

Budget Detail Request - Fiscal Year 2016-17

Your request will not be officially submitted unless all questions and applicable sub parts are answered.

1. Title of Project: Auditory-Oral Education
2. Date of Submission: 12/02/2015
3. House Member Sponsor(s): Elizabeth Porter

4. DETAILS OF AMOUNT REQUESTED:

- a. Has funding been provided in a previous state budget for this activity? Yes
If answer to 4a is ?NO? skip 4b and 4c and proceed to 4d
- b. What is the most recent fiscal year the project was funded? 2015-16
- c. Were the funds provided in the most recent fiscal year subsequently vetoed? No
- d. Complete the following Project Request Worksheet to develop your request (Note that Column E will be the total of Recurring funds requested and Column F will be the total Nonrecurring funds requested, the sum of which is the Total of the Funds you are requesting in Column G):

FY:	Input Prior Year Appropriation for this project for FY 2015-16 (If appropriated in FY 2015-16 enter the appropriated amount, even if vetoed.)			Develop New Funds Request for FY 2016-17 (If no new Recurring or Nonrecurring funding is requested, enter zeros.)			
	Column: A	B	C	D	E	F	G
Funds Description:	Prior Year Recurring Funds	Prior Year Nonrecurring Funds	Total Funds Appropriated (Recurring plus Nonrecurring: Column A + Column B)	Recurring Base Budget (Will equal non-vetoed amounts provided in Column A)	INCREASED or NEW Recurring Requested	TOTAL Nonrecurring Requested (Nonrecurring is one time funding & must be re-requested every year)	Total Funds Requested Over Base Funding (Recurring plus Nonrecurring: Column E + Column F)
Input Amounts:	0	550,000	550,000	0	600,000	0	600,000

- e. New Nonrecurring Funding Requested for FY 16-17 will be used for:
 Operating Expenses Fixed Capital Construction Other one-time costs
- f. New Recurring Funding Requested for FY 16-17 will be used for:
 Operating Expenses Fixed Capital Construction Other one-time costs

5. Requester:

- a. Name: Theresa Bulger
- b. Organization: Florida Coalition for Spoken Language Options
- c. Email: tdb@privatepublicsolutions.org
- d. Phone #: (904)880-9063

6. Organization or Name of Entity Receiving Funds:

- a. Name: DOE-Clarke School & Debbie School, UM
- b. County (County where funds are to be expended) Statewide
- c. Service Area (Counties being served by the service(s) provided with funding) Statewide

7. Write a project description that will serve as a stand-alone summary of the project for legislative review. The description should summarize the entire project's intended purpose, the purpose of the funds requested (if request is a sub-part of the entire project), and most importantly the detail on how the funds requested will be spent - for example how much will be spent on positions and associated salaries, specifics on capital costs, and detail of operational expenses. The summary must list what local, regional or statewide interests or areas are served. It should also document the need for the funds, the community support and expected results when applicable. Be sure to include the type and amount of services as well as the number of the specific target population that will be served (such as number of home health visits to X, # of elderly, # of school aged children to receive mentoring, # of violent crime victims to receive once a week counseling etc.)

Children who are born profoundly deaf do not typically receive a cochlear implant until they are at least 12 months old, and often the age of implantation is later. Similarly, many other children who are deaf do not initially have access to hearing technology or to services that help them fully develop their listening and spoken language skills. As a result, these children are often behind their hearing peers when they are initially enrolled in Auditory-Oral Education Programs. The goal of these programs is to help these children catch up and even surpass their peers prior to mainstreaming for a smooth transition into classrooms with typically hearing peers. Special education services are costly and educational outcomes all too often lead special needs students toward lower paying jobs and the need for continuing services as adults within the community. In high quality Auditory-Oral Programs, there is a significantly short duration of special services; three years is the average length of stay in the school programs. Students begin to attend regular schools with hearing children between Voluntary Pre-Kindergarten and second grade. The outcomes of our children confirm the impact that an early auditory-oral education has on a child's future. Once in the mainstream, former students have been successfully passing state testing, graduating with honors and attending colleges including the University of Central Florida, the University of North Florida and Florida Gulf Coast University. For research purposes, detailed data about age of enrollment, length of stay in the programs, standardized testing results and educational outcomes is maintained for each student in a national database, the Listening and Spoken Language Data Repository, which is housed at Vanderbilt University in Tennessee. While our Auditory-Oral Programs' focus is on the educational outcomes for the children we serve, the choice of a listening and spoken language program can also often have an economic impact on the school district and the surrounding community in which a child resides. Independent analysis performed by the National Center for Hearing Assessment and Management (NCHAM) reveals that early identification of hearing loss, coupled with early access to sound and intensive early intervention services in a listening and spoken language program such as that provided by our programs can reduce the expense to taxpayers by approximately \$420,000 (other studies suggest a difference of as much as \$1 million)

compared to other children with hearing loss who do not have access to these types of opportunities. Early investment in the futures of these children, with ultimate placement in a mainstream school, gives Legislators the ability to make a profound and life-changing impact along with a substantial return on the investment made in these children. Funds for the Auditory-Oral Education Grants are being used to support some of the costs for highly qualified personnel responsible for implementing the project. The personnel include Listening and Spoken Language Specialists (LSLS) and other highly qualified teachers and speech-language pathologists with expertise in specialized intensive services needed to maximize the listening and spoken language development of deaf children. The personnel specified are responsible for the goals, objectives, and activities of the project and address the specific needs identified on each student's Individualized Family Support Plan (IFSP) and Individual Educational Plan (IEP) (see attached budget). The proposed funding would also support community outreach to underserved communities throughout Florida. This would give families of children over the age of two, who do not live near an Auditory-Oral Education Program access to listening and spoken language services. Children would benefit from this opportunity and less time would be spent in specialized programs. These high quality Auditory-Oral Education Programs teach children who are deaf or hard of hearing to listen and talk so that they can go on to successfully participate in mainstream education in their neighborhood schools. The programs provide early intervention services, preschool, and early education programming as well as speech and language therapy. Specialized auditory training strategies are incorporated into the daily curriculum so that the children learn to use their hearing technology (hearing aids, cochlear implants, and Baha hearing devices) to develop listening and spoken language skills. The state funded Auditory-Oral Education Projects expect to serve approximately two-hundred (200) children with hearing loss in center-based, home-based, or community-based programs during the course of the requested funding cycle. The programs build community awareness about spoken language possibilities for children who are deaf or hard of hearing by supporting and educating families and training a growing body of professionals with this expertise. The programs meet the definition of auditory-oral education programs as defined in section 1002.391, Florida Statutes. Our mission and goals are well aligned with the areas of focus in the Florida State Board of Education Strategic Plan 2012-2018. The cost of a year of school for one child in a high quality Auditory-Oral Education Program is approximately \$36,000 per child. Partial funding is provided through contracts with local public school districts based on the Matrix of Services, which covers less than one-third (1/3) of the cost. Although these programs work diligently and successfully to fundraise and to secure local, state, and national grants, without the Auditory-Oral Education Grant funding that the Legislature has so generously provided, our programs simply could not exist, and families in Florida would not have a listening and spoken language option for their children who are deaf or hard of hearing. Technology has opened amazing doors for children who are deaf or hard of hearing, and many of them count on high quality Auditory-Oral Programs to provide them with the expertise necessary to use this technology and to be prepared to take their places in the larger world. Florida has taken advantage of this opportunity by allocating essential, partial support to provide these families and children with life-changing outcomes. This makes our state a national leader in understanding and serving children who are deaf and whose families have chosen to pursue a listening and talking approach for their child. The entire Auditory-Oral community of families, professionals and supporters is profoundly grateful to you for the support of The Auditory-Oral Grant. We will be happy to provide any additional information you might need. Again, on behalf of the many children and families who are profoundly impacted by our programs and services, we are most grateful to you for the current funding of our programs and for your consideration of future funding.

8. Provide the total cost of the project for FY 2016-17 from all sources of funding:

Federal: 0

State: 0 (Excluding the requested Total Amount in #4d, Column G)

Local: 0

Other: 0

9. Is this a multi-year project requiring funding from the state for more than one year?

Yes