



MONTANA SCHOOL *for the Deaf & the Blind*

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TO: Interim Education Budget Committee Members
FROM: Paul Furthmyre, Superintendent
DATE: June 8, 2024

RE: Educational Interpreting Needs.

Chair Bedey and Members of the IEBC:

After several months of researching and talking with experts in the area of educational interpreting, I propose the following for consideration of the Interim Education Budget Committee:

In-Depth Study of Needs

I propose conducting an in-depth analysis regarding the need for educational interpreting in Montana. In my research, I was not able to find reliable data about how many educational interpreters work in the state, how many are doing online educational interpreting, how many students are in need of educational interpreting, and how many of those students are receiving educational interpreting services in Montana. I recommend the services of Innivee Strategies to help with this. Shane Feldman has done amazing work with other groups. I have read his reports and talked to him about his approaches and feel that his company would be a good choice. With that said, anything done well takes money and his company has quoted us \$100,000 (see attached proposal). This is just for educational interpreting but we could possibly ask him to look at all interpreting services in the state. A partnership between MSDB and DPHHS would need to be formed as they work with the adult services.

Professional Development for Current Educational Interpreters

We have current professionals around the state working with our students. According to Administrative Rules of Montana, these individuals are to document completion of 12 clock hours of professional development per calendar year. MSDB would like to become the provider for such professional developments. We are currently finalizing a partnership with the Rochester Institute of Technology (RIT) Interpreting Team to provide the training. Attached is an example of the workshops that would be implemented during the 2024-2025 school year. For year two, we are working on a more formal mentoring program and you can find that proposal attached as well.

This program is different than the Interpreter Mentorship, Education, & Training (IMET) project supported by OPI. The IMET project is self-paced and fully online. Having current educational interpreters in the project, I feel we need to provide more. I believe the IMET is a good resource but should not be the only one. That is where the RIT partnership will come in. We would have instructors from their program come to our campus in Great Falls. This would provide in-person training that IMET does not have. The RIT program would also have online components built into between on campus. RIT program will build a cohort model each year. The goal of the professional development is not just to have the interpreters gain 12 hours of professional development but more importantly to raise the Educational Interpreter Performance Assessment (EIPA) scores of our interpreters.

The cost of the RIT program would cover the instructor fees for summer meetings, monthly in-person trainings, frequent online mentoring meetings, travel/lodging for participants, and stipend pay for participant, and other possible expenses. Currently we are anticipating that this cost would be roughly \$6,600 per participant a year with a total cost of \$61,000 with 8 participants each year.

Montana Grown Programs

I propose supporting the University of Montana's proposal of developing both a Master's Program for Deaf Education and a Bachelors Educational Interpreting program. This would develop a program to meet the needs of our deaf/hard-of-hearing students. If we can make sure that we have qualified individuals in classrooms around the state (including MSDB) at early ages, we can ensure that our students receive access to language early. This would naturally create a partnership between the MUS and MSDB. The cost to begin the program is \$300,290 a year for five years.

My proposal does not include a band aide approach to fixing the perceived educational interpreting problem in Montana. It immediately begins to develop interpreter skills in our classrooms today. It takes into consideration a third-party evaluation of the state of educational interpreting in our great state with knowledgeable insights from a national expert. Finally, it provides a local avenue to develop new Teacher of the Deaf candidates and Educational Interpreter candidates.

Thank you for the opportunity to propose this to your committee. I have learned many things and met really good people that will help me in the future. Please let me know if you have any questions.



Statewide Educational Interpreting Needs Assessment

Proposal for the Montana School for the Deaf & the Blind

April 25, 2024

*Innivee Strategies: Transforming communities
through organizational change.*



Executive Summary

Paul Furthmyre
Superintendent
Montana School for the Deaf & the Blind
3911 Central Ave
Great Falls, MT 59405-1697

Dear Mr. Furthmyre,

We thank you for inviting us to submit a proposal for your consideration. Our understanding of your request and proposed response are outlined below:

Objective:

Understand the current landscape of educational interpreting in Montana and identify opportunities to improve the profession, ultimately enhancing educational outcomes for Deaf, DeafBlind, and Hard of Hearing students throughout the state.

Solution:

This project proposes a customized approach with phases structured as follows:

1. *Preparation:* Establish relationships with key constituent groups and obtain their input on the development of survey, interview, and focus group questions.
2. *Data Collection & Analysis:* Produce and distribute an ASL/English survey and conduct interviews and focus groups with Deaf constituents and ASL interpreters.
3. *Key Findings & Recommendations:* Develop a report that outlines ways to reduce barriers to professional licensure, improve regulatory compliance, provide efficient, effective, and timely services, and enhance the customer experience.

Outcomes:

As a result of these initiatives, we anticipate the following outcomes:

1. Deepened relationships between Montana School for the Deaf & the Blind (MSDB) and key constituent groups, including Deaf, Hard of Hearing, DeafBlind, and Deaf Disabled students and recent graduates, family members, and ASL interpreters.

2. Valuable input from these groups that ensures the data collection accurately captures their needs, challenges, and desires.
3. Actionable key findings and recommendations to address the issues of professional licensure, regulatory compliance, service efficiency, and customer experience, and thereby enhance the overall landscape of ASL/English educational interpreting in Montana.
4. Clarity on critical next steps to deepen MSDB's understanding of, and capacity to support, the educational needs of various groups within the greater Deaf population of Montana.

Our approach is tailored to your unique journey, infused with our core values of integrity, accountability, courageous conversations, growth, resilience, diversity, equity, and authentic leadership. With over 50 years of collective experience in organizational development, we are excited to offer a partnership grounded in our commitment to leadership, community trust, and enduring success.

We view our role as more than consultants; we are collaborators in change, driven to elevate the impact your institution has on its community. Our proposal outlines how we will work hand-in-hand with your team, engaging in transparent communication and co-creating strategies that reflect both our expertise and your organization's unique needs.

We eagerly anticipate the possibility of joining MSDB on this transformative journey, bringing to life a partnership that embodies our vision of thriving communities fostered by thriving organizations.

Sincerely,

Shane Feldman
Chief Executive Officer
Innivee Strategies

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Interpreting Needs Assessment

This project will include the following phases and deliverables:

Phase 1	Phase 2	Phase 3
<p>Kickoff & Preparation <i>Estimated timeline: 4 months</i></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Kickoff orientation to discuss roles, responsibilities, and project timeline.<input checked="" type="checkbox"/> Develop draft survey, interview, and focus group questions for review.<input checked="" type="checkbox"/> Invite constituent group representatives to give feedback.<input checked="" type="checkbox"/> Produce survey instruments in ASL and English.	<p>Data Collection <i>Estimated timeline: 3 months</i></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Distribute surveys to organizations, community groups, and individuals.<input checked="" type="checkbox"/> Invite constituent group representatives to give feedback.<input checked="" type="checkbox"/> Hold 8 focus groups and 12-15 interviews, both virtually and through on-site visits across Montana.<input checked="" type="checkbox"/> Research comparable educational interpreter standards in other states<input checked="" type="checkbox"/> Research systems to support and develop educational interpreters in at schools	<p>Data Analysis & Closeout <i>Estimated timeline: 2 months</i></p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Develop a final data report containing key findings, immediate recommendations, and long-term next steps..<input checked="" type="checkbox"/> Closeout meeting to recap the project and discuss forward-thinking next steps.

The contract is inclusive of regular meetings throughout the life of the project: two meetings a month, not to exceed one hour each. The frequency of meetings is contingent on mutual availability and holidays.

About

Founded in 2015 and headquartered in Maryland, Innivee Strategies, Inc. is a proud Deaf and Disability-Owned firm, serving clients nationally. Under the leadership of CEO Shane Feldman, our small but dedicated team specializes in organizational and leadership development, particularly within the Deaf and hard-of-hearing communities.

About Innivee Strategies

We specialize in steering organizations toward excellence through strategic leadership development, comprehensive executive searches, and in-depth organizational change management. Our approach is to work hand-in-hand with leaders and communities to foster growth, innovation, and lasting success.

Our Core Services

Our suite of services is designed to address the unique challenges faced by organizations today. From executive leadership development to comprehensive strategic planning, we're your partner in crafting solutions that drive lasting impact.

- **Executive and Leadership Search:** We streamline executive hiring, managing everything from defining roles to conducting interviews and placements. Our approach seamlessly aligns new leaders with your organization's mission and culture, ensuring smooth executive transitions.
- **Executive, Leadership, and Board Development:** Our programs are intended to refine leadership and board performance. We enhance the skills necessary for effective governance and strategic leadership through targeted evaluations and personalized coaching.
- **Strategic Planning, Needs Assessments, and Consulting:** We guide your strategic planning with a clear, actionable approach, focusing on sustainable growth. Our needs assessments and consulting services are data-informed, ensuring decisions are well-grounded and future-focused.

Collaborative Solutions

Effective solutions are tailored to each unique organization and the communities they serve. We focus on co-creating strategies specific to your challenges and goals, ensuring our collaborative process integrates seamlessly with your team to realize your vision.



Identifying New Leadership

In Executive and Leadership Search, we guide our clients in identifying new executive-level talent. Our inclusive process covers everything from developing leadership profiles to facilitating screenings and managing executive transitions.



Elevating Leadership

Leadership Development is our forte, offering tailored programs and one-on-one coaching. We focus on enhancing leadership skills and nurturing confidence, driving growth from within.



Board Mastery

We transform boards into strategic assets in Board and Governance Excellence. Our governance training and oversight development foster a culture of accountability and strategic decision-making.



Strategic Visioning

Our Strategic Planning services are designed to crystallize your vision and shape your future. We employ a structured approach to goal-setting, data assessment, and the creation of actionable strategies that realize your objectives.



Data-Driven Decisions

In Needs Assessment and Data Analysis, we provide organizations with essential insights for informed decision-making. Using comprehensive surveys, focus groups, and data interpretation, we ensure your actions are both data-driven and strategically aligned.



Standards of Excellence

Our Leadership & Organizational Accountability assists organizations in meeting and exceeding industry standards, thus enhancing their reputation and promoting continuous improvement.



Adaptive Strategic Support

Our Strategic Consulting service is flexible, providing the expertise needed to tackle specific challenges or offering broad, objective advice to guide your organization.

Imagine a future where your organization isn't just surviving, but thriving—where challenges are not roadblocks but catalysts for growth.

Meet Your Team

Principals



Shane Feldman, CAE *he, him*
Chief Executive Officer (CEO) /
Consultant & Facilitator

Shane Feldman is the CEO of Innivee Strategies. He has over twenty years of exceptional and invigorating leadership that has impacted many national and local organizations along with their stakeholders.

As a nonprofit executive, he aligned associations to the expectations of their boards and members. These achievements came through systemic changes to policies, processes, and practices that resulted in significant increases in visibility, efficiency, revenues, accountability, and influence.

Shane received his Master's in Management and Certificate in Nonprofit Financial Management from the University of Maryland University College and was selected to the Diversity Executive Leadership Program in the American Society of Association Executives. He is a Certified Association Executive (CAE).



History Estill-Varner *she, her*
Consultant & Facilitator

History Estill-Varner is an accomplished professional with expertise in American Sign Language/English Interpreting and International Development. Holding a Bachelor's degree in ASL/English Interpreting and International Studies, she received a Fulbright U.S. Student Research grant for a project in Santo Domingo, Dominican Republic, focusing on improving Deaf access.

She later served as Co-Executive Director at Deaf Worlds, providing leadership and training to Deaf NGOs in Asia and Latin America. Transitioning to the private sector, she now works for HiBob, managing global enablement programming. Additionally, as a nationally certified freelance interpreter, History offers her services in the Washington, D.C., Maryland, and Virginia metro areas.



Davin Searls *he, him*
Consultant & Facilitator

Davin has over 15 years of facilitating organizational development and leadership programming for community organizations and leaders, both in the United States and worldwide.

His most notable accomplishments include consulting the Philippine Federation of the Deaf (PFD), which successfully passed the Filipino Sign Language Act into law. Davin has won and managed over \$3.5 million in grant funding to date.

Davin has served on several local, state, national, and international committees, working groups, and boards. Davin was recognized as one of the Rochester 10 in the 2017 feature by CITY News.

Terms & Fees

Innivee Strategies' pricing proposal:

- A. Fees: Client agrees to pay Contractor a fee not to exceed \$100,000.
- B. Fee schedule:
 - a. \$35,000 due upon completion of Phase 1.
 - b. \$35,000 due upon completion of Phase 2.
 - c. \$30,000 due upon completion of Phase 3.

Payment is expected within 30 days after the invoice is submitted for each phase.

- C. The contract begins on October 1, 2024, and ends on June 30, 2025.
- D. The project is complete when the final report is submitted.
- E. Additional services requested which are not included in the scope of work will be charged at \$200 per hour plus expenses. These services will only be provided with the client's written consent.
- F. If the Client agrees to the proposed fees in this document, please notify Shane Feldman, CEO of Innivee Strategies at shane@innivee.com. You will be provided with a separate contract agreement specifying the terms that will be prepared for both of our organization's signatures.

Title: *Functional Strategies for STEM Interpreting in Educational Settings*

Length: 3-hours

Availability: In-person or Zoom

Short description (“blurb”):

For interpreters who work in K-12 educational settings, having to interpret in Science, Technology, Engineering, and Mathematics (STEM) classes may oftentimes feel overwhelming. Through this workshop, participants will learn to leverage their existing world knowledge and experiences to strengthen their interpreter toolkit and reframe their approach to being more present in the STEM classroom.

Full description:

As an interpreter in K-12 education, what is your initial response to learning that you will have to work in Science, Technology, Engineering, and Mathematics (STEM) classes? Some of us are thrilled! For others, “I became an interpreter so I don’t have to do math or science,” is a common response. If you felt confident in your approach to interpreting in STEM-related areas, would your reaction change? What if you were told that you know more about STEM content than you think? Moreover, how can you apply that extralinguistic knowledge to your work? ***This is not an ASL vocabulary workshop!*** In this workshop, you will learn to leverage your existing world knowledge and experiences, as well as other resources in the classroom, to strengthen your “interpreter toolkit.”

Educational objectives:

Participants will be able to:

- parallel the scientific method and the interpreting process
- identify non-traditional preparation strategies for interpreting
- recognize opportunities to effectively utilize resources available to them when interpreting in the STEM classroom

Title: Understanding the Language of Math

Length: 3-hours

Availability: In-person or Zoom (*participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice*)

Prerequisite: *Functional Strategies for STEM Interpreting in Educational Settings*

Description:

This is not an ASL vocabulary workshop! This workshop is intended to provide K-12 educational interpreters with a foundation in basic mathematics and equip them with a number of

strategies to choose from while interpreting math in the classroom. Throughout the workshop, *interpreters will engage in deliberate practice* in the form of listening, reflecting, *consecutive and simultaneous interpreting*, and collegial discussions regarding the aforementioned deliberate practice. This deliberate practice will deepen participants' understanding of math-related content, as well as their own interpreting processes.

Educational objectives:

Participants will be able to:

- identify various types of numbers
 - identify and associate interrelated foundational mathematical operations
 - recognize and differentiate between several mathematical properties
-

Title: Systems, Organs, Tissues: “Oh my!” (Human Body Systems)

Length: 3-hours

Offering availability: In-person or Zoom (*participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice*)

Prerequisite: *Functional Strategies* for STEM Interpreting in Educational Settings

Description:

This is not an ASL vocabulary workshop! This workshop will provide participants with an introductory-level discussion of several body systems and their components through examples and clear visual aids. Throughout the workshop, *interpreters will engage in deliberate practice* in the form of listening, reflecting, *consecutive and simultaneous interpreting*, and collegial discussions regarding the aforementioned deliberate practice. This workshop will deepen participants' understanding of the cardiovascular, respiratory, digestive, skeletal, and male and female reproductive systems, and representing them in ASL with various classifiers at different scales.

Educational objectives:

Participants will be able to:

- identify and describe several key human body systems
 - effectively integrate classifiers, and use of space and scale into their interpretation
-

Title: Interpreting Sustainably in Environmental Science

Length: 3-hours

Offering availability: In-person or Zoom (*participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice*)

Prerequisite: *Functional Strategies* for STEM Interpreting in Educational Settings

Description:

This is not an ASL vocabulary workshop! This workshop is intended to expose educational interpreters to foundational concepts in Environmental Science. Throughout this workshop, *interpreters will engage in deliberate practice* in the form of listening, reflecting, *consecutive and simultaneous interpreting*, and collegial discussions regarding the aforementioned deliberate practice. This deliberate practice will deepen participants' understanding of the water cycle and how it impacts our Earth, as well as their own interpreting processes.

Educational Objectives:

Participants will be able to:

- Identify and describe several key human body systems
- effectively incorporate classifiers and use of space and scale into their interpretations
-

Title: Bonds, Atoms, and Molecules: BAM! That's Chemistry

Length: 3-hours

Offering availability: In-person or Zoom (*participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice*)

Prerequisite: *Functional Strategies* for STEM Interpreting in Educational Settings

Description:

This is not an ASL vocabulary workshop! This workshop is intended to expose educational interpreters to foundational concepts in chemistry, most notably: chemical bonding. Throughout this workshop, *interpreters will engage in deliberate practice* in the form of listening, reflecting, *consecutive and simultaneous interpreting*, and collegial discussions regarding the aforementioned deliberate practice. This deliberate practice will deepen participants' understanding of atoms, molecules, and chemical bonds, as well as their own interpreting processes.

Educational objectives:

Participants will be able to:

- effectively utilize their resources when interpreting chemistry-related content
 - recognize the most commonly used elements and their chemical symbols
 - define and discuss various types of chemical bonds in ASL
-

Title: Astronomy, NOT Astrology: the Other “Star Signs”

Length: 3-hours

Offering availability: In-person or Zoom (*participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice*)

Prerequisite: *Functional Strategies* for STEM Interpreting in Educational Settings

Description:

This is not an ASL vocabulary workshop! This workshop is intended to strengthen educational interpreters’ understanding of astronomy. Throughout the workshop, ***interpreters will engage in deliberate practice*** in the form of listening, reflecting, ***consecutive and simultaneous interpreting***, and collegial discussions regarding the aforementioned deliberate practice. This deliberate practice will deepen participants’ understanding of general astronomical concepts, the Solar System, and their own interpreting processes.

Educational objectives:

Participants will be able to:

- distinguish between astronomy and astrology
 - define and discuss several types of celestial bodies in ASL
 - incorporate effective use of size and scale into their interpretations
-

Title: How Everything Works: That’s Physics!

Length: 3-hours

Offering availability: In-person or Zoom (*participation on Zoom requires a desktop or laptop computer operating on Windows or Mac OS; those accessing the Zoom meeting via Chromebook, iPad, tablet, and/or smartphone will not be able to fully engage in deliberate practice*)

Prerequisite: Functional Strategies for STEM Interpreting in Educational Settings

Description:

This is not an ASL vocabulary workshop! This workshop is intended to “get behind the curtain” related to the basic principles of physics. Frequently, as interpreters, when we hear the word “Physics” we immediately think of very complex systems. While physics is a powerful tool for the complex, it is just as powerful for the simple. This workshop will provide K-12 educational interpreters a basic understanding of mechanics and how these principles influence our everyday lives. Throughout the workshop, ***interpreters will engage in deliberate practice*** in the form of listening, reflecting, ***consecutive and simultaneous interpreting***, and collegial discussions regarding the aforementioned deliberate practice. Interpreters will see that physics is not something to be feared, but embraced in our interpreting toolkit.

Educational objectives:

Participants will be able to:

- distinguish between Newton’s Laws of Motion
- identify common units of measurement and how to represent these units using scale
- incorporate effective use of classifiers, with an emphasis on space and motion, into their physics-related interpretations

STEM Sign Language Interpreter Mentoring Program Purpose and Structure

Purpose:

The program will increase the capacity and skills of those staff members in Montana public schools providing access to language for students who are deaf or hard-of-hearing. The program will be designed to help staff meet the required EIPA score identified by Administrative Rules of Montana. The program will be supported by The Montana School for the Deaf and the Blind and Rochester Institute of Technology's College of Science and Health Science Interpreting Team.

Structure:

This proposed mentoring program will be administered in a hybrid fashion (i.e., in-person and remote sessions). Ideally, there will be 6 to 8 interpreters participating in this program at a given time.

In-person sessions:

- August 2025 – in-person 2-day training and team building
- June/July 2026 – in-person 1-day program wrap-up

Remote sessions:

- Monthly online workshops, discussions, and deliberate practice sessions
- Bi-weekly 1:1 supervision between out-of-state mentor and participant
- Bi-weekly meetings among the participants to develop independent group supervision norms and strategies

STEM Sign Language Interpreter Mentoring Program Pilot Proposed Budget (estimations per participant for 6 to 8 interpreters)

1. Travel Costs – amount contingent on distance traveled

In-state reimbursement for costs incurred by participant interpreters. This can include reimbursements for mileage and meals. The State of Montana per Diem for meals and mileage reimbursement will be used to calculate. These change yearly and can be found on the state employee travel site here: [Employee Travel](#)

2. Lodging – up to \$535 per participant

Interpreters participating in this mentoring program will require overnight accommodations for 2 to 5 nights (depending on the length of the in-person training sessions to be held once per academic semester). The participants' mentors coming from outside of the area will also require accommodations. MSDB will utilize Cottage Rooms when possible and book rooms at State Per Diem rates when not utilizing the Cottage.

3. Pre- and post-test evaluation –Pre-Test @ \$770 AND Post-test @ 435.00. per participant

The *Educational Interpreter Performance Assessment* (EIPA) is an evaluation tool generally accepted as the skill benchmark for interpreters working in K-12 educational settings across the U.S. The EIPA will allow this program to measure whether the mentoring program succeeds. It should be conducted prior to the program beginning, and again at its conclusion. The exam is administered in 2 parts:

Written Exam – \$250, plus proctoring fee (variable per location)

Performance Exam – \$350, plus \$85 proctoring fee (may be variable per location)

For the post-test, the Written Exam *does NOT have to be retaken*. Any interpreter in the state of Montana who is employed in a K-12 setting should have a minimum EIPA rating of 3.5 (maximum of 5.0). If an interpreter is not yet employed in the state of Montana, offering to reimburse or pay for the test may be viewed by potential participants as an incentive. Participants who do not complete both semesters of the mentoring program will not have their post-test covered by MSDB.

5. Technology – \$0.00 to \$350.00

Participants should have a personal laptop or desktop computer. Mobile devices and/or Chromebooks are not suitable for remote workshops hosted over any virtual meeting platform (e.g.s., Zoom, Microsoft Teams, Cisco Webex, etc.). If needed, the Montana School for the Deaf & Blind (MSDB) should be able to provide webcams (~\$50.00 on Amazon), but not computers. A strong internet connection is also required for participants to be able to engage in remote bi-weekly mentoring sessions. If participants do not own a personal laptop or desktop computer, it is at the discretion of MSDB administration whether one of these devices can or should be lent out over the duration of the mentoring program.

6. Stipends – \$5,000.00 per participant

In addition to pre-/post-testing costs, it is recommended that participants be offered a monetary stipend to incentivize completion of the mentoring program. This would equate to \$2,500.00 per academic semester. Participants who do not complete both semesters will not be paid the second \$2,500.00 stipend.

7. Other / Incidentals / Unexpected costs – to be determined on an as-needed basis. Incidental and/or unexpected funds should be available for unforeseen circumstances and/or costs incurred by mentors, participants, and/or administrators of the mentoring program.

8. Presenters / Trainers / Mentors – up to \$856 per person

Mentors (i.e., the program's presents and trainers) from out-of-state will have their travel and rental vehicle costs covered by their home institute. However, they will require assistance for lodging. The cost of this will vary depending on the location and duration of both in-person visits/training sessions. In addition, each mentor will require their own room.

Proposed Cost (Maximum):

Per Participant	\$7,090 (8)	Total Participants:	\$56,720
Per Presenter/Trainer/Mentor	\$856 (5)	Total Mentors	\$4,280

Total Proposed Cost (Not Including Incidentals) \$61,000 per year



TO: Rep. Connie Keogh and Superintendent Paul Furthmeyer

FROM: Daniel Lee, Dean

RE: M.A. Deaf Education & Educational Interpreters

DATE: May 4, 2024

Recognizing the significance of this initiative, we are committed to delivering our best efforts to bring this program to fruition. I have tried to incorporate Rep. Keogh's recent suggestions in this revision. Outlined below are the key points from our previous discussions:

- 1. New Faculty:** The program's successful launch necessitates two faculty positions who will reside in the College of Education. The first, a Ph.D. specializing in the Education of the Deaf Learner, would be responsible for teaching and program direction. The second would be an instructor with an M.A. in Sign Language Education or a related field, focusing on teaching ASL courses. Two tracks will be available: an M.A. in Deaf Education and a four-year B.A. in Educational Interpreting.
- 2. Financial Considerations:** Anticipating significant salary demands, we estimate the Ph.D. position requires \$90 to \$120k/year, and the M.A. instructor position ranges from \$75 to \$85k/year. Both positions require start-up funds of approximately \$5,000/yr for up to five years, including relocation costs for the first year. Accounting for a 4% annual raise, the total estimated salary and benefits over five years range between \$1,219,801 and \$1,501,450.
- 3. Marketing and Recruitment:** Marketing costs could be between \$6,000 and \$10,000 for the first five years. A concerted effort to recruit students beyond state borders is essential to ensure program sustainability, with an estimated admission target of 18 to 22 students per year.
- 4. Formation of an Advisory Council:** In alignment with the values and perspectives of the deaf community, we will form an advisory council. This body will comprise individuals from various sectors, including the Montana School for the Deaf and Blind, legislative representatives, members of the deaf/hard of hearing community from academic institutions,

local regions, and the state, and professionals who support deaf students in public education. The exact composition of this council will be determined at the onset of the program's development to ensure a diverse and representative body.

5. **Scholarship Support:** Allocating some funds for scholarships would aid in recruitment efforts. In addition, the program could have a regional impact utilizing the Western Undergraduate Exchange (WUE) Scholarship program. Residents of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, The Commonwealth of the Northern Mariana Islands (CNMI), and Guam are eligible for reduced tuition.

In conclusion, we estimate an upfront legislative allocation of approximately \$1.8 million for the first five years to establish and sustain the program. While we are enthusiastic about this endeavor, we recognize the need for financial support to ensure its success. Please feel free to reach out if you have any questions or require further clarification.