Problem to be addressed:
Many deaf children lack communication at home due to non ASL signers at home. If deaf children are taught at schools that enable them to learn using ASL, homes should also enable the child to continue to learn what was taught at schools. If hearing children learn at home and at school using the same language, why can’t it be the same for the deaf children?

Proposed Solution:
There are several organizations that work with families. We can use them and schools for the deaf. Hiring deaf people in the community and professionals who are deaf rates can vary. NAD can create a fixed rate and create a contract to work with organizations or schools.

Rationale:
If we have parents and families learn ASL from day one, it will increase a number of higher functional deaf populations and higher college enrollment.

PA is struggling to get LEAD-K to be a priority for deaf children education. This can be applied to any states that doesn’t have LEAD-K. This is a good way to defeat the system by signing a public law stating that if a child is born deaf, the parents must learn how to sign in ASL. Regardless of what the parents are planning on doing for the child, CI or not, they are still required to learn ASL. [https://acadeafic.org/2019/06/24/sign-language-shaming-norway-sweden/](https://acadeafic.org/2019/06/24/sign-language-shaming-norway-sweden/)

Fiscal Impact:
NAD board works with all different states who have LEAD-K or working on LEAD-K.

NAD Board/HQ Response:
The NAD has been working closely with each state association that is working on LEAD-K efforts, and provided the expertise of our State Legislative Affairs Coordinator as well as our Education Policy Counsel. In addition, the NAD currently has Education Advocates in all 50 states, and much of this work is already being done but the success varies by state. Further, the NAD has developed several model bills for states to adopt, and the NAD has a state legislative affairs coordinator to support this activity. Beyond that, the NAD does not have the resources to cover the hiring of contractors in all states across the country. The NAD has fully supported states associations and organizational affiliates who want to pursue this concept for their state. The NAD also has recently published a directory of ASL resources organized by state and is working actively with over 20 organizations and universities that are working on increasing ASL resources and services for families the past four years- this work is ongoing. The fiscal impact would be in excess of $150,000.