Supporting literature:

- Takala, M., Kuusela, J., & Takala, E.-P. (2000). "A Good Future for Deaf Children": A Five-Year Sign Language Intervention Project. American Annals of the Deaf, 145(4), 366–374.
- Watkins, S., Pittman, P., &Walden, B. (`998). The Deaf Mentor Experimental Project for Young Children who are Deaf and Their Families. American Annals of the Deaf, 143(1), 29-34.
- Magnuson, M. (2000). Infants with Congenital Deafness: On the Importance of Early Sign Language Acquisition. American Annals of the Deaf, 145(1), 6-14.
- Drasgow, E. (1998). American Sign Language as a Pathway to Linguistic Competence. Exceptional Children, 64(3). 329-342.

Lifetrack's Deaf Mentor program logic model: This program matches families who have young children who are deaf or hard of hearing with adults who are Deaf to help the family learn American Sign Language (ASL) and connect with the Deaf community.

Outputs Activities Short-term Intermediate Inputs Long-term outcomes outcomes outcomes (1 year or (2-5 years) (6+ years) less) Staff (program Deaf Mentors are Recruit, hire, and train The Deaf Mentor Total number of Deaf The Deaf Mentor managers, Deaf (upon hire and ongoing retained and have program operates at full Mentors and number program has Mentors) improved skills for capacity and has funding staff development) of Deaf Mentor staff sustainable funding to serve all eligible teaching families Deaf Mentors hours and staffing, and SKI HI curriculum families ASL families in Minnesota Outreach: recruit and Additional certifications Supplemental More/all eligible families Families and children who are eligible have retain families in the or trainings completed curriculum and participate in the access to the enjoy their program by Deaf Mentors materials (such as program experiences with the program Signing Naturally, Deaf Mentors meet **Deaf Mentor** Total number and type Participating families' Bravo, etc.) Participating families' with families 1 x week and children's ASI program of outreach efforts: and children's ASL for up to 2 vrs. to teach proficiency improves Family participants Number and percent of Families develop proficiency continues toward fluency them ASL eligible families invited good relationships to improve HH Adult Role Model to participate Families complete the Future plans: Deaf with their Deaf Program, MN Hands & Deaf Mentor program Mentors assess the Families and children Mentor and view Voices, and other Total number of communicate child and family's ASL them as reliable, and Families have better Lifetrack programs and families participating proficiency every 6 effectively* communication with their a good resource for resources children* months and targets Total number of hours learning ASL Children have Advisory committee services to address of ASL teaching with Families and children Children experience less improved quality of specific gaps identified Deaf Mentors' families frustration and an Results from needs are engaged in the life and reliable in ASL proficiency (average hours per improved ability to assessment with program and make access to express their needs and family per week, Wilder in 2015 Playdates and social efforts to learn the communication with feelings when interacting month, and year) events for families materials the Deaf the world with their families and Office space and Mentor presents to Number of hours with others resources How do you connect Families view ASL them families practice ASL families to the Deaf as an important tool Families have goodwill Funding – DHHSD and outside of meetings Families continue community? Do we toward the Deaf Mentor to help support MDH grants¹ with Deaf Mentor participating in the program and need to add outcomes communication for Funding - potential **Deaf Mentor** refer/recommend other related to this? their family Reports completed by eligible families program new sources Deaf Mentors Communication is Families are more established and/or involved in/a part of the ¹Insert foot note about Deaf community improved between funding specifics and Deaf child and family Deaf children have an challenges members* established linguistic and cultural, and Deaf identity