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本文档由机器从英语翻译而成，可能包含错误。英语原文见 https://www.novaracg.com/2026/11/01/thirteen-states-are-public-sixty-four-percent-of-their-school-units-say-nothing/。

十三个州已公开，其学区单位中百分之六十四没有任何说明。

Heather Grizzle · 2026年11月1日

National Deaf Education Data Index 的十三份州文件现已以2.0版本公开，涵盖5,035个学区单位和24,507名统计在册的学生。他们发现了什么，接下来又会怎样。

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摘要

- 十三份州文件现已以2.0版本公开：阿拉巴马州、阿拉斯加州、加利福尼亚州、特拉华州、佛罗里达州、夏威夷州、艾奥瓦州、肯塔基州、路易斯安那州、明尼苏达州、内华达州、新泽西州和宾夕法尼亚州。这些文件共涵盖5,035个学区单位，以及各州统计为聋人或重听的24,507名学生。
- 在发布之前，每一份文件都已送达其中点名的机构，并给予十个工作日的答复期限。十一个州没有任何回应。明尼苏达州的两份回复在期限结束后才送达，并未改变任何内容。
- 在这十三个州中，444个单位自行发布了聋人项目或聋人教育人员的信息，1,212个单位仅顺带提及听力问题，3,234个单位对此没有任何发布内容。
- 另外六个州目前正处于通知阶段：科罗拉多州、印第安纳州、康涅狄格州、马里兰州、新罕布什尔州和纽约州。它们的答复期限将在2026年11月5日至16日之间陆续结束。
- 按照路线图，到2026年11月底将涵盖25个司法辖区，到12月底涵盖40个，到2027年1月底涵盖全部51个。

2026年9月28日，首批五份州文件达到可发布状态，10月31日第十三份文件公开发布。在此期间，每一份文件都被送达该州的教育部门、州立聋人学校、代表聋人公民发声的委员会或理事会，以及文件中点名的其他任何机构，并附上一封信，说明文件中关于他们的陈述内容，并给予十个工作日的答复期限。这是该流程所产生结果的首次公开说明。本文是为那些听说过该指数、想知道它现在到底包含什么、不包含什么、接下来会怎样的家长、学校董事会成员、立法分析师和记者而写的。

简而言之，该指数已经从一个承诺变成了一份记录。无论是住在莫比尔、费尔班克斯、弗雷斯诺、威尔明顿、杰克逊维尔、希洛、康瑟尔布拉夫斯、丹维尔、巴吞鲁日、法里博、里诺、纽瓦克还是匹兹堡的家庭，如今都可以打开一份州文件，了解本州统计了什么、花费了多少、公开记录显示聋人儿童在哪里接受教育，以及本学区就此发布了哪些信息。更详细的说法，也就是本文其余部分，讲的是这十三份文件合在一起所发现的内容，以及未来三个月的情况。

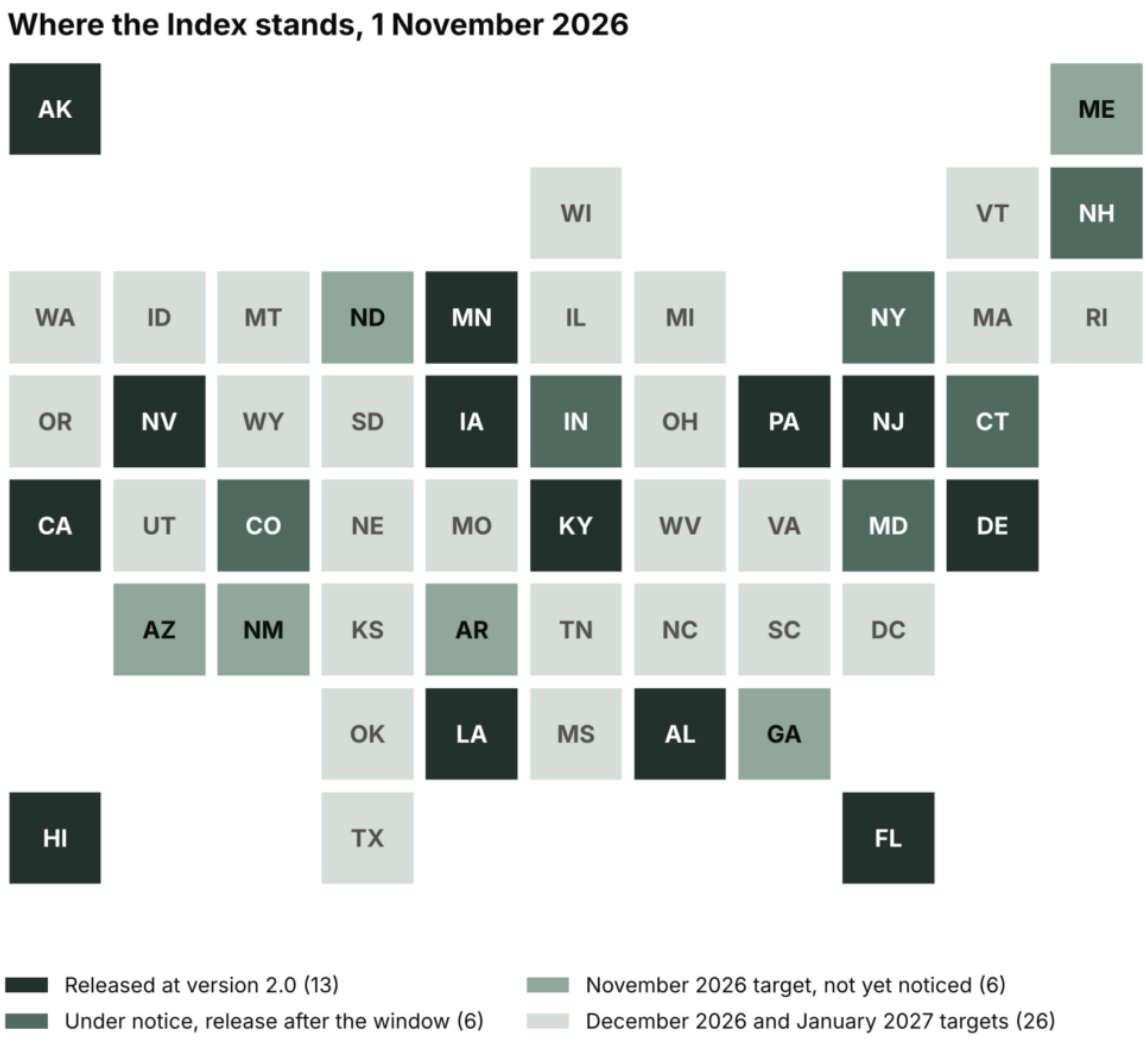
2.0版本意味着什么

如今网站上的每一份文件都标注为2.0版本，这个版本号确实有实质意义。该指数今年8月和9月发布的最初几份文件采用的是较早的方法。它们读取相同的网站和相同的儿童统计数字，但其工作表缺少后来文件所包含的部分，财政细节也不统一，而且它们在通知程序建立之前就已发布。该项目没有让两代文件并存，而是在9月下旬决定在进一步推进之前，把所有文件都统一到同一标准。2.0版本就是那个标准。

一份2.0版本文件以一个参照年份为基础，即2024至2025学年，以2024年12月的儿童统计数字为基准，以资助该学年的州财政年度数据为资金依据。它读取该州自身地方教育机构名单中的每一个单位，因此其框架是该州自己的，而非本项目设定的。它将每个单位归入四种结论之一：该单位自行发布了项目或聋人教育职位信息；该单位仅顺带提及听力问题；该单位对此没有发布任何内容；或者该单位在不同日期尝试两次后仍无法读取。它包含一份工作表、一份叙述性报告、一份证据附录、一条核实记录、一份列有每个所读页面及其哈希值的清单，以及每个来源的存档状态。每份文件在发出通知之前都已以预留的DOI存放在Zenodo上，因此被通知的版本就是可以被引用的版本。

接下来是使该指数有别于一般调查的部分。文件在发布之前会送达其中点名的机构，依据该项目称为STD-005的常设程序：notice@ndedi.org 向教育部门、州立学校、委员会以及文件引用其公开声明的任何其他机构发送一封信，随信附上完整文件，并给予十个工作日的答复期限（联邦假日不计入）。如果回复指出了编制者遗漏的某份已公开文件，文件就会据此修改。如果回复只是表达意见、提出会面或承诺日后提供数据，这些内容会被记录下来，但在本版本中不会改变任何内容。沉默同样会被记录。答复期限不会应要求延长，相关日期会在通知发出当天公布在日历上。





十三个已发布，六个正在通知中，六个排队等待11月，此后还有二十六个。
来源：ndedi.org 州页面及日历，读取于2026年11月1日；NAT-004 构建标准与完成时间表 v1.6。

十三个州，逐州细说

这些文件并不千篇一律，因为各州本身就不一样。这十三个州竟然至少存在五种不同的组织方式，来安排聋人儿童在哪里上学：拥有自己董事会的州立机构、作为教育部门下属单位运作的州立学校、隶属于某一地方学区但服务全州的学校、由公共资金支付费用的私立特许学校，以及完全没有专门学校。下面按照文件编号顺序，逐一呈现每个州在其文件中的描述，并列出对一个家庭、一位董事会成员或一位试图将本州与其他州进行比较的分析师来说最重要的数字。

阿拉巴马州（01号文件）

阿拉巴马州运营着一所面向聋盲儿童的州立机构，其余儿童则在当地接受教育。位于塔拉迪加的阿拉巴马聋盲学院成立于1858年，是一个拥有自己董事会的法人实体：董事会成员包括州长、州督学以及经参议院确认的十三名任命成员。该董事会下辖阿拉巴马聋人学校、面向有感官损失及其他额外残疾学生的海伦·凯勒学校、E. H. 根特里成人机构、一项向公立学校派遣专家的全州外展服务、从伯明翰到塔斯卡卢萨共十个区域中心（在2025财年服务了9,049名儿童和成人），以及州聋盲项目（2024年12月1日统计到281名儿童）。阿拉巴马州居民无需支付学费、食宿费或往返校车费。聋人学校从学前班开始就以美国手语教学，同时也自行开设了一个听觉口语部门。

这笔资金归该学院所有，而非聋人学校单独所有。教育信托基金为该学院2026年10月开始的财年拨款8,560万美元，聋盲两项合计，该法案中没有任何一条单独的聋人专用预算；公共账目审计员每年审计该学院，在2025财年发现四项问题，其中一项涉及联邦特殊教育项目下264,967美元的存疑支出。除该学院的预算外，州政府每年还为地方系统的持证手语翻译和聋人教师支付850万美元，单独为一所私立口语学校伍利学院列出100万美元的预算，并已承诺为迪凯特的北阿拉巴马校区提供2,850万美元的债券溢价。阿拉巴马州新设立的教育储蓄账户项目CHOOSE法案，在2026至2027年度拨款8,625万美元，每名学生7,000美元，首批500个名额预留给有特殊需求的学生；该项目没有任何报告说明其中是否有聋人学生。

该州在2024年10月统计到842名听力受损学生，一年后为874名，其中150名在该学院。在795名学龄学生中，546名在普通班级接受80%以上时间的教育，49名在独立学校，95名在寄宿机构（塔拉迪加的学生即计入此类）。阿拉巴马州按学区公布该统计数字，因此该指数可以据此计算其发布率指标：842名中有100名，即12%，就读于自行发布相关项目的地方学区。这样的学区共有五个。莫比尔县运营着卡拉汉聋盲学校，一所独立学校，有56名确认学生；谢尔比县设有一个聋人及重听部门，有27名；迪卡尔布、卡尔霍恩和杰克逊三县各自设有一名听力受损教师，分别对应11名、4名和2名学生。五十六个学区提及听力受损，多数仅作为资格认定列表中的一个类别，另有八十八个学区在所读页面上没有任何发布内容。四个学区在两天内均无法读取。

通读整份文件后，有两点格外突出。该学院的外展服务向全州公立学校提供咨询，但没有一个地方学区在自己的网站上提及它；只有一个学区，塔斯卡卢萨市，将该学院的一个学前班列为一种安置方式，而这就是该州聋人机构与其所服务的153个学区之间唯一公开记录的联系。此外，阿拉巴马州的学校中有92名手语翻译，每一位都根据该州适

用于学校及其他场所的通用翻译执照法获得全面认证，另有19名教育听力师与他们共事。记录中该州没有LEAD-K类型的语言发展法律，该文件也未能找到任何州内的聋人教师培训项目。

阿拉斯加州（02号文件）

阿拉斯加州是这十三个州中第一个没有独立州立学校的州。其聋人学校是安克雷奇学区内的一个项目——阿拉斯加州聋人及重听学校，该校同时以美国手语以及口语和书面英语教学，2025年2月报告约有29名学生，年龄在3至21岁之间。安克雷奇还运营着一个规模较小的项目，专为重听儿童提供听觉口语教学。这两个项目都通过安克雷奇的运营预算提供资金，2024至2025年度分别为367万美元和129万美元，而非通过任何州级预算条目；当其他学区的学生入学时，根据一项名为4 AAC 33.070的法规，州基础拨款公式的资金会随学生转入安克雷奇，无需支付学费。

这种安排带来了文件中明确记录的一个后果。就在立法机构通过HB 39（一项聋人教育权利法，赋予家长获得关于听力技术和沟通方式的中立信息的权利，以及选择沟通方式的权利，但不附带任何资金）的同一年，运营州立聋人学校的学区却在学区严重赤字之中，将该项目的持证教职工人数从十人削减到九人，非持证人员薪资削减了13.4%。该州另外资助了一家名为SESA的全州外展机构，其低发生率项目为各学区的聋人及重听学生提供服务，白令海峡、迪林厄姆、伊迪塔罗德和诺姆这四个学区在各自网站上点名提及SESA，作为该服务触达他们的方式。

该州在2024年10月1日统计到148名以听力受损为主要残疾的学生，一年后为134名。在138名学龄学生中，93名在普通班级接受80%以上时间的教育，1名在独立学校，没有人在寄宿机构。阿拉斯加州仅以全州总数公布该类别数据；按学区统计的数字对小规模单元进行了隐去处理，而在阿拉斯加大多数单元都属于小规模，因此该指数无法确定这148名学生具体分布在哪些学区。阿拉斯加州要求学校翻译人员须经聋人翻译登记处认证，或已注册并在符合该州标准的项目中取得进展，其人员文件报告学校中共有3.38名全职翻译人员和10.9名听力师。该州没有设立任何聋人教师类别，尽管各学区显然雇用了此类人员：下库斯科奎姆和马特苏学区就在各自网站上点名提及了这一职位。

在54个学区中，有五个发布了聋人项目或聋人工作人员信息：安克雷奇、费尔班克斯、基奈、下库斯科奎姆和马特苏。十一个学区在某处提及了听力问题。三十七个学区——大多为小型农村学区——没有发布任何内容，文件特别指出，这并不能证明当地没

有相关服务，只能说明公众找不到相关信息。该州没有任何设有聋人项目的私立学校，也没有代金券或教育储蓄账户。

加利福尼亚州（05号文件）

加利福尼亚州在两个校区运营着一所州立学校，北部的弗里蒙特和南部的里弗赛德，均由教育部门下属的一个部门运营，该部门还运营着盲人学校和三个诊断中心。这两个校区在2024至2025学年共招收了629名学生，而这一数字背后十年间的走势讲述了两个不同的故事：弗里蒙特校区从2014至2015年度的410人下降到279人，再到2025至2026年度的264人，而里弗赛德校区则保持稳定，从355人到350人再到358人。相比之下，该州在2024至2025学年统计到10,439名被归类为聋人或重听的学生，其中2,483名属于聋人类别，7,956名属于重听类别，另有77名属于聋盲类别。也就是说，不到十六分之一的学生就读于州立学校。立法分析员办公室在2016年估计，该州每年在约14,000名聋人及重听学生身上花费超过4亿美元，此后再无任何数字取代这一估计。

州立学校的资金来自三条预算条目：Proposition 98框架内7,810万美元、框架外5,000万美元，以及用于租赁收入债务偿还和彩票收益的1,150万美元，这些资金同时也覆盖盲人学校和诊断中心，另外2026至2027年度还有1,470万美元的资本支出。其他所有学生则通过基于人口普查的特殊教育公式AB 602提供资金，以每出勤单位896.90美元的基本费率支付给名为SELPA的区域机构，另外还设有一个额外成本池，并有14.7亿美元的联邦特殊教育资金流经其中。加利福尼亚州按地方机构公布聋人和重听人数统计（小数字予以隐藏），并公布每个类别的课堂安置情况：在聋人类别中，627名学生在普通班级接受80%以上时间的教育，714名在普通班级接受不足40%时间的教育，657名在独立学校或其他场所；在重听类别中，5,594名学生在普通班级度过了大部分时间。该州自2016至2017年度起，每年还依据SB 210法律要求发布关于幼年聋童语言发展的报告。

本文件读取了1,885个地方机构中每一个机构的网站：935个学区、58个县教育办公室、特许学校，以及各个SELPA机构。其中，181个发布了面向聋人和重听学生的项目或职位信息，523个顺带提及听力问题，1,143个没有发布任何内容，1个已不再运营，另有37个经两次尝试仍无法读取，有待人工复核。发布项目的机构主要集中在区域层面：58个县教育办公室中有42个发布了相关项目，而935个学区中只有60个发布。小型学区自己的网站往往什么也没说——514个小学学区中有362个如此——在十三个县，没有任何地方机构发布相关项目。发布率指标最终为10,439名学生中的4,011名，即38%，就读于既发布项目又公布统计数字的机构。

加利福尼亚州设定了课堂翻译标准，要求获得RID认证或在EIPA考试中达到4.0分，并报告该州学校中共有694.58名翻译人员和196.62名听力师。三所社区学院开设了翻译培训项目：奥洛尼学院、美国河学院和金西学院。该州没有公布的是一个安置框架：没有任何州级文件告诉家庭该如何在州立学校、县级项目、SELPA项目和学区项目之间做出选择。该州有四所私立听觉口语学校在运营，教育部门将三所州立学校合计描述为服务“约900名”学生，该数字被该指数单独列出，而非与经认证的统计数字混为一谈。

特拉华州（08号文件）

特拉华州是这样一个州：其聋人学校隶属于某个学区。位于纽瓦克的特拉华聋人学校成立于1929年，生平大部分时间被称为玛格丽特·S·斯特克学校，隶属于克里斯蒂娜学区，该学区还运营着面向聋人、重听及聋盲学生的全州项目：一项面向全州各学区的外展服务、一项从十八个月大就开始接收儿童的早期学习项目、一项聋盲项目、一名教育听力师，以及一个过渡项目。该校2025年9月统计到105名学生，全部计入该州的“复合”单位类别预算，产生了40.38个单位；该校以美国手语和英语教学，并为来自该州南部地区的学生保留工作日住宿宿舍。

资金通过克里斯蒂娜学区流转。该州每年的预算中都会以一条小额条目点名该校，14.64万美元用于宿舍、合同及学前暑期项目，而主要资金来自普通单位公式，以及克里斯蒂娜学区自行结算并向其他学区收取的学费，2026财年预算单位中为2,170万美元。该建筑由州政府全额出资建造，2007年至2010年间共计3,890万美元，审计长对此予以证实。特拉华州没有代金券或教育储蓄账户；其择校项目是跨学区及特许学校择校。该州应对高成本情况的途径是“独特替代方案”项目，为私立及州外安置提供960万美元资金，州级承担比例为70%。

The federal count for fall 2024 found 285 Delaware children with a primary classification of hearing impairment, 253 of school age and 32 in early childhood, and 50 who are deaf-blind. Of the 253, 139 were in a regular class most of the day and 86 were in a separate school, which is to say at the school in Newark. That is the only count there is: Delaware stopped publishing its own count by disability category after 2017 to 2018, when it printed 201. The open data portal carries a single students-with-disabilities flag, the environment tables are by age and race, and the unit count is by unit category. So the Index cannot say which districts the 285 are in, and the publication measure does not run.

What the state does publish is a strong set of rules around the child. Delaware's placement regulation requires a district to expressly consider the child's communication mode, a sufficient number of language peers, deaf adult models and direct language access to teachers; hearing impairment and deaf-blindness are two of the state's four birth-mandate classifications, so a district owes a free appropriate public education from birth; and American Sign Language is a world language by statute. An interpreter needs a bachelor's degree and either RID certification or a 4.0 on the EIPA, with no provisional tier. Teacher of the deaf is a designated critical-need area for 2025 to 2027, and the state has no in-state program to prepare one, nor one for interpreters that the file could find, and one educational audiologist statewide. Of the 41 districts and charters and three related schools read, Christina publishes as operator, Appoquinimink publishes an itinerant service, and Caesar Rodney lists a single specialist; eight mention the subject in a list; the rest publish nothing, and none names the state school as its provider. The 2022 newborn screening data carry one more number worth knowing: of 292 infants who did not pass the screen, 240 were lost to follow-up.

Florida (file 09)

Florida has run a state school for deaf and blind children in St. Augustine since 1885. The Florida School for the Deaf and the Blind is its own state agency with its own board of trustees and its own line in the state budget, 68.3 million dollars in 2024 to 2025 and 80.3 million in 2025 to 2026, with 13.5 million dollars of capital on top. Its deaf and hard of hearing membership was 334 in 2024 to 2025 out of 512 total, and its parent-infant program served 626 children from birth to five. The school's own admission rule says a deaf child must also be able to feed and dress with help, must not have a severe intellectual disability, and must not show an autism-like profile.

The state counted 3,963 students with hearing loss as their main exceptionality in 2024 to 2025, so more than nine in ten are in their districts. Florida publishes that count by district, with groups under ten hidden: 3,878 visible across 46 units, 23 suppressed cells. It does not publish where they are placed, but the federal file does, and shows 2,733 in a regular class most of the day, 124 in a separate school and 205 in a residential facility. Money follows the exceptionality through the Exceptional Student Education Guaranteed Allocation inside the funding formula, 1.29 billion dollars statewide. The state also pays private listening and spoken language programs directly, 2.5 million dollars a year under the auditory-oral statute, and pays for any

private placement through the Family Empowerment Scholarship for Students with Unique Abilities, which 115,428 students used in 2024 to 2025 at a cost of 1.17 billion dollars; nobody publishes how many of them are deaf.

Florida is the state where the districts say the most. Of 82 units, forty-one publish a program or a staff position for deaf and hard of hearing students, thirteen mention hearing only in a list, twenty-seven publish nothing, and one has no schools yet. The publication measure comes out at 3,681 of 3,963, 93 percent, the highest of the thirteen. Five units each have ten or more identified deaf students and publish nothing. The regional network the department funds, the FDLRS associate centers, is named by fifteen units on their own pages, and a sweep of all 745 charter schools found none that publishes a deaf program, department or staff position.

The workforce findings run the other way. Florida sets no qualification for classroom interpreters; it reports 550.6 of them in its schools. The University of North Florida runs the state's one accredited interpreting program and Flagler College its one teacher of the deaf program. And the Auditor General has found three times in six years, in 2020, 2023 and 2026, that the state school's staff do not meet the school's own sign language standard: as of July 2025, 357 employees were required to reach a Sign Language Proficiency Interview level, 229 had, and 42 had not taken or retaken the assessment. No state document tells a family how to choose between the state school, a district and a private program.

Hawaii (file 11)

Hawaii runs its public schools as one statewide district, so no money moves between districts for a deaf student and there is no local layer to publish anything. The state's one school for deaf, hard of hearing, blind and deafblind children is the Hawaii School for the Deaf and the Blind in Honolulu, a department school where teaching is in American Sign Language and English, with a free dormitory and paid flights for children from the other islands. It enrolled 49 students in 2024 to 2025, down from 62 in 2019 to 2020; in 2022 to 2023 it had 53 pupils and 16 classroom teachers, 57 percent economically disadvantaged and 32 percent English learners. The department budgeted about 4.1 million dollars for it that year and spent about 3.9 million.

The state counted 207 students with hearing impairment as their main disability in fall 2024, 185 of school age and 22 in early childhood, and one who is deaf-blind. Of the 185, 94 were in a regular class most of the day and 41 were in a separate school,



which is the Honolulu school. Hawaii prints that number only for the state as a whole; the complex areas and the charter schools have no row, so the publication measure cannot run. Eligibility is by decibel: deaf is a loss averaging more than 70 decibels in the speech frequencies, hard of hearing is 26 to 70. There are no vouchers or education savings accounts, because the state constitution bars public money for private schools.

The workforce numbers are the file's headline. The department has fifteen positions for educational interpreters; at the end of 2024 three were filled, one on Oahu and two on Hawaii island, while an estimated 81 students needed interpreting. The state's list of credentialed sign language interpreters named twelve people living in Hawaii in June 2026, ten on Oahu, two on Hawaii island and none on Maui or Kauai. Hawaii has no interpreter training program; the working group that studied it in 2024 recommended one at the University of Hawaii at Manoa, and the three 2026 bills to fund an interpreting degree died in committee. No rule sets a qualification for interpreters who work in classrooms, no credential exists for a teacher of the deaf, and no program in the state prepares one. About 2,800 residents use American Sign Language.

Of the 57 units in the frame, the department publishes as the one program, one complex area mentions the subject, and none of the forty charter schools, the only public schools outside the department, says anything on its website about serving deaf or hard of hearing students; one charter that operated in 2024 to 2025, Kamalani Academy, has since closed. Families can find support through the Comprehensive Service Center in Honolulu, the Department of Health's early intervention and newborn hearing screening programs, which identify 50 to 60 infants a year, and the Hawaii and Pacific Deaf-Blind Project, which counted 52 children.

Iowa (file 15)

Iowa runs the education of deaf and hard of hearing children through one state department and nine regional agencies. The Iowa School for the Deaf in Council Bluffs, founded in 1855, moved from the Board of Regents to the Department of Education in 2023; it is free to families, takes day and boarding students from preschool to age 21, teaches in American Sign Language and English, and serves a few students from Nebraska and South Dakota under agreements that are not published. The state auditor counted an average of 113 students there in 2023 to 2024 at a cost of about 109,000 dollars each; the Legislature gave the school about 11.7 million dollars

for the year that funded 2024 to 2025. For accounting purposes the school's pupils are counted through the Lewis Central district, and a relic in the Code still lets the state school's superintendent excuse a child from attending it.

Most deaf children stay in their home districts, served by teachers of the deaf and audiologists whom the nine area education agencies employ. Every one of the nine describes its hearing services on its website, and the ACHIEVE count the state keeps by agency shows where the children are: Heartland 885, Northwest 404, Central Rivers 384, Grant Wood 370, Des Moines 269, Mississippi Bend 259, and so on down to Keystone's 122 and the state school's 91. Only two of 325 districts describe deaf education staff of their own, Des Moines with a full program and Dallas Center-Grimes with its own interpreters, and seven district pages name their agency's hearing service as the provider. The rest of the 348 units, 299 of them, publish nothing; eight could not be read and four operate no school.

Iowa does not tell the federal government how many of its special education students are deaf, because the state does not sort children by disability category; the federal file prints a dash in every cell. Its own count, built under the 2022 language milestones law, found 3,269 deaf and hard of hearing learners from birth to 21 in 2024 to 2025, up from 3,183: 1,869 on an IEP, 151 on a Section 504 plan, 152 on an infant plan, and 1,097 on no plan at all. The same law requires language assessments from birth to eight, and the report shows 156 of 1,824 children assessed, 9 percent, with 53 percent of those below average. Early intervention reaches almost every identified infant: 152 of 154 children under three were on a plan.

Every interpreter working in an Iowa school must hold a state license, on the NIC, an RID certificate or an EIPA of 3.5, with a temporary license capped at four years; the federal file reports 103.22 interpreters and 39.38 audiologists. The University of Northern Iowa runs the one in-state route to the teacher endorsement, as a 34-hour minor. Families can take a state education savings account to a private school, and 27,866 students did in 2024 to 2025, but nothing is published about whether any of them are deaf, and no private listening and spoken language school operates in the state.

Kentucky (file 17)

Kentucky has run a state school for Deaf students in Danville since 1823, and the Department of Education operates it as one of its own units, with the School for the



Blind in Louisville as its counterpart. The school had 62 students on the 2024 to 2025 report card, 74 on its December count and 77 on the Auditor's instrument, while the state counted 724 hearing-impaired students statewide that December, 703 on the KYSTATS snapshot. The school's budget line is 12.8 million dollars for the year that began in July 2026, with 5.15 million dollars of capital in the biennium, and its outreach arm advises 152 of the 171 districts at no cost. Only three districts name the school on their own websites.

Kentucky publishes how many hearing-impaired students each district has, hiding small numbers: 650 visible across 75 units, with 51 suppressed cells. It has not published where they are placed since December 2022. The funding formula gives a district extra money for each identified Deaf student at the highest of its three weights, 2.35 times the base of 4,586 dollars. Kentucky voters rejected public funding of non-public education in November 2024, 64.8 percent against, and in 2026 the Legislature elected the state into the new federal scholarship tax credit instead; nothing in it reports which students use it. A 2026 law raises the insurance coverage for a hearing aid from 1,400 to 2,500 dollars from January 2027.

This file read the website of every district, six other state-run units and the nine regional special education cooperatives, 186 in all. Eighteen publish a program or a staff position for Deaf and hard of hearing students, thirty-five mention hearing only in a list or in passing, 133 publish nothing, and every site was read. Eight districts each have ten or more identified hearing-impaired students and publish nothing about them. The publication measure comes to 284 of 724, 39 percent, and the file is open about how fragile that number is: Jefferson County's 88 are counted on the page of a school the state's own list carries, and without that one row the measure drops to 27 percent.

Kentucky's interpreter rule is general licensure with no exemption for schools, and in 2025 the state closed the classroom interpreter test as a route to a full license. Eastern Kentucky University runs the state's only accredited interpreting program and its teacher of the deaf programs; the federal file reports 83.25 interpreters and 5 audiologists. The Auditor of Public Accounts' July 2025 special examination of the department carries an eighteen-page section on the two state schools. No state document tells a family how to choose between the state school, a district program and a private one.

Louisiana (file 18)

Louisiana runs its deaf education through a state agency called the Special School District, which has its own board, no power to tax, and is paid for directly by the state. The district operates the Louisiana School for the Deaf in Baton Rouge, a residential school that teaches in American Sign Language and English and counted 76 students on 1 October 2025, the School for the Visually Impaired on the same campus with 56, and the special education programs inside state facilities with 117. The deaf school's outreach arm offers free early intervention to families from birth to five and support to school districts, with four regional instructors, and served 302 children.

In the 2026 to 2027 state budget the deaf school stops being its own budget line. Its program, 8.49 million dollars and 102 positions, the blind school's and the shared administration are merged into one program at about 37.6 million dollars and 327 positions for the whole district, down from 337 positions the year before. The formula money that follows a pupil, 4,015 dollars at the base with a uniform 150 percent weight for any disability, reaches the district as interagency transfers, 9.7 million dollars. Louisiana's new education savings account, GATOR, pays up to 15,253 dollars for a pupil with a disability, tiered by disability type, and nothing reports whether a deaf child uses it.

The federal count for fall 2024 found 959 Louisiana children with a primary classification of hearing impairment, 876 of school age, and 17 who are deaf-blind; of the 876, 608 were in a regular class most of the day and 67 in a separate school. The state itself publishes no count by category, only percentages that are blanked below five percent, so the publication measure cannot run. We read the websites of all 162 school systems and charter sponsors. Fifteen publish their own deaf or hard of hearing teachers, programs or services, and the district itself publishes the state school; thirty-two mention deaf or hard of hearing students only in an eligibility list, a screening form or a policy; 108 publish nothing; six could not be read. Only three units name the state school: the district itself, St. James Parish and St. Mary Parish.

Louisiana has two different rules for who may interpret in a classroom: the education board's certificate at an EIPA of 3.0, and a stricter standard from the Commission for the Deaf. The federal file reports 11 interpreters and the state's own book 16.71. Delgado Community College runs the one interpreter program, and no college in the state prepares teachers of the deaf. The state's Deaf Child's Bill of Rights is in force; its LEAD-K task force reported in 2019 and the section creating it repealed itself. The

Legislative Auditor's June 2023 performance audit of the district examined staff sign language proficiency, the bilingual implementation plan and the outreach caseload.

Minnesota (file 23)

Minnesota has run a state school for Deaf students in Faribault since 1863, now the Minnesota State Academy for the Deaf, which the state funds through a direct biennial appropriation rather than the funding formula and runs with its blind counterpart under one nine-member, governor-appointed board. The Office of the Legislative Auditor found in November 2024 that the academies generally did not comply with finance-related legal requirements. One public charter school, Metro Deaf School in St. Paul, is built around Deaf students and enrolled 176 in the fall of 2025, more than the academy. The academies asked the 2026 Legislature for 1.7 million dollars in bonding.

Most Deaf and hard of hearing students are taught in their own districts, and much of the service runs through eleven regional low incidence projects and special education cooperatives rather than the districts themselves. The state counted 2,552 of them in December 2024 and 2,623 a year later, with 125 deaf-blind. Minnesota's aid formula weights a Deaf or hard of hearing student at 19,200 dollars and a deafblind student at 25,200 dollars inside a census computation, not a set payment. The state publishes its count statewide and by region, but not by district, so it cannot be shown where the children are and whether their district publishes anything for them.

This file read the website of every school district, charter school and regional cooperative, 541 in all. Sixty-five publish a program, a service or a staff position for Deaf and hard of hearing students, 43 of them on weak evidence; 121 mention hearing only in a list or in passing; 352 publish nothing; one could not be read; two are districts that operate no school. Two units name the state academy on their own pages, Faribault's own district and one charter. Minnesota's teacher of the deaf license requires sign language proficiency at the Intermediate-Plus level, and the state reports 231 teachers of the deaf and hard of hearing and 43 oral/aural teachers in service. The licensing board's own page says the state has only one or two programs to prepare them; after the window closed the board wrote to say the sentence referred to particular licensure areas, and the file quotes the page as published. The University of Minnesota is the confirmed in-state route. Minnesota declined a LEAD-K law on the stated ground that it already has equivalent law. No state document tells a family how to choose between the state academy, a district program and the charter school.

Nevada (file 28)

Nevada has never built a school for deaf students. From 1956 the state paid to send a deaf or blind child to a school in another state when the child's own district could not teach the child, but the law that did this was gutted in 2015 and the operative sections repealed from July 2016, leaving a husk in the statute and a regulation, NAC 388.460 to .488, that still prescribes the dormant out-of-state procedure and cites the repealed sections. No one now publishes whether any child is still placed out of state. Two feasibility studies died in the Legislature, one deleted by amendment in 2019 and one in Ways and Means in 2025. The only school of the deaf ever to operate was a Clark County charter, the Las Vegas Charter School of the Deaf, from 2008 to the summer of 2011, with eleven pupils at closure. A state commission adopted a position on deaf schools in February 2025, and volunteers drafted a hub-and-spoke bill for a Nevada School for the Deaf with a 20.5 million dollar appropriation, which has no sponsor.

In place of a school, Nevada has two county programs. Clark County, in Las Vegas, runs a Deaf and Hard of Hearing Program with both spoken-language and sign-language settings, an interpreting services department and audiologists. Washoe County, in Reno, provides hearing services with direct instruction and a district audiologist. Three more districts, Churchill, Elko and Lyon, mention hearing only in passing, and fifteen of the state's 20 units publish nothing about it, including the authority that oversees charter schools, whose 63 charter organizations are swept and found silent.

Nevada is unusual because it reports how many deaf students each district has, every October since 2008: 553 on 1 October 2024 and 544 a year later, Clark 408, with many small counts hidden to protect privacy. That is why Nevada is one of the six states where the publication measure runs, at 408 of 553, 74 percent, and why the federal environments file can be tied to the count: of 518 school-age pupils, 307 were in a regular class most of the day, and none at all were in a separate school or a residential facility. Nevada's eligibility gates are set by decibel, 92 for deaf and 30 for hard of hearing. The funding formula has one multiplier for pupils with disabilities, capped at 13 percent of enrollment, and no disability weight. American Sign Language does not count as a world language under rule, and the 2025 bill to change that failed.

Nevada sets a clear standard for the interpreters who work in its schools, an EIPA of 4.0 or provisionally 3.5 for five years, and keeps a statewide registry, 595 registrations on 1 July 2026, 149 of them with an educational scope. The College of Southern

Nevada runs the only interpreter preparation program; no program in the state prepares teachers of the deaf. The language development reports the law requires have been posted for ages birth to three only, without the disability breakdown or the comparison group the statute asks for. Who teaches a deaf child in Nevada's smallest counties is not published by the county, by the state, or by anyone.

New Jersey (file 30)

New Jersey educates its deaf and hard of hearing students in many places at once, and this was the one first build among the thirteen, with no earlier file to re-audit. The state runs one school for the deaf, the Marie H. Katzenbach School in West Trenton, founded in 1883, which enrolled 94 students in 2024 to 2025, is budgeted for fewer than ninety after that and, according to the Governor's budget, ended its residential program in 2026 even though the school's web pages still describe one. Its direct state services line is 6.935 million dollars, its day tuition charged to sending boards 60,215 dollars, and its capital line 500,000 dollars for fire protection. Four other programs share the department's designation as regional deaf education centers of excellence: the Bergen County Special Services continuum in Paramus, the Gloucester County Special Services programs in Sewell, and the Lake Drive School in Mountain Lakes, which opened in 1969 as a day alternative to the state school. Beyond them, the department lists classroom programs in about a dozen districts, from Newark's Bruce Street School, open since 1910 with 55 identified pupils, to Toms River's elementary program with 21, Jersey City's with 18, Neptune's regional program with 8, a high school program in Berkeley Heights and a vocational program in Passaic County, plus three private schools among the state's 134 approved private schools for students with disabilities, and several itinerant services.

In 2024 to 2025 the state counted 1,311 students aged five to twenty-one with an auditory impairment classification and 19 who are deafblind; preschoolers carry one undifferentiated classification, so the youngest children are invisible by category. Of the 1,311, 638 were in general education most of the day, 231 in a separate school and 3 in a residential facility. The money is census-based: 1.36 billion dollars of special education categorical aid and 420 million dollars of extraordinary cost aid statewide, none of it labeled by disability. The state prints the count by district: 390 districts print an unsuppressed number summing to 818, Newark 55, Elizabeth 29, Passaic 26, Trenton 23, and 260 print an asterisk, while the county special services districts and

the state school have no row at all because every pupil is counted in the sending district.

We read the website of every one of the 696 public school units in the state. Twenty-two publish a program or named deaf education staff; sixty-seven mention deaf or hard of hearing students only in a screening schedule, an eligibility list or a link to a state document; 583 publish nothing; six could not be read; eighteen are listed units that operate no school. The publication measure, which can run because the state prints the count, comes out at 155 of 1,311, 12 percent, and seven of the program units carry a suppressed cell. Not one of the 696 names the Katzenbach School on its own pages. Where a district says nothing, its deaf students are still counted and still served somewhere; the state's own figures simply do not show where.

New Jersey's educational interpreter endorsement requires an associate degree or higher and an EIPA of 3.5 with the written test; the state reports 16.75 interpreters and 15.2 audiologists. Two county colleges, Camden and Union, train interpreters, and The College of New Jersey prepares teachers of the deaf under two endorsements, one with a sign language proficiency threshold. The state has a Deaf Student's Bill of Rights, signed in 2019 and published in eleven languages, which six district sites carry; it has no language acquisition statute of the LEAD-K type; and American Sign Language is a language other than English for graduation purposes by a 2015 act.

Pennsylvania (file 38)

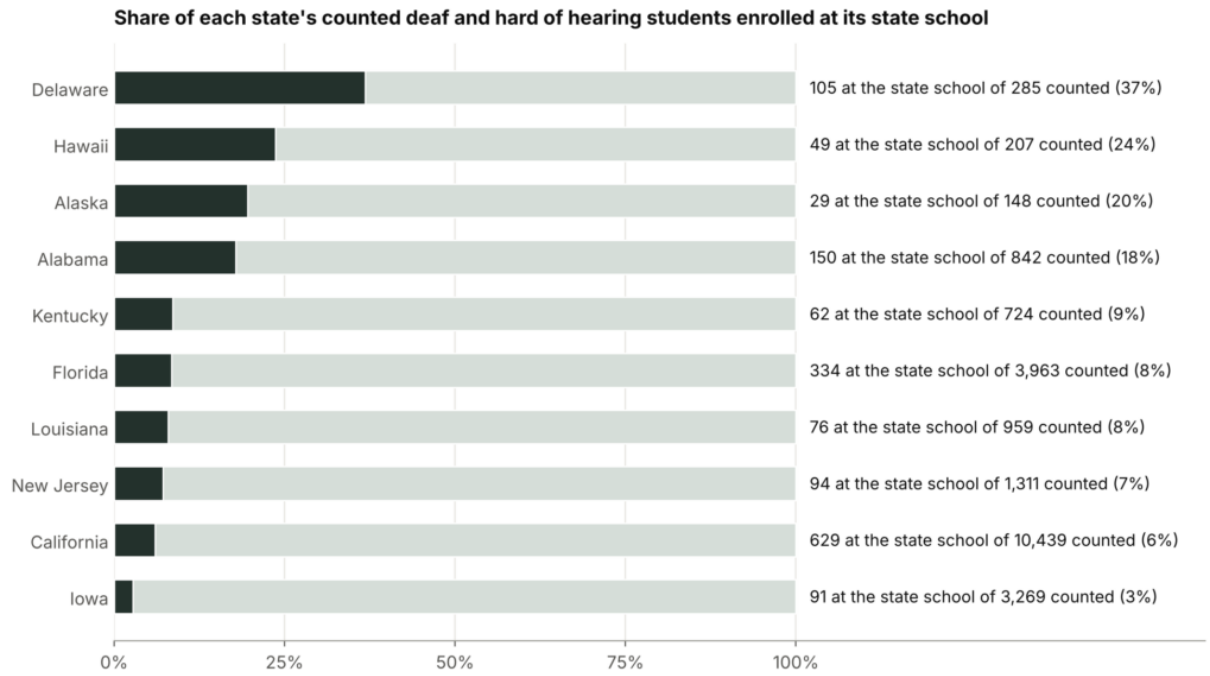
Pennsylvania has no state-run school for the deaf. The Commonwealth closed its last one, in Scranton, in 2009, after two performance audits by the Auditor General, and handed its pupils to a private school, which now runs the Scranton campus as a program. Today two private chartered schools, the Western Pennsylvania School for the Deaf in Pittsburgh and the Pennsylvania School for the Deaf in Philadelphia, teach in American Sign Language and English, charge families nothing, and are paid by the home district and the state under one section of the School Code that names four schools by name, the two deaf schools and two schools for the blind. One state budget line of 73.1 million dollars in 2024 to 2025 funds all four. Neither deaf school publishes an enrollment figure: the Pittsburgh school says "more than 450" across all programs from birth to 22 in 53 counties, the Philadelphia school "over 200 students." What is published is the price. The approved day tuition for 2025 to 2026 is 92,345 dollars at the Philadelphia school and 86,228 at Pittsburgh, 149,863 for five-day residence; three approved private schools also serve deaf pupils, two of them

teaching listening and spoken language, at 71,288, 52,979 and 108,537 dollars a year. The district of residence pays the greater of 40 percent of the rate or its own per-pupil cost, and the state pays the rest.

Most everyday deaf education staff sit in the 29 regional intermediate units, which supply teachers of the deaf, interpreters and audiologists to member districts and bill them for it; 27 of the 29 publish such a service. The state counted 2,524 pupils with a hearing impairment, including deafness, and 78 who are deafblind in December 2024, a number that has barely moved in ten years, from 2,660 in 2015 to 2,524 now. It prints the count by home district and hides any count of ten or fewer, which means 52 of 675 district rows print a number, summing to 1,070, and 623 print the suppression mark; the largest printed count is Pittsburgh's 36. The population cannot be placed in units for more than 42 percent of it, so the publication measure is a floor at best, and the Index does not run it. Educational environments are published by intermediate unit region, with no row for the deaf schools.

We read the websites of all 807 districts, charter schools, intermediate units, career centers and schools in the frame. Seventy-two publish their own deaf or hard of hearing staff, program or service: 22 districts, 27 intermediate units, one career center, the fifteen Mastery charter campuses, Agora Cyber Charter School, the two deaf schools, the blind school with a deafblind program and the three approved private schools. Three hundred eighteen mention deaf pupils only in an eligibility list, a screening notice or a related-service list; 363 publish nothing; 52 could not be read after two attempts, the largest unread group of the thirteen; two charter schools have closed. Four of the state's own directory addresses had been hijacked and were never opened. No district page says which pupils attend a deaf school, and neither deaf school publishes a sending-district list.

Pennsylvania's interpreter standard has been in force since 2008, an EIPA of 3.5 for the grade level plus 20 hours of staff development a year, and a 2024 act rewrote the general interpreter registration law to add deafblind interpreting and alternative pathways. The IEP of a deaf child must include a communication plan by regulation, and American Sign Language is a world language by rule. The Commonwealth has no deaf child's bill of rights and no LEAD-K statute; bill searches for the terms returned nothing across three sessions. And no audit of either chartered deaf school, or of any approved private school, could be found, against the 73 million dollars a year the line carries.

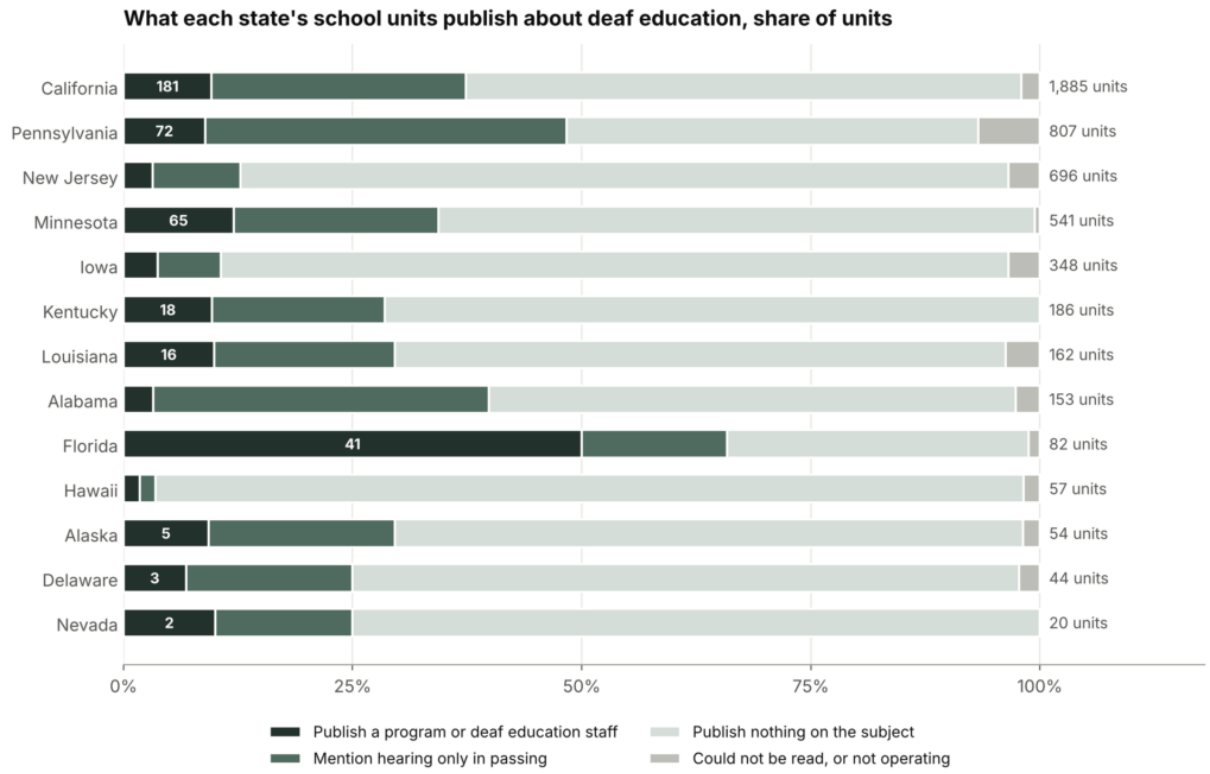


The state school holds between 3 and 37 percent of the counted population, where both numbers are published. Nevada has no school; Minnesota's academy and Pennsylvania's chartered schools publish no enrollment.

Source: the thirteen version 2.0 release packages; Iowa on its ACHIEVE count; Hawaii's school enrolls blind and deafblind pupils too.

十三份文件合在一起说明了什么

Put the thirteen frames side by side and they hold 5,035 units: districts, charter schools, county offices, cooperatives, intermediate units, regional agencies and the state-operated schools themselves. Every one of those 5,035 websites was read, and any that could not be read was tried again on a different day before it was marked. Of the 5,035, 444 publish a deaf program or deaf education staff of their own. That is 8.8 percent. Another 1,212, or 24 percent, mention hearing somewhere, usually as a line in an eligibility list, a screening schedule or a staff directory. The largest group by far, 3,234 units, or 64 percent, publish nothing at all about deaf or hard of hearing students on the pages read. The remaining 145 could not be read after two attempts or turned out to operate no school.



Sixty-four percent of 5,035 units publish nothing. Florida is the outlier.
Source: the thirteen version 2.0 release packages, summary tallies by code.

What 5,035 units publish, by state

州	Units in frame	Publish a program or staff	Mention only	Publish nothing	Could not be read or not operating
加利福尼亚州	1885	181	523	1143	38
宾夕法尼亚州	807	72	318	363	54
新泽西州	696	22	67	583	24
明尼苏达州	541	65	121	352	3
艾奥瓦州	348	13	24	299	12
肯塔基州	186	18	35	133	0
路易斯安那州	162	16	32	108	6
阿拉巴马州	153	5	56	88	4
佛罗里达州	82	41	13	27	1
夏威夷州	57	1	1	54	1
	54	5	11	37	1

州	Units in frame	Publish a program or staff	Mention only	Publish nothing	Could not be read or not operating
阿拉斯加州					
特拉华州	44	3	8	32	1
内华达州	20	2	3	15	0
All thirteen	5035	444	1212	3234	145

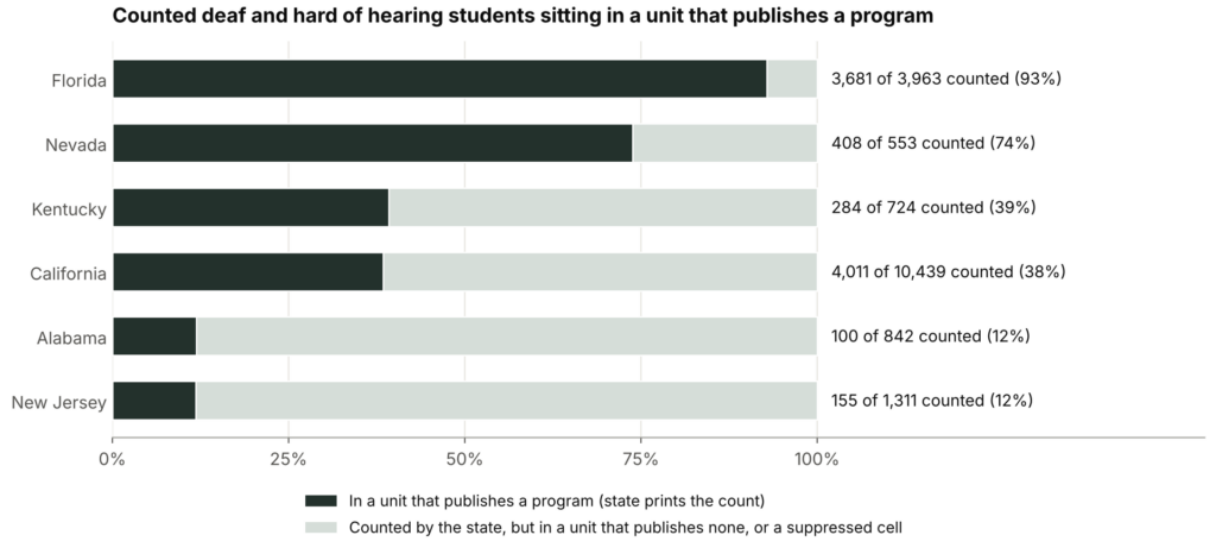
Source: The thirteen version 2.0 release packages, summary tallies by code

The Index is careful about what that finding is and is not. A unit that publishes nothing may serve its deaf students well, through a cooperative, a regional agency, a contracted teacher or the state school's outreach arm. The finding is about what a family can find. It says that if you are a parent in one of those 3,234 units and you type the word deaf into your district's search box, nothing comes back. The service may exist. The public record of it does not.

The second pattern is where the publishing happens. In state after state the published capacity sits one layer above the district. California's county offices publish where its districts do not: 42 of 58 county offices against 60 of 935 districts. Iowa's nine area education agencies all publish; two of 325 districts do. Pennsylvania's intermediate units publish at 27 of 29; its districts at 22 of about 500. Minnesota's cooperatives and intermediate districts carry most of its 65 program units. The practical consequence is that a family has to know the regional layer exists before they can find the service, and nothing on the district's own page tells them to look there.

The third pattern is about the count itself. Every one of the thirteen states counts its deaf and hard of hearing children for the federal government, and the sum of those counts, across the twelve states that report a category, is 24,507 children in the 2024

to 2025 school year. Iowa, which does not report a category, counts 3,269 on its own instrument. But only six of the thirteen publish that count by district in a form a person can read, and the Index runs its publication measure only where the state does. The measure asks a simple question: of the children the state counts, how many sit in a unit that publishes a program for them? In Florida the answer is 93 percent. In Nevada, 74 percent. In Kentucky, 39 percent, and in California, 38 percent. In Alabama and New Jersey, 12 percent. In the other seven states the question cannot be answered, because the state suppresses the cell, publishes only a statewide total, or publishes nothing by category at all.



Where the state prints the count by district, the Index can say how many counted children sit in a unit that publishes a program. Six of thirteen states print it.
Source: the six release packages whose publication measure is supported; suppressed cells are not counted.

That last fact deserves to be stated plainly, because it is the one the Index was built to surface. Seven of the thirteen states counted here cannot answer, from their own published records, where their deaf children are. Minnesota publishes by region, not district. Delaware stopped publishing by category after 2017 to 2018. Louisiana publishes percentages blanked below five percent. Pennsylvania prints a count for 52 of 675 districts and hides the rest. Hawaii is one district and prints one number. Alaska suppresses small cells, which in Alaska is most cells. Iowa does not sort by category. None of this is hidden in the sense of being secret; it is hidden in the sense that no one assembled it before. Interpretation, marked as such: a state that cannot

say where its deaf children are cannot say whether the money it spends on them arrives where they sit.

通知程序产生了什么结果

Thirteen files, between four and forty-three recipients each, 111 notices in all, ten business days apiece. The result was eleven states that said nothing at all within their window, and one state, Minnesota, whose two replies arrived on 26 October, three days after its window closed on 23 October.

Minnesota′s replies are worth describing because they show what the procedure does with a late answer. The Commission of the Deaf, DeafBlind and Hard of Hearing wrote to say that a meeting with the publisher was already on the calendar for 12 November to review the questions. The Professional Educator Licensing and Standards Board wrote to say that a data request was in its queue with an answer expected by 6 November, and that a sentence on its own preparation programs page, which the file quotes, had been referring to two licensure areas rather than to the state as a whole. Neither reply identified a published document. Under the standing procedure, neither changed the file: the Board′s page says what it says, and the file quotes it; what the Commission meeting and the Board′s data produce is taken up at the next version. Both replies are recorded in the file′s notice block, in full, with the decision and the reason.

Silence is also a finding. Each notice told the recipient what the file says about it and offered ten days to point to anything the compiler missed. Eleven states′ departments of education, state schools and commissions chose not to. The Index does not read that as agreement; it reads it as the absence of a correction, which is what it is, and records it in the same block.

工作进展到哪一步，接下来是什么

Six files are under notice today. Colorado′s window closes on 5 November, Indiana′s on 6 November, and Connecticut′s, Maryland′s, New Hampshire′s and New York′s on 16 November. New York was the one October state that slipped: its first notice went out on 11 October, and after review it was re-noticed on 31 October, so its release moves to November. After each window closes, the file is rebuilt with any changes the window produced, checked against the release list, authorized by two people,

deposited at Zenodo and imported to the site. That takes at least one working day, which is why a window closing on the 16th yields a release in the third week of the month.

The roadmap, which is a plan and not a commitment, puts six more states in November beyond the six under notice: Arizona, Georgia, Arkansas, Maine, New Mexico and North Dakota. Arizona and Arkansas are in their first stops now. For a file to be released in November its notice has to go out by 13 November, so the next two weeks decide whether the November milestone of 25 is met or the roadmap is re-issued, which the program does openly rather than quietly. December carries 15 jurisdictions, including the first builds of North Carolina, Virginia, Washington, Massachusetts and the District of Columbia; January 2027 carries the last 11, including Texas, Michigan, Ohio and Tennessee. The order is published on the calendar at ndedi.org and moves as decisions are made. A state that pays for its own file moves to the front; a state that asks without paying waits in the order shown.

One correction to the site itself. As of this writing the register page and the home page still read zero released, because the status register that feeds them has not been imported since the October releases. The States page, which reads the release records directly, shows the thirteen. The register will be brought into line; the States page is the one to trust in the meantime.

如何阅读一份州文件

Each released state has a page on ndedi.org with a free summary layer: the plain-language summary, the headline figures, the tallies, the notice record and the calendar dates. That layer may be used with attribution. The full file, with the workbook, the narrative, the evidence supplement and the verification trail, is licensed, with a fee schedule that distinguishes a state agency from a researcher from a commercial buyer and an introductory rate in force through September 2027. A reader who wants to check a single claim can do so from the summary layer alone, because every figure in it names the document it came from and the date the compiler read it.

Two habits make the files easier to use. First, read the frame statement before the tallies. The frame is the state's own list of local education agencies, and it differs from state to state in ways that matter: Hawaii is one unit, New Jersey is 696, and Pennsylvania's 807 include the chartered deaf schools themselves. A tally only means

something against its frame. Second, treat the four codes as findings about publication, not about service. A district coded as publishing nothing is a district whose website says nothing; it is not a district with no deaf children and not a district that serves them badly. The Index can show what is written down. What is written down is, in sixty-four percent of 5,035 cases, nothing, and that is the finding.

Go back to the parent in Mobile or Fairbanks or Fresno. What she has today that she did not have in August is a document, built from her state's own records and sent to her state's own agencies before it was published, that says what the state counts, what it pays, and what her district publishes about children like hers. Thirteen states have that document now. Thirty-eight do not yet. The calendar says when.

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