SIGN LANGUAGE PROGRAM ANNUAL REPORT MODEL 2

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OVERVIEW OF THE *PROGRAM FISCAL YEAR (FY) XX-XX*
EMPLOYEE SIGN LANGUAGE PROGRAM (ESLP) REPORT
NAME(S)
DATE

The enclosed/attached **PROGRAM** *FYXX-XX ESLP Report*, which includes data collected up through MONTH YEAR, provides information about (1) Sign Language Proficiency Interview (SLPI) services provided by the **PROGRAM** SLPI Team, (2) SLPI ratings achieved by **PROGRAM** employees with sign language communication skill level goals, and (3) participation and success of **PROGRAM** employees below their skill level goals at the beginning of FYXX-XX in FYXX-XX **PROGRAM** ESLP services, including sign language courses, labs, and workshops, and SLPI services.

As shown in Table 1, page 3, during FYXX-XX, the **PROGRAM** SLPI Team conducted a total of XX SLPI interviews and ratings, with XX (XX.X%) of these being for **PROGRAM** employees and employee applicants.

As shown in Table 2, page 3, of the XX employees with sign language communication skill level goals that took the SLPI, XX (XX.X%) achieved their goals and XX (XX.X%) became exempt from taking the SLPI on a regular basis due to achieving a SLPI rating in the Advanced Plus-Superior Plus Skill Level Range and/or due to achieving above or at their goals on two successive SLPIs administered two years apart.

As shown in Tables 3, 4, and 5, pages 4-5, of XXX FYXX-X employees with sign language communication skill level goals (1) XXX (XX.X%) have taken the SLPI, (2) XX (XX.X%) are above and <u>at</u> their sign language communication skill level goals, and (3) XX (XX.X%) employees are exempt from taking the SLPI on a regular basis. In addition, Table 4 shows that the percentage of employees above and at their goals at the end of FYXX-XX is the highest since initiating annual ESLP reports in FYXX-XX.

Table 6, page 6, shows the number and percent of FYXX-XX employees that have achieved each SLPI rating level/range.

Tables 7 and 8, pages 6-7, provide the number and percentage of FYXX-XX-through-FYXX-XX employees that at time of job entry have been <u>above</u>, <u>at</u>, and <u>below</u> their sign language communication minimum entry skill levels and their skill level goals.

Section X, page 7, addresses the following question: For employees below their sign language communication skill level goals at time of job entry, how many achieve their goals within the encouraged four year timeline from date of job entry?

As shown in Table 9, page 8, of XX job employees below their sign language communication skill level goals at the beginning of FYXX-XX, XX (XX.X%) participated in FYXX-XX **PROGRAM** sign language courses labs, and workshops and XX (XX.X%) of these courses, labs, and workshops were successfully completed.

Based on the above information, Section XII, pages 9-10, provides recommendations for the **PROGRAM** ESLP. As has been the case since initiating annual **PROGRAM** ESLP reports, information in these annual reports will continue to assist us in making decisions for establishing, maintaining, and changing skill level goals, minimum entry skill levels, and for making other policy and programmatic decisions. Upon the Board's review of the attached report, we will be pleased to respond to the Board's questions or comments either prior to or at the DATE Board Meeting.

SIGN LANGUAGE PROGRAM ANNUAL REPORT MODEL 2

PROGRAM

FISCAL YEAR (FY) XX-XX

EMPLOYEE SIGN LANGUAGE PROGRAM (ESLP) REPORT

NAME(S)
PROGRAM
LOCATION

DATE

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PROGRAM FISCAL YEAR (FY) XX-XX
EMPLOYEE SIGN LANGUAGE PROGRAM (ESLP) REPORT

I.   **PROGRAM** EMPLOYEE AND APPLICANT SIGN LANGUAGE COMMUNICATION SKILL LEVEL GOALS AND MINIMUM ENTRY SKILL LEVELS

As stated in the ***PROGRAM*** *SIGN LANGUAGE COMMUNICATION PHILOSOPHY AND POLICY* (DATE):

> *The primary purpose of the **PROGRAM** Sign Language Communication Policy is to support an optimal setting of communication for all individuals. Because PROGRAM is the center of educational and outreach services for deaf and hard-of-hearing persons in the state, and in order for the agency to fulfill its mission, it is critically important for employees to be equipped with the necessary skills in the area of sign language.*

In consideration of this, and careful analysis of the frequency, length, and criticality of interaction required with deaf and hard-of-hearing persons, sign language communication skill level goals have been established for selected **PROGRAM** positions based on the SIGN LANGUAGE PROFICIENCY INTERVIEW (SLPI) Rating Scale (see Appendix for a copy of this scale). In addition, for some positions minimum skill levels at job entry (hire/promotion/transfer/ reassignment/reclassification/ demotion) have been established. Appendix B in the ***PROGRAM*** *Sign Language Communication Philosophy and Policy* document provides a listing of skill level goals and minimum job entry skill levels for selected **PROGRAM** positions. As stated in this document, minimum entry skill levels and goals for the selected positions, apply to employees hired after DATE and to pre-DATE, employees who accept employment in selected positions after DATE. Employees not at their skill level goals at job entry are encouraged to achieve their goals within four years of job entry. Employees not having goals are encouraged to develop sign language communication skills and all employees are encouraged to participate in opportunities (a) to develop their skills in communicating with deaf and hard-of-hearing colleagues and students, and (b) to develop their knowledge of Deaf culture and community.

This report, consistent with the recommendations and principles in a SLPI website (www.rit.edu/ntid/SLPI), includes SLPI results for **PROGRAM** employees with sign language communication skill level goals. As stated in the SLPI website, annual reports that include SLPI results should be used to inform policy decisions for establishing, maintaining, and changing skill level goals and for making other policy and programmatic changes. In addition to changes in skill level goals, these changes may include changing timeline(s) for achieving goals, changing skill level expectations at time of job entry, and changes in sign language communication skill development opportunities for employees.

II.   (SOME) QUESTIONS IMPORTANT FOR THE **PROGRAM** SIGN LANGUAGE PHILOSOPHY AND POLICY

       A.   Considering the ***PROGRAM*** *Sign Language Philosophy and Policy,* including most importantly the goal of this policy is "to support an optimal setting of communication for all individuals", the questions listed in "B" immediately below have been generated. In the following sections of this report, information needed to respond to these questions is provided in the same order as the questions listed below. Based on this, the last section of this report, Section XIII, provides recommendations for the PROGRAM Employee Sign Language Program (ESLP).

       B.   Questions

           1.   During each Fiscal Year (FY) how many SLPI Interviews-Ratings and Follow-Up Meetings are provided for audiences served by **PROGRAM**?

           2.   During each Fiscal Year (FY) how many employees with sign language communication skill level goals achieve their goals and how many become exempt from taking the SLPI on a regular basis?

           3.   How many employees with sign language communication skill level goals have and have not taken the SLPI?

           4.   How many employees with sign language communication skill level goals have and have not achieved their goals and how many are exempt from taking the SLPI on a regular basis?

           5.   How many employees with sign language communication skill level goals have achieved each SLPI rating level/range?

           6.   How many employees have and have not achieved their sign language communication minimum entry skill levels at job entry?

           7.   How many employees have and have not achieved their sign language communication skill level goals at of job entry?

           8.   For employees not achieving their sign language communication skill level goals at time of job entry, how many achieve their goals within the encouraged four-year timeline from date of job entry?

           9.   During each Fiscal Year (FY) how many employees below their sign language communication skill level goals participate in and successfully complete **PROGRAM** Employee Sign Language Program (ESLP) courses, labs, and workshops?

           10. How many **PROGRAM** student teacher and intern applicants have achieved the sign language communication skill levels for acceptance as student teachers and interns?

III.   QUESTION 1: DURING EACH FISCAL YEAR (FY) HOW MANY SLPI
         INTERVIEWS-RATINGS AND FOLLOW-UP MEETINGS ARE PROVIDED FOR
         AUDIENCES SERVED BY PROGRAM?

TABLE 1. **PROGRAM** SLPI SERVICES BY GROUP AND FISCAL YEAR (FY); I/R = SLPI
Interview/Rating and FUM = SLPI Follow-Up Meeting.

Fiscal Year (FY)	Groups										Totals	
	Employees		Employee Applicants		Student Teacher and Intern Applicants		Volunteers and Parents[a]		Community[b]			
	I/R	FUM	I/R	FUM	I/R	FUM	I/R	FUM	I/R	FUM	I/R	FUM
FYXX-XX							-		-			
FYXX-XX							-					
FYXX-XX												
Totals					\							

[a]For this group, XX (XX.X%) have been volunteers and (XX.X%) have been parents.
[b]This group consists of non-PROGRAM employees, applicants, volunteers, and parents who paid for
SLPI services.

IV.   QUESTION 2: DURING EACH FUSCAL YEAR (FY) HOW MANY EMPLOYEES WITH
         SIGN LANGUAGE COMMUNICATION SKILL LEVEL GOALS ACHIEVE THEIR
         GOALS AND HOW MANY BECOME EXEMPT FROM TAKING THE SLPI ON A
         REGULAR BASIS?

TABLE 2. NUMBER (N) AND PERCENTAGE (%) OF **PROGRAM** EMPLOYEES TAKING
THE SLPI EACH FISCAL YEAR (FY) THAT ACHIEVE THEIR GOALS AND BECOME
EXEMPT FROM TAKING THE SLPI ON A REGULAR BASIS. [a]

FISCAL YEAR (FY)	NUMBER OF EMPLOYEES	ACHIEVEMENT RELATIVE TO SIGN LANGUAGE COMMUNICATION SKILL LEVEL GOALS						EXEMPT[a]	
		ABOVE		AT		BELOW[b]			
		N	%	N	%	N	%	N	%
FYXX-XX									
FYXX-XX									

[a]Exempt from taking the SLPI on a regular basis due to achieving a SLPI rating in the Advanced Plus-
Superior Plus Skill Level Range and/or due to achieving above or at their goals on two successive SLPIs
administered two years apart.

V.	QUESTION 3: HOW MANY EMPLOYEES WITH SIGN LANGUAGE COMMUNICATION SKILL LEVEL GOALS HAVE AND HAVE NOT TAKEN THE SLPI?

TABLE 3. **PROGRAM** EMPLOYEES WITH SIGN LANGUAGE COMMUNICATION SKILL LEVEL GOALS WHO HAVE AND HAVE NOT TAKEN THE SLPI BY FISCAL YEAR (FY).

FISCAL YEAR (FY)	NUMBER OF EMPLOYEES	SLPI STATUS			
		TAKEN		NOT TAKEN[a]	
		N	%	N	%
FYXX-XX					
FYXX-XX					

[a]All of these employees signed a form at time of job entry stating they had no sign language skills.

VI.	QUESTION 4: HOW MANY EMPLOYEES WITH SIGN LANGUAGE COMMUNICATION SKILL LEVEL GOALS HAVE AND HAVE NOT ACHIEVED THEIR GOALS AND HOW MANY ARE EXEMPT FROM TAKING THE SLPI ON A REGULAR BASIS?

TABLE 4. NUMBER (N) AND PERCENTAGE (%) OF **PROGRAM** EMPLOYEES WHO HAVE AND HAVE NOT ACHIEVED THEIR GOALS AND EXEMPT FROM TAKING THE SLPI BY FISCAL YEAR (FY).

FISCAL YEAR (FY)	NUMBER OF EMPLOYEES	ACHIEVEMENT RELATIVE TO SIGN LANGUAGE COMMUNICATION SKILL LEVEL GOALS						EXEMPT[a]	
		ABOVE		AT		BELOW[b]			
		N	%	N	%	N	%	N	%
FYXX-XX									
FYXX-XX									

[a]Exempt from taking the SLPI on a regular basis due to achieving a SLPI rating in the Advanced Plus-Superior Plus Skill Level Range and/or due to achieving above or at their goals on two successive SLPIs administered two years apart. Supervisors may request these employees to take the SLPI as part of their professional development plans.
[b] For FYXX-XX BELOW group includes XX employees who had not taken the SLPI and for FYXX BELOW group includes XX employees.

TABLE 5. NUMBER (N) AND PERCENTAGE (%) OF FYXX-XX EMPLOYEES BY DIVISION WHO HAVE AND HAVE NOT ACHIEVED THEIR GOALS AND EXEMPT FROM TAKING THE SLPI ON A REGULAR BASIS.

PROGRAM DIVISIONS[a]	ACHIEVEMENT RELATIVE TO SIGN LANGUAGE COMMUNICATION SKILL LEVEL GOALS						TOTALS	EXEMPT[a]	
	ABOVE		AT		BELOW				
	N	%	N	%	N	%		N	%
TOTALS									

[a] One or more Divisions may be combined to protect confidentiality for individual results.

VII.   QUESTION 5: HOW MANY EMPLOYEES WITH SIGN LANGUAGE COMMUNICATION SKILL LEVEL GOALS HAVE ACHIEVED EACH SLPI RATING LEVEL/RANGE?

See next page.