READS: One-hundred percent of State Deaf-Blind Projects reported that they provided TA on instructional strategies (how to teach).

NOTE: N=50.

SOURCE: Grantee Survey

Exhibit 2-6 shows the different groups and agencies to whom State Deaf-Blind Projects reported providing services, organized by families/caregivers, school/campus recipients, district/county/regional level recipients, and state level or others. Specifically, the table presents the percentage of Projects providing customized support to different types of people, along with

the percentage of Projects reporting that the individual or group was among their top three recipients of customized support. Parents/guardians, special education teachers, and itinerant vision and hearing staff and/or audiologists were the groups to whom Projects most frequently provided customized support. Note that *interveners* are typically paraprofessionals who have received specialized training in deaf-blindness, work one-on-one with a child or youth who is deaf-blind, and serve as a member of a child's educational team. In addition to support for the child, they can help facilitate interactions between other students and students who are deafblind (Silberman, Bruce & Nelson, 2004).

Exhibit 2-6. Percentage of State Deaf-Blind Projects that reported providing customized support to different types of people, organized by type or location, and those who are among the top three recipients of customized support in terms of project time and resources

	Projects reporting serving these individuals	Projects for which the individual or group is among the top three recipients
	%	%
Families/Caregivers		
Parents/guardians	100	88
Extended family members	66	0
Siblings	44	0
Non-familial caregivers	54	0
School/Campus level		
Special education teachers	100	84
Related services providers	100	20
Paraprofessionals/Paraeducators	98	20
General education teachers	82	0
School/campus administrators	80	2
Interveners	58	12
Peers of students	24	0
District/county/regional level		
Itinerant vision and hearing staff and/or audiologists	94	50
Local early intervention service providers	94	6
District Special Education Directors, administrators	84	0
Staff of state early intervention/Part C lead agencies	76	8
Consultants	64	0
Administrators of local Part C programs	58	0
County Service Agencies	28	0
State level and others		
Agencies serving children or youth who are deafblind	84	4
State Department of Education (SEA) Part B personnel	72	2
University administrators, faculty, and students	60	2
State Part C lead agency personnel	54	0
Private day care providers	26	0
Hospitals or pediatric medical day cares	22	0
Researchers	14	0
Other	14	0

EXHIBIT READS: One hundred percent of State Deaf-Blind Projects reported providing customized support to parents/guardians. Eighty-eight percent of State Deaf-Blind Projects reported that parents/guardians were among the top three groups receiving the Project's greatest time and financial resources for customized support.

NOTE: N=50.

SOURCE: Grantee Survey

Child-specific TA is a primary way for Projects to provide the customized “direct, targeted, and intensive TA” specified by ED as important and, as reported above, many Projects reported demand exceeds resources for such TA. Thus, Exhibit 2-7 shows Projects’ responses regarding the primary way in which child-specific TA is initiated. Almost half the Projects reported that child-specific TA was most frequently initiated by school- or campus-based administrators or providers who contacted the Project. Contact by a parent was the primary way services were initiated for only 10 percent of the Projects. Additionally, only 10 percent of Projects reported that contact for these services was primarily initiated by the Project itself based on information from the Child Count, but as noted below, Projects are not always permitted to initiate contact with schools or families.

Exhibit 2-7. Primary way that child-specific technical assistance is initiated

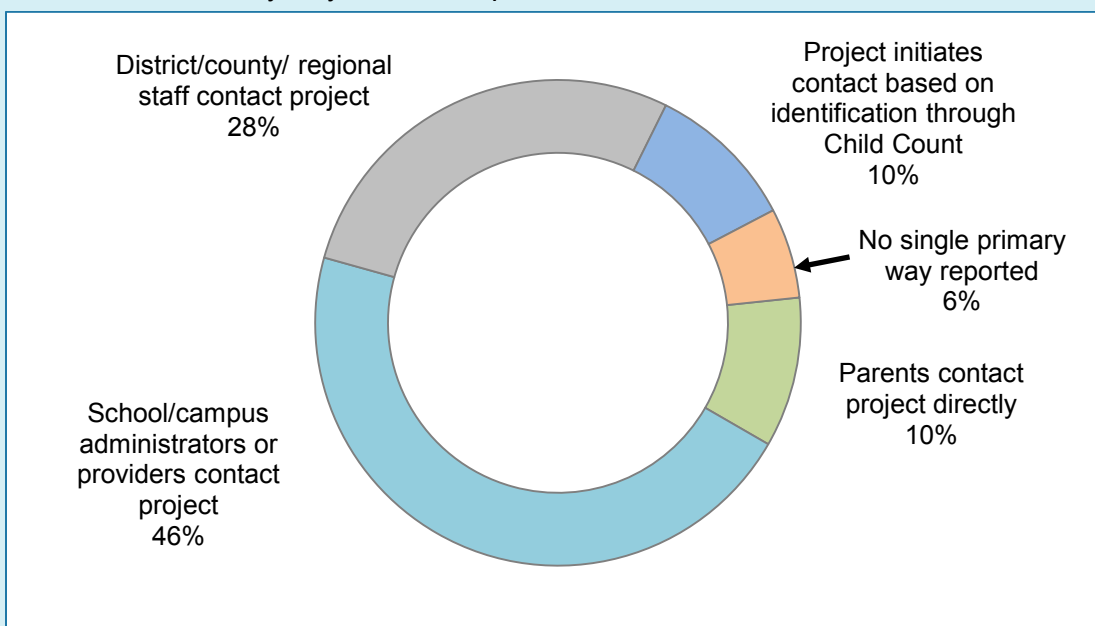


EXHIBIT READS: For 10 percent of State Deaf-Blind Projects, the primary way that child-specific technical assistance was initiated was when parents contacted the Project directly.

NOTE: N=50.

SOURCE: Grantee Survey

State Deaf-Blind Projects were asked why their Project might not be providing child-specific TA for an identified child or youth in their state. When presented with the list of possible reasons in Exhibit 2-8, 42 percent of the Projects reported that it is *very often true* that child-specific TA was not provided because the Project was not allowed to initiate contact with a child’s family or service providers. Other reasons for lack of service provision that were described as *very often true* included limited project resources (*very often true* for 20 percent of Projects), a lack of awareness or understanding of project services among parents and service providers (18 percent of Projects), and staff and providers at the school or district feeling that they do not need assistance (18 percent of Projects). Geographic barriers were cited as *very often true* by 10 percent of Projects.

Exhibit 2-8. Reasons State Deaf-Blind Projects might not provide child-specific technical assistance to service providers or parents for a child or youth identified as deafblind

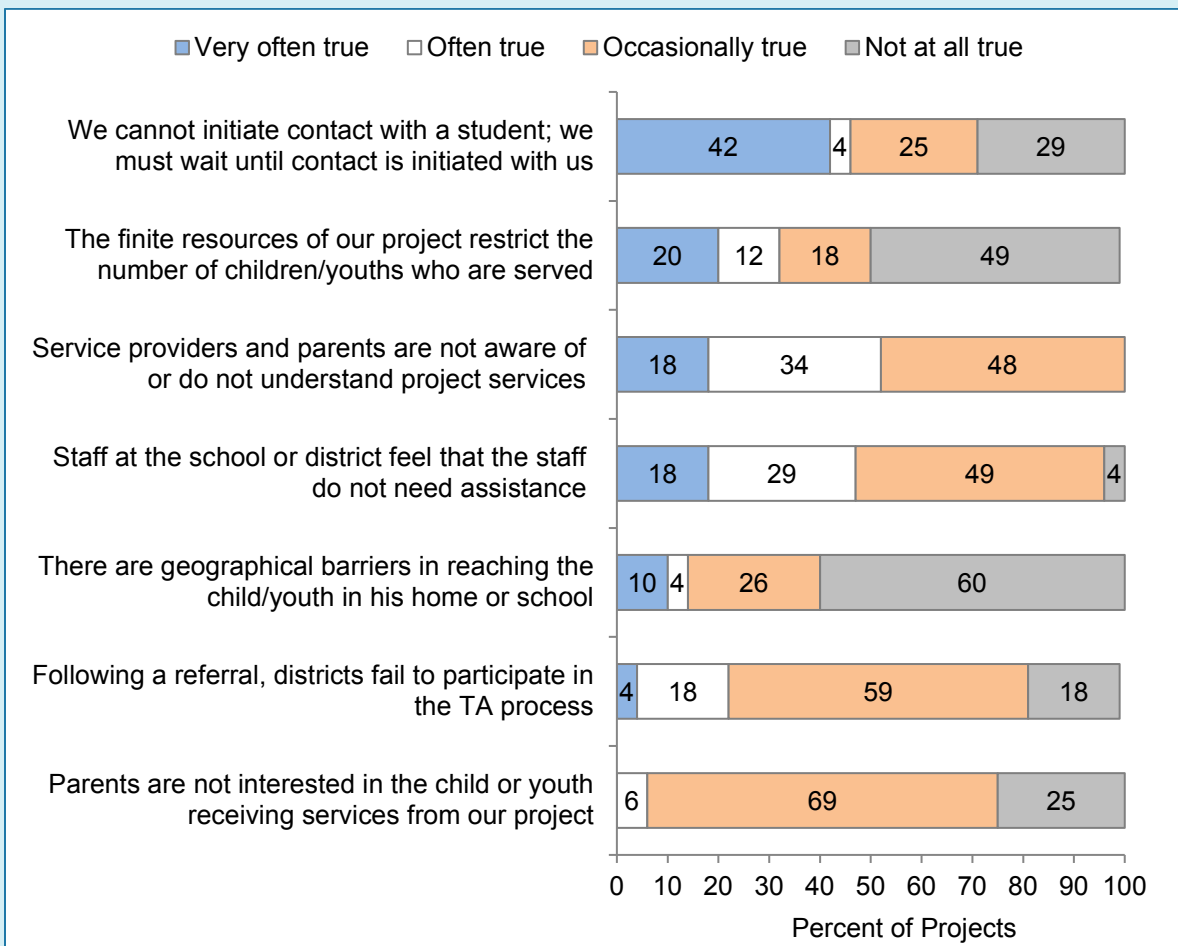


EXHIBIT READS: Forty-two percent of the State Deaf-Blind Projects reported that it was *very often true*, 4 percent reported that it was *often true*, 25 percent reported that it was *occasionally true*, and 29 percent reported that it was *not at all true* that the reason their Project might not provide services to a child was because their Project cannot initiate contact with a child, but must wait until contact with them is initiated.

NOTE: Percentages may not sum to 100 because of rounding. N=50.

SOURCE: Grantee Survey

State Deaf-Blind Project Activities in the Area of Systems Capacity-Building with Their State Department of Education

One focus for State Deaf-Blind Projects is increasing the capacity of state departments of education to improve outcomes for children and youth with deafblindness. We examined this area to provide an understanding of the specific types of capacity-building activities that Projects work on, as well as to show the variability across Projects and to identify certain areas that are a relatively less common focus.

As Exhibit 2-9 shows, the two areas of capacity building where State Deaf-Blind Projects reported having had the greatest involvement with their state departments of education were in changing policies and practices related to the identification of children with deafblindness (84 percent) and the reporting for the National Child Count of Children and Youth who are Deaf-Blind (74 percent), a tally that is conducted each year to supplement the annual IDEA Child Count administered by OSEP. The exhibit also shows areas where activity was less common. Working on policies or practices pertaining to teachers who work with children and youth with deafblindness (e.g., credentialing, competencies) was the least frequently reported area (24 percent).

Exhibit 2-9. State Deaf-Blind Project activities in capacity building with their State Department of Education

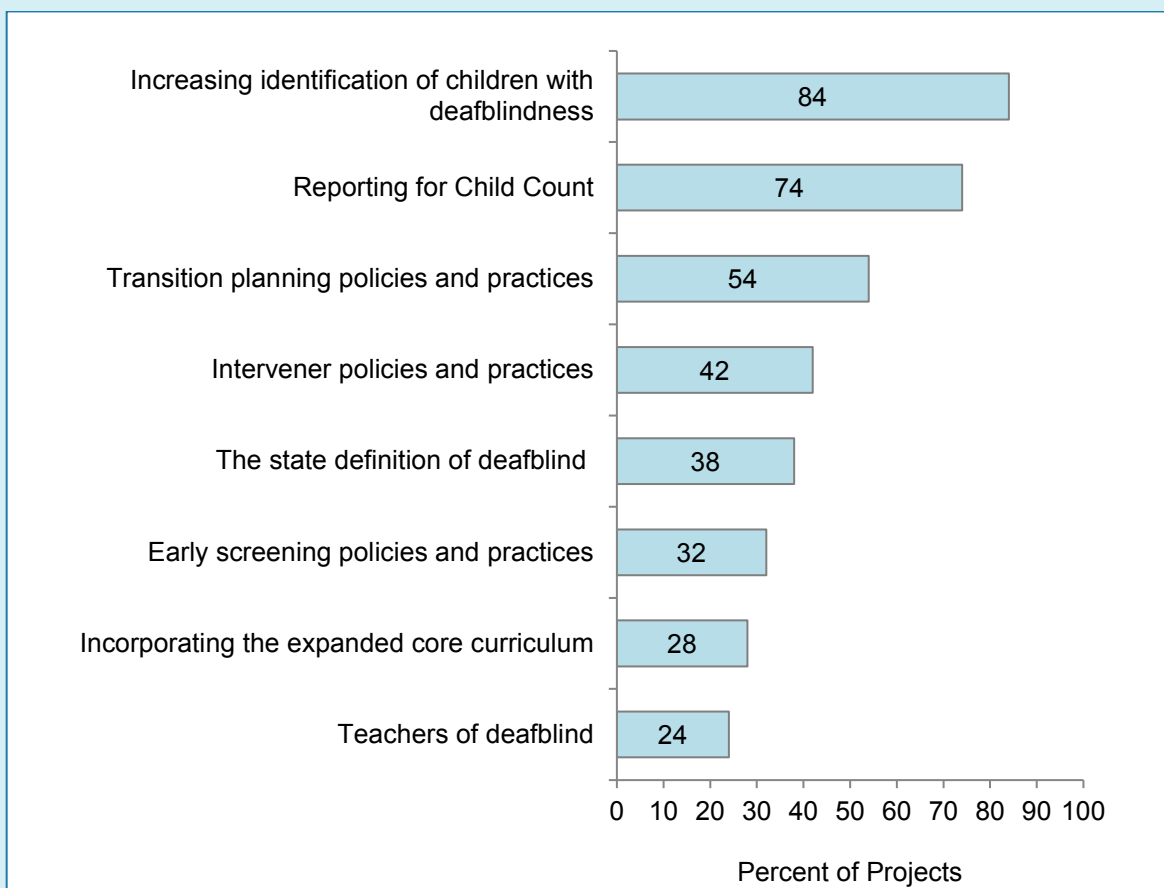


EXHIBIT READS: Eighty-four percent of State Deaf-Blind Projects reported that they have worked to develop or refine state policies or practices related to increasing identification of children with deafblindness.

N=50

SOURCE: Grantee Survey

State Deaf-Blind Projects' Activities in the NCDB Initiatives Areas

As specified in ED's request for grant applications, the State Deaf-Blind Projects are expected to implement services in collaboration with the National Center on Deaf-Blindness to maximize the effectiveness of TA. Specifically, the Projects are encouraged to access products developed by NCDB and other individual Projects, participate in group events, and use this information to facilitate change within their states. At the time the evaluation was initiated, NCDB was promoting six national initiatives, related to the following: Family Engagement, Intervener Services, Early identification, Literacy, Technology Solutions, and the National Child Count (Exhibit 2-10). These areas overlap with many that have been identified as critical issues in the lives of children who are deafblind (Nelson & Bruce, 2016). Because the National Child Count initiative is a long-standing, straightforward focus on helping states collect data on which children in their state have deafblindness, our evaluation did not focus on this initiative.

Exhibit 2-10. Brief description of five NCDB initiatives on which the evaluation focused

Family Engagement. Partnerships with families is core to NCDB work, and activities in this initiative area include facilitating collaboration between State Deaf-Blind Projects and Parent Centers in each state, raising awareness of deafblindness, and promoting leadership training for parents and other family members of individuals with deafblindness.

Intervener Services. An intervener is a person who works consistently and in a one-to-one capacity with an individual who is deafblind. Interveners require specialized training, and many of the NCDB activities in the area of Intervener Services are focused on improving training and credentialing for this role.

Early Identification. Early Identification refers to a focus on children from birth through two years of age. NCDB activities in this area are focused on using evidence-based practices to build partnerships among multiple agencies and communities who serve this population and to increase the capacity of State Deaf-Blind Projects to identify infants and toddlers as early as possible.

Literacy. The Literacy initiative works on the premise that literacy is a right for all individuals, including those with complex sensory, physical or developmental challenges. The Literacy initiative builds on past NCDB work in this area and focuses on enhancing literacy instruction for children with deafblindness through providing information and resources.

Technology Solutions. The NCDB focus on technology solutions includes promoting the use of technology to enhance the effectiveness of the delivery of technical assistance. In addition to the use of Distance Mentorship, technology solutions include mobile applications and hardware; software applications; assistive technologies; collaboration software; social media tools; and tech applications for project management.

In Exhibits 2-11 to 2-15, we present findings regarding Projects' specific activities for each of the five initiatives on which the evaluation focused. For each, the survey collected information on Project involvement in six to eight specific ways the Projects might work to support NCDB goals. As these exhibits show, there were at least two activities in each national initiative area in which at least 70 percent of State Deaf-Blind Projects were engaged; this typically involved providing training and disseminating information related to the initiative.

Among the NCDB initiatives, Family Engagement, which includes raising awareness of deafblindness and promoting leadership training for parents and other family members of individuals with deafblindness, was the one for which the highest percentage of Projects (90 percent) reported having worked on activities during their first year of funding. As shown in Exhibit 2-11, for four of the activities in this area, between 80 and 90 percent of Projects engaged in the activity, including disseminating information to, and conducting trainings and establishing networks for, parents of children with deafblindness.

Exhibit 2-11. State Deaf-Blind Project activities in the area of Family Engagement

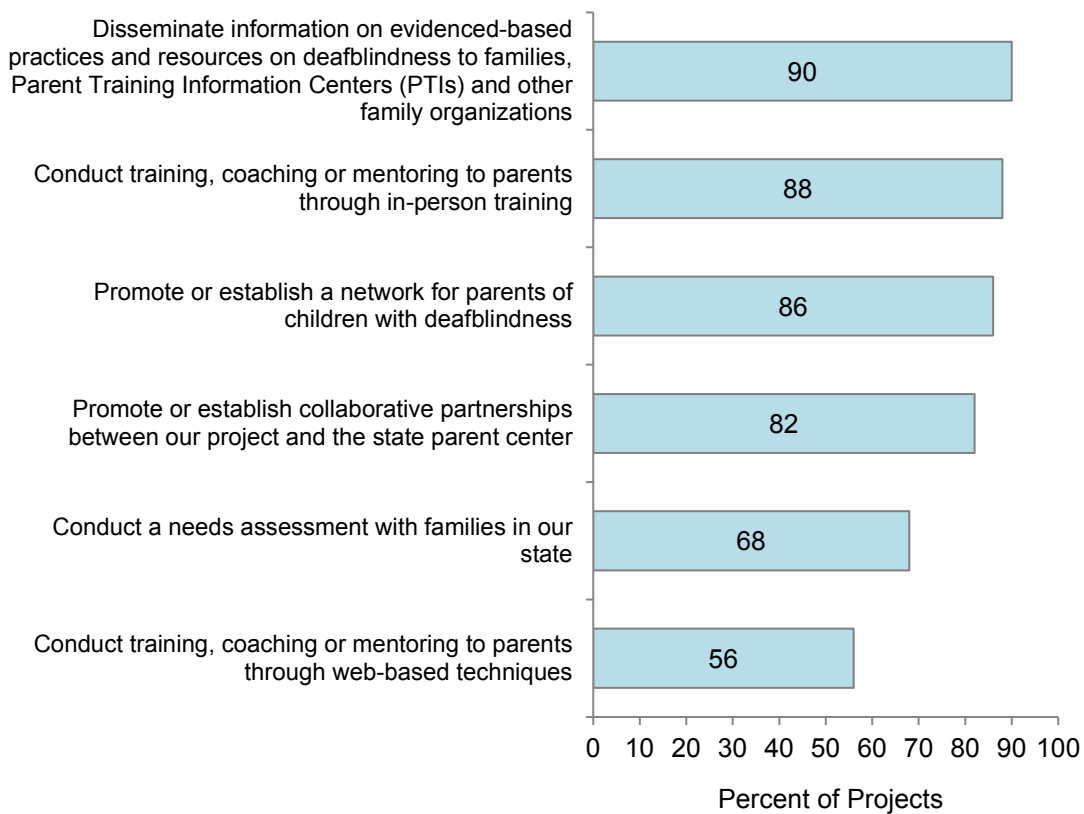


EXHIBIT READS: Ninety percent of State Deaf-Blind Projects reported that they disseminated information on evidence-based practices and resources on deafblindness to families, PTIs, and other family organizations since the start of their grant.

NOTE: N=50.

SOURCE: Grantee Survey

In the area of Intervener Services, focused on improving training and credentialing for this role, almost all Projects (96 percent) disseminated information intended to increase recognition and understanding of intervener services (Exhibit 2-12). In contrast, only a small number of Projects (14 percent) worked on a credentialing process for interveners at the state level.

Exhibit 2-12. State Deaf-Blind Project activities in the area of Intervener Services

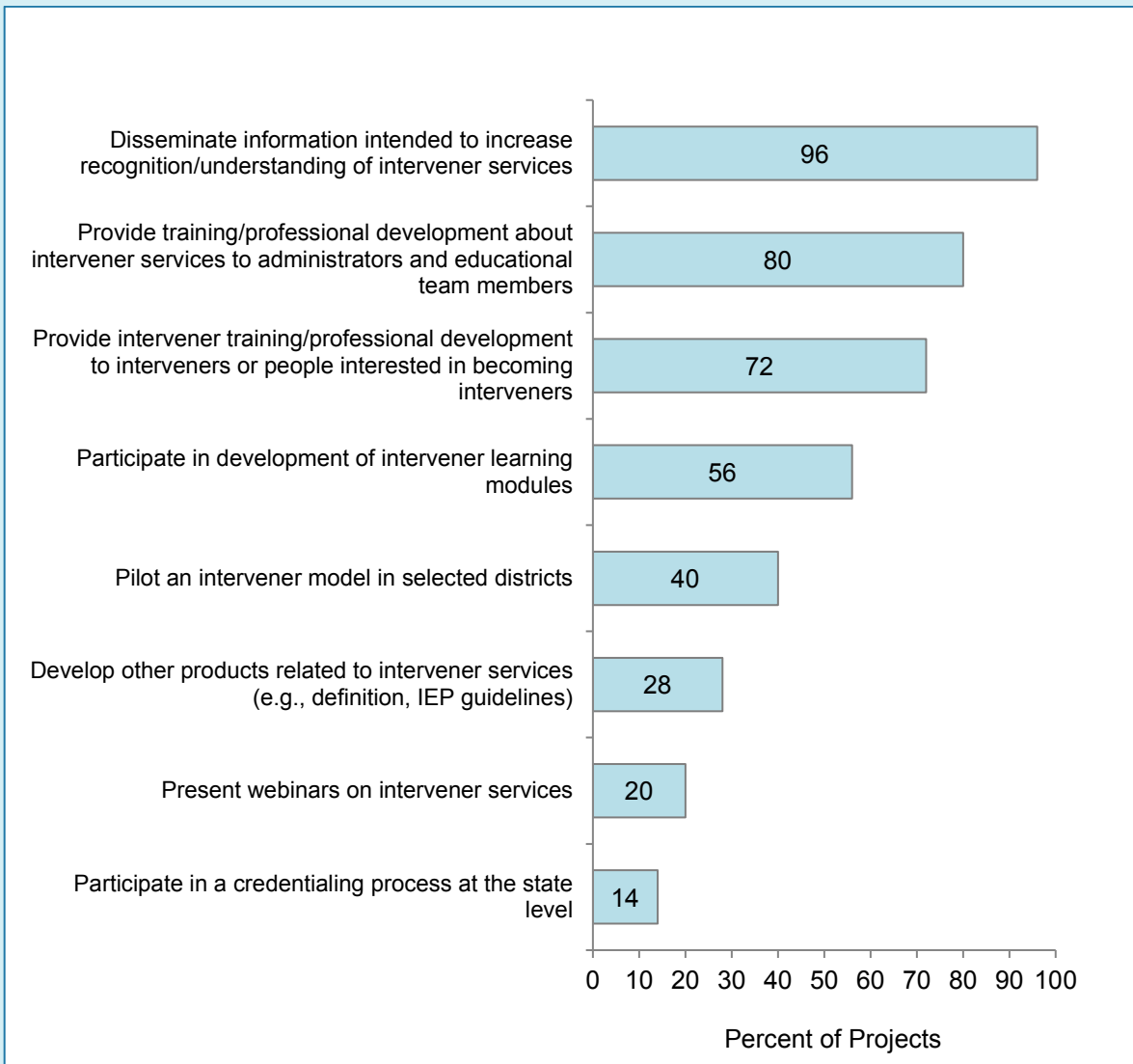


EXHIBIT READS: Ninety-six percent of State Deaf-Blind Projects reported that they disseminated information intended to increase recognition/understanding of intervener services since the start of their grant.

NOTE: N=50

SOURCE: Grantee Survey

The area of Early Identification focuses on using evidence-based practices to build partnerships and increasing the capacity for identification of infants and toddlers as early as possible. More than two thirds of Projects participated in activities directed toward informing Part C staff, medical professionals, and service providers as well as families. Half the Projects also provided support to families during initial visits and assessments (Exhibit 2-13).

Exhibit 2-13. State Deaf-Blind Project activities in the area of Early Identification

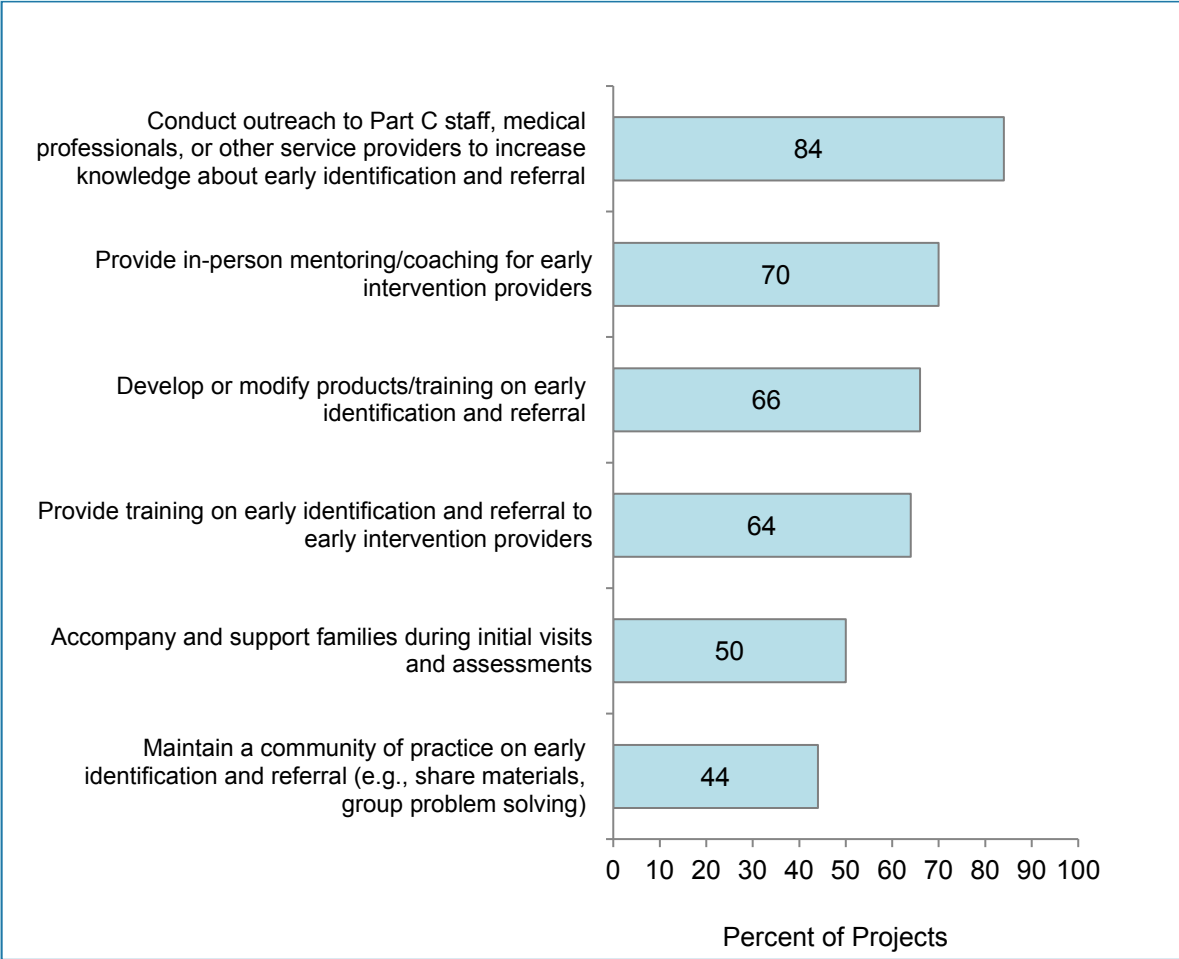


EXHIBIT READS: Eighty-four percent of State Deaf-Blind Projects reported that they conducted outreach to Part C staff, medical professionals, or other service providers to increase knowledge about early identification and referral since the start of their grant.

NOTE: N=50.

SOURCE: Grantee Survey

Among activities in the area of Literacy, focused on enhancing literacy instruction, Projects were most frequently involved in disseminating evidence-based practices for literacy instruction (88 percent) and providing training on literacy instruction (80 percent) (Exhibit 2-14).

Exhibit 2-14. State Deaf-Blind Project activities in the area of Literacy

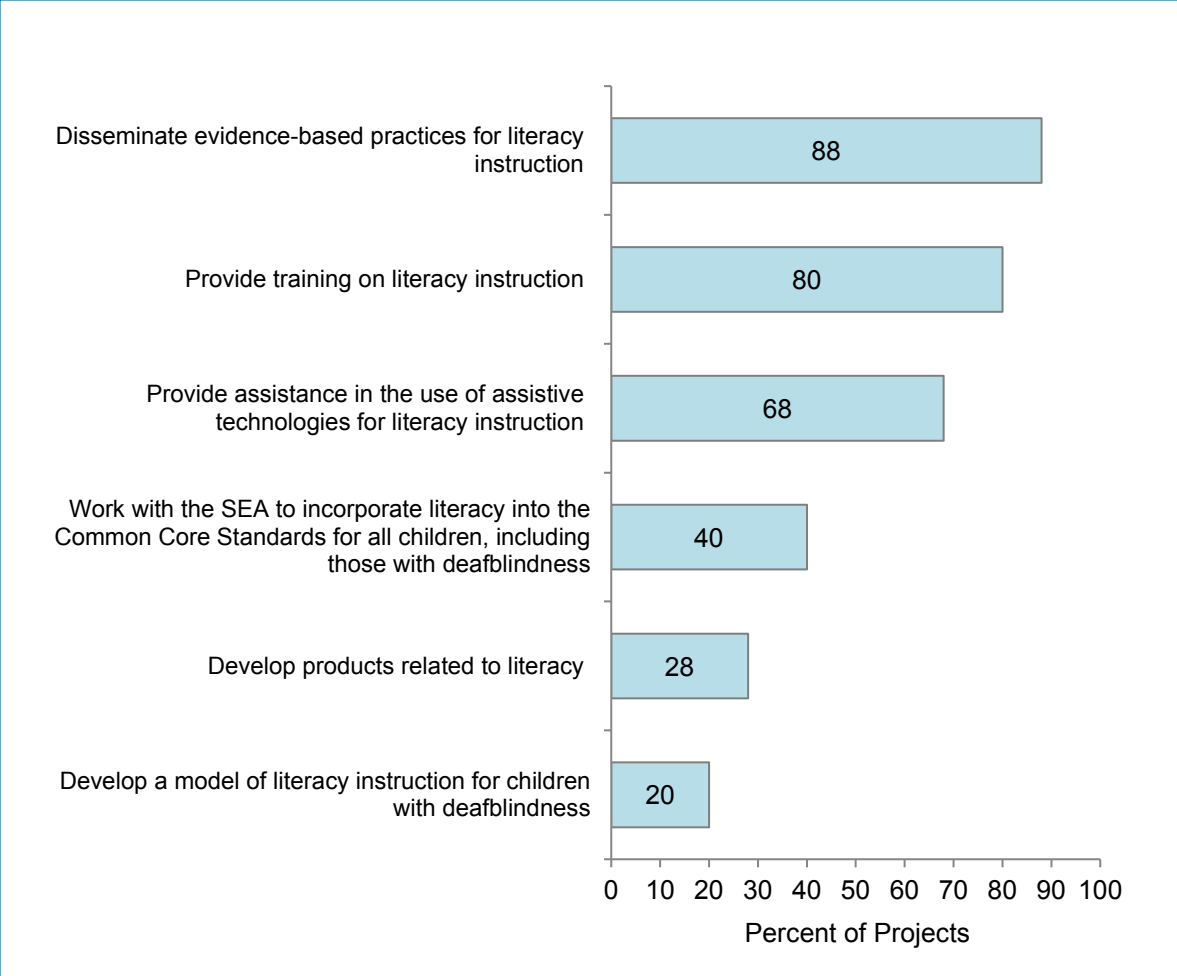


EXHIBIT READS: Eighty-eight percent of State Deaf-Blind Projects reported that they disseminated evidence-based practices for literacy instruction since the start of their grant.

NOTE: N=50.

SOURCE: Grantee Survey

In the area of Technology Solutions, which includes promoting the use of technology to enhance the effectiveness of the delivery of technical assistance, the most commonly reported activity by Projects was using web-based training tools in their work (88 percent) (Exhibit 2-15).

Exhibit 2-15. State Deaf-Blind Project activities in the area of Technology Solutions

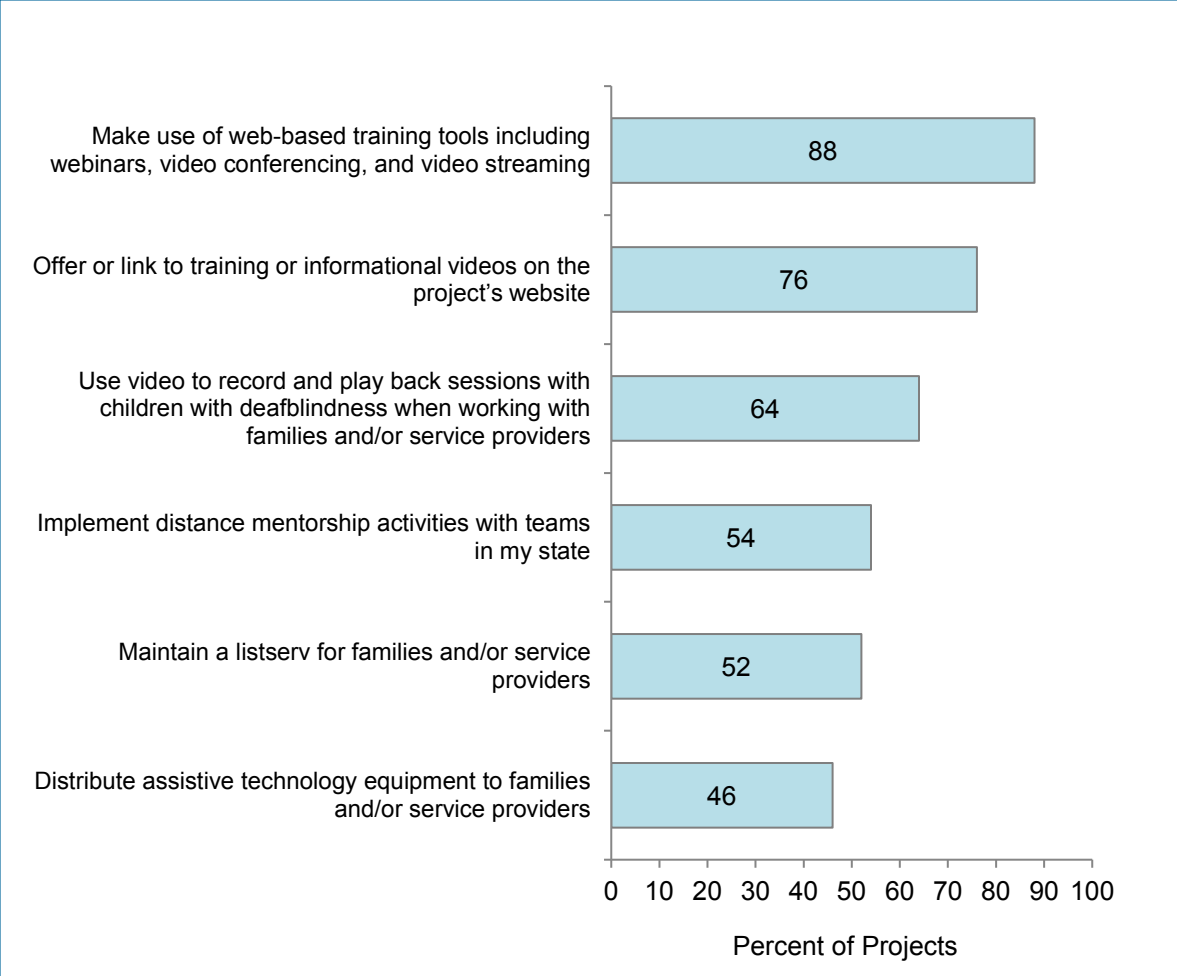


EXHIBIT READS: Eighty-eight percent of State Deaf-Blind Projects reported that they made use of web-based training tools including webinars, video conferencing, and video streaming since the start of their grant.

NOTE: N=50.

SOURCE: Grantee Survey

EVALUATION QUESTION 2

How do State Deaf-Blind Projects collaborate with other organizations in their state, with other TA providers, and across the network of State Deaf-Blind Projects?

This section presents findings relevant to the second evaluation question: How do State Deaf-Blind Projects collaborate with other organizations in their state, with other TA providers, and across the network of State Deaf-Blind Projects? Collaboration has been an important focus for the State Deaf-Blind Projects, in at least two ways. As specified in ED's request for grant applications, Projects are expected to collaborate with NCDB, state departments of education, and ED-funded parent centers¹⁰ to provide training and supports to families of children and youth with deafblindness. Collaboration has also become a focus for the Projects through an increased emphasis from OSEP on exchanging information and mutually supportive activities within the network of State Deaf-Blind Projects.¹¹ At the 2015 Deaf-Blind Summit, sponsored by OSEP and NCDB for State Deaf-Blind Project staff, two of the three immediate outcomes of the Summit related to collaboration: strengthen existing network collaborations, identify accomplishments, and make detailed plans and commitments to move forward in each work area; and identify work areas where there is a need for additional collaboration and commit to specific strategies for shared work. Collaboration is potentially beneficial in multiple ways including creating a network that will facilitate Project staff learning from one another and extend the resources available to Projects.

In this section, we describe the collaborations State Deaf-Blind Projects have engaged in since the start of their current grant, including across the network of State Deaf-Blind Projects, with NCDB, and with other entities. We also examine if Projects' funding levels were related to the amount of collaboration reported with other Projects.

State Deaf-Blind Projects' Collaboration with State, Regional and National Organizations

The Grantee Survey asked Projects to report on their collaboration with a range of organizations and groups. As shown in Exhibit 2-16, collaboration was most common between State Deaf-Blind Projects and NCDB, their state departments of education, and schools for the deaf and/or blind. Collaboration was least common with regional Parent Technical Assistance Centers and the National Center for Parent Information and Resources. As specified in ED's request for grant applications, Projects are intended in particular to work with the State Parent Training and Information Centers (PTIs) during the current grant cycle. Eighty percent of Projects reported that they were currently collaborating with State Parent Training and Information Centers or Community Parent Resource Centers.¹²

¹⁰ Every State has at least one OSEP-funded Parent Training and Information Center (PTI) that provides information and training to parents of children with disabilities, birth to 26.

¹¹ For additional detail about collaboration among state projects, see <https://nationaldb.org/pages/show/network-collaboration>.

¹² Community Parent Resource Centers are similar to PTIs but focus on reaching underserved parents of children with disabilities, such as those living in a specific area in the state, those with low income, or those with limited English proficiency.

Exhibit 2-16. State Deaf-Blind Project collaboration with state, regional and national organizations

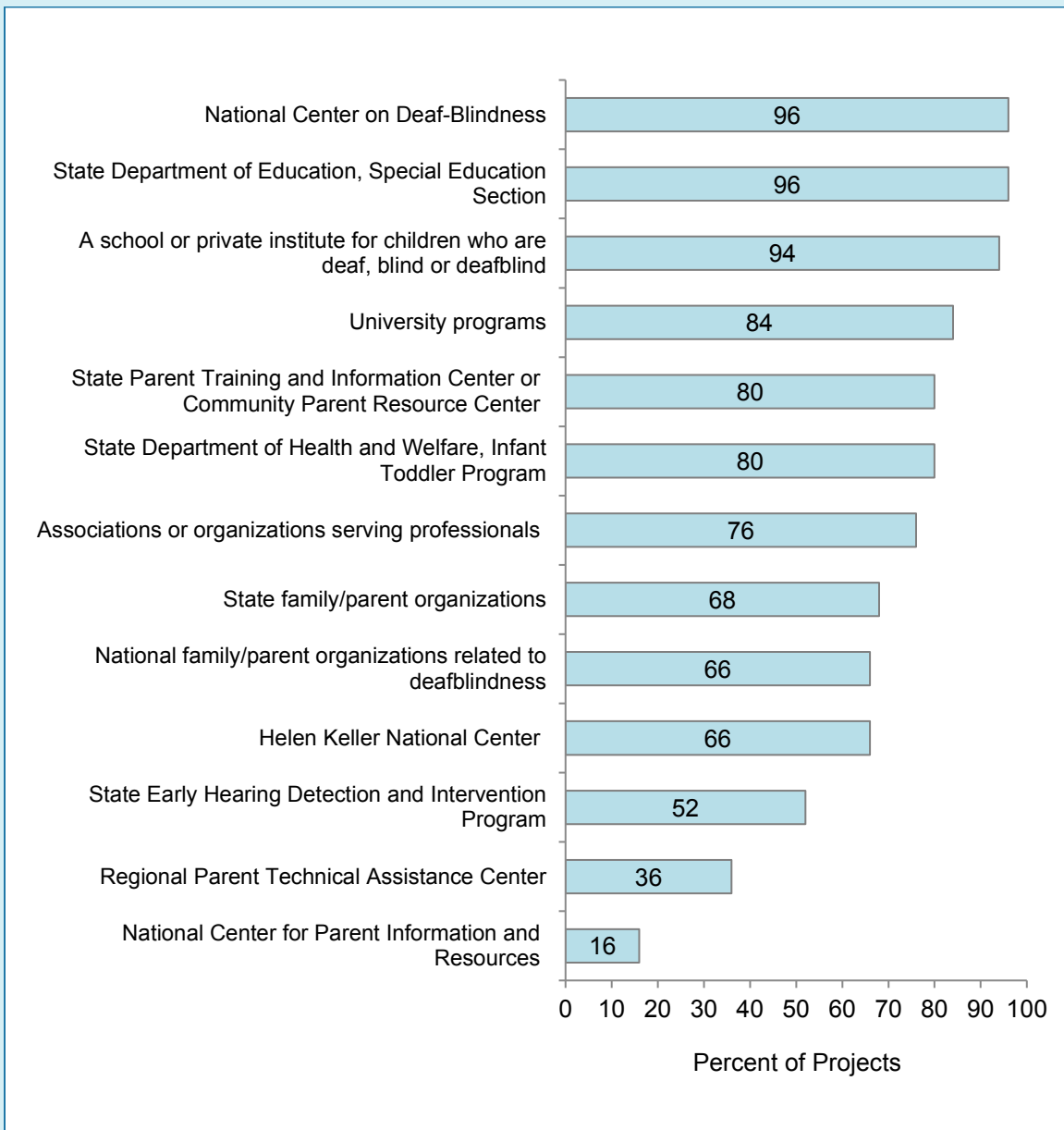


EXHIBIT READS: Ninety-six percent of State Deaf-Blind Projects reported that they collaborated with the National Center on Deaf-Blindness since the start of their grant.

NOTE: N=50

SOURCE: Grantee Survey

Collaboration among State-Deaf Blind Projects

The Grantee Survey assessed whether the State Deaf-Blind Projects worked together in one of three ways during the first year of their grants: (1) obtaining information, materials, or services; (2) receiving training; and (3) creating or providing a product, program, or service that required joint planning, shared decision making, or pooling of monetary or staff resources.

Exhibit 2-17 shows the extent to which State Deaf-Blind Projects provided information or training to each other. Almost all Projects provided information to other Projects in the network, with over 40 percent of Projects providing information to 6-10 other Projects. Over two-thirds of Projects provided training to other Projects, with most of them providing training to 1-5 other Projects.

Exhibit 2-17. Percentage of State Deaf-Blind Projects providing information and training to one another

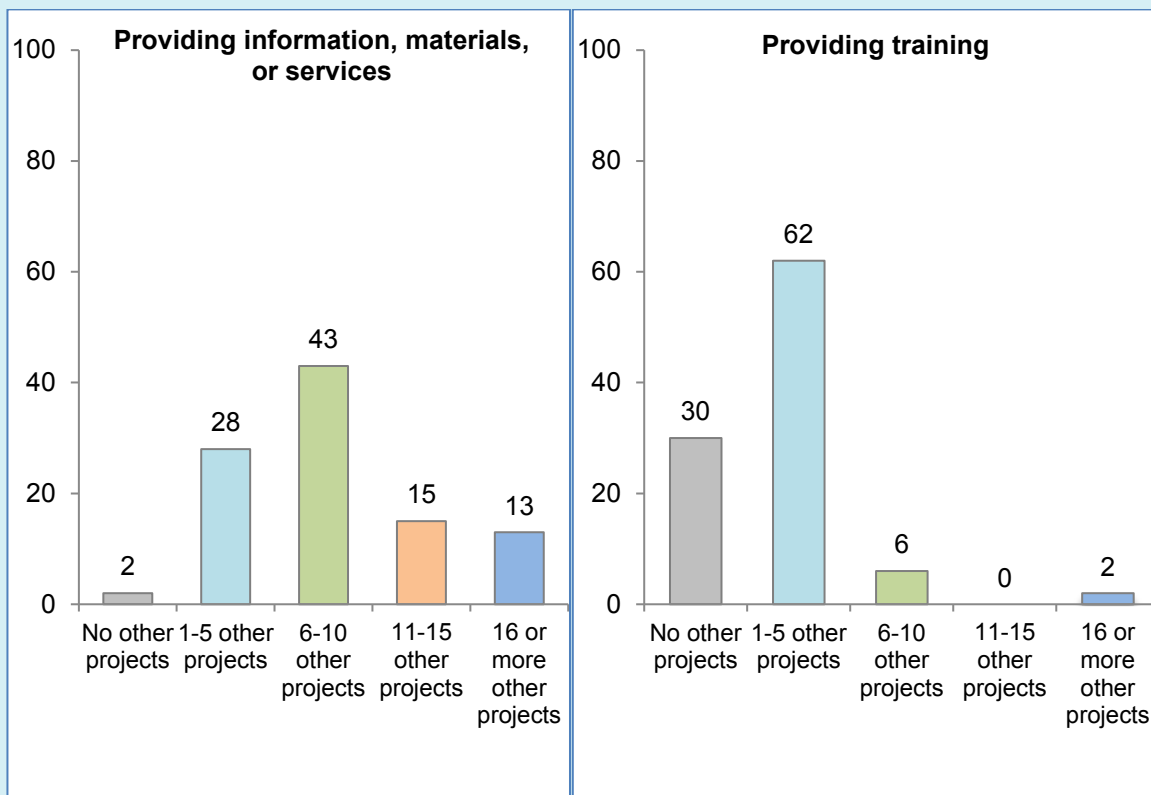


EXHIBIT READS: Two percent of State Deaf-Blind Projects reported that they provided information to no other Projects in the network. Thirty percent of State Deaf-Blind Projects reported that they have provided training to no other Projects in the network.

NOTE: Percentages may not sum to 100 because of rounding. N=47.

SOURCE: Grantee Survey

The extent to which State Deaf-Blind Projects received information and training from each other appears in Exhibit 2-18. Most State Deaf-Blind Projects received information from other Projects in the network, with approximately two-thirds of Projects receiving information from six or more Projects. The pattern for receiving training is similar to the pattern observed for providing training, with over two-thirds of Projects receiving training from other Projects and with most of them receiving training from 1-5 other Projects.

Exhibit 2-18. Percentage of State Deaf-Blind Projects receiving information and training from one another

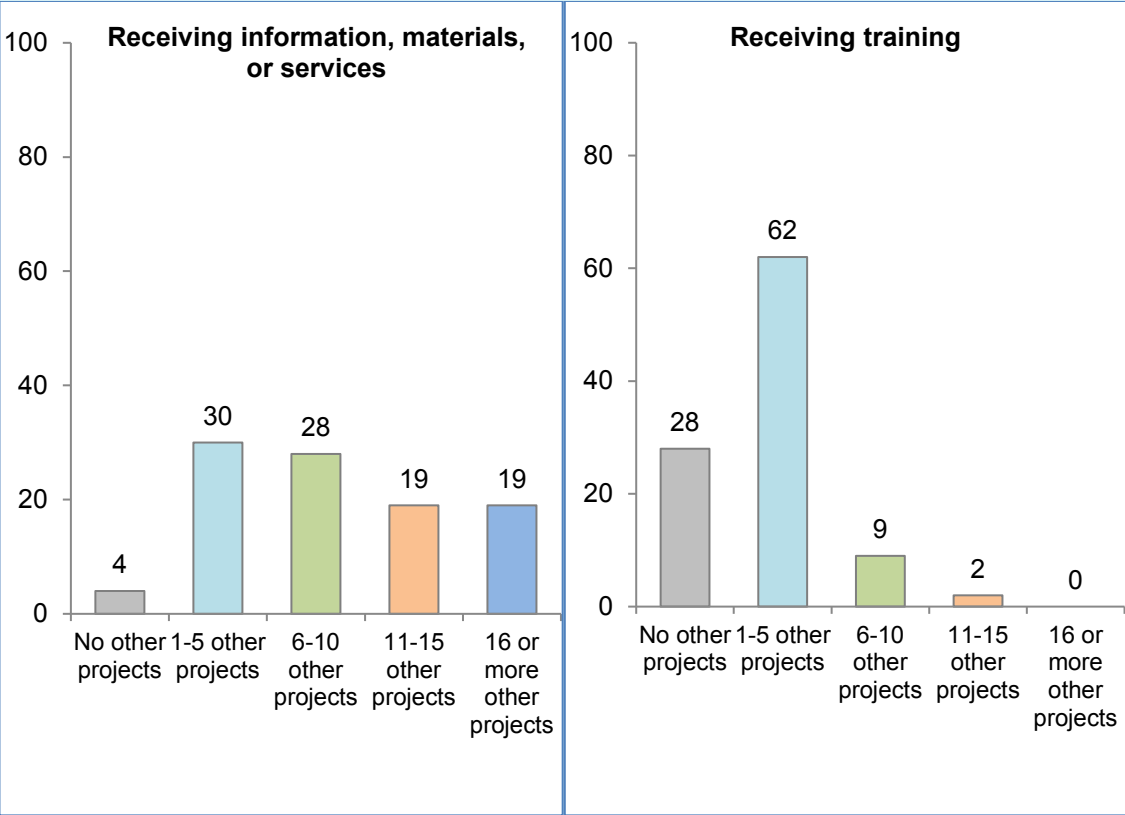


EXHIBIT READS: Four percent of State Deaf-Blind Projects reported that they received information from no other Projects in the network. Twenty-eight percent of State Deaf-Blind Projects reported that they received training from no other Projects in the network.

NOTE: Percentages may not sum to 100 because of rounding. N=47.

SOURCE: Grantee Survey

Exhibit 2-19 shows that Projects categorized as receiving a high level of total annual funding (defined as the top third of projects' total OSEP funding plus any additional, direct funds from other sources) provided information to an average of 14 other Projects, compared to an average of seven other Projects for those in the middle third and seven in the bottom third of the funding range. Projects with a high level of funding also provided more training, engaging in this way with an average of four other Projects, compared to one for the middle third group and two for the lowest third.

Exhibit 2-19. Average number of other Projects in the network to which State Deaf-Blind Projects have provided information and training, by level of total annual Project funds

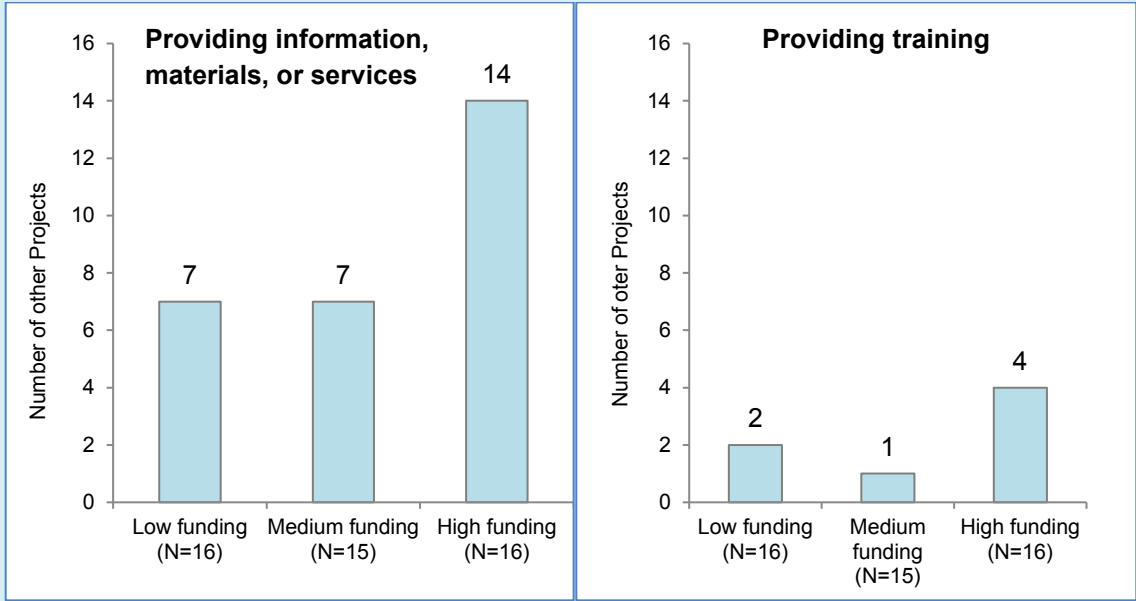


EXHIBIT READS: State Deaf-Blind Projects categorized as receiving a low level of total annual funds reported that they provided information to an average of 7 other Projects in the network. State Deaf-Blind Projects categorized as receiving a low level of total annual funds reported that they provided training to an average of 2 other Projects in the network.

NOTE: N=47. For this analysis, projects were divided into three groups based on level of funding.

SOURCE: Grantee Survey; OSEP Discretionary Database

As shown in Exhibit 2-20, 79 percent of the State Deaf-Blind Projects engaged in collaborative activity with at least one other Project in the network, where both Projects reported creating a product, program, or service together. Forty-five percent of the State Deaf-Blind Projects reported collaborating with between 6 and 10 other Projects, and 11 percent of the Projects reported doing so with between 11 and 15 other projects.

Exhibit 2-20. Collaboration among State Deaf-Blind Projects in creating a product, program, or service together

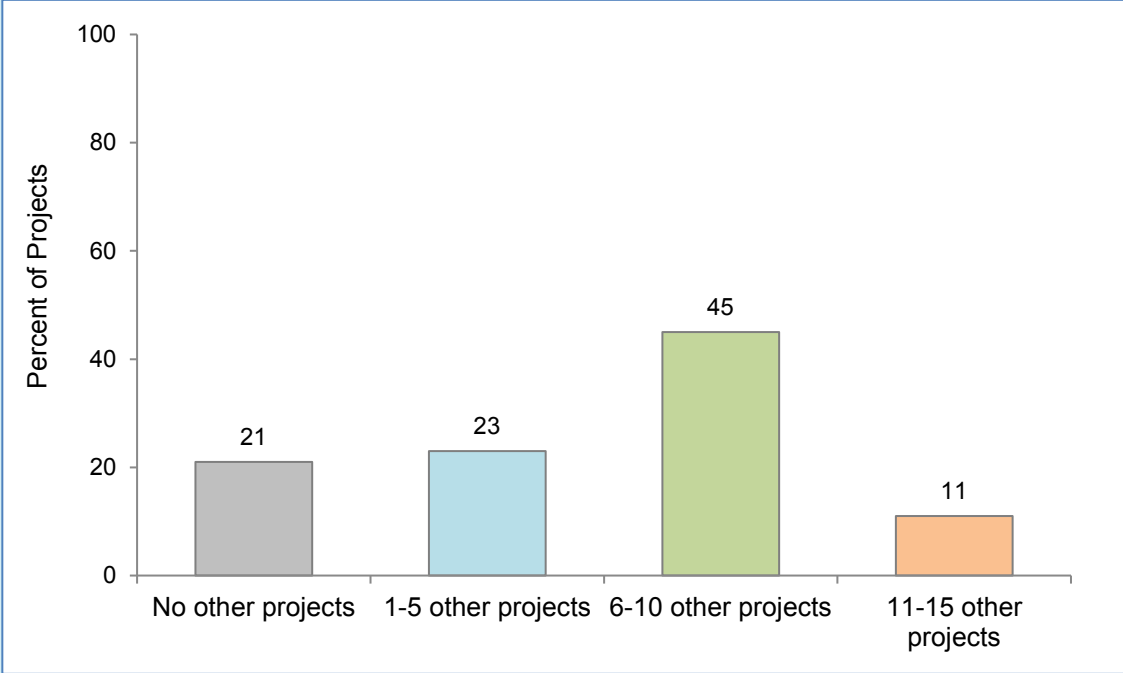


EXHIBIT READS: Twenty-one percent of State Deaf-Blind Projects reported that they collaborated with no other Projects in creating a product, program, or service.
NOTE: N=47.
SOURCE: Grantee Survey

Chapter 3. Direct Service Providers' Needs for Technical Assistance and Their Satisfaction with Services from State Deaf-Blind Projects

To set the stage for examining the needs of direct service providers who work with children and youth with deafblindness, we begin this chapter with a description of the background characteristics of the providers who participated in the evaluation (Exhibit 3-1). We then address Evaluation Questions 3 and 4, which focus on direct service providers' needs for support in working with children and youth with deafblindness and their satisfaction with services from the State Deaf-Blind Projects.

As shown in Exhibit 3-1, most of the direct service providers who participated in the survey were female (92 percent), and 64 percent of the providers had a master's degree or higher. Approximately two-thirds identified themselves as a special education teacher, an early childhood educator or specialist, or a sensory specialist. Only 16 percent of providers were specialists in working with children or youth with deafblindness per se. The most common primary setting in which direct service providers worked with children and youth with deafblindness was a special education classroom or other service provider setting (48 percent). Providers had a mean of 16.9 years of experience in education or early childhood, with almost 40 percent having 20 or more years of experience.

Appendix E-2 presents a comparison of direct service providers' background characteristics according to the mechanism by which they were identified for the evaluation (by their State Deaf-Blind Project or by a school or district administrator). Differences were modest with one exception; almost all survey respondents working in administrative roles were identified by State Deaf-Blind Projects.

Exhibit 3-1. Background characteristics of direct service providers who participated in the survey

Characteristic	%
Female	92
Profession	
Special education teacher or early childhood educator/specialist	31
Sensory specialist	31
Related services or other provider	17
Intervener, paraprofessional, or assistant teacher	11
Administrator	8
General education teacher	3
Specialist in working with children and youth with deafblindness	16
Education (highest degree)	
High school degree or GED	7
Associate's degree	4
Bachelor's degree	25
Master's degree	61
Doctoral degree	3
Years of experience working in education or early childhood	
Less than four years	9
4-9 years	20
10-19 years	33
20 years or more	38
Primary setting in which direct service provider works with children and youth with deafblindness	
General education classroom	9
Special education classroom or service provider setting	48
Separate educational or residential setting for individuals with disabilities	32
Home	8
Other or multiple primary settings	2
Works in a school for the deaf or hard of hearing, the blind, or the deafblind	14
Primary work setting is in a frontier and remote area	5

EXHIBIT READS: Across all direct service providers who participated in the survey, 92 percent were female.

NOTE: N=2,219. Percentages may not sum to 100 because of rounding. *Related services or other provider* includes audiologists, behavior specialists, independent living skills instructors, occupational therapists, physical therapists, psychologists, rehabilitation counselors, school counselors, social workers, and speech pathologists. *Separate educational or residential setting for individuals with disabilities* includes hospitals and nursing care facilities. *Frontier and remote* is defined by the U.S. Department of Agriculture as rural areas and urban areas up to 25,000 people that are 45 minutes or more from an urban area of 25,000-49,999 people and 60 minutes or more from an urban area of 50,000 or more people.

SOURCE: Provider Survey; Economic Research Service, U.S. Department of Agriculture, using data from the U.S. Census Bureau

Exhibit 3-2 shows the number of children and youth with deafblindness with whom direct service providers were working at the time of the survey. Fourteen percent of the providers in the study were not working with a child or youth with deafblindness at the time of the survey; they had previously received support from their State Deaf-Blind Project and were included in the survey to assess their satisfaction with the support they received. Forty-four percent of direct service providers were working with one child or youth with deafblindness, while 10 percent were working with five or more children or youth with deafblindness.

Exhibit 3-2. Number of children and youth with deafblindness with whom direct service providers work

Characteristic	%
Number of children and youth with deafblindness with whom provider works	
0 children	14
1 child	44
2 children	17
3 children	9
4 children	5
5 or more children	10

EXHIBIT READS: Across all direct service providers who participated in the survey, 14 percent were not currently working with a child or youth with deafblindness.

NOTE: N=2,219.

SOURCE: Provider Survey

Exhibit 3-3 shows the age and communication level of the children and youth with deafblindness with whom direct service providers worked. Consistent with the evaluation's recruitment of direct service providers working with children and youth between 6 and 21 years of age, the vast majority of providers who were currently working with at least one child or youth reported that they work with this age group. Almost half the providers who were currently working with a child or youth with deafblindness were working with children and youth with a pre-symbolic level of communication.

Exhibit 3-3. Age and communication level of the children and youth with deafblindness with whom direct service providers work

Characteristic	%
Age of children and youth with deafblindness with whom provider works	
Birth through 2 years	8
3 through 5 years	22
6 through 21 years	86
Over 21	4
Communication level of children and youth with deafblindness with whom provider works	
Pre-symbolic communication	47
Emerging symbolic communication	38
Symbolic communication in familiar routines	23
Symbolic communication	28

EXHIBIT READS: Among direct service providers who were currently working with at least one child or youth with deafblindness, 8 percent worked with children age birth through 2 years. Forty-seven percent of direct service providers who were currently working with at least one child or youth with deafblindness worked with children and youth with a pre-symbolic level of communication.

NOTE: N=1,905. Analysis includes only direct service providers who currently work with one or more children or youth with deafblindness. *Pre-symbolic communication* means the use primarily of behaviors, signals to request, reject, or comment, limited ability to initiate participation in routines without support. *Emerging symbolic communication* means the use behaviors, signals, gestures, pictures, object symbols along with very limited signs or speech to request, reject, or comment; children partially participate in routines and instructional activities. *Symbolic communication in familiar routines* means the use more formal signals, gestures, some sign language, tactile symbols, pictures; emerging print or Braille; children initiate interactions with others. *Symbolic communication* means the use primarily speech, signs, fingerspelling, pictures, print, or Braille; children engage in instructional activities at or near grade-level.

SOURCE: Provider Survey

EVALUATION QUESTION 3

What are the needs for TA among direct service providers who work with children and youth with deafblindness?

This section addresses findings relevant to the third evaluation question: What are the needs for TA among direct service providers who work with children and youth with deafblindness? Understanding direct service providers' needs is necessary for State Deaf-Blind Projects to develop and deliver appropriately designed technical assistance. While individual Projects conduct needs assessments for their states, this evaluation provides a snapshot of the needs of direct service providers across the country. Analyses include only those direct service providers who were currently working with at least one child or youth with deafblindness (86 percent of the sample) when surveyed.

Direct Service Providers' Needs for Assistance in Working with Children and Youth with Deafblindness

To assess direct service providers' needs, the Direct Service Provider Survey listed 23 topics and asked providers how much they needed information or support in those areas for their work with children and youth with deafblindness. To allow a comparison between the TA topics the Projects cover and the needs of direct service providers, the topics were identical to those listed in the State Deaf-Blind Project Grantee Survey.

As shown in Exhibit 3-4, at least half the direct service providers reported a *moderate* or *high* need for information or support for 17 of the 23 topics in the survey. The topics for which the greatest percentage of direct service providers reported a *moderate* or *high* need for information or support were assistive technology (81 percent of providers), assessment (76 percent), instructional strategies (how to teach) (69 percent), communication (69 percent), visual and tactile accommodations to sign language (67 percent), and curriculum (what to teach) (65 percent). The reported need among providers for support in assistive technology is consistent with recent research by Hartmann and Weismer (2016) in which they note that teachers often lack support to incorporate these tools into their daily practice.

Exhibit 3-4. Percentage of direct service providers who work with children and youth with deafblindness reporting a need for information or support in different areas

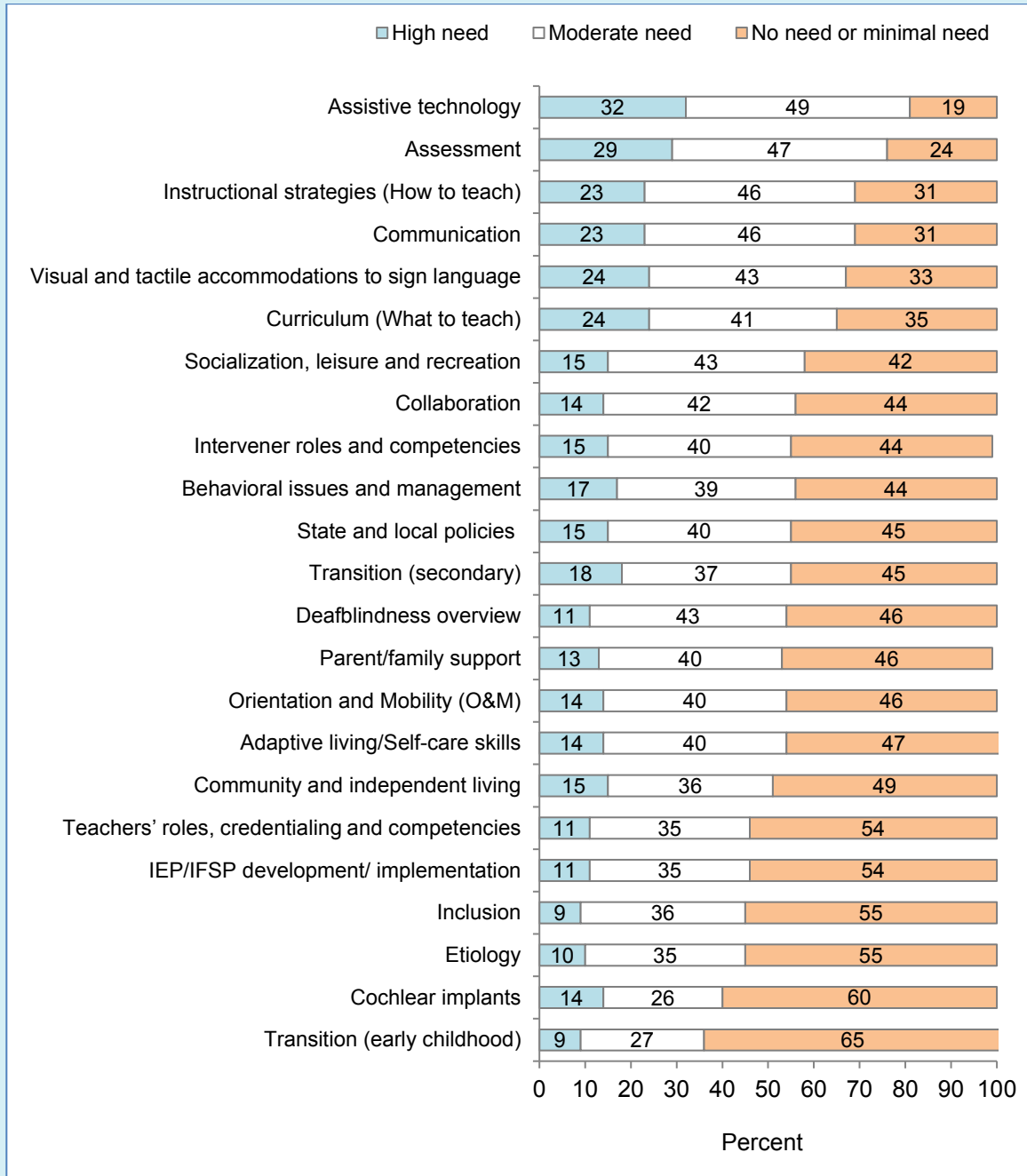


EXHIBIT READS: Thirty-two percent of direct service providers identified assistive technology as an area for which they have a high need for information or support, 49 percent indicated a moderate need, and 19 percent indicated no need or minimal need.

NOTE: Analysis includes only direct service providers who currently work with one or more children or youth with deafblindness. N=1,905. Percentages may not sum to 100 because of rounding.

SOURCE: Provider Survey

Alignment Between Direct Service Providers' Needs and State Deaf-Blind Projects' Activities

Previously, we presented the topics State Deaf-Blind Projects reported that they address (Exhibit 2-4). Now, we discuss the extent to which State Deaf-Blind Projects addressed the topics for which direct service providers in their states expressed a moderate or high need, thus identifying gaps.

Assistive technology was a high need topic, with 81 percent of direct service providers reporting this need (as shown Exhibit 3-4). As Exhibit 3-5 shows, 5 percent of providers who have a *moderate* or *high* need related to assistive technology work in a state where the Project did not provide support on that topic. Similarly, less than 10 percent of providers needing information or support on the relatively high need areas of assessment, visual and tactile accommodations to sign language, curriculum, instructional strategies, and communication work in states where the State Deaf Blind Project did not provide that service. In contrast, although fewer providers (46 percent) had a need for support in the area of teachers' roles, credentialing, and competencies, 33 percent who did have that need work in a state where the State Deaf-Blind Project did not provide support on that topic. Similarly, 27 percent of providers with a *moderate* or *high* need regarding cochlear implants are in states where this topic was not addressed by their Project, and 26 percent with a *moderate* or *high* need related to state and local policies work in states with no Project coverage for that topic.

Exhibit 3-5. Percentage of direct service providers who work with children and youth with deafblindness and had a need for support on a topic, but work in a state where the State Deaf-Blind Project did not offer support on the topic

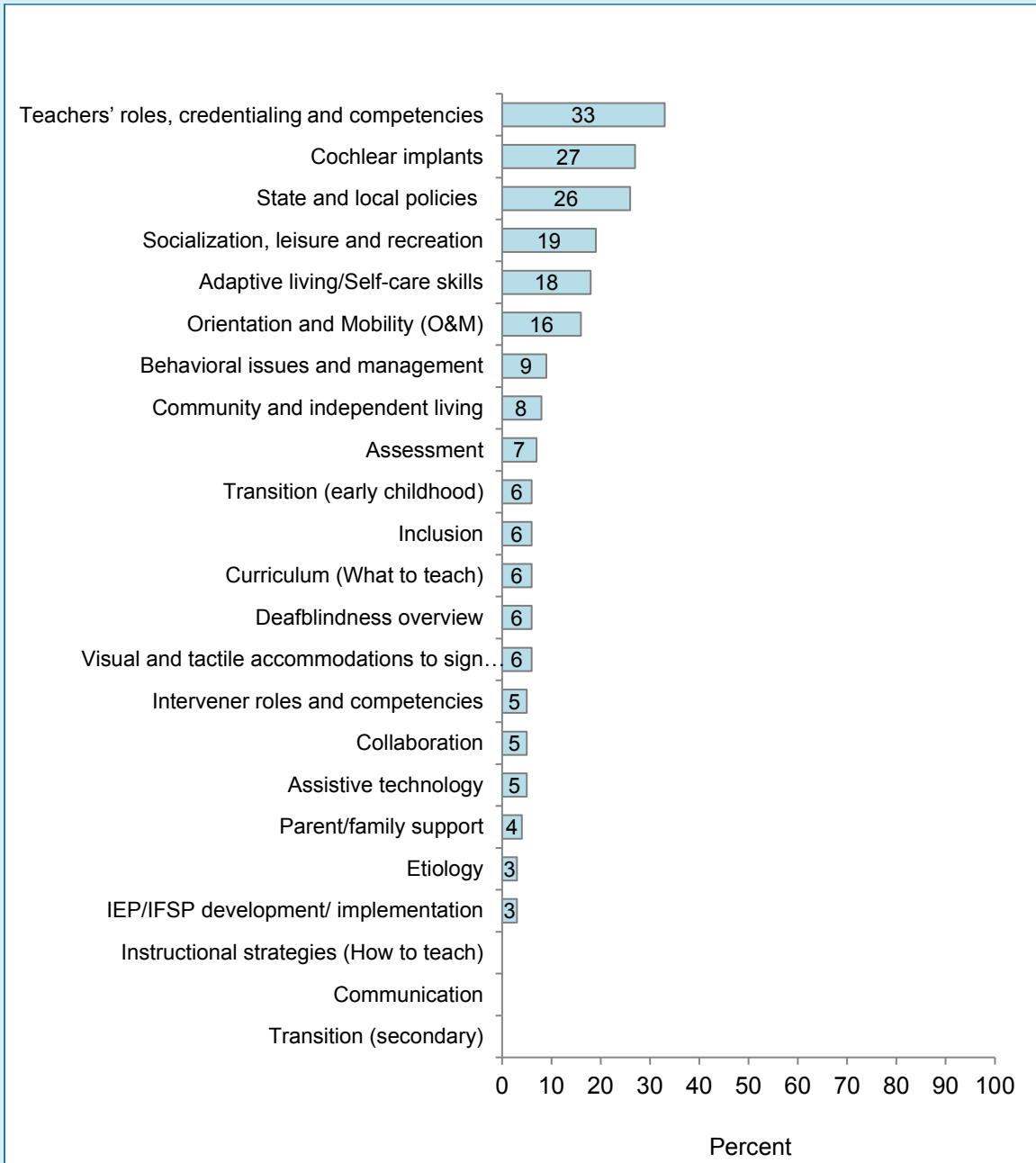


EXHIBIT READS: Thirty-three percent of direct service providers with a moderate or high need for support on teachers' roles, credentialing, and competencies work in a state where the State Deaf-Blind Project did not provide support on that topic.

NOTE: Analysis includes only direct service providers who currently work with one or more children or youth with deafblindness. N=1,905.

SOURCE: Provider Survey; Grantee Survey

To provide context for the role of the State Deafblind Projects in meeting the needs of direct service providers, the survey asked what sources providers usually turn to for information or support on how to work with children and youth with deafblindness. Providers reported seeking support from an average of three sources (with a range from none to nine), and the most common sources were colleagues at their school or agency (69 percent). The other sources for information and support used by a relatively large percentage of service providers were the Internet (45 percent) and state organizations or projects serving children with deafness, blindness, or deafblindness (45 percent) (Exhibit 3-6). This latter category includes the State Deafblind Projects and suggests that the Projects are a key source of information for many providers.

Exhibit 3-6. Sources to which direct service providers commonly turned to access information and support on how to work with children and youth with deafblindness

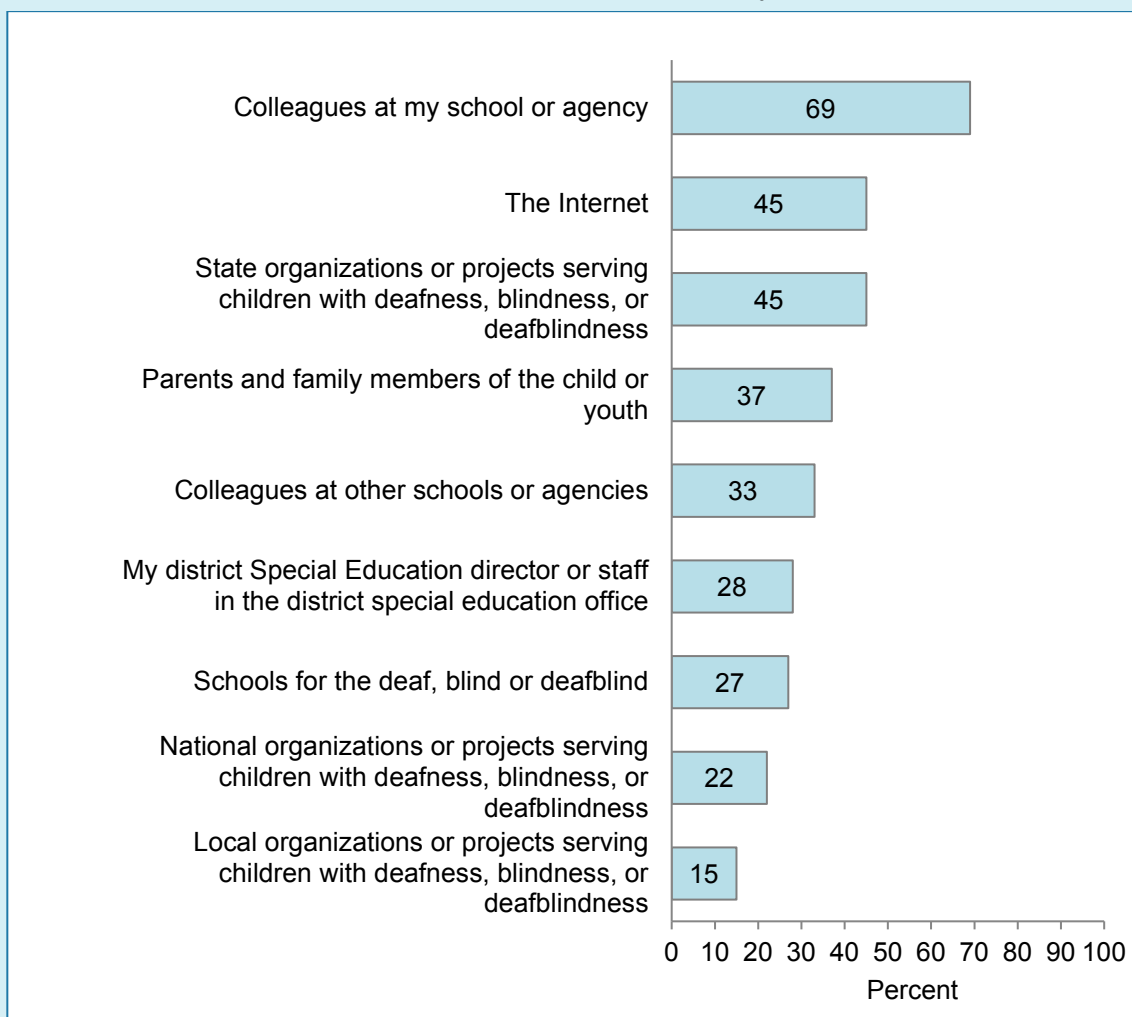


EXHIBIT READS: Sixty-nine percent of providers reported turning to colleagues at their school or agency as a source for information or support on how to work with children and youth with deafblindness.

NOTE: Analysis includes only providers who currently work with one or more children or youth with deafblindness. N=1,905.

SOURCE: Provider Survey

The survey also asked providers to assess whether their overall needs for information and support to work with children and youth with deafblindness were met through any source. On the 4-point scale, with one being *not at all met*, 2 being *somewhat met*, 3 being *mostly met*, and 4 being *completely or nearly completely met*, providers averaged a rating of 2.8 as the degree to which their need for assistance was being met. As the distribution displayed in Exhibit 3-7 shows, more than two-thirds of providers reported that their need for information and support is *mostly met* or *completely or nearly completely met*.

Exhibit 3-7. Extent to which direct service providers' need for information and support to work with children and youth with deafblindness were being met, through any source

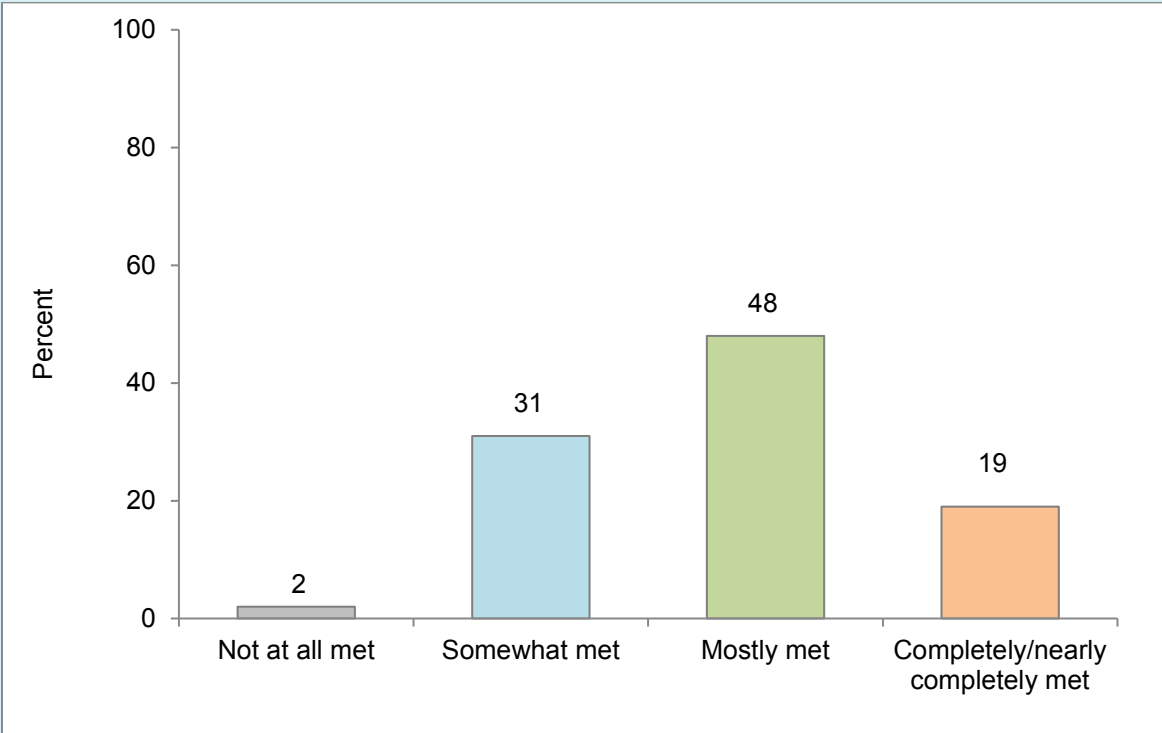


EXHIBIT READS: Two percent of direct service providers reported that their need for information and support to work with children and youth with deafblindness was not at all met.

NOTE: Analysis includes only direct service providers who currently work with one or more children or youth with deafblindness. N=1,903. Ratings were on a 4-point scale, with the following values: 1=not at all met, 2=somewhat met, 3=mostly met, 4=completely or nearly completely met.

SOURCE: Provider Survey

Variation in the Extent to Which Direct Service Providers' Need for Information or Support to Work with Children and Youth with Deafblindness Is Being Met Through Any Source

The evaluation examined the extent to which direct service providers' needs varied by specific characteristics. Understanding this variation can help ensure that the needs of particular direct service providers are considered and that TA is targeted and customized as necessary. For this analysis, we focused on variation in the percentage of direct service providers reporting that their needs are *completely or nearly completely met*. The characteristics examined are presented and discussed below.

Receipt of customized support. The extent to which service providers' needs for information and support were met was compared for those who had and had not received customized support from their State Deaf-Blind Project. Although services are expected to reduce need, some providers may have sought no support from a Project because they felt their needs were met by other sources.

Direct service providers' profession, specialization in deafblindness, and years of experience working in the field of education or early childhood. Profession, years of experience, and specialization in deafblindness may influence a provider's need for TA as well as whether that need has been met. On the one hand, direct service providers who do not have expertise in working with children and youth with deafblindness might be expected to need more extensive assistance, as might direct service providers with fewer years of experience. On the other hand, inexperienced service providers may not know what TA or other support they need. Additionally, those specializing in deafblindness may be more aware of resources for obtaining information and support.

Communication level and age of children and youth with deafblindness. The needs of direct service providers working with children with a lower communication level would be expected to be greater than those who work with children with a higher communication level. Children of different ages may present different challenges. For example, providers working with very young children or with youth of transition age may have a greater need for support due to the unique challenges associated with those developmental stages.

Type or remoteness of primary setting in which direct service providers work. Providers working in more restrictive settings (e.g., self-contained special education classrooms or separate facilities) may have a greater need for support, because those settings may serve children with higher needs. On the other hand, providers working in specialized settings may have greater access to pertinent sources of support, such as colleagues with relevant knowledge. Remoteness refers to geographic location, which raises issues of TA needs in geographically isolated areas versus service-rich urban areas. Projects may be challenged to provide TA in remote areas due to additional costs in staff time and dollars associated with serving more distant locations. This may result in providers in these areas receiving fewer services from Projects while also having less access to alternative services, therefore having more unmet needs.

Exhibit 3-8 shows 21 percent of providers who had received customized support reported that their need for information or support was *completely or nearly completely met*, compared with 17 percent of providers who had not received any support.

Exhibit 3-8. Percentage of direct service providers reporting that their need for information or support was completely or nearly completely met, by receipt of customized support from their State Deaf Blind Project

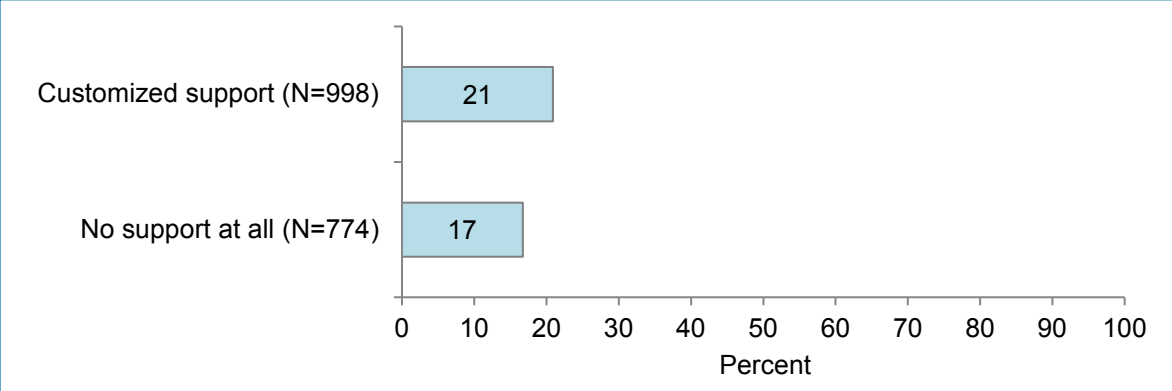


EXHIBIT READS: Twenty-one percent of direct service providers who had received customized support from their State Project reported that their need for information or support was completely or nearly completely met.

NOTE: Analysis includes only direct service providers who currently work with one or more children or youth with deafblindness. *No support at all* means that the direct service provider has had no contact with a State Deaf-Blind Project. This comparison omitted 131 direct service providers who had received less than customized support from their Project.

SOURCE: Provider Survey

Comparison of service provider need by profession showed that special education teachers/early childhood educators and related services and other providers were those with the lowest percentages reporting that their need for information or support was *completely or nearly completely met* (Exhibit 3-9). In contrast, more than one fourth of general education teachers and of interveners, paraprofessionals, and assistant teachers reported that their needs were met.

Exhibit 3-9. Percentage of direct service providers reporting that their need for information or support is completely or nearly completely met, by profession

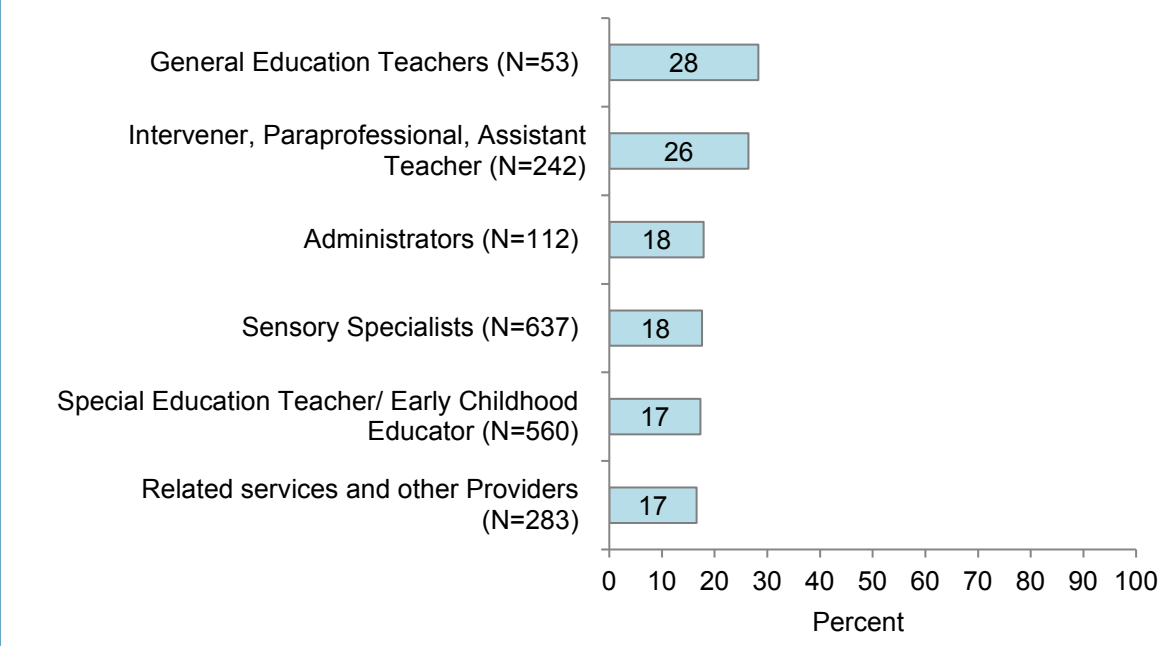


EXHIBIT READS: Twenty-eight percent of direct service providers who identified as a general education teacher reported that their need for information or support was completely or nearly completely met.

NOTE: Analysis includes only direct service providers who currently work with one or more children or youth with deafblindness.

SOURCE: Provider Survey

Twenty-seven percent of direct service providers who specialize in working with children and youth with deafblindness reported that their need for information or support was *completely or nearly completely met* compared with 17 percent of those who do not specialize (Exhibit 3-10).

Exhibit 3-10. Percentage of direct service providers reporting that their need for information or support was completely or nearly completely met, by specialization in working with children and youth with deafblindness

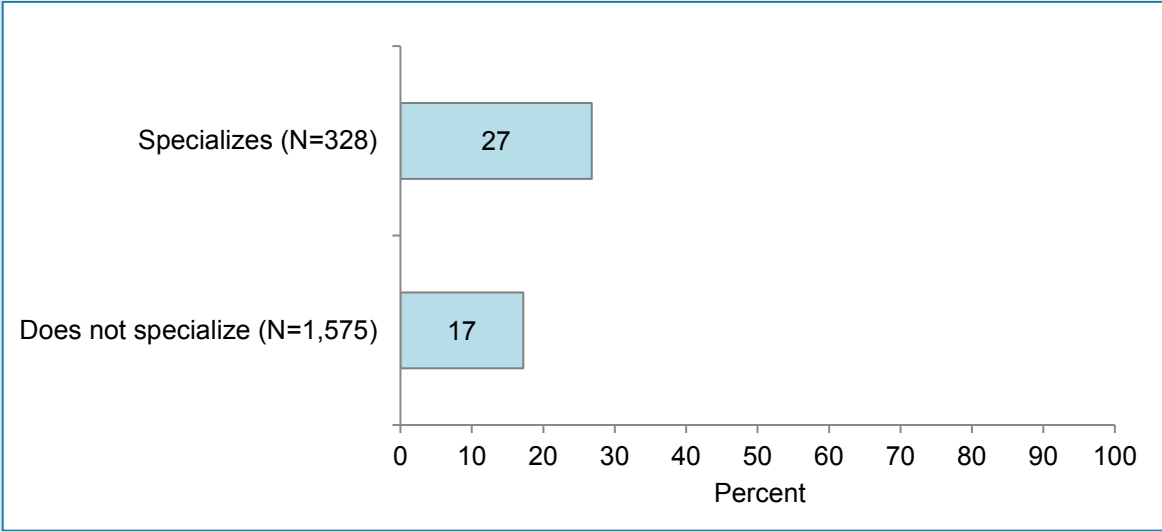


EXHIBIT READS: Twenty-seven percent of direct service providers who specialize in working with children and youth with deafblindness reported that their need for information or support was completely or nearly completely met.

NOTE: Analysis includes only direct service providers who currently work with one or more children or youth with deafblindness.

SOURCE: Provider Survey

EVALUATION QUESTION 4

How satisfied are direct service providers with services received from the State Deaf-Blind Projects?

Direct Service Providers' Satisfaction with Support Received from Their State Deaf-Blind Project

This section presents findings relevant to the fourth evaluation question: How satisfied are direct service providers with services received from the State Deaf-Blind Projects? Analyses included only direct service providers who received customized support (that is, support tailored to meet the needs of one or more specific children or youth with deafblindness, or training and assistance tailored to a specific topic of need) from their Project (N=1,290). As shown in Appendix E-3, 89 percent of providers who reported having any interaction with their State Deaf-Blind Project had received customized support. Appendices E-4 through E-7 provide contextual information about the customized support and those who received it.

The Direct Service Provider Survey included two questions to assess satisfaction with services received from the State Deaf-Blind Projects. One question assessed satisfaction with the overall support received from Projects. Another question asked direct service providers to indicate the extent to which they agreed or disagreed with 10 statements about aspects of the customized support they received, using a 4-point scale (1-*strongly disagree*, 2-*disagree*, 3-*agree*, and 4-*strongly agree*). The statements were developed in conjunction with our Technical Working Group and through interviews with recipients of TA from several State Deaf-Blind Projects.

On average, direct service providers rated their satisfaction a 3.6 on a 4-point scale (1-*very dissatisfied*, 2-*dissatisfied*, 3-*satisfied*, and 4-*very satisfied*). Ninety-six percent of direct service providers who received customized support from their State Deaf-Blind Project reported being *satisfied* or *very satisfied* with the assistance they received, with nearly two-thirds being *very satisfied* (Exhibit 3-11). Appendix E-8 compares the percentage of providers identified by the Projects themselves with those identified by districts/schools that reported being *very satisfied* with the assistance they received.

Exhibit 3-11. Direct service providers' satisfaction with the overall support received from their State Deaf-Blind Project

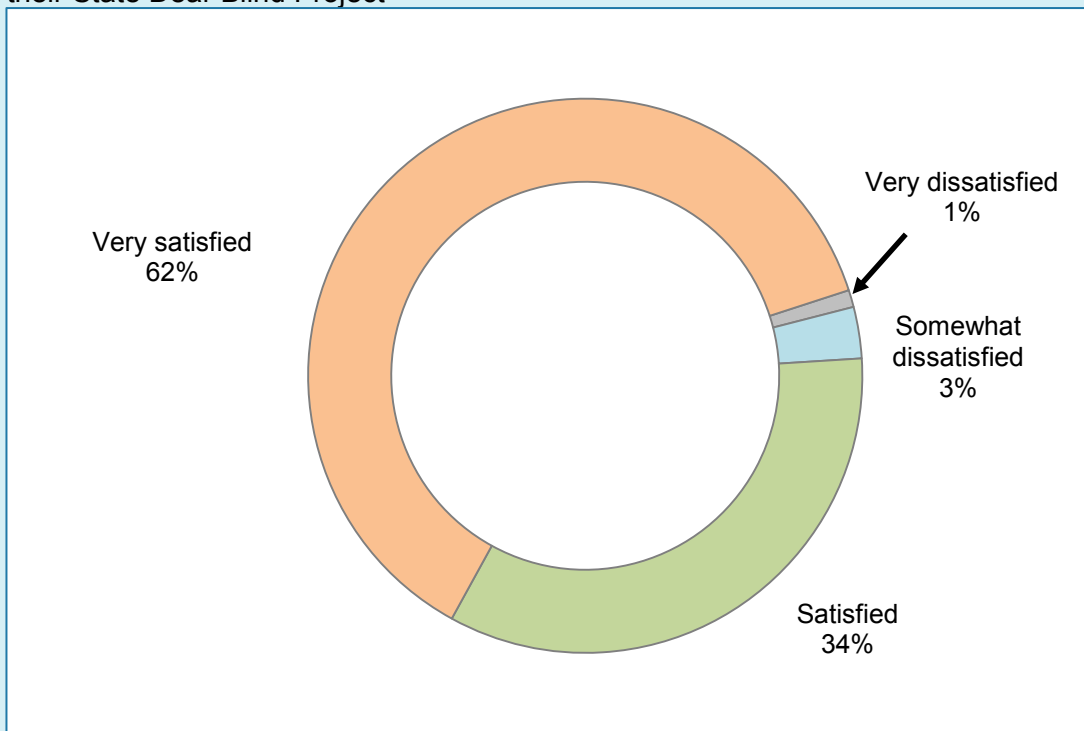


EXHIBIT READS: Among direct service providers who received customized support, sixty-two percent of providers reported being very satisfied with the overall assistance they received from their State Deaf-Blind Project.

NOTE: Analysis includes only direct service providers who received customized support (whether or not other types of support were received). N=1,290.

SOURCE: Provider Survey

As shown in Exhibit 3-12, direct service providers most highly endorsed statements that consultants were non-judgmental in their approach (69 percent *strongly agree*) and consultants were knowledgeable in the area of support (69 percent *strongly agree*). The statements with which providers most commonly *disagree* or *strongly disagree* were that the information provided was useful with children and youth with other disabilities (15 percent *disagree* or *strongly disagree*) and that consultants took into account local limitations in resources (11 percent *disagree* or *strongly disagree*). Appendix E-9 compares providers identified by the Projects themselves and identified by districts/schools.

Exhibit 3-12. Percentage of direct service providers who agree or disagree that different characteristics describe the customized support received from their State Deaf-Blind Project

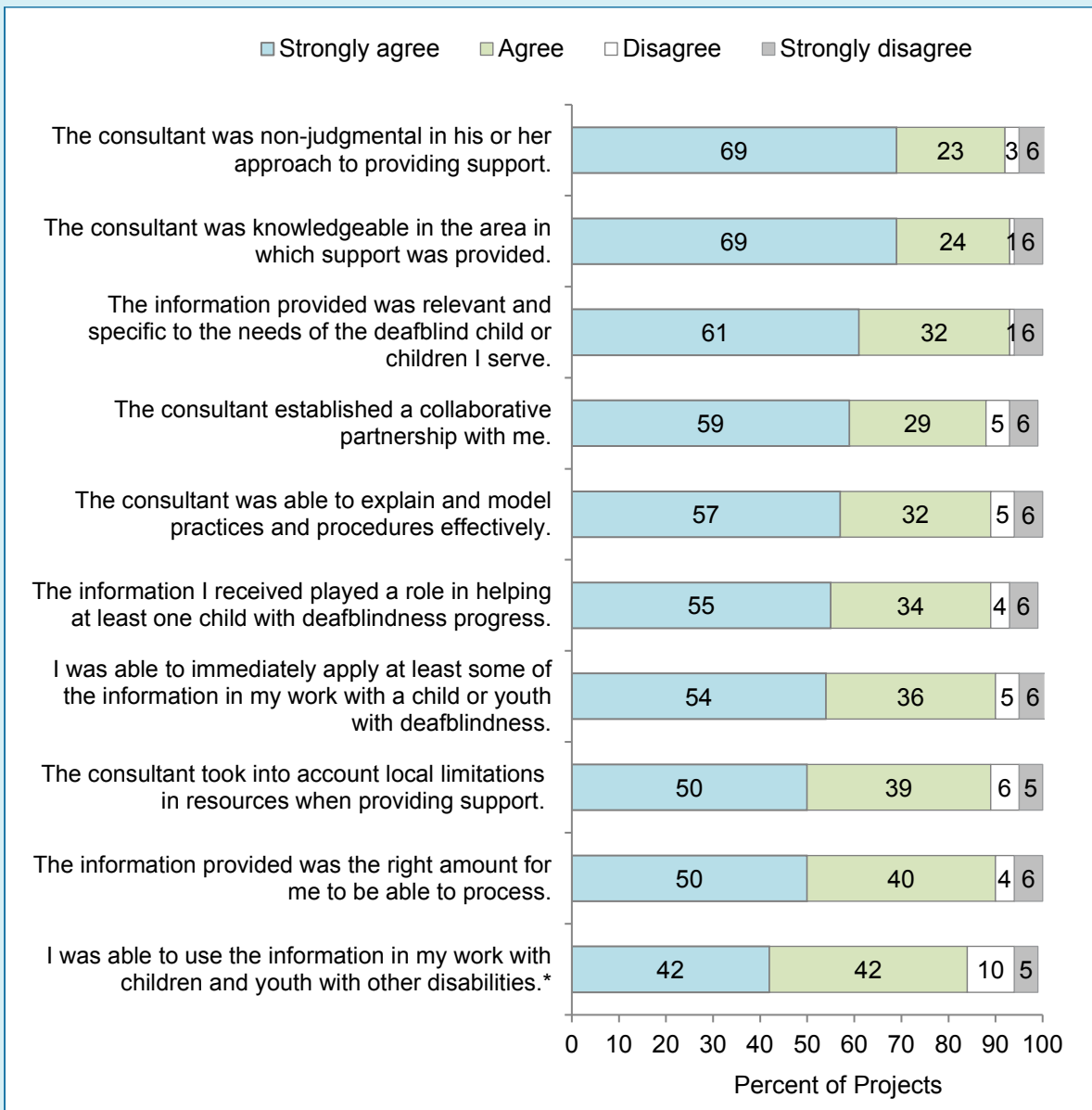


EXHIBIT READS: Sixty-nine percent of direct service providers who received customized support “strongly agree” that the consultant was non-judgmental in his or her approach to providing support, 23 percent agree, 3 percent disagree, and 6 percent strongly disagree.

NOTE: Analysis includes only direct service providers who received customized support (whether or not other types of support were received). N=1,291. Ratings of satisfaction were on a 4-point scale, with the following values: 1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree. * “Not applicable” was an option for this item and was selected by 10 percent of respondents; these respondents were excluded from the analysis.

SOURCE: Provider Survey

Variation in Direct Service Providers' Satisfaction with Support from Their State Deaf-Blind Project

The evaluation team examined the extent to which direct service providers' satisfaction with the overall support from their State Deaf-Blind Project varied based on characteristics of the direct service providers and of the State Deaf-Blind Projects. For this analysis, we focused on variation in the percentage of direct service providers reporting that they were *very satisfied* with the overall support received from their Project. Other response choices included *very dissatisfied*, *dissatisfied*, and *satisfied*. The three characteristics identified during the evaluation's development as factors that may be associated with providers' satisfaction were (1) direct service providers' profession, (2) direct service providers' specialization in deafblindness, and (3) state Deaf-Blind Projects' total annual project funding.

Exhibit 3-15 presents variation in satisfaction by direct service providers' profession. The profession category with the highest percentage of direct service providers reporting being *very satisfied* with the support received from their State Project included interveners, paraprofessionals, and assistant teachers; general education teachers had the lowest percentage of respondents reporting being *very satisfied*.

Exhibit 3-13. Percentage of direct service providers reporting that they are very satisfied with support received from their State Deaf-Blind Project, by profession

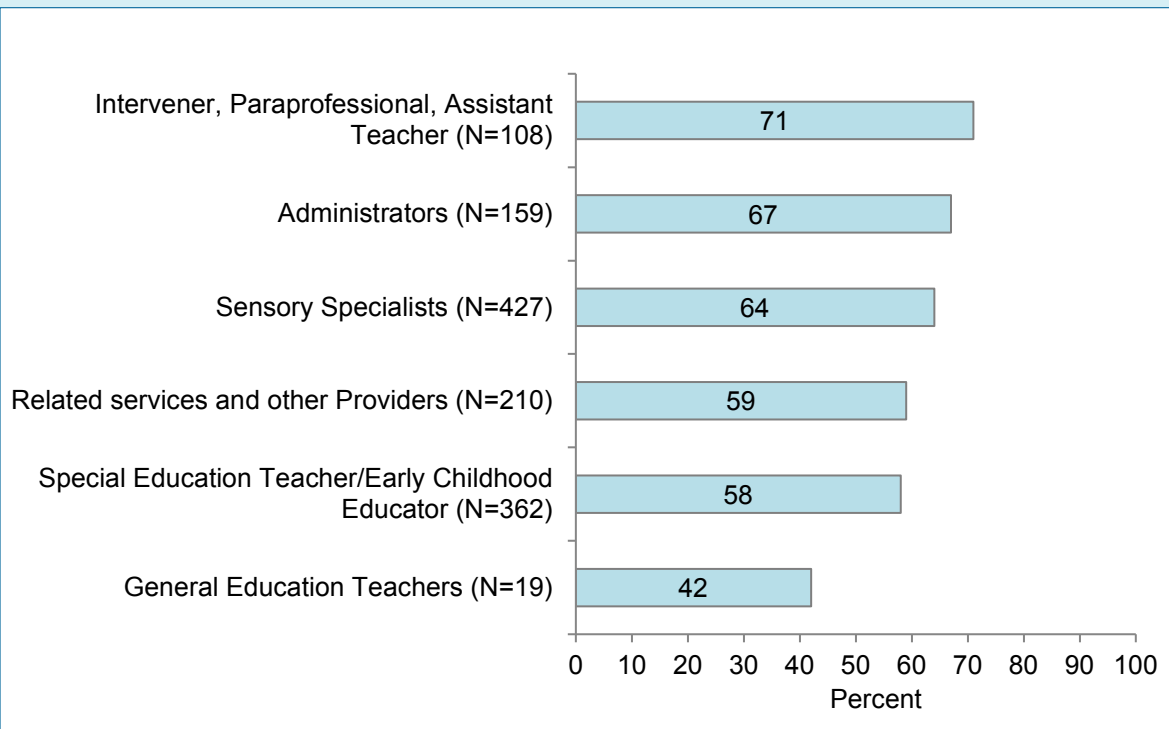


EXHIBIT READS: Seventy-one percent of direct service providers in the group including interveners, paraprofessionals, and assistant teachers reported being very satisfied with the support received from their State Deaf-Blind Project.

NOTE: Analysis includes only direct service providers who received customized support (whether or not other types of support were received). Ratings of satisfaction were on a 4-point scale, with the following values: 1=very dissatisfied, 2= dissatisfied, 3= satisfied, 4=very satisfied.

SOURCE: Provider Surve

Seventy-two percent of direct service providers who specialized in working with children and youth with deafblindness reported being *very satisfied* with the support received, compared with 60 percent of those who did not specialize in deafblindness (Exhibit 3-14).

Exhibit 3-14. Percentage of direct service providers reporting that they are very satisfied with support received from their State Deaf-Blind Project, by specialization in working with children and youth with deafblindness

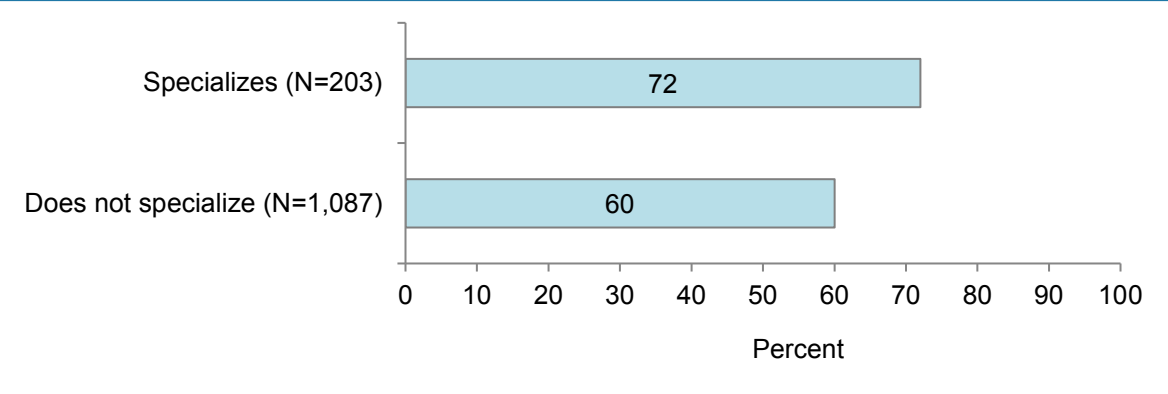


EXHIBIT READS: Seventy-two percent of direct service providers who specialized in working with children and youth with deafblindness reported being very satisfied with the support received from their State Deaf-Blind Project.

NOTE: Analysis includes only direct service providers who received customized support (whether or not other types of support were received). Ratings of satisfaction were on a 4-point scale, with the following values: 1=very dissatisfied, 2=dissatisfied, 3= satisfied, 4=very satisfied.

SOURCE: Provider Survey

Higher percentages of direct service providers receiving support from State Deaf-Blind Projects with high (\$285,418 to \$895,060) or medium (\$147,554 to \$285,417) levels of funding reported being *very satisfied* with the support received than direct service providers whose Projects had a low (\$79,368 to \$147,553) level of funding (Exhibit 3-15).

Exhibit 3-15. Percentage of direct service providers reporting that they were very satisfied with support received from their State Deaf-Blind Project, by total annual Project funding

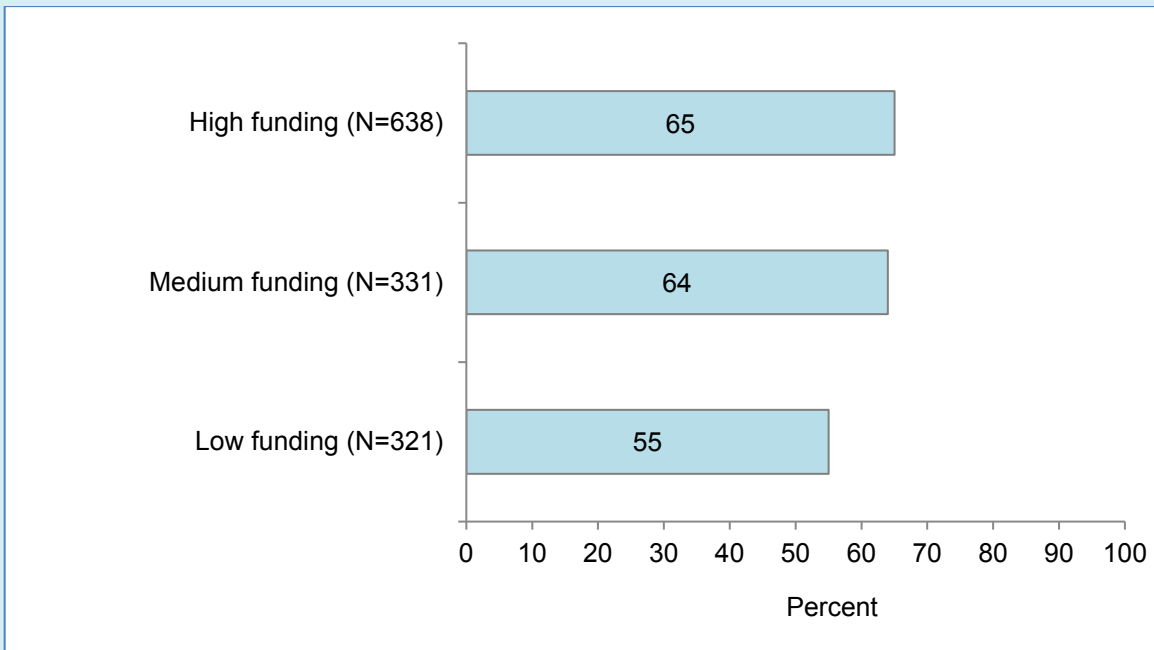


EXHIBIT READS: Sixty-five percent of direct service providers whose State Deaf-Blind Project is categorized as high funding reported being very satisfied with the support received from the State Deaf-Blind Project.

NOTE: Analysis includes only direct service providers who received customized support (whether or not other types of support were received). Ratings of satisfaction were on a 4-point scale, with the following values: 1=very dissatisfied, 2=dissatisfied, 3=satisfied, 4=very satisfied. Projects categorized as low funding had a total annual level of funding of \$79,368 to \$147,553; projects categorized as medium funding ranged from \$147,554 to \$285,417; and projects categorized as high funding ranged from \$285,418 to \$895,060.

SOURCE: Provider Survey; Grantee Survey; OSEP Discretionary Database

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Appendix A.

2013 National Child Count of Children and Youth Who Are Deaf-Blind

Exhibit A-1. Number of children and youth identified with deafblindness through the Child Count ages 0-21, by state, December 2013

State	Number reported by age category			Total
	0 thru 2	3 thru 5	6 thru 21	
California	38	141	825	1004
Texas	45	118	644	807
Florida	14	82	396	492
Illinois	13	47	341	401
Pennsylvania	58	55	269	382
New York	10	26	342	378
Ohio	10	27	306	343
Minnesota	29	45	260	334
Michigan	10	31	268	309
Georgia	19	45	210	274
North Carolina	21	25	224	270
Washington	20	28	186	234
Tennessee	37	38	153	228
Massachusetts	7	21	195	223
Arizona	17	24	164	205
New Jersey	9	22	163	194
Missouri	29	19	142	190
Indiana	4	27	158	189
Virginia	10	20	150	180
Alabama	3	12	139	154
Maryland	2	24	127	153
Wisconsin	7	16	125	148
Oklahoma	3	9	135	147
Kansas	11	22	105	138
South Carolina	20	17	94	131
Kentucky	6	8	113	127
Utah	13	17	96	126
Colorado	11	19	89	119
Arkansas	1	11	101	113
Nevada	10	29	65	104
West Virginia	2	13	89	104
New Mexico	15	21	65	101
Nebraska	3	10	86	99
Oregon	7	9	62	78
Louisiana	0	1	75	76
Delaware	8	6	60	74
Iowa	3	6	63	72
Puerto Rico	1	4	65	70
New Hampshire	3	12	47	62
Idaho	3	10	48	61
Hawaii	4	14	40	58
Connecticut	0	5	48	53
Wyoming	3	9	36	48
Mississippi	3	9	34	46
Rhode Island	0	0	46	46
Montana	1	3	36	40
Pacific Basin	0	5	34	39
Vermont	1	6	27	34
South Dakota	5	3	24	32
Maine	2	8	21	31
North Dakota	1	7	17	25
Alaska	0	4	20	24
Virgin Islands	0	0	16	16
District of Columbia	0	6	7	13

EXHIBIT READS: On December 1, 2013, 38 children age 0 thru 2 and 8007 children and youth overall ages 0-21 in California were identified through the Child Count.

SOURCE: National Center on Deaf-Blindness, Annual Child Count

Appendix B.

State Deaf-Blind Project Grantee Survey



State Deaf-Blind Project Questionnaire

This survey is being conducted by Westat as part of the National Evaluation of the State Deaf-Blind Projects. We are gathering the same information from all State Deaf-Blind Projects in order to describe the activities of the project, who you serve and how you identify children and youth for services, your work in different initiatives, and collaboration both with other state projects and with other agencies and organizations. Your responses will help improve opportunities to receive support for those who work with children and youth with deafblindness.

All information gathered for this study will be kept confidential and will be used only for research purposes. The information collected for this study will be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (Public Law 107-279, Section 183).

We estimate that this survey will take approximately 45 minutes to complete. You can start and stop at any time and your information will be saved.

As you respond to questions, please keep the following in mind:

- In this survey,
Child-specific TA refers to TA focused on a particular child, provided either on site or through distance technology.

Topic-specific TA refers to training and TA that was customized to help teachers and other staff meet the needs of multiple students with deafblindness, provided either on site or through distance technology.

Distance technology refers to the use of face-to-face communication over Internet platforms (e.g., Skype, Google Hangout, Adobe Connect, BlackBoard Collaborate).
- Include services provided to individuals of all ages.
- While some activities of your project may have existed prior to the new funding cycle, please focus on the time period of October 2013 through now in responding to general questions about your project.

If you are uncertain how to answer any particular question, feel free to contact the project at TADeVal@westat.com or toll-free at 1-888-659-9121.

Thank you for making this evaluation a success!

Note:

According to the Paperwork Reduction Act of 1995, no persons are required to respond to this voluntary collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0887. The time required to complete this information collection is estimated to average 45 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Meredith Bachman, U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Suite 502J, Washington, D.C. 20208, or email Meredith.Bachman@ed.gov.

For any questions about the study, please contact:

Tamara Daley

TADeval@westat.com

1-888-659-9121

Navigating the Survey/ FAQs

Navigate through the survey by answering each question and clicking the 'Save and Continue' button. When you click the 'Save and Continue' button, it will save your response and forward you to the next question. You may return to a prior question at any time by clicking on the appropriate question on the Section Guide to the left of the screen. When you reach the final submission page, please review your responses on the completed survey before the data are submitted. You cannot change your responses after the completed survey has been submitted. After submitting the data, you will be directed to the final screen so that you can print a copy of your completed survey for your records.

Navigation Key:

Question 1 = Active Question.

Question 2 = Question has been answered.

Question 3 = Question has not been answered.

Question 4 = Question has been skipped based on a previous response.

Question 5 = Question has been answered but is incomplete.

Question 6 = Question has been viewed but is left unanswered.

PLEASE NOTE:

- **The 'back' arrow on your browser has been disabled. Use the 'Save & Continue' button and the question guide to move through the survey.**
- **Your session will time out after 30 minutes of inactivity and you will be returned to the login screen.**

Do I have to complete the survey all at one time? No. You can sign in and out of the website as many times as needed to complete the survey. However, if you need to stop before finishing the survey, please be sure to click on the 'Save & Continue' button before signing out so that your responses(s) on that page will be saved. Once you have finished and submitted your survey, you will no longer have access to it.

Can I skip a question? Yes, you may skip any question in the survey that you cannot or do not wish to answer. To skip a question, leave the question blank and then click the 'Save & Continue' button to proceed.

Can I go back to a question that I have already answered or skipped? Yes. You may return to any answered or skipped question by clicking on the appropriate question on the question guide found on the left side of the screen. If you wish to change your response, be sure to click the 'Save & Continue' button after you make any changes.

Can I print individual questions? Yes. You may print an individual page at any time by using your computer's usual method of printing (e.g., using the Command-P or Ctrl-P key combination).

Do I have to answer all the questions? You will automatically be skipped past some questions that do not apply to your situation, depending upon your answer to an earlier question. Please try to answer all questions that are relevant for your project.

Can I have a colleague complete some of the questions instead of me? Yes. Certain questions may require the help of others. You may either share your login and password with these individuals, which will give them full access to the survey, or you can print off specific questions and fill in the responses yourself at a later time.

Can I print a copy of the questionnaire when I am finished? Yes. Once you have submitted the survey, you will also be able to print a copy for your records.

Can I obtain a paper version of the questionnaire? Yes. If you would like to see a paper version for reference purposes, you can download a PDF version by clicking the link at the top of the page that says 'Download PDF'.

Is the system secure? System security is ensured through the following steps: 1) Login and password validation for entry into the system, 2) The use of Secure Socket Layers (SSL) for encryption of data packets, and 3) Data storage in a Data Zone that is not accessible through the Westat Firewall system.

Who should I contact if I have a question? The Westat project team can be reached at TADEval@westat.com or by phone at 1-888-659-9121. When sending emails, in addition to the question, please be sure to include your name and a phone number where you can be reached.

Project Structure and Model of TA

1. Which of the following best describes the administrative location of your state project?
Select one.

Housed in the SEA
Housed in a university
Housed in a private agency or center
Housed in a state school for the deaf and/or blind
Other (specify):

2. Which best describes the way in which your project provides child-specific and topic-specific TA in schools and homes? Select one. The child-specific and topic-specific TA could be provided to parents, teachers, and other individuals.

Our project does not provide child-specific or topic-specific TA in schools or homes
Child-specific and topic-specific TA is delivered primarily by project staff and/or consultants
Child-specific and topic-specific TA is delivered primarily by individuals who are not project staff/consultants (e.g., regional teams not funded by the project)
Child-specific and topic-specific TA is delivered equally by project staff and/or consultants and non-project staff
Other (specify):

Child-specific TA refers to TA focused on a particular child, provided either on site or through distance technology.

Topic-specific TA refers to training and TA that was customized to help teachers and other staff meet the needs of multiple students with deafblindness, provided either on site or through distance technology.

Distance technology refers to the use of face-to-face communication over Internet platforms (e.g., Skype, Google Hangout, Adobe Connect, BlackBoard Collaborate).

3. Check whether your project receives any of the following *additional funds* (i.e., beyond your project funds from OSEP). Check whether the funds come from a) your project’s fiscal agent or home agency, b) from your SEA (if it is not your fiscal agent or home agency), or c) from other entities, such as community partners. For each row, check all that apply.

- If this support varies from year to year, think about the year 2013-14.
- Include only support that comes to your project, or passes through your project (e.g., if your state supports parents to attend trainings but provides these stipends to parents directly, do not include them below, but if your state sponsors families and provides this money to the project to distribute, it should be included.)
- Do not include in-kind contributions in this question. You will be asked about in-kind contributions in the next question.

	From your project’s fiscal agent or home agency	From the SEA, if SEA is not your project’s fiscal agent or home agency	From another entity	No additional funds received or not applicable
a. FTEs for program-related staff (e.g., Project directors, TA team members, family specialists)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. FTEs for administrative and clerical staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Consultants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Infrastructure (e.g., computer equipment, office space, photocopying, telephone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Professional development for project staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please estimate the total (in dollars) of these additional funds:

4. Check whether your project receives any of the following *in-kind contributions* and whether it comes from a) your project’s fiscal agent or home agency, b) from your SEA (if it is not your fiscal agent or home agency), or c) from other entities, such as community partners. For each row, check all that apply.

- If this support varies from year to year, think about the year 2013-14.

	From your project’s fiscal agent or home agency	From the SEA, if SEA is not your project’s fiscal agent or home agency	From another entity	No in kind support received or not applicable
a. FTEs for program-related staff (e.g., Project directors, TA team members, family specialists)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. FTEs for administrative and clerical staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Consultants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Infrastructure (e.g., computer equipment, office space, photocopying, telephone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Professional development for project staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. From October 2013 through August 2014, how many children and youth have were the focus of child-specific TA provided by your project either in person or through distance technology? The child-specific TA could have been provided to parents, teachers, and other individuals.

Age birth-2 years: Number of children:

3-5 years: Number of children:

6-21 years: Number of children:

Over 21 years: Number of children:

TA Recipients

6. Below is a list of possible individuals who may be served by your Project. Please check all to whom you have provided *child-specific or topic-specific* training or TA since October 2013.

Families/Caregivers

- Parents/guardians
- Siblings
- Extended family members (e.g., grandparents)
- Non-familial caregivers (e.g., day care or after school providers)

School/Campus level

- School/campus administrators
- Special education teachers
- General education teachers
- Related service providers (e.g., PT, OT, SLP, nurses, social workers, interpreters)
- Paraprofessionals/Paraeducators and support service providers (excluding trained Interveners)
- Interveners
- Peers of students

District/county/regional level

- District Special Education Directors and other administrators
- Itinerant vision and hearing staff and/or audiologists employed by and working at the district level
- Local early intervention service providers
- Administrators of local Part C programs
- County Service Agencies
- Staff of early intervention/Part C lead agencies
- Consultants

State level and others

- State Department of Education (SEA) Part B personnel
- State Part C lead agency personnel
- Agencies/organizations serving children or youth who are deafblind (includes parent organizations)
- Private day care providers
- Hospitals or pediatric medical day cares
- University administrators, faculty, and students
- Researchers
- Other (specify)

7. **Looking at *all* the groups of individuals you checked, which are the three that have received your greatest time and financial resources for child-specific or staff-specific training or TA since October 2013?**

Families/Caregivers

Parents/guardians
Siblings
Extended family members (e.g., grandparents)
Non-familial caregivers (e.g., day care or after school providers)

School/Campus level

School/campus administrators
Special education teachers
General education teachers
Related service providers (e.g., PT, OT, SLP, nurses, social workers, interpreters)
Paraprofessionals/Paraeducators and support service providers (excluding trained Interveners)
Interveners
Peers of students

District/county/regional level

District Special Education Directors and other administrators
Itinerant vision and hearing staff and/or audiologists employed by and working at the district level
Local early intervention service providers
Administrators of local Part C programs
County Service Agencies
Staff of early intervention/Part C lead agencies
Consultants

State level and others

State Department of Education (SEA) Part B personnel
State Part C lead agency personnel
Agencies/organizations serving children or youth who are deafblind (includes parent organizations)
Private day care providers
Hospitals or pediatric medical day cares
University administrators, faculty, and students
Researchers
Other:

8. How are children and youth referred to your project for child-specific TA? For each of these options, please indicate the approximate percentage of all referrals that are generated this way. You do not need to consult your records; please just provide an estimate.

	Approximate Percentage
a. Parents contact us directly	%
b. School/campus administrators or providers contact us	%
c. District/county/regional staff contact us	%
d. We initiate contact based on identification through Child Count	%
e. Other (Specify)	%
Total	100%

9. For many reasons, children and youth identified with deafblindness may not receive technical assistance from state projects. For your project, please indicate how true each of these reasons is in explaining why a child or youth may not receive child-specific TA.

	Not at all true	Occasionally true	Often true	Very often true	Not sure
a. Service providers and parents are not aware of or do not understand project services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Staff at the school or district feel that the staff do not need assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Parents are not interested in the child or youth receiving services from our project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. We cannot initiate contact with a child; we must wait until contact is initiated with us	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Following a referral, districts fail to participate in the TA process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. There are geographical barriers in reaching the child/youth in his home or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The finite resources of our project restrict the number of children/youths who are served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TA Activities

10. Please check all products and services that your project provides.

Information on our website or Facebook page
Product development
Listserves or e-lists
Email or telephone consultation
Dissemination of CD/DVDs
Online training modules
Newsletters
Child-specific TA in the home
Child-specific TA in school settings
Child-specific TA through distance technology
Topic-specific TA (i.e., customized to help teachers and other staff meet the needs of multiple students with deafblindness, provided either on site or through distance technology)
Statewide or regional training (e.g., inservice, workshops, workgroups, seminars, symposia, institutes, forums)
Training via web-conferencing, webinars
Family leadership or family-focused training
Family support
Participate on task forces and advisory boards

11. From among the products and services your project provides, check those for which demand exceeds your resources. [Respondent will only see the items checked from the question above]

Demand does not exceed resources for any of our products or services
Information on our website or Facebook page
Product development
Listserves or e-lists
Email or telephone consultation
Dissemination of CD/DVDs
Online training modules
Newsletters
Child-specific TA in the home
Child-specific TA in school settings
Child-specific TA through distance technology
Topic-specific TA (i.e., customized to help teachers and other staff meet the needs of multiple students with deafblindness, provided either on site or through distance technology)
Statewide or regional training (e.g., inservice, workshops, workgroups, seminars, symposia, institutes, forums)
Training via web-conferencing, webinars
Family leadership or family-focused training
Family support
Participate on task forces and advisory boards

12. Among all the activities and initiatives that your project undertakes, please briefly describe the two that reflect work you view as “signature” activities of your project.

13. Since October 2013, what has been the greatest challenge your project has experienced in providing technical assistance in support of children, youth and families?

National Initiatives

Items 14 – 18 ask about work you may have done related to the national initiatives of Intervener Services, Early Identification and Referral, Technology Solutions, Family Engagement, and Literacy.

14. In the area of Intervener Services, are any of the following activities part of your project, whether in collaboration with NCDB or not? For each row, select one option.

	Have worked on this since October 2013	Have not worked on this yet, but plan to do so by completion of project	Not part of our project
a. Disseminate information intended to increase recognition/understanding of intervener services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Provide intervener training/professional development to interveners or people interested in becoming interveners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provide training/professional development about intervener services to administrators and educational team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participate as a lead contributor or advisor in the development of intervener learning modules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Participate in a credentialing process at the state level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Develop other products related to intervener services (e.g., definition, IEP guidelines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Present webinars on intervener services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Pilot an intervener model in selected districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. In the area of **Early Identification and Referral**, are any of the following activities part of your project, whether in collaboration with NCDB or not? For each row, select one option.

	Have worked on this since October 2013	Have not worked on this yet, but plan to do so by completion of project	Not part of our project
a. Develop or modify products/training on early identification and referral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Conduct outreach to Part C staff, medical professionals, or other service providers to increase knowledge about early identification and referral (e.g., conference presentations, dissemination of project information through website or other means)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provide training on early identification and referral to early intervention providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provide in-person mentoring/coaching for early intervention providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Accompany and support families during initial visits and assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Maintain a community of practice on early identification and referral (e.g., share materials, group problem solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. In the area of **Technology Solutions**, are any of the following activities part of your project, whether in collaboration with NCDB or not? For each row, select one option.

	Have worked on this since October 2013	Have not worked on this yet, but plan to do so by completion of project	Not part of our project
a. Implement distance mentorship activities with teams in my state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Maintain a listserv for families and/or service providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Distribute assistive technology equipment to families and/or service providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Make use of web-based training tools including webinars, video conferencing, and video streaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Offer or link to training or informational videos on the project's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Use video to record and play back sessions with children with deafblindness when working with families and/or service providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. In the area of **Family Engagement**, are any of the following activities part of your project, whether in collaboration with NCDB or not? For each row, select one option.

	Have worked on this since October 2013	Have not worked on this yet, but plan to do so by completion of project	Not part of our project
a. Promote or establish a network for parents of children with deafblindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Conduct a needs assessment with families in our state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disseminate information on evidenced-based practices and resources on deafblindness to families, PTIs and other family organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Conduct training, coaching or mentoring to parents through in-person training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Conduct training, coaching or mentoring to parents through web-based techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Promote or establish collaborative partnerships between our project and the state parent center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. In the area of Literacy, are any of the following activities part of your project, whether in collaboration with NCDB or not? For each row, select one option.

	Have worked on this since October 2013	Have not worked on this yet, but plan to do so by completion of project	Not part of our project
a. Work with the SEA to incorporate literacy into the Common Core Standards for all children, including those with deafblindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Develop products related to literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provide training on literacy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Disseminate evidence-based practices for literacy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provide assistance in the use of assistive technologies for literacy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Develop a model of literacy instruction for children with deafblindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TA in the Area of Systems Capacity Building

19. Please check whether, during your current grant cycle, you have worked or plan to work with your SEA in any of the following areas:

Development or refinement of state policies or practices related to...	We have worked with the SEA in this area since October 2013	We have not yet worked with the SEA in this area, but we <i>plan to</i> over the course of the project	We have not worked with the SEA in this area and we <i>do not plan to</i> over the course of the project
a. State definition of deafblind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Increasing identification of children with deafblindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Reporting related to Child Count	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Incorporating the expanded core curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Intervener policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers of deafblind (e.g., credentialing, competencies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Early screening policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Transition planning policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other 1 (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other 2 (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Does anyone from your project participate on a state task force or advisory committee related to deafblindness?

Yes

No

Content of TA

21. Below is a list of content areas that State Deaf-Blind Projects may cover with their training, technical assistance and dissemination activities. Please check all areas for which you offer *any* type of support as it relates to deafblindness. To see what sub-topics might be covered through these areas, you can roll your cursor over the topic name.

[Rollover only possible in web-version; See list at end of document]

Adaptive living/Self-care skills
Assessment
Assistive technology
Behavioral issues and behavioral management
Cochlear implants
Collaboration among providers
Communication
Community and independent living
Curriculum (What to teach)
Deafblindness overview
Etiology
IEP/IFSP development and implementation
Inclusion
Intervener roles and competencies
Instructional strategies (How to teach)
Orientation and Mobility (O&M)
Parent/family support
Socialization, leisure and recreation
State and local policies
Teachers' roles, credentialing and competencies
Transition (early childhood)
Transition (secondary)
Visual and tactile accommodations to sign language

22. From among the areas you checked in the previous question, what are the three topic areas for which your project receives the greatest demand for training or TA? Check only three.

Adaptive living/Self-care skills
Assessment
Assistive technology
Behavioral issues and behavioral management
Cochlear implants
Collaboration among providers
Communication
Community and independent living
Curriculum (What to teach)
Deafblindness overview
Etiology
IEP/IFSP development and implementation
Inclusion
Intervener roles and competencies
Instructional strategies (How to teach)
Orientation and Mobility (O&M)
Parent/family support
Socialization, leisure and recreation
State and local policies
Teachers' roles, credentialing and competencies
Transition (early childhood)
Transition (secondary)
Visual and tactile accommodations to sign language

Collaboration

We are looking at two types of collaboration: 1) How state projects assist one another, and 2) How state projects collaborate within and outside their state with entities *other* than state projects.

The matrix that appears on the next screen lists all the State Deaf-Blind Projects funded in October 2013. To complete the matrix, you will indicate which other state projects you and your staff work with or use for various purposes. Please consult staff from your project if their input is needed to complete the matrix accurately.

The columns in the matrix are not intended to represent a hierarchy, nor are the columns mutually exclusive. Instead, they simply represent some of the types of interactions that occur in a network of TA providers. Please check ***all*** appropriate boxes in each row, leaving blank the row for your own state or for any state with which you have had no significant interaction. Specifically, please check the appropriate boxes in the matrix if staff from your project worked with or used another state project to do any of the following since October 2013:

1. Obtained information, materials, or services, *excluding* training

Examples:

- Your staff downloaded information or materials from the website of another state project on assisting parents with IEPs, and used them (or adapted them for use) in your state.
- You requested and received an example of a needs assessment form that was used in another state.

2. Received training (in-person or using technology) from another state project

Examples:

- Your staff received an inservice training on the use of the distance mentorship model being used in another state.
- Staff from your state participated in a webinar by a well-known expert that was hosted and paid for by another state project.
- Your state used an online training module in early identification developed by another project.

3. Created or provided a product, program, or service that required joint planning, shared decision making, or pooling of monetary or staff resources

Examples:

- Your state worked with another state to provide intervener training to providers in both states.
- Your state worked with another state to create a joint website to disseminate information.
- Your state and five other states identified notable speakers and arranged for conferences in several of the states as a “speaker circuit.”

23. Please check all appropriate boxes if, since the start of your grant in October 2013, staff from your project have worked with or used the State Deaf-Blind project listed on the left to do any of the following activities.

State Deaf-Blind project	Obtained information, materials or services (excluding training)	Received training (in-person or using technology) from another state project	Created or provided a product, program, or service that required joint planning, shared decision making, or pooling of monetary or staff resources
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CT/ME/MA/NH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida and Virgin Islands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii and Pacific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland and DC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puerto Rico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State Deaf-Blind project	Obtained information, materials or services (excluding training)	Received training (in-person or using technology) from another state project	Created or provided a product, program, or service that required joint planning, shared decision making, or pooling of monetary or staff resources
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Has your state project entered into a multi-state partnership or collaborative with other state projects? For example, has your state project worked with other projects to focus on a specific topic (e.g., the Multi-State Intervener Collaborative or the Deaf-Blind Cross Cultural Collaborative)?

Yes

No (Skip to Question 34)

25. [If yes] If there is a name for that group of projects, please enter it below.

If your project is part of more than one group or collaborative with other states, for this and the next three questions, please provide information for one of the groups. Starting with Question 29, you will be able to provide information for one additional group.

26. [If yes] Who are the other members?

27. What is the focus or topic of that group?

28. Is there a Memorandum of Understanding for that group?

Yes

No

29. Has your state project entered into any other multi-state partnerships or collaboratives with other state projects? Please provide information for one of these other groups or collaboratives in the next four questions.

Yes

No (**Skip to Question 34**)

30. [If yes] If there is a name for that group of projects, please enter it below.

31. [If yes] Who are the other members?

32. What is the focus or topic of that group?

33. Is there a Memorandum of Understanding for that group?

Yes

No

34. Since the start of your current project (or based on your plans), have you collaborated with any of the following? For each row, select one option. By “collaborated” we mean worked together on a common activity or goal. For the purpose of this question, receiving information from or providing information without any shared activity or goal does *not* constitute collaboration.

	<u>Have collaborated</u> with since October 2013	Have not yet collaborated, but <u>plan to</u> work with over the course of the project	Have not collaborated and <u>do not plan</u> <u>to work with</u> over the course of the project
a. NCDB – National Center on Deaf-Blindness	0	0	0
b. Helen Keller National Center	0	0	0
c. National family/parent organizations related to deafblindness (such as NFADB or CHARGE Syndrome foundation)	0	0	0
d. Center for Parent Information and Resources (CPIR)	0	0	0
e. Associations or organizations serving professionals	0	0	0
f. Your regional Parent Technical Assistance Center	0	0	0
g. Your state Parent Training and Information center (PTI) or Community Parent Resource Center	0	0	0
h. Your state Department of Education, Special Education Section	0	0	0
i. Your state Early Hearing Detection and Intervention Program (EHDI)	0	0	0
j. Your state Department of Health and Welfare, Infant Toddler Program (Part C)	0	0	0
k. State family/parent organizations (other than the federally funded PTI)	0	0	0
l. A school or private institute for children who are deaf, blind or deafblind in your state	0	0	0
m. University programs, including personnel preparation or leadership projects, in your state	0	0	0
n. Other (specify):	0	0	0

Thank You and Contact Information

Thank you for taking the time to respond to these questions. Your input is extremely important and will be used to improve opportunities to receive support for those who work with children and youth with deafblindness.

Please take a minute to indicate who completed the survey, so we can follow up as needed. List the people involved in completing the survey. If there was more than one person, please indicate a main contact person for any questions we may have for clarification.

When you click 'Save & Continue', you will see any questions that you have left unanswered. You will have the opportunity to answer these questions and then submit your survey.

If you have any questions, please feel free to contact us at TADeval@westat.com or toll-free at 1-888-659-9121. Thank you again for your time and effort in completing this survey!

First Name

Last Name

Email

Main contact person?

TA Topics

Topic	Areas of TA May Include...
Adaptive living/Self-care skills	Personal care and self-help skills such as toileting, dressing, eating, and cooking
Assessment	Using assessment strategies for program planning for a child; vision, auditory/hearing, cognitive, communication, functional, educational, developmental or other assessment
Assistive technology	Technology to maximize sensory input; learning how to use devices; switches for toys and daily living, computer access; assistive listening devices (hearing aids, FM systems), low vision devices
Behavioral issues and behavioral management	Behavioral issues, behavior management; help in identifying why the child/student engages in problem behaviors; functional behavioral analysis and positive behavior support
Cochlear implants	Eligibility questions related to cochlear implants; adapting Auditory Verbal Therapy; maintenance and use of the device
Collaboration among providers	Teaming skills and transdisciplinary teams; collaborative teaming, transdisciplinary teams; conveying effective strategies to new teachers/new settings
Communication	Communication system development (e.g., object use, tactile symbols, Braille, gesture); building relationships with the child; developing and extending conversations
Community and independent living	Strategies to improve community and independent living skills; self-determination
Curriculum (What to teach)	What to teach and target; ideas for teaching meaningful skills for the student's age; teaching skills in the natural environment/setting
Deafblindness overview	Overview of deaf-blindness, vision and hearing loss, gaining more information about a child's diagnosed condition
Etiology	Usher Syndrome; CHARGE Syndrome; prematurity; impact of etiology on learning and interacting
IEP/IFSP development and implementation	Developing an appropriate IEP/IFSP for a child with combined vision and hearing loss; person-centered planning
Inclusion	Appropriate adaptations for inclusive education; accessing general education curriculum; targeting appropriate skills for inclusive education; effective strategies for teaching in inclusive settings
Intervener roles and competencies	(Interveners are people who have specialized training in deafblindness to work consistently and one-to-one with a child who is deafblind). Topics could include the role of the intervener; Council for Exceptional Children competencies for interveners

Topic	Areas of TA May Include...
Instructional strategies (How to teach)	How to use visual cues or auditory cues; hand-under-hand; physical assistance with children/students who have multiple disabilities; documenting child/student progress and modifying instruction accordingly; literacy mode determination (use of Braille, large print, etc.); organizing a daily routine (sequence of activities, transition from one activity to another)
Orientation and Mobility (O&M)	Instruction on helping a student locating himself in his environment and using environmental information; travel and navigation independence for any age
Parent/family support	Connecting parents to other parents; increasing collaboration between family and school personnel; parent advocacy and leadership; sibling issues; wills, trusts and benefits; respite care
Socialization, leisure and recreation	Recreation and leisure skills, social-emotional concerns (relationships with others); friendship facilitation
State and local policies	Alternate assessment; Common Core standards
Teachers' roles, credentialing and competencies	Developing credentialing plans; defining the role of the teacher of deafblind students; keeping teachers up to date; Council for Exceptional Children competencies for teachers of deafblind students; professional activities for continuing ed
Transition (early childhood)	Transition from early intervention to preschool; from preschool program to kindergarten program
Transition (secondary)	Transition from school to adult services, including college, work, rehabilitation, group homes, vocational training/employment
Visual and tactile accommodations to sign language	Assessing the child's need for accommodations; training staff in specific strategies (tactile, signing, coactive signing)

Appendix C.

Direct Service Provider Respondents by Region

Exhibit C-1. Distribution of direct service providers who participated in the survey by region

Region	N	%
Northeast (CT, ME, MA, NH, NJ, NY, PA, RI, VT)	330	15
Mid-South (DC, DE, KY, MD, NC, SC, TN, VA, WV)	422	19
Southeast (AL, AR, FL, GA, LA, MS, OK, PR, TX)	323	15
North Central (IA, IL, IN, MI, MN, MO, OH, WI)	366	16
Mountain Plains (AZ, CO, KS, MT, ND, NE, NM, SD, UT, WY)	488	22
Western (AK, CA, HI, ID, NV, OR, WA)	290	13

EXHIBIT READS: Across all direct service providers who participated in the survey, 15 percent were located in the Northeast part of the country.

NOTE: N=2,219.

SOURCE: Sample frame

Appendix D.

Direct Service Provider Survey



Provider Questionnaire

If you were identified through the State Deaf-Blind Project:

You are receiving this survey because you have been identified by your state deaf-blind project as someone who has received child-specific support from that project related to serving children and youth with deafblindness (also known as Dual Sensory Impairment). Here is some brief information about this study.

If you were identified from a district or school contact:

You are receiving this survey because you have been identified by your district or school as someone who works, on at least a weekly basis, with children or youth with deafblindness (also known as Dual Sensory Impairment). On the next screen, we will ask you to confirm that you do work on at least a weekly basis with children or youth with deafblindness during the current school year. First, here is some brief information about this study.

Please note: *If you have already received and completed this exact survey, you do not need to complete it again. Check this box and click the “Continue” button below. You will be asked to provide your contact information so we can clarify our records. Please ensure that this box is only checked if you are certain that you have already completed this survey.*

What is this survey about?

This survey is about the experiences of teachers, staff, and other providers who work in schools, homes, and other settings with children and youth with deafblindness. The questions will ask about your background, your experiences working with children and youth with deafblindness generally, and any experience you may have had with your state deaf-blind project. You will *not* be asked to share any personally identifiable or confidential information about the children and youth with whom you work.

Who is asking these questions?

The survey is funded and directed by the U.S. Department of Education. The organization contracted to conduct the survey is called Westat. Westat is an organization that designs and conducts social science research studies for the U.S. government and other agencies.

Is this survey voluntary?

Your participation in this survey is completely voluntary. You may choose to decline to participate in the survey and there will be no negative effect on you or your school or any agency with whom you work.

What is the benefit or value of completing this survey?

To show our appreciation for your time and effort, you will receive a \$20 gift code to Amazon immediately after completing the survey. This gift code will appear on the final screen after you complete the survey and hit “submit.” Your responses will help the Department of Education understand the areas where support or guidance may be needed, and the role of the State Deaf-Blind Projects in helping teachers, staff, and other providers who work with children and youth with deafblindness. There is no direct benefit to your school or agency, or any child or youth you work with, but the findings will inform decisions that have to do with children and the settings where they are served.

What will happen with the information I provide? Will it have a negative effect on my school or agency or on me?

Survey responses will be used only for research purposes. The study team will analyze respondents’ responses as a whole and will not focus on specific individuals or schools or agencies. We will ask you for your name and contact information, but can assure you all information collected in this survey is strictly confidential. That means that your name and school name or agency name will not be linked in any way with your responses.

How long will it take to complete?

Depending on your responses, the survey contains between 20 and 32 questions, and we estimate that it will take you between 15 and 20 minutes to complete. You may start and stop the survey at any time.

If you have any questions, contact:

Tamara Daley, 1-888-659-9121

E-mail: TADeval@westat.com

Notice of Confidentiality

Information collected from the surveys comes under the confidentiality and data protection requirements of the Institute of Education Sciences (Public Law 107-279, Section 183). Information that could identify an individual or institution will be separated from the survey responses submitted, kept in secured locations, and be destroyed as soon as they are no longer required. Survey responses will be used only for research purposes. The reports prepared for the study will summarize survey findings across service providers, by characteristics of service providers, and by state. No individual respondent or school will be identified at any stage of reporting. The information collected for this study will be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law.

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to this voluntary collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0887 and the expiration date is 8/31/2017. The time required to complete this information collection is estimated to average 15-20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Meredith Bachman, U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Suite 502J, Washington, D.C. 20208, or email Meredith.Bachman@ed.gov.

You will only see the following questions if you were identified by a State Deaf-Blind Project:

Before proceeding to the survey, please indicate:

1) Since September 2013, have you received child-specific support from anyone affiliated with your state deaf-blind project?

Child-specific support is assistance focused on a particular child with deafblindness. Assistance could take place either in person or through distance technology (face-to-face communication over Internet platforms).

Yes

No

2) Do you currently work directly with children or youth with deafblindness (or Dual Sensory Impairment), on at least a weekly basis?

Yes

No

If the answer to both these questions is no, you are not eligible for this survey.

You will only see the following questions if you were identified by a district contact:

For the purpose of verification, do you currently work directly with children or youth with deafblindness (or Dual Sensory Impairment), on at least a weekly basis?

- By deafblindness, we mean children or youth who have a combination of vision and hearing loss, also called a dual-sensory impairment.
- Few children who are considered deafblind have total vision and hearing losses. Children may have losses in varying degrees of severity. For example, one child may have low vision and mild to moderate hearing loss, and another child may be both legally blind and have severe or profound deafness. For the purpose of this survey, both children are considered deafblind.
- The children do not need to be eligible for services under the IDEA category of deafblindness to answer “yes” to this question.

Select the best answer:

Yes, I work directly with children or youth with deafblindness, on at least a weekly basis.

Please continue to survey.

No, I do not work directly with children or youth with deafblindness, on a weekly basis.

You are not eligible for this survey. Thank you for your time.

I am unsure if I work with a child or youth with deafblindness.

You will be asked to provide contact information so we can verify whether you are eligible for the survey.

Navigating the Survey/FAQ

Navigate through the survey by answering each question and clicking the 'Save and Continue' button. When you click the 'Save and Continue' button, it will save your response and forward you to the next question. You may return to a prior question at any time by clicking on the appropriate question on the Question Guide to the left of the screen. When you reach the final submission page, please review your responses on the completed survey before the data are submitted. You cannot change your responses after the completed survey has been submitted. After submitting the data, you will be directed to the final screen so that you can print a copy of your completed survey for your records.

Navigation Key:

Question 1: Active Question.

Question 2: Question has been answered.

Question 3: Question has not been answered.

Question 4: Question has been skipped based on a previous response.

Question 5: Question has been answered but is incomplete.

Question 6: Question has been viewed but is left unanswered.

PLEASE NOTE:

- **The 'back' arrow on your browser has been disabled. Use the 'Save & Continue' button and the question guide to move through the survey.**
- **Your session will time out after 30 minutes of inactivity and you will be returned to the login screen.**

Do I have to complete the survey all at one time?

No. You can sign in and out of the website as many times as needed to complete the survey. However, if you need to stop before finishing the survey, please be sure to click on the 'Save & Continue' button before signing out so that your responses(s) on that page will be saved. Once you have finished and submitted your survey, you will no longer have access to it.

Can I skip a question?

Yes, you may skip any question in the survey that you cannot or do not wish to answer. To skip a question, leave the question blank and then click the 'Save & Continue' button to proceed.

Can I go back to a question that I have already answered or skipped?

Yes. You may return to any answered or skipped question by clicking on the appropriate question on the question guide found on the left side of the screen. If you wish to change your response, be sure to click the 'Save & Continue' button after you make any changes.

Can I print individual questions?

Yes. You may print an individual page at any time by using your computer's usual method of printing (e.g., using the Command-P or Ctrl-P key combination).

Do I have to answer all the questions?

You will automatically be skipped past some questions that do not apply to your situation, depending upon your answer to an earlier question. Please try to answer all other questions.

Can I print a copy of the questionnaire when I am finished?

Yes. Once you have submitted the survey, you will also be able to print a copy for your records.

Can I obtain a paper version of the questionnaire?

Yes. If you would like to see a paper version for reference purposes, you can download a PDF version by clicking the link at the top of the page that says 'Download PDF'.

Is the system secure?

System security is ensured through the following steps:

- 1) Login and password validation for entry into the system,
- 2) The use of Secure Socket Layers (SSL) for encryption of data packets, and
- 3) Data storage in a Data Zone that is not accessible through the Westat Firewall system.

Who should I contact if I have a question?

The Westat project team can be reached at TADeVal@westat.com or by phone at 1-888-659-9121.

When sending emails, in addition to the question, please be sure to include your name and a phone number where you can be reached.

Please provide a phone number where we can reach you in case of technical difficulties with your survey.

Phone Number:

Extension:

1. Which of the following best describes your current professional role? If you play more than one role, select the one that describes you best.

- District administrator
- School administrator
- Regular education classroom teacher
- Special education teacher
- Teacher of the Hearing Impaired
- Teacher of the Visually Impaired
- Teacher of the Deafblind/Dual Sensory Impaired
- Early childhood educator/specialist
- Paraprofessional or Assistant Teacher
- Intervener
- Audiologist
- Behavior Specialist
- Independent Living Skills Instructor
- Occupational Therapist
- Orientation & Mobility Specialist
- Physical Therapist
- Psychologist
- Rehabilitation Counselor
- School counselor
- Sign Language Interpreter
- Social worker
- Speech Pathologist
- Transition Specialist
- Consultant
- Other:

2. What is the total number of schools and districts in which you work during the current school year (2014-15), considering all the students you work with? If you do not work in a school setting, enter '0' in the boxes below.

of schools:

Located in which districts:

- 3. Thinking across all children and youth you work with, in what type of setting do you work *most* of the time? If none of these apply, use Other to explain.**

General education classroom
Self-contained special education classroom
Special education resource room or therapy room (including service-provider location)
Classroom in a separate school for students with disabilities
Residential school for students with disabilities
In the home
Other:

- 4. Is your primary work setting any of the following? Select one.**

School for the Deaf or Hard of Hearing
School for the Blind
School for the Deafblind
None of the above

- 5. Thinking about only the children and youth with deafblindness with whom you work, in what type of setting do you work *most* of the time? If none of these apply, use Other to explain.**

General education classroom
Self-contained special education classroom
Special education resource room or therapy room (including service-provider location)
Classroom in a separate school for students with disabilities
Residential school for students with disabilities
In the home
Other:

- 6. Do you specialize in working with children and youth with deafblindness?**

Yes
No

- 7. How many children and youth with deafblindness do you currently work directly with? If you do not work in a school setting, enter '0' for the number of different schools.**

Number of children or youth:
Located in number of different schools:

8. Please estimate the number of different children or youth with deafblindness with whom you have worked in your entire career in any capacity or setting.

Number of children or youth?:

9. How long have you worked in the field of education (or early childhood)?

Number of years:

Number of months:

10. Do you work exclusively with individuals with deafblindness?

Yes

No

11. What is your educational background? Check all that apply.

High school degree or GED

Associate's degree (AA, A.Sc)

Bachelor's degree (e.g., BA, BS, B.Sc., BFA)

Master's degree (e.g., M.Ed., MA, MS, M.Sc.)

Doctoral degree (e.g., Ph.D., Ed.D.)

Other:

12. How knowledgeable do you consider yourself to be *overall* in working with children and youth with deafblindness? On a scale of 1-5, rate yourself from Not at all knowledgeable to Very knowledgeable.

1 Not at all knowledgeable	2	3	4	5 Very knowledgeable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In responding to Questions 13-15 below, please think about all the children and youth with deafblindness with whom you currently work directly.

If you do not currently work with any children or youth with deafblindness, skip to Question 16.

13. How many children and youth with deafblindness do you currently work directly with in each of the following age categories? If your response for any age group is '0,' please enter '0' for that category.

Age birth-2 years - number of children youth:

3-5 years - number of children youth:

6-21 years - number of children youth:

Over 21 years - number of children youth:

14. What are the primary educational placements of the students with deafblindness with whom you work? Check all that apply.

In the general education class 80% or more of the day

In the general education class 40% to 79% of the day

In the general education class less than 40% of the day

Separate school

Residential facility

Homebound / Hospital

Correctional facilities

Parentally placed in private school

Does not apply (e.g., you work only with children ages birth-2)

15. Which of the following best describes the approximate communication level of the children and youth with deafblindness with whom you work? Check all that apply.

Pre-symbolic communication (use primarily behaviors, signals to request, reject, or comment), limited ability to initiate participation in routines without support

Emerging symbolic communication (use behaviors, signals, gestures, pictures, object symbols along with very limited signs or speech to request, reject, or comment), partially participate in routines and instructional activities

Symbolic communication in familiar routines (use more formal signals, gestures, some sign language, tactile symbols, pictures; emerging print or Braille), initiate interactions with others

Symbolic communication (use primarily speech, signs, fingerspelling, pictures, print, or Braille), engage in instructional activities at or near grade-level

16. Currently, how much do you have a need for information or support in your work with children and youth with deafblindness, in each of the following topic areas? Check one option for each topic. You can see more information by holding your cursor over each topic.

(Note: roll-over option is only available in web version.)

	I have <i>no need</i> or a <i>minimal need</i> for support on this topic	I have a <i>moderate need</i> for support on this topic	I have a <i>high need</i> for support on this topic
Adaptive living/Self-care skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistive technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioral issues and behavioral management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cochlear implants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration among providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community and independent living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum (What to teach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deafblindness overview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IEP/IFSP development and implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervener roles and competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional strategies (How to teach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation and Mobility (O&M)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/family support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialization, leisure and recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and local policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' roles, credentialing and competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transition (early childhood)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transition (secondary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and tactile accommodations to sign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Below list any other topic areas where you need information or support in your work with a child or youth who is deafblind. If none, please enter "none."

18. Overall, to what extent is your need for information and support to work with children and youth with deafblindness being met through resources currently available to you (*from any source*)?

1 Not at all met	2 Somewhat met	3 Mostly met	4 Completely or nearly completely met
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Where do you usually turn for information or support on how to work with children and youth with deafblindness? Check all that apply.

Colleagues at my school or agency

Colleagues at other schools or agencies

My district Special Education director or staff in the district special education office

Schools for the deaf, blind or deafblind

Parents and family members of the child or youth

The Internet

National organizations or projects serving children with deafness, blindness, or deafblindness

State organizations or projects serving children with deafness, blindness, or deafblindness

Local organizations or projects serving children with deafness, blindness, or deafblindness

Other:

20. Do you have any familiarity with your state deaf-blind project? Check all that apply.

I have not heard of this project/center before. (***Go to end of survey.***)

I have heard about this project/center, but have never had any interaction with it. (***Go to end of survey.***)

I have interacted with this project/center, but this took place before September 2013. (***Go to end of survey.***)

I had interaction with this project/center between September 2013 and August 2014. (***Continue to Question 21.***)

I have interacted with this project/center since September 2014. (***Continue to Question 21.***)

21. Please indicate all of the kinds of contact you had with your state deaf-blind project since September 2013. Check all that apply.

I received child-specific support or topic-specific support.

- *Child-specific support* is assistance focused on a particular child with deafblindness.
- *Topic-specific support* is assistance customized to help you meet the needs of multiple students with deafblindness.
- Assistance could take place either in person or through distance technology (face-to-face communication over Internet platforms). ***(If this is checked, go to Question 24.)***

Attended an in-person training conducted by the project/center (e.g., workshops, workgroups, seminars, symposia, institutes, forums) ***(If this is checked and the first option is not checked, go to Question 22.)***

Participated in web-based training ***(If this is checked and the first option is not checked, go to Question 22.)***

Downloaded information or materials from the project website

Received information or materials through mail

Received information through email or telephone

Received a newsletter

Other:

If none of the first three response options is checked, proceed to the end of the survey.

22. Think about the in-person and/or web-based training you have received from your state deaf-blind project since September 2013. Please indicate whether the support you received covered each of the topic areas shown below. You can see more information by holding your cursor over the topic.

(Note: roll-over option is only available in web version.)

	Received support on this topic	Did not receive support on this topic
Adaptive living/Self-care skills	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>
Assistive technology	<input type="radio"/>	<input type="radio"/>
Behavioral issues and behavioral management	<input type="radio"/>	<input type="radio"/>
Cochlear implants	<input type="radio"/>	<input type="radio"/>
Collaboration	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>
Community and independent living	<input type="radio"/>	<input type="radio"/>
Curriculum (What to teach)	<input type="radio"/>	<input type="radio"/>
Deafblindness overview	<input type="radio"/>	<input type="radio"/>
Etiology	<input type="radio"/>	<input type="radio"/>
IEP/IFSP development and implementation	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>
Intervener roles and competencies	<input type="radio"/>	<input type="radio"/>
Instructional strategies (How to teach)	<input type="radio"/>	<input type="radio"/>
Orientation and Mobility (O&M)	<input type="radio"/>	<input type="radio"/>
Parent/family support	<input type="radio"/>	<input type="radio"/>
Socialization, leisure and recreation	<input type="radio"/>	<input type="radio"/>
State and local policies	<input type="radio"/>	<input type="radio"/>
Teachers' roles, credentialing and competencies	<input type="radio"/>	<input type="radio"/>
Transition (early childhood)	<input type="radio"/>	<input type="radio"/>
Transition (secondary)	<input type="radio"/>	<input type="radio"/>
Visual and tactile accommodations to sign language	<input type="radio"/>	<input type="radio"/>

23. Overall, how satisfied were you with the in-person and/or web-based training you received from your state deaf-blind project since September 2013?

1 Very dissatisfied	2 Dissatisfied	3 Satisfied	4 Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Proceed to the end of the survey.

24. Just to confirm: Since September 2013, have you received child-specific or topic-specific support from anyone affiliated with your state deaf-blind project?

- *Child-specific support* is assistance focused on a particular child with deafblindness.
- *Topic-specific support* is assistance customized to help you meet the needs of multiple students with deafblindness.
- Assistance could take place either in person or through distance technology (face-to-face communication over Internet platforms).

Yes (*Continue to Question 25.*)

No (*Proceed to end of the survey.*)

25. Thinking about the time since September 2013, please indicate the number of *different* children or youth with deafblindness for whom you have received child-specific support from your state deaf-blind project. If you have received *topic-specific* support only (i.e., not focused on a specific child), enter '0' below.

Number of children or youth:

26. Please indicate the locations you have received child-specific or topic-specific support from your state deaf-blind project since September 2013. Check all that apply.

In a child's home in person

In a child's home using distance technology

In a school setting in person

In a school setting using distance technology

Other:

27. When was your first contact with your state deaf-blind project? Check the one that applies best.

Between September 2014 and now

Between September 2013 and August 2014

2-3 years ago

4-5 years ago

6-10 years ago

11-15 years ago

More than 15 years ago

28. How did you first come into contact with your state deaf-blind project? Check one.

Someone from the project initiated contact.

I contacted the project directly.

Another member of a student's team contacted the project directly.

The child or youth's family contacted the project directly.

An administrator from my school or district or from my organization contacted the project directly.

I am not sure how contact was established.

Other:

29. Which of the following best describes the timeframe of your most recent contact with your state deaf-blind project? Check one.

I have most recently been in contact with project staff within the past week.

I have most recently been in contact with project staff within the past month.

I have most recently been in contact with project staff more than one month ago but since September 2014.

I have most recently been in contact with project staff between September 2013 and August 2014.

30. Think about only the child-specific and topic-specific support you have received from your state deaf-blind project since September 2013. Please indicate whether the support you received covered each of the topic areas shown below. You can see more information by holding your cursor over the topic. (Note: roll-over option is only available in web version.)

	Received support on this topic	Did not receive support on this topic
Adaptive living/Self-care skills	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>
Assistive technology	<input type="radio"/>	<input type="radio"/>
Behavioral issues and behavioral management	<input type="radio"/>	<input type="radio"/>
Cochlear implants	<input type="radio"/>	<input type="radio"/>
Collaboration among providers	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>
Community and independent living	<input type="radio"/>	<input type="radio"/>
Curriculum (What to teach)	<input type="radio"/>	<input type="radio"/>
Deafblindness overview	<input type="radio"/>	<input type="radio"/>
Etiology	<input type="radio"/>	<input type="radio"/>
IEP/IFSP development and implementation	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>
Intervener roles and competencies	<input type="radio"/>	<input type="radio"/>
Instructional strategies (How to teach)	<input type="radio"/>	<input type="radio"/>
Orientation and Mobility (O&M)	<input type="radio"/>	<input type="radio"/>
Parent/family support	<input type="radio"/>	<input type="radio"/>
Socialization, leisure and recreation	<input type="radio"/>	<input type="radio"/>
State and local policies	<input type="radio"/>	<input type="radio"/>
Teachers' roles, credentialing and competencies	<input type="radio"/>	<input type="radio"/>
Transition (early childhood)	<input type="radio"/>	<input type="radio"/>
Transition (secondary)	<input type="radio"/>	<input type="radio"/>
Visual and tactile accommodations to sign language	<input type="radio"/>	<input type="radio"/>

31. Please rate how much you agree or disagree with each of the following statements about the child-specific and topic-specific support you have received from your state deaf-blind project since September 2013.

	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
a. The information provided was relevant and specific to the needs of the deafblind child or children I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. The information provided was the right amount for me to be able to process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. I was able to immediately apply at least some of the information in my work with a child or youth with deafblindness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. The information I received played a role in helping at least one child with deafblindness progress .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. I was able to use the information in my work with children and youth with other disabilities .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The consultant was knowledgeable in the area in which support was provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. The consultant was non-judgmental in his or her approach to providing support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. The consultant was able to explain and model practices and procedures effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. The consultant established a collaborative partnership with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j. The consultant took into account local limitations in resources when providing support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

32. Overall, how satisfied were you with the support you received from your state deaf-blind project since September 2013?

1 Very dissatisfied	2 Dissatisfied	3 Satisfied	4 Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. What aspects of the assistance you have received from your state deaf-blind project have you found most helpful?

34. What additional assistance or training, if any, would you like to receive? If none, please enter "none."

Thank You and Contact Information

Thank you for taking the time to respond to these questions. Your input is extremely important and will be used to improve opportunities to receive support for those who work with children and youth with deafblindness.

While your responses are confidential, we do need your contact information to follow up to clarify responses if necessary and for tracking purposes. Please provide your information below and then click on the 'Save & Continue' button to proceed to the screen to submit your survey.

When you click submit, you will receive confirmation of your completed survey.

First Name:

Last Name:

Sex (for demographic purposes only): Male: Female:

Email Address:

Name of district (if applicable):

Name of school or primary work setting:

Best day and time to reach you, if needed?

Phone number (xxx-xxx-xxxx):

Extension:

Thank you!

Your survey data have been submitted. We appreciate your taking the time to provide us with this important information.

Please print and keep a copy of this survey for your records using the link provided below.

For information on resources related to deafblindness through your State Deaf-Blind project, please click the link for your state below.

Alabama	Louisiana	Oklahoma
Alaska	Maine	Oregon
Arizona	Maryland	Pacific Islands
Arkansas	Massachusetts	Pennsylvania
California	Michigan	Puerto Rico
Colorado	Minnesota	Rhode Island
Connecticut	Mississippi	South Carolina
Delaware	Missouri	South Dakota
District of Columbia	Montana	Tennessee
Florida	Nebraska	Texas
Georgia	Nevada	Utah
Hawaii	New Hampshire	Vermont
Idaho	New Jersey	Virgin Islands
Illinois	New Mexico	Virginia
Indiana	New York	Washington
Iowa	North Carolina	West Virginia
Kansas	North Dakota	Wisconsin
Kentucky	Ohio	Wyoming

TA Topics

Topic	Areas of TA May Include...
Adaptive living/Self-care skills	Personal care and self-help skills such as toileting, dressing, eating, and cooking
Assessment	Using assessment strategies for program planning for a child; vision, auditory/hearing, cognitive, communication, functional, educational, developmental or other assessment
Assistive technology	Technology to maximize sensory input; learning how to use devices; switches for toys and daily living, computer access; assistive listening devices (hearing aids, FM systems), low vision devices
Behavioral issues and behavioral management	Behavioral issues, behavior management; help in identifying why the child/student engages in problem behaviors; functional behavioral analysis and positive behavior support
Cochlear implants	Eligibility questions related to cochlear implants; adapting Auditory Verbal Therapy; maintenance and use of the device
Collaboration	Teaming skills and transdisciplinary teams; collaborative teaming, transdisciplinary teams; conveying effective strategies to new teachers/new settings
Communication	Communication system development (e.g., object use, tactile symbols, Braille, gesture); building relationships with the child; developing and extending conversations
Community and independent living	Strategies to improve community and independent living skills; self-determination
Curriculum (What to teach)	What to teach and target; ideas for teaching meaningful skills for the student's age; teaching skills in the natural environment/setting
Deafblindness overview	Overview of deaf-blindness, vision and hearing loss, gaining more information about a child's diagnosed condition
Etiology	Usher Syndrome; CHARGE Syndrome; prematurity; impact of etiology on learning and interacting
IEP/IFSP development and implementation	Developing an appropriate IEP/IFSP for a child with combined vision and hearing loss; person-centered planning;
Inclusion	Appropriate adaptations for inclusive education; accessing general education curriculum; targeting appropriate skills for inclusive education; effective strategies for teaching in inclusive settings
Intervener roles and competencies	(Interveners are people who have specialized training in deafblindness to work consistently and one-to-one with a child who is deafblind). Topics could include the role of the intervener; Council for Exceptional Children competencies for interveners

Topic	Areas of TA May Include...
Instructional strategies (How to teach)	How to use visual cues or auditory cues; hand-under-hand; physical assistance with children/students who have multiple disabilities; documenting child/student progress and modifying instruction accordingly; literacy mode determination (use of Braille, large print, etc.); organizing a daily routine (sequence of activities, transition from one activity to another)
Orientation and Mobility (O&M)	Instruction on helping a student locating himself in his environment and using environmental information; travel and navigation independence for any age
Parent/family support	Connecting parents to other parents; increasing collaboration between family and school personnel; parent advocacy and leadership; sibling issues; wills, trusts and benefits; respite care
Socialization, leisure and recreation	Recreation and leisure skills, social-emotional concerns (relationships with others); friendship facilitation
State and local policies	Alternate assessment; Common Core standards
Teachers' roles, credentialing and competencies	Developing credentialing plans; defining the role of the teacher of deafblind students; keeping teachers up to date; Council for Exceptional Children competencies for teachers of deafblind students; professional activities for continuing ed
Transition (early childhood)	Transition from early intervention to preschool; from preschool program to kindergarten program
Transition (secondary)	Transition from school to adult services, including college, work, rehabilitation, group homes, vocational training/employment
Visual and tactile accommodations to sign language	Assessing the child's need for accommodations; training staff in specific strategies (tactile, signing, coactive signing)

Appendix E.

Supporting Data Tables

Exhibit E-1 OSEP funds and external funds per year, by State Deaf-Blind Project

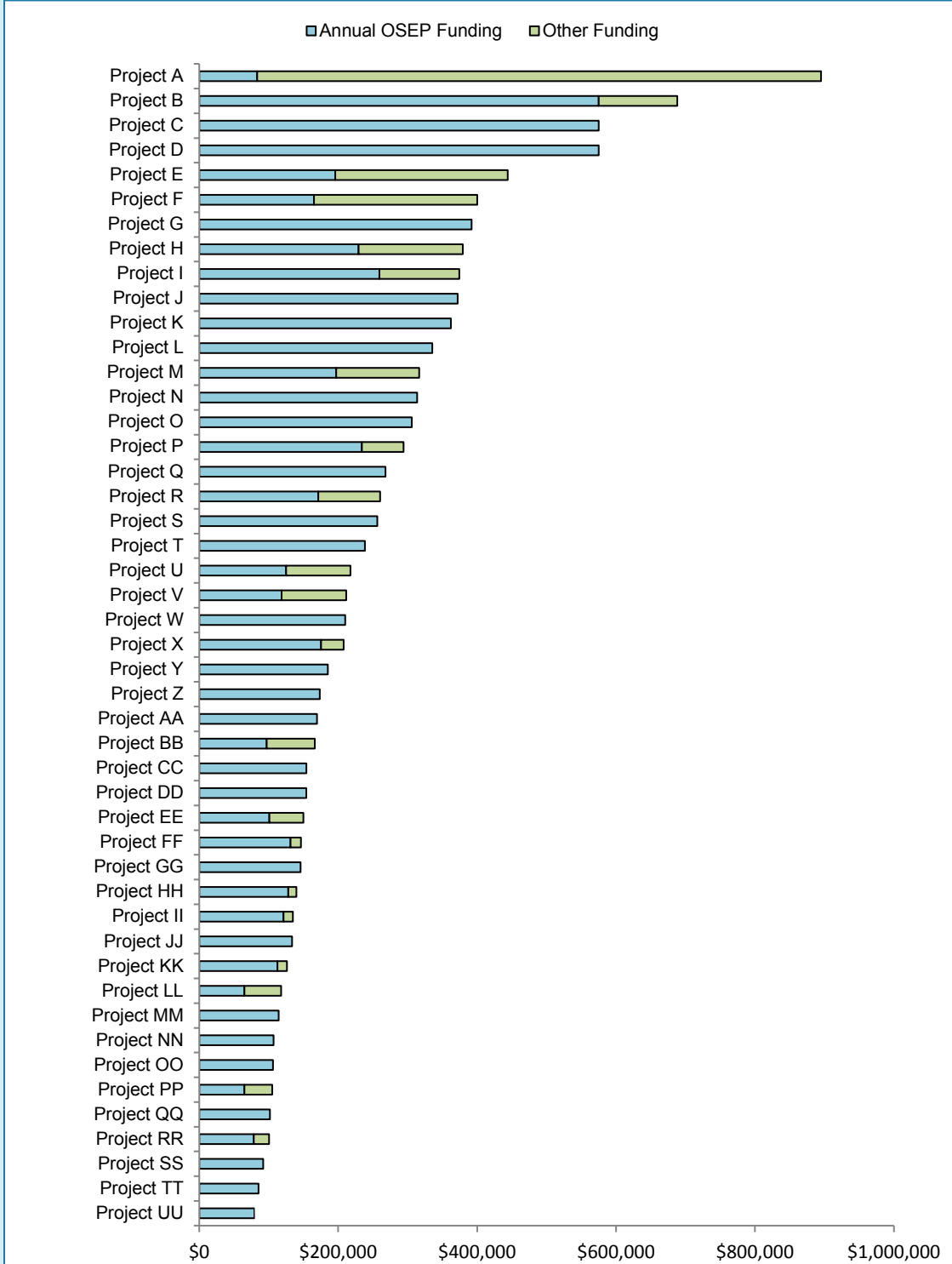


EXHIBIT READS: The Project A State Deaf-Blind Project received the greatest amount of funding from non- OSEP sources.

NOTE: N=47. Projects appear in order of total funds available. Projects are not named for confidentiality.

SOURCE: OSEP Discretionary Database, Grantee Survey – Item 3.

Exhibit E-2. Percentage of State Deaf-Blind Projects providing child-specific technical assistance to children and youth of different ages

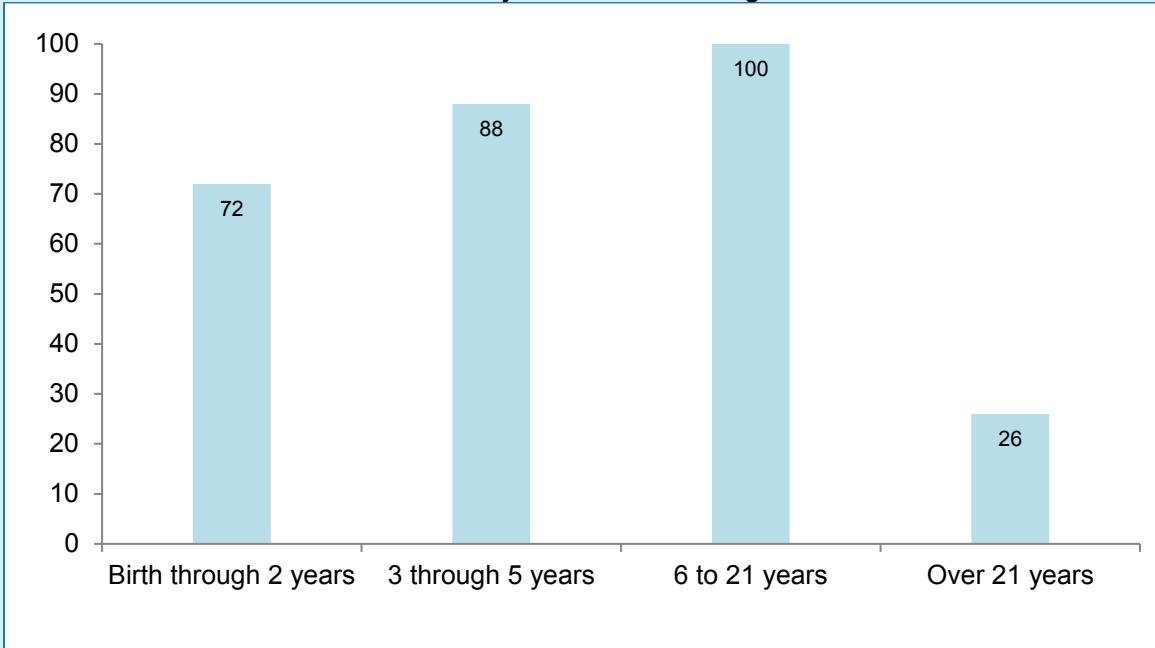


EXHIBIT READS: Seventy-two percent of State Deaf-Blind Projects reported providing child-specific technical assistance to children ages birth through 2 years.

NOTE: N=50.

SOURCE: Grantee Survey

Exhibit E-3. Comparison of background characteristics between State Deaf-Blind Project-identified respondents and district or school-identified respondents

Characteristic	State Deaf-Blind Project-identified respondents % (n=1,451)	District or school-identified respondents % (n=768)
Female	92	92
Profession*		
Special education teacher or early childhood educator/specialist	29	33
Sensory specialist	31	33
Related services or other provider	16	13
Intervener, paraprofessional, or assistant teacher	10	14
Administrator	12	1
General education teacher	1	6
Specializes in working with children and youth with deafblindness	16	16
Educational background (highest degree)*		
High school degree or GED	5	9
Associate's degree	3	4
Bachelor's degree	24	29
Master's degree	64	57
Doctoral degree	4	2
Years of experience working in education or early childhood*		
Less than four years	8	11
4-9 years	20	21
10-19 years	34	31
20 years or more	39	37
Primary setting in which provider works with children and youth with deafblindness*		
General education classroom	7	13
Special education classroom or service provider setting	46	52
Separate educational or residential setting for individuals with disabilities	31	33
Home	13	2
Other or multiple primary settings	3	1
Works in a school for the deaf or hard of hearing, the blind, or the deafblind	15	12
Primary work setting is in a frontier and remote area	5	5

EXHIBIT READS: Among direct service providers who were identified for the survey by their State Deaf-Blind Project and among direct service providers who were identified for the survey by a district or school administrator, 92 percent are female.

NOTE: Percentages may not sum to 100 because of rounding. *Related services or other provider* includes audiologists, behavior specialists, independent living skills instructors, occupational therapists, physical therapists, psychologists, rehabilitation counselors, school counselors, social workers, and speech pathologists. *Separate educational or residential setting for individuals with disabilities* includes hospitals and nursing care facilities. *Frontier and remote* is defined by the U.S. Department of Agriculture as rural areas and urban areas up to 25,000 people that are 45 minutes or more from an urban area of 25,000-49,999 people and 60 minutes or more from an urban area of 50,000 or more people.

SOURCE: Provider Survey; Economic Research Service, U.S. Department of Agriculture, using data from the U.S. Census Bureau

Exhibit E-4 Percentage of direct service providers reporting different types of support from their State Deaf-Blind Project

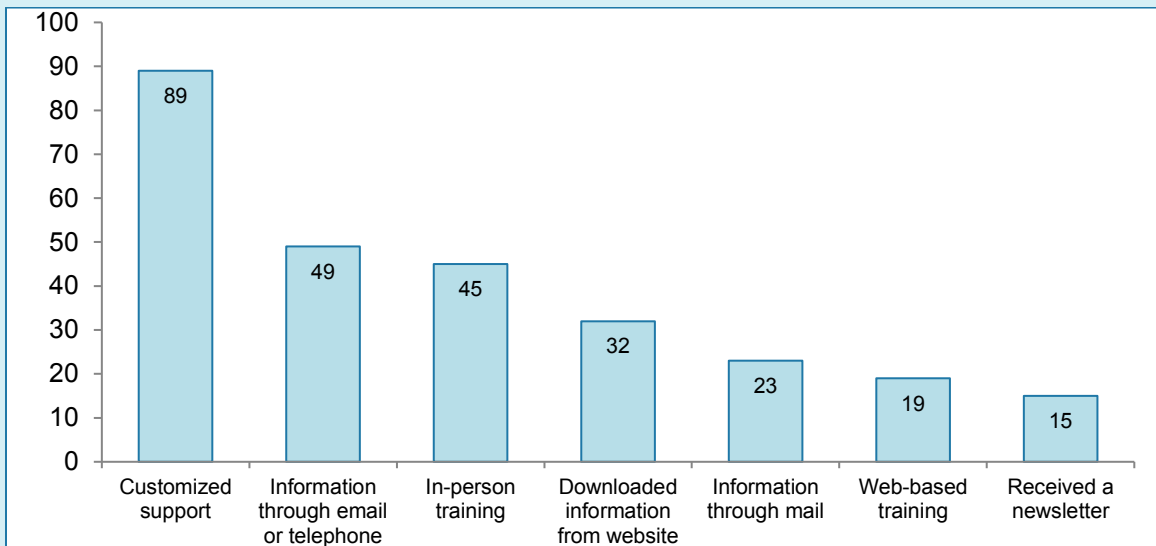


EXHIBIT READS: Among direct service providers who reported any interaction with their State Deaf-Blind Project since September 2013, 89 percent reported receiving customized support.

NOTE: Part of the sampling for this study targeted individuals who had received customized support from their State Project. Therefore, the number of direct service providers in this category is greater than the number who received other types of support. N=1,457.

SOURCE: Provider Survey

Exhibit E-5. Number of direct service providers who received customized support, by the source by which they were nominated for the survey

Source	Number	Percent
State Deaf-Blind Project-identified respondents	1,196	80.2
District or school-identified respondents	95	12.4

EXHIBIT READS: Among 1,291 direct service providers who received customized support, 1,196 (80 percent) were identified for the survey by their State Deaf-Blind Project and 95 (12 percent) were identified for the survey by a district or school administrator.

SOURCE: Sample frame

Exhibit E-6 Percentage of direct service providers reporting locations in which customized support was received

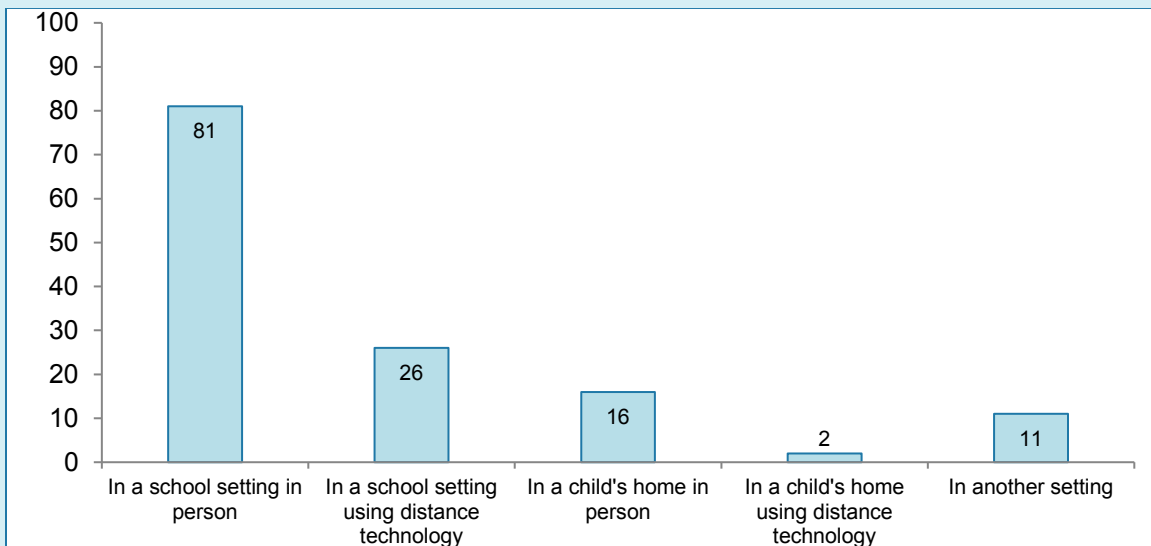


EXHIBIT READS: Among direct service providers who received customized support from their State Deaf-Blind Project, 81 percent reported receiving the support in a school setting in person.

NOTE: Analysis includes only direct service providers who received customized support (whether or not other types of support were received). N=1,290.

SOURCE: Provider Survey

Exhibit E-7 Direct service providers' reports of the number of children and youth with deafblindness for whom they received child-specific support from their State Deaf-Blind Project since September 2013

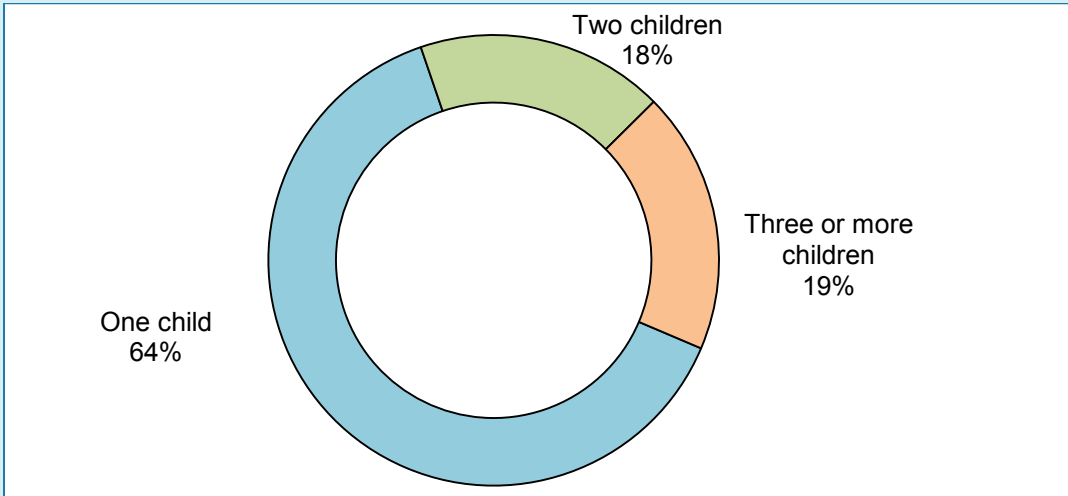


EXHIBIT READS: Among providers who received child-specific support from their State Deaf-Blind Project, 63 percent reported receiving support for one child.

NOTE: Analysis includes only providers who received child-specific support (whether or not other types of support were received). N=1,238.

SOURCE: Provider Survey

Exhibit E-8. First year of contact between direct service providers and their State Deaf-Blind Project

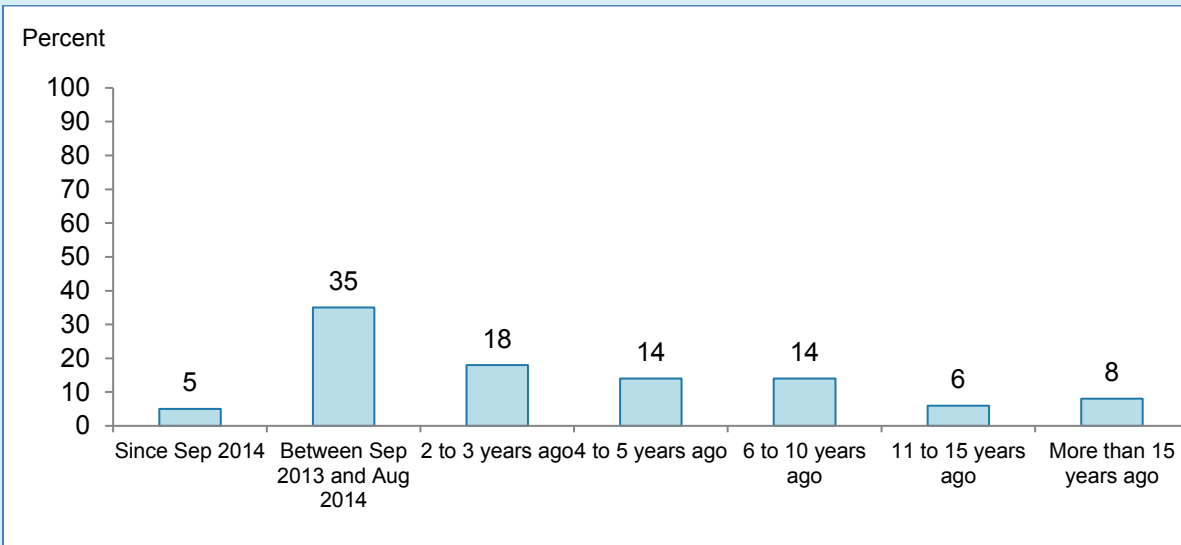


EXHIBIT READS: Among direct service providers who received customized support from their State Deaf-Blind Project, 5 percent reported that their first contact with their State Deaf-Blind Project was since September 2014.

NOTE: Analysis includes only direct service providers who received customized support (whether or not other types of support were received). N=1,289.

SOURCE: Provider Survey

Exhibit E-9. Comparison between State Deaf-Blind Project-identified respondents and district or school-identified respondents on satisfaction with overall support received from their State Deaf-Blind Project, based on percentage reporting they are “very satisfied”

Respondent	Percent “very satisfied” with overall support from State Deaf-Blind Project
State Deaf-Blind Project-identified respondents	63
District or school-identified respondents	54

EXHIBIT READS: Among direct service providers who were identified for the survey by their State Deaf-Blind Project, 63 percent reported being “very satisfied” with the overall support they received from their Project. Among direct service providers who were identified for the survey by a district or school administrator, 54 percent reported being “very satisfied” with the overall support from their Project.

SOURCE: Sample frame; Provider Survey

Exhibit E-10. Comparison between State Deaf-Blind Project-identified respondents and district or school-identified respondents in the percentage reporting they “strongly agree” with individual dimensions of satisfaction with customized support received from their State Deaf-Blind Project

Satisfaction dimension	Percent reporting “strongly agree”	
	State Deaf-Blind Project-identified respondents (n=1,196)	District or school-identified respondents (n=95)
• The consultant was non-judgmental in his or her approach.	69	57
• The consultant was knowledgeable in the area in which support was provided.	70	59
• The information provided was relevant and specific to the needs of the deafblind child or children I serve.	62	50
• The consultant established a collaborative partnership with me.	60	54
• The consultant was able to explain and model practices and procedures effectively.	57	49
• The information I received played a role in helping at least one child with deafblindness progress.	56	45
• I was able to immediately apply at least some of the information in my work with a child or youth with deafblindness.	55	42
• The consultant took into account local limitations in resources when providing support.	50	39
• The information provided was the right amount for me to be able to process.	51	38
• I was able to use the information in my work with children and youth with other disabilities.	43	37

EXHIBIT READS: Among direct service providers who received customized support and were identified for the survey by their State Deaf-Blind Project, 69 percent reported that they “strongly agree” that the consultant was non-judgmental in his or her approach to providing support. Among direct service providers who received customized support and were identified for the survey by a district or school administrator, 57 percent reported that they “strongly agree” that the consultant was non-judgmental in his or her approach to providing support.

SOURCE: Sample frame; Provider Survey