

Summary for April 3rd Video 1230-130 - Dr. Paige Bradford & David Bahar

Introduction

Dr. Paige Bradford is the section chief of specialized instruction in the division of early intervention and special education services at MSDE

- Also principal investigator for MD Deaf-Blind Project

David Bahar is the executive director telecommunications access of Maryland. Under the MD Department of Disabilities

- Provides maryland relay, 711, accessibility services, communication equipment.

Content For Dr. Bradford

Strong emphasis of identification of DB

- School districts are showing low/no students identified that are DB and the ability to have teachers to serve students that are DB

Tiered technical assistance plan through 'DB Project'

- Varying levels of support based on need

Deaf and Hard of Hearing students

- How will SBSLI affect educational interpreting workforce?

Educational outcomes for students, based on identification of disabilities

- State testing data to show proficiency in different areas to see weaknesses and strengths to

Suggestions:

- Person that can be a *liaison* with their department (really any department statewide): to identify gaps in service, assist in the spread of information, clarifying of roles (interpreter/intervener), gathering data, etc. Liaisons do not have to be connected with the state of Maryland agencies but even other national organizations.

Content for Mr. Bahar

- Current trends
 - Biggest group of consumers is late deafened senior citizens. Other groups include deaf users.
 - TTY use decline because of the shift to newer technologies and phasing out of older equipment with telecommunications providers.
 - TAP & TAM program
 - TAP anything related to phone calls, program that gives permanently gives marylanders devices
 - TAM anything related to life (mobility), program that lends things to
- Other States
 - Maryland covers various different groups of people in telecommunications (deaf hh, speech disability, cognitive disability, developmental disabilities, blind, physical disabilities) while most other states only cover Deaf, HH, or a speech disability.
 - VA has ODHH, interpreting scheduling, distribution of equipment etc

- WA has ODHH, legislative funding that was further distributed to regional centers, referral services, housing assistance, educational assistance, emergency communications
- Funding
 - Bahar suggests instead of getting a chunk of funding from the legislature, have it split into funding for specific services that we would provide such as what other states are currently doing.
 - For the commission's funding into different foundations that would be willing to support projects and programs such as Hardenschmitt.
 - The universal service trust fund pays for telecommunications equipment currently in MD.

My Takeaways

- I think that a great cost effective way to get more people onboard to help with this project would be the development of a undergraduate or graduate intern student pipeline, where they can work with the commission on collecting data and making connections with national organizations and students can receive college credits in their final year of their program. In/near state of Maryland, there are many organizations such as Towson University and Gallaudet University that have students eager to get real world experience for a tough job market. Focus on hiring students with double majors, Deaf studies/public policy, deaf education/telecommunications etc for a multidisciplinary approach that can support all marylanders in various aspects of life.
- A committee is needed to support the direct needs of Deaf, DB, and HH Marylanders because of their unique communication needs and differences from other disability groups.