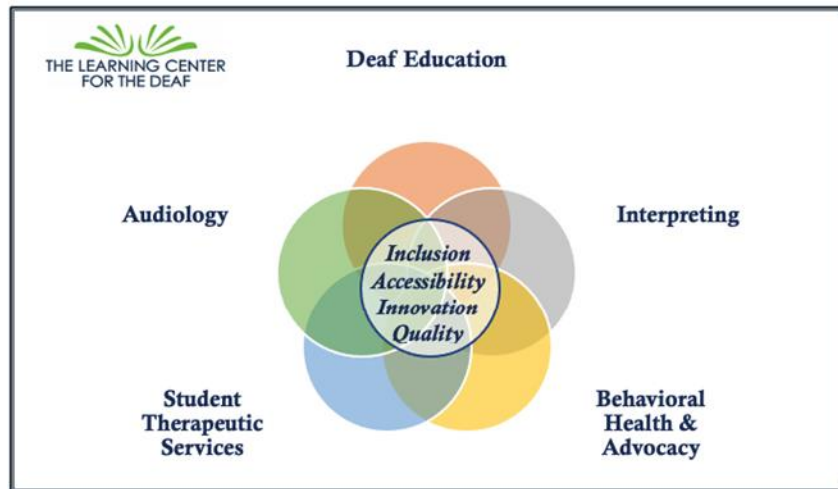




STRATEGIC PLAN 2021-2022

Inspiring Knowledge, Opportunity, and Power for 50 Years – and Beyond





I. TLC STRATEGIC PLAN OVERVIEW: ONE YEAR TIMELINE: MAY 2021 –JUNE 2022

The Strategic Plan is presented over a one-year timeline to allow for three major shifts across the organization:

1) Pandemic Impact and Recovery- The COVID Pandemic has profoundly impacted the organization and the individuals and families our services benefit. The recovery and reopening efforts have altered our way of operating, creating disruption as well as opportunity. This year will consist of evaluating the impact and the structure needed to ensure TLC continues to adapt from a position of strength into the future.

2) Restructuring for Growth- After 50 years of organic, needs-based expansion, there are programs and services that have either developed in silos, or outgrown the infrastructure in place. The one-year plan will allow for time and space to reconsider how we best use the services and exceptional staff in a service model, cross-functional approach.

3) Racial Equity, Diversity, and Inclusion- In 2020, TLC adopted its first Strategic Plan to Advance Racial Equity, Diversity, and Inclusion, envisioned as an inaugural, and therefore dynamic and evolving plan. This year, in addition to multiple program-specific trainings, TLC is partnering with YW Boston to implement the model [InclusionBoston](#) to help the organization in advancing diversity, equity, and inclusion in all of our work. *InclusionBoston* will work with TLC to create and implement a measurable action plan. The plan will take in consideration based on organizational feedback, capacity, and existing internal efforts, as well as insights, gathered during midpoint progress evaluations. Using customized and measurable change management processes, including training and services, will support inclusive policies and practices necessary to support our cultural shift toward being an anti-racist organization. *InclusionBoston's* evidence-based approach builds internal capacity and a plan for social change. This plan will, in part, inform the basis for our next Strategic Plan, commencing in Summer of 2022.

Also, of significance this year is that TLC is endeavoring on our reaccreditation with CEASD and NEASC. This self-study process, as well as written feedback and evaluation from the accreditors, will further inform and focus strategic priorities for the years ahead.

II. COMPANY PROFILE: *Who are we?*

Mission

The Learning Center for the Deaf's Mission is to ensure that all deaf and hard of hearing children and adults thrive by having the knowledge, opportunity and power to design the future of their choice.

We believe. . .

- We believe in designing the future of your choice.
- We believe in inclusivity, innovation, and collaboration.
- We believe in inspiring knowledge, opportunity, and power.
- We believe in creating community.



Values

- **Quality Education:** We maintain a tenacious, high standard of excellence in our work and our interactions.
- **Communication:** We cultivate a diverse bilingual, bicultural community where the primary language of interaction is American Sign Language (ASL).
- **Inclusivity:** We value the perspectives, identity and contributions of each member of our community and celebrate its rich diversity.
- **Innovation:** We are proud to be pioneers in Deaf education, professional training, behavioral and clinical care, and related services.
- **Collaboration:** We actively partner with individuals, organizations, agencies, higher education institutions, and funders to strengthen the impact of our work.

Organization Summary

TLC is an internationally-recognized, multi-service agency. Since our founding in 1970, TLC has been a pioneer in Deaf Education. TLC has grown from a small school, enrolling 19 children, to a diverse, multi-service agency. The Learning Center for the Deaf has continued to both advocate for and fulfill service gaps in order to advance equity for and with Deaf, DeafDisabled, DeafBlind, Hard of Hearing and Late Deafened (DDBHLD) and hard of hearing individuals. We now offer a full range of educational, clinical, and family support services, and today we are recognized as the largest provider of services to deaf and hard of hearing children and adults in New England, benefitting over 2,000 individuals annually and over 150 businesses, organizations, and agencies. With 18 buildings on a 14-acre campus and two additional locations, one in Framingham and the other in Springfield, we are the largest provider of services to deaf and hard of hearing children in New England. In 2010, TLC received full accreditation from The New England Association of Schools and Colleges (NEASC), The Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and the Council on Accreditation (COA). TLC is the only organization in the nation to be accredited by all three organizations, exemplifying our commitment to high-quality service provision.

While this past year has presented exceptional circumstances with COVID-19, TLC remains a vibrant resource for deaf and hard of hearing individuals and families, offering: audiology services remotely, curbside, and in-person; residential therapeutic education; in-person and remote education to Pre-K to 12 students with comprehensive peer and family supports; early intervention through our Badavas Parent Infant Program; and interpreting services to local medical centers, education settings, businesses, and organizations. Our Badavas Parent Infant Program (PIP) currently serves 18 deaf and hard of hearing infants and toddlers, birth to age 3, and their families, who are enrolled in Early Intervention programs across the State. Marie Philip School is our Pre-K – 12+ day and residential school. Walden School (WS) is a day and residential therapeutic and education program exclusively for deaf youth aged 6 to 22 years old facing severe social and emotional challenges with significant treatment needs that have not been successfully addressed in other academic and residential settings. Combined, the schools enroll 210 deaf and hard of hearing children from throughout Massachusetts and multiple states. Our schools offer a robust athletics program, and TLC partners with the Special Olympics Unified Sports Program to offer inclusive opportunities. Our Public Schools Partnership annually serves over 400 deaf and hard of hearing students who are in mainstream school settings through contracts with over 60 districts throughout the state. Our Walden Community Services children and family services wraparound program annually serves approximately 95 children and youth and their families. Our Audiology Clinic serves about 600 patients annually, the majority of whom are from the MetroWest area. Approximately 150 medical providers, schools, behavioral health providers, hospitals,



businesses, and non-profit organizations engage our Interpreting Services. TLC is also a research, training, and consultation partner; for example, TLC is currently engaged in an NSF-funded project with Harvard University to create ASL STEM terminology, and recently completed a state-funded contract to promote the Census Complete Count among deaf and hard of hearing individuals throughout the Commonwealth.

Employer of Choice in the Deaf Community

For 50 years, TLC has been at the forefront of leadership with and by the Deaf community. TLC is distinctive in the Commonwealth in the concentrated number of deaf and hard of hearing individuals we both employ and benefit through our services. We are proud to be a nationally-recognized employer of choice for ASL-fluent and deaf and hard of hearing professionals, and TLC is the largest private employer of deaf individuals in the State of Massachusetts. We employ 400 full and part time staff, nearly half of whom self-identify as deaf or hard of hearing, and we are one of the state's largest private employers of deaf individuals. TLC's commitment to fostering leadership and inclusion manifests in our efforts to ensure that our campus is open and accessible, both physically and linguistically. Our communication guidelines for employees, developed by TLC staff and adopted by senior leadership in spring 2018, is part of our Employee Handbook. These guidelines affirm American Sign Language as the primary language of communication for employees on campus. Those new to our community, or learning ASL, are encouraged to use ASL to the best of their ability. Interpreter services are also scheduled in advance for visitors to ensure that communication is barrier-free. Our goal is that all individuals on our campus feel included, respected and welcomed.

TLC has received multiple awards, including the Outstanding Employer/Partner Award, 2018 from Rochester Institute of Technology/National Technical Institute for the Deaf, and the Outstanding Organization of the Year 2019 from the Massachusetts Commission for the Deaf and Hard of Hearing. Also, in 2019, TLC signed the Greater Boston Disability Rights Pledge, which affirms: "We recognize disability rights as a central component of diversity and social justice. We pledge to prioritize the tenets of social inclusion and accessibility." As an Equal Opportunity/Affirmative Action Employer, TLC values the perspectives, identity and contributions of each member of our community and celebrate its rich diversity. We are an LGBTQ-affirming employer, with an active Rainbow Staff group, student Gay-Straight Alliance groups at the middle and high school level, and as an organization TLC marches annually in Boston Pride.

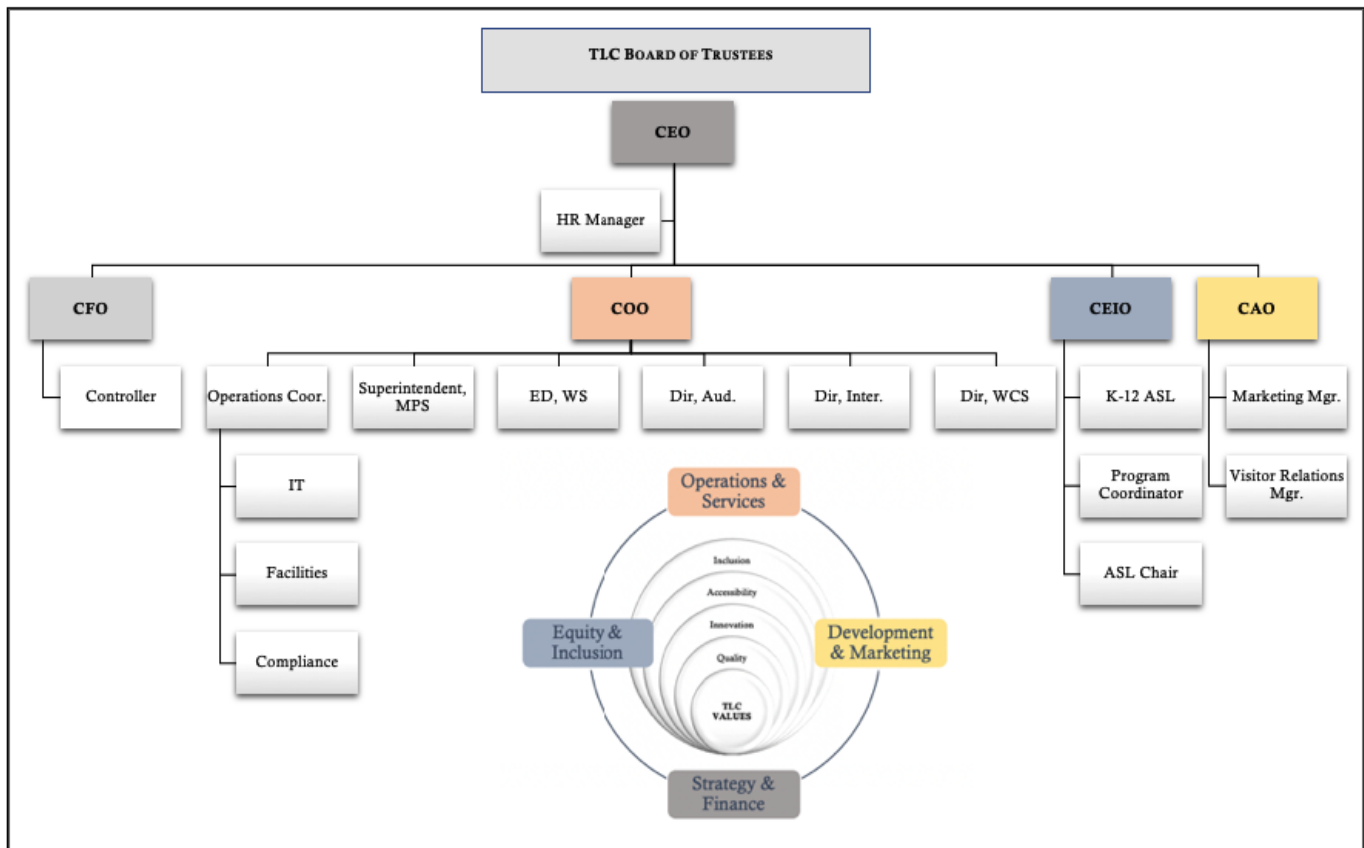
Leadership & Governance

TLC is a non-profit, 501(c)(3) Chapter 766 special education school governed by a Board of Trustees and managed by an administrative team led by CEO Sarah Glenn-Smith. The Board of Trustees is comprised of professionals from a variety of fields – legal, finance, education, and business. The Board is self-governing and nominates and elects members based on its by-laws. In addition, TLC has an active group of Emeritus Trustees who participate in Board committees. Having Deaf and Hard of Hearing leadership and staff in critical roles, with input at all levels, is the priority of our equity, and inclusion initiatives. TLC has continued to demonstrate a commitment to hiring and mentoring ASL-fluent executives with CEO Sarah Glenn-Smith. Deaf and hard of hearing, LGBTQ, and individuals of color serve in leadership positions at the Board, C-level, and program leader level of the organization. At the Board level, four members are Deaf, and two Board members are persons of color; increasing Board racial diversity is a stated goal of our Strategic Plan to Advance Racial Equity, Inclusion, and Diversity. Of our four chief officers, one is a Deaf Woman of Color. Of our seven program directors, four are Deaf, three are hearing, and one leader is of color, Latina. Two advisory groups work directly with the CEO to advise policy



and practice: The Deaf Representatives Group and the BIPOC staff group. TLC leaders and staff are active in efforts to advance equity for deaf and hard of hearing individuals, and TLC employees are engaged in leadership positions in organizations including National Association of the Deaf, Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), Massachusetts State Association of the Deaf (MSAD), and Massachusetts Association of Approved Private Schools (MAAPS). We engage volunteers, including alumni, current and past parents, and community members in a range of activities including fundraising events, campus beautification, library assistance, as well as interns in multiple programs.

Governance Structure



Setting Standards of Practice

In the five decades since TLC has been founded, we have seen, and advocated for, significant strides in rights for deaf and hard of hearing children and adults as well as broader acceptance of American Sign Language. Our primary clients, students, consumers, partner service providers, and prospective employees may identify as Deaf, Deafblind, Deafdisabled, Hard of Hearing, or late-deafened. We also engage hearing individuals who are family members, friends, colleagues, teachers, interpreters, and/or service providers engaged with TLC clients, students and consumers. TLC is a recognized innovator in Deaf-centered practice. The Learning Center for Deaf Children was the first school in Massachusetts to advocate for use of sign language in instruction. In the 1990's, TLC was the first school in the nation to formally develop and implement a bilingual (American Sign Language and English) and bicultural (Deaf Culture) model for



educating deaf children, now a common and respected approach employed by schools for the deaf across the country. Our Career and Technology Education program is the only program in northern New England that offers vocational training for students from their first year of high school to graduation with instructors who are fluent in American Sign Language (ASL). The Walden School was the first therapeutic program of its kind to offer services in a Deaf-culturally affirming environment. Of the community service agencies in Massachusetts, our Walden Community Services program is the only one focused on serving deaf children and families; we are the only CSA whose staff members are approved to provide services in American Sign Language (ASL) and, with many Deaf and ASL-fluent staff, strongly versed in issues unique to the Deaf community. We have also served families whose first language is Cantonese, Arabic, Cape Verdean, Portuguese, and some whose first language is a Sign Language other than American, such as Mandarin. TLC Audiology Services treats more than 600 patients each year including adults, children who are part of the TLC community, and other children referred by their pediatricians due to speech delays, autism, and general hearing loss. The clinic is credentialed with most private insurers and recently began accepting MassHealth, improving local access to audiology services for children from under-resourced families who may not be able to travel to Children's Hospital or other sites. Members of our audiology team are fluent in languages including ASL, English, and Spanish, and we are serving a growing number of adults and children from Framingham's Spanish and Portuguese speaking communities.

Financial Strength

The Learning Center for the Deaf is a financially strong, multi-service organization. TLC is a private, non-profit, Chapter 766 special education school, and with over 200 students taught on campus (hybrid and remote), and over 400 additional students served off-campus through TLC's Public-School Partnerships program, tuition from towns where students reside continues to be TLC's primary source of revenue base. Tuition rates are established by the Massachusetts Operational Services Division, and in FY20, tuition revenue was \$25,021,683. TLC also offers additional lines of service with diversified revenue streams. TLC engages in fundraising including an annual fund appeal, solicitation of grants from corporations and foundations, and two major fundraising events. TLC also offers additional lines of service with diversified revenue streams, including audiology, interpreting, ASL classes, and training and consultation. In FY20, revenue from grants and fees was \$1,143,930 which includes \$213,297 in fundraising income. In total, all revenue and support exceeded \$27 million. TLC's cumulative net surplus over the past five years has totaled \$3.676 million.

Throughout its history, TLC has actively pursued funding for operations as well as programmatic growth and innovation. TLC successfully raises over \$200,000 annually through its individual giving campaign and fundraising events; notably, 100% of the Board participates in giving by making donations. More recently, TLC has increasing success with securing competitive grants. TLC has been awarded competitive grants from The Kresge Foundation, The William Randolph Hearst Foundation, The George I. Alden Trust, Boston Scientific Foundation, Amelia Peabody Charitable Fund, Foundation for MetroWest, Sudbury Foundation, Wellesley Hills Junior Women's Club, as well as many corporate foundations. TLC has also been awarded federal and state grants and contracts, including subawards, from The National Science Foundation, The U.S Department of Education, and The State of MA. University research partners include Harvard University. TLC has established internal controls for managing its diverse revenue sources in alignment with private, state and federal grant and contract requirements.



TLC's Strategic Plan for Racial Equity, Diversity, and Inclusion (REDI): Our Commitment to Anti-Racism

Racial Equity Diversity and Inclusion

In the spring of 2019, prior to COVID-19, TLC hosted a workshop on campus called, "Dear White Interpreter." This training and the discussions, combined with anecdotes by staff about parent perceptions and experiences, sparked a critical dialogue among leaders. Our need to act was propelled in the summer of 2020, and current and former students of color have publicly come forward with anecdotes related to their experiences of racism within our organization. We know from anecdotes by our own students, their families, staff, and our clients that TLC has historic and inherent inequities in our referral process, incident reporting, and access to clinical services. We need to confront and dismantle barriers to equity and access within our own organization. In June 2020, TLC endorsed Black Lives Matter and on July 31, 2020, TLC adopted our Strategic Plan to Advance Racial Equity, Diversity, and Inclusion. The plan intentionally and explicitly outlines action commitments to confront and dismantle racism, and we are prioritizing as an organization new and expanded initiatives outlined in this plan.

The REDI Plan builds on our mission and values, and intentionally and much more explicitly affirms the following guiding beliefs and vision:

- **We believe that:** The Deaf Community encompasses a diverse group of people, including, but not limited to: Deaf, deaf, hard of hearing, DeafBlind, oral deaf, late deafened, differently abled, CODAs; students, parents, families, employees, interpreters, patients, allies, and friends.
- **We believe that:** When we value and celebrate the perspectives and contributions of each member of our diverse community, we all thrive.
- **We believe that:** By cultivating a multilingual and multicultural organization, where the primary language of interaction is American Sign Language (ASL), we dissolve barriers and increase opportunity for all.

At The Learning Center for the Deaf all employees, students, families and clients of color will feel safe, respected and valued. We acknowledge that racism is rooted in the society in which we live, is present in our organization and is difficult to uproot. We have much work to do in our commitment to drive racial justice and antiracism. We are committed to focused work on dismantling racial and systemic inequities for all students, families, staff and consumers. Our goal is transformational social and system change to solidify all the space that we occupy as safe, equitable, psychologically safe, equitable and inclusive.

The TLC Strategic Plan to Advance Racial Equity, Diversity and Inclusion is designed to guide the first steps in our work to dismantle racism within TLC, and to build a new culture that advances racial equity. Structural Racism encompasses three facets of an organization: 1) The history that perpetuates racism, 2) The culture that allows racism to be normalized and replicated, and 3) The policies that allow racist behavior, intentional and unintentional, to be legitimized. In order to confront and dismantle racism throughout the organization and all programs therein, we present an integrated plan that considers the systems, policies, practices, culture, and individual actions that create and perpetuate racism. (*Please visit the hyperlink in the heading of this section, Racial Equity, Diversity and Inclusion" to see the full Plan*).



Racial Equity Goals:

1. Create opportunities to meaningfully engage with communities of color
2. Hire, train and promote a racially diverse and culturally competent workforce
3. Create an anti-racist culture that is safe, respectful, and inclusive
4. Allocate resources necessary to advance racial equity

TLC Diversity Statement

The Learning Center for the Deaf is on a journey to create an inclusive and welcoming space for people of all backgrounds. Together, we continue to build an inclusive culture that encourages, supports, and celebrates our TLC community members' diverse narratives. We embrace and value multiple approaches, experiences, and perspectives. TLC believes that diversity fosters innovation. We are committed to cultivating a place where everyone can feel they belong.

III. STAKEHOLDERS: Who are our “customers”?

- Students
- Employees
- Families
- Board Members
- Community Members
- Patients
- Clients
- Businesses/Agencies (Fee for Service, Collaborators)

IV. STRATEGIC PLANNING APPROACH

- Program and administrative leaders discussed current context, further informed by: engagement in state and national organizations (MAAPS, CEASD, NAD); review of current trends in respective fields (e.g. national shortage of teachers of the deaf).
- Leaders, with engagement from stakeholders, developed annual goals by current program. Each program leader met with COO and CEO to review program goals. Administration team met directly with CEO.
- Goals and activities were cross-referenced with TLC Racial Equity Plan goals for alignment.
- CEO prepared Strategic Plan; engaged Executive Team in discussion and review.
- CEO finalized plan.
- Plan submitted to the TLC Board of Trustees for review.
- Board voted on plan.
- Plan published for the Community.

V. STRENGTHS, OPPORTUNITIES, ASPIRATIONS, RESULTS:

SOAR Model

The **SOAR** model is a strategic planning tool that focuses on leveraging present strengths towards future goals in pursuit of an organizational goal.

- **Strengths:** What structures, resources, policies, programs, etc. make your organization great?
- **Obstacles:** What structures, resources, policies, programs, etc. hinder your organization? **Opportunities**
- **Aspirations:** What would it be like if your organization had a racial equity lens/more racially equitable?
- **Results** How would you know whether or not your aspirations were achieved? What would be your indicator for your ideal outcome/result?

SOAR Analysis Matrix



A. Strengths

- Only organization in New England uniquely positioned to serve the needs of the deaf and hard of hearing individuals and their families, under a single umbrella, in the areas of deaf education, deaf residential therapeutic education, behavioral health, wraparound services, ASL classes, audiology, interpreting services, and consultation.
- Strong historical and current community of support around TLC as an organization; strong reputation in MetroWest Funding community and success with foundation grants and corporate sponsorships and individual donations; Strong local/City relations (won MetroWest Chamber of Commerce 2020 Non-Profit Partner of the Year; Audiology Clinic won best of MetroWest, good relations with local media, elected officials, local civic organizations, and local residents).
- Strong national, state, and local brand recognition.
- Strong community partnerships and membership affiliations. Engagement of leadership on influential national and state and local agencies and organizations including NAD, CEASD, MSAD, MW Chamber of Commerce, CASLI, and MAAPS.
- Board of Directors has a strong representation from the Deaf Community and is unified in commitment; over 90% Board giving participation.
- Strong representation of Deaf and ASL-fluent leaders and staff members throughout all levels of the organization.
- Coordinated marketing and communications efforts and outreach across programs: social media, contact management, donor relations, and website have been revamped in past three years to support coordination of outreach and communications across programs and support more access in communications (e.g. VLOGS with transcriptions in communications).
- Financially sound, and supported by a successful outsourced CFO model with eCratchit.

B. Obstacles/Opportunities

1. Workforce and Staffing

- Nationwide shortage of licensed teachers of the deaf.
- Retention of Deaf staff.
- Local shortage of interpreters and local and nationwide shortage of interpreters of color.
- Nationwide shortage of ASL-fluent, licensed mental health clinicians; dearth of Black Indigenous and People of Color Deaf Licensed Therapist in the state.
- Loss of internship opportunities coupled with a growing need for signing/Deaf therapists to cover the pipeline.
- Low number of BIPOC staff (fewer than 20%) when compared to overall Massachusetts workforce and when compared to families, students, and clients of color; in our schools, over forty percent (40%) of students are members of an ethnic or racial minority group.
- Closing of some deaf education majors at colleges and universities around the country.
- Attrition of employees and shortage of staff, exacerbated by COVID-19.

2. Leadership training pipeline

- Lack of leadership pipeline.
- Leadership and management positions require extensive training in core job components (e.g. budget management).
- TLC does not yet have a formal mentorship program.

3. Language use, language access, and training in ASL

- Not all staff are ASL-fluent and some are not even proficient; achievement of fluency particularly in adults takes time. TLC does not yet have a training program for employee ASL language acquisition. While communication guidelines outline guidance on interaction, it has been presented as a policy. This leaves many staff wondering why it is not enforced. Outsourced staff not expected to learn ASL. Discrepancies and ambiguity in expectations and lack of enforcement of perceived policy result in conflict and harm.
- TLC has intentionally grown into a multi-service agency, serving many individuals and families. The traditional language(s) of communication, recognized in organization practice, have been American Sign Language and/or English. This does not reflect the multiple languages of those we currently serve and employ, such as Spanish and Portuguese. Lack of clarity around language usage and expectations for culturally-responsive service provision across programs.

4. Meeting every student's and family's unique needs: Curriculum and educational philosophy and family support

- Educating students who are “typically-developing” as well as students with intensive-needs creates a need for higher student-to-staff ratios and new considerations for peer groups.
- Advancements in cochlear implant technologies, wider adoption of these technologies, and oral philosophies have reduced the number of typically-developing deaf students being sent to deaf schools, as they are mainstreamed in their home districts.
- District trend leaning toward mainstream placement in students' home districts.
- Healthcare insurance systems lack of understanding of cultural and linguistic competency in care delivery for the Deaf.
- Bi-Bi educational philosophy has not been updated since 80's; and conflicts with changing nature of Deaf Education and how to meet educational needs of small and very diverse



student body. Education curriculum outdated; does not yet embrace anti-racist culturally-responsive content.

- Racial diversity of staff does not mirror that of our families, particularly in the schools. Of our 400+ full and part-time employees (2020), 83.8% are white, meaning fewer than 20% of our staff are people of color: 5.4% are Black/African-American, 4.2% are Latinx; 3.4% are Asian/Asian-American, and 3.2% identify as two or more races or other. Yet, in our schools, over forty percent (40%) of students are members of an ethnic or racial minority group. We currently have no counselors of color on our education team. We also have only two BIPOC interpreters on our staff interpreting team. These are just two examples of the disparities in representation.
- Transition program underfunded and outmoded.
- Community and Family ASL Classes are not centralized or widely marketed; shortage of ASL specialists nationally.

5. Facilities & Administration

- HR Infrastructure is too small for an organization our size.
- HR Policies are outdated; do not yet have an equity lens.
- Space constraints hinder further expansion of programs and services; currently we are “landlocked” with no room for expansion; only a few buildings are used for their built purposes, most other are converted single family homes.
- Salaries have evolved over time, without set scales to ensure equity.
- A structure that is bent toward school-based models, rather than built to grow as a multi-service organization.

6. Finance

- Concentration of income with one major revenue source (tuition from Walden and Marie Philip Schools).
- Finance management systems are not nonprofit, client or program leader centered. Outdated use of excel spreadsheets for leaders to manage budgets rather than real-time web-access. Program leaders and staff are too reliant on outsourced finance group for basic accounting and budgeting needs.
- Billing systems need to be assessed and updated for efficiency.

C. Aspirations

TLC aspires to thrive now and in the future. While there are many challenges, there are also many opportunities. We continue to see wider adoption and acceptance by families, schools and colleges of ASL. Interpreters are now providing communication access for Presidential press briefings, and NAD has successfully led multiple initiatives to advance equity and access in digital media and federal press conferences. COVID-19 necessitated a rapid transition to telehealth across the country, and this has allowed us, and will continue to allow TLC, to expand our geographic footprint. Additionally, there is broader acceptance of and understanding of mental illness and legislation to support access to behavioral health care. Broader understanding of language deprivation and adoption of LEAD K in multiple states affirms the need for early intervention and access to signed languages. While LEAD K has not been adopted yet in Massachusetts, the research and scholarship around language deprivation has increased and deepened understanding of our mission. We have successfully recruited new Deaf, ASL-fluent leaders of color to our executive leadership team, and we have an increased number of ASL-



fluent applicants for positions. We are making strides toward becoming an anti-racist organization. We are hopeful for the year ahead, and the future long-term.

Aspirations for Organizational Structure & Internal Systems to Fulfill Mission – July 2021-June 2022

- Achieve Reaccreditation from NEASC and CEASD.
- Formally restructure MPS and Walden School and Behavioral Health to create more unified support for students and families; streamline referral process and service provision; create a Behavioral Health Umbrella to share expertise across the organization and provide best services.
- Review and improve our IEP process to ensure full family engagement.
- With leadership of Chief People Officer and Chief Equity and Inclusion Officer, inventory and revise current policies and procedures, and add policies, as articulated in REDI Plan to further our commitment to anti-racism and to increase staff recruitment and retention.
- Formally revise the 11th month academic program to increase student and parent appeal for the extended school year model and improve staff retention.
- Continue to engage all staff in Diversity, Equity, and Inclusion Training throughout programs to shift culture to anti-racist organization; with consultation by YW Inclusion Boston, implement action plans.
- Continue to increase service provisions in multiple languages; hire additional staff fluent in Spanish to support service provision.
- Formal assessment, documentation, and restructure of organizational workflow including centralized written workflow document.
- Formation of a "Power User Group" composed of 2-3 power users from each program and department. The group will be assigned the task of implementing and maintaining systems that improve communication and eliminate duplication of efforts to maximize our investment in technology.
- Hire ASL Director; reinvigorate Community ASL and implement in-house employee ASL classes.
- Create a better collaborative system/pipeline between Audiology's new newborn hearing screening follow-up program and our Parent Infant Program as well as Walden Community Services.
- Consistency across all policies and privacy practices to ensure cohesive documentations across programs such as HIPAA and so forth; make policies for each program and to the program's needs if the broader policy does not apply
- Create a plan to utilize campus and program space to its fullest extent

D. Results

A transition to an even more service-aligned model this year will allow cross functional services and reduce duplication of both effort and training. While the final form, at the end of one year, will be determined based on collaborative work across programs, TLC expects the following results by June 1, 2022.

- Attainment of accreditation by CEASD and NEASC.
- A written plan, with organizational chart, of integrated school, therapeutic, educational audiology, and behavioral health services.
- All policies and procedures updated through an equity lens
- Inventory of policies and procedures revised, with revised Employee Handbook updated on an annual basis and new School Policies available on TLC's Intranet.



- Staff Vacancies reduced from greater than 10% to 5% or less
- Walden School buildings upgraded
- Tenants of the TLC Racial Equity plan in execution phase
- WS and MPS Stabilized with marked improvement in family engagement

E. Aspirations for Growth to Fulfill Mission

- Create interpreting training, mentorship and assessment arm of the interpreting services department to support interpreter pipeline.
- Create a plan for a transitional program to help young Deaf adults access resources and tools through a Transition Age Youth program, with collaboration between DMH, MRC, and DDS.
- Create plan to utilize campus space for summer programs for deaf students, both current TLC students, and deaf students in other schools.
- Increase number of audiology patients as a result of added scope of services: newborn screening follow-up program, cochlear implant services, acceptance of MassHealth, and Spanish-speaking service provision.
- Centralize intake and referral process for student admission to include representation from all programs, allowing for cross marketing, access and service education.
- Open TLC Outpatient Mental Health clinic to serve Deaf and hard of hearing children, youth and their families in a linguistically accessible mental health clinic; include mental health assessments, psychiatric services and counseling.
- Begin to explore creation of TLC Advocacy Center to fill a gap in access to services for the Deaf Community throughout the Commonwealth, as well as pave the way for systemic change in equal access legislation.



OPPORTUNITIES

ASPIRATIONS

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| <p>1. WORKFORCE AND STAFFING</p> | <p>Increase staff retention through enhance pay, training opportunities, leadership training, and enhanced HR processes. Reduce current vacancy rate through revision of recruiting process and improvement in recruiting and sourcing HR system. Increase staff diversity through intentional recruitment strategies. Create a more inclusive environment through continued engagement of all staff in diversity, equity and inclusion training to shift culture to operate as an anti-racist organization.</p> |
| <p>2. LEADERSHIP TRAINING & PIPELINE</p> | <p>Create or improve mentoring programs and intern opportunities across all programs: interpreting, education, behavioral health and audiology. Increase internal promotion pipeline. Increase tuition assistance from \$2,500 to \$5,000 per year. Create system power users for newly implemented data management systems and increase cross-training across programs.</p> |
| <p>3. LANGUAGE ACCESS</p> | <p>Offer an ASL program for non-signing staff members. Increase engagement of those stakeholders who are non-English speakers by increasing service provisions and communication in multiple languages.</p> |
| <p>4. CURRICULUM DESIGN, EDUCATION PHILOSOPHY & FAMILY ENGAGEMENT</p> | <p>Achieve reaccreditation from NEASC and CEASD Hire a Superintendent to serve as the education leader of current MPS and WS education program that champions and implements culturally responsive teaching practices Revitalize our Bi-Bi educational philosophy. Improve our IEP process through engagement of a consultant, IEP audit and implementation of resulting process improvement plan. Transition to a central referral process that provides introduction to all programs and services at TLC. Establish a Community & Family ASL education program within our current Interpreting Department. Organize the K-12 ASL classes and ASL Specialists as a Department with associated support. Transition & Independent Living Skills curriculum reviewed and improved, including a formal revision of the 11th month academic program to increase student and parent appeal for the extended school year model and improve education staff retention.</p> |
| <p>5. FACILITIES & ADMINISTRATION</p> | <p>Strengthen the HR Infrastructure, inventory and revise current policies and procedures, and add policies, as articulated in the Racial Equity, Diversity and Inclusion Plan to further our commitment to anti-racism and to increase staff recruitment and retention.</p> |



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| | <p>Create a plan to utilize campus and program space to its fullest extent, and to create collective work through proximity by function and discipline.</p> <p>Restructure organization leadership structure and formal workflow, including a full job description analysis to ensure practice aligns with expectations set for each position.</p> <p>Referral process centralized across all programs to introduce community to TLC as a central hub for all of our services.</p> <p>Formally restructure MPS and Walden School and Behavioral Health to create more unified support for students and families; streamline referral process and service provision; create a Behavioral Health Umbrella to share expertise across the organization and provide best services.</p> <p>Conduct a salary equity assessment that results in a year over year consistent, transparent process and staff investment through an equity lens.</p> |
| <p>6. FINANCE SYSTEMS & MANAGEMENT</p> | <p>Continue to diversify revenue streams through growth of Community Programs.</p> <p>Transition from manual billing and fiscal management to automated and more real time reporting and data analysis.</p> |

For access to goals by department and by alignment with REDI, see: https://docs.google.com/spreadsheets/d/1gRMdp9LLSHv0ENN_XVIPcuOumZuv6atRJtle-113pkY/edit#gid=0