

Nevada Commission for Persons who are Deaf and Hard of Hearing

August 2022 Nevada Townhall Tour (Las Vegas, Elko, and Reno)

Commissioner	Data Ana Response	Direct Quotes or	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Report	ID	Reported Notes	Interpreter Shortage	ASL & Caption Accessibility	D/HH Services	D/HH Education	Safety Provisionary Support
Las Vegas (LV) – Tuesday, Augus	st 2 nd , 2022 –	Hybrid Session – Palace St	ation Grand Ballroom	11000001011101	<u> </u>		, острого
Susan Beckett (SB)	SBLV1	Las Vegas – Medical		Recommendation #5			
		and legal offices,		conflict: Medical, legal			
Things I was able to learn:		attorneys needed for		offices, attorneys for			
O Elko and Reno - There are		wills and trusts, medical		wills and trust, medical			
deaf who want to be with		offices do not seem to		offices lack ASL			
deaf in the educational		care to have interpreters.		Accessibility			
setting and some that want	SBLV2	Las Vegas – All	Recommendation #3				
migration into the		locations communicated	conflict: Interpreter				
classroom. However, the		there is a severe shortage	shortage, creating many				
lack of interpreters and		of interpreters. This	issues and effects quality				
instructional staff that are		creates many issues and	of life for D/HH				
educated for deaf student		effects the quality of life					
instruction is limited or		for deaf/hard of hearing.					
none. I was able to speak	SBLV3	Las Vegas – Educational	Recommendation #3				
with people who had		environments without	conflict: Education				
opinions on both sides, and		interpreters.	environments interpreter				
it was an invaluable			shortage				
conversation.	SBLV4	Las Vegas – lack of	Recommendation #3			Recommendation #6	
o Elko to Reno Travel -		instructors, interpreters.	conflict: Lack of			conflict: Lack of	
How interpreters have no			Interpreters			instructors	
opinion or rather should	SBLV5	Las Vegas – further					Recommendation #4
have no opinion.		inquiry: Concern with					conflict: Law
o Reno - How important it is		law enforcement					enforcement engagemen
to have an interpreter		engagement with Deaf					with D/HH
present during medical and		and Hard of Hearing					
not just try to have a family	SBLV6	Las Vegas - Many				Recommendation #6	
friend or someone that is		students are placed in the				conflict: Students placed	
not able to speak and process information in a		special needs classroom				in special needs	
non-biased manner.		just because they are				classrooms due to D/HH	
Also, a CDI can		deaf.				diagnosis	
create the entire	SBLV7	Las Vegas - Equipment			Equipment:		
communication		not available in Las			unavailability or outdated		
process when		Vegas. Equipment is					
working with deaf		old/outdated that is					
receiving bad or		currently used in service					
detailed medical		providers.			1		
news.	SBLV8	Las Vegas - One stop			Recommendation #1		
o On a personal note – I		Center for Deaf and Hard			initiative: One stop		
learned that my children		of Hearing Services.			Center for D/HH		
are true CODA's, my	SBLV9	Las Vegas requested		Recommendation #2			
are true CODA 5, my		Legislative accessibility		conflict: Legislative			

		1		I	1	I	1
daughter would answer the		questions for the website		website ASL			
phone on my behalf and		for signers.		accessibility needs			
talk to people at age 2. My	SBLV10	Las Vegas – brought up		Recommendation #2			
children were translating to		how the governors		conflict: Governor			
me with strangers in a		addresses do not have the		address interpreters not			
grocery store.		interpreter view available		in view via media			
 As a parent there is 		on media platforms, i.e.,		platforms			
that issue of guild		television, social media.		•			
that surrounds us for	SBLV11	Las Vegas – was very				Recommendation #6	
requiring our		vocal about English is				conflict: English is not	
children to grow up		not ASL and that is				ASL and is considered a	
faster.		considered a second				second language	
		language for deaf.				second nanguage	
	SBLV12	Las Vegas – stated there	Recommendation #3		Recommendation #5		
	SDEVIZ	was not enough mental	conflict: ASL		conflict: Mental Health		
		health providers that	Accessibility for Mental		services		
		were ASL.	Health Services		scrvices		
	SBLV13	Las Vegas – mental	Health Services		D		
	SBLV13				Recommendation #5		
		health professionals are			conflict: D/HH Mental		
		not available to us and if			Health Services with		
		they are not deaf how can			Deaf Providers		
		they understand our					
		mental health issues.					
Eli Schwartz (ES)	ESLV1	Las Vegas – 1a.			Telephone Surcharge:		
		Telephone surcharges:			TTY/TDD are perceived		
		ASL users are not using			to be obsolete		
		such as TTY/TDD as					
		they are obsolete. The					
		newer equipment has the					
		capabilities using					
		network connection					
		while TTY/TDD have to					
		use landline connection.					
	ESLV2	Las Vegas – 1b. The		Recommendation #1			
		public (such as stadiums,		conflict: Equipment			
		government buildings,		accessibility in public			
		casinos and such) have		locations (i.e., stadiums,			
		pulled away the public		government buildings,			
		telephone where TDD		casinos, airports, etc.)			
		were installed. At the		have pulled away the			
		airport, we encounter to		public telephone where			
		the Information counter,		TDDs were installed.			
		asking where is TDD					
		because there are TDD		Consider use of mobile			
		icons on the signages in		apps such as "ASL			
		the building. The		ANYWHERE where the			
		representative does not		state can issue the			
		know what we are talking		individuals monthly			
		about, even though the		increments of amount to			
		signage shows the icon.		be download on their			
		What would happen if a		phone to use interpreting			
		deaf individual needs to		services in the public."			
		call someone. Does it		services in the public.			
		obviously violate ADA					
		for deaf individuals?					
		for dear murviduais?					
		State of Navada and					
		State of Nevada and					
		public places should					

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	consider to use mobile				
	app such as ASL				
	ANYWHERE where the				
	state can issue the				
	individuals monthly				
	increments of amount to				
	be download on their				
	phone to use interpreting				
	services in the public.				
ESLV3	Las Vegas – 2. There are	Recommendation #1			
	many public signages	conflict: Captions			
	don't have open	Accessibility: Public			
	captioned accessible to	signage lacking caption			
	deaf individuals which	accessibility			
	need your attention.	accessionity			
ESLV4				Recommendation #6	
ESLV4	Las Vegas – 3a.				
	Education: Regional			conflict: Education:	
	program for the deaf			Regional program for the	
	children such as deaf			deaf children such as	
	school where there are			deaf school where there	
	specialized teachers for			are specialized teachers	
	deaf (who have deaf			for deaf (who have deaf	
	education) teaching			education) teaching	
	them.			them.	
ECL VE	Las Vegas – 3b.			Recommendation #6	
ESLV5					
	Education: Having a full			conflict: Education:	
	access to their			Having a full access to	
	communication modes,			their communication	
	the children can			modes, the children can	
	socialize, participate in			socialize, participate in	
	the activities, learning			the activities, learning	
	modules, and etc.			modules, etc.	
	without having an			without having an	
	interpreter as their sole			interpreter as their sole	
	participant.			participant.	
ESLV6	Las Vegas – 3c.			Recommendations #6 &	
	Education: Lack of			#7 conflict: Education:	
	accessibility for deaf			Lack of accessibility for	
	children in the			deaf children in the	
	classroom- leads to lack			classroom- leads to lack	
	of deaf leaders in the			of deaf leaders in the	
	future/ lack of access to			future/ lack of access to	
	technology- more schools			technology- more schools	
	specific to deaf			specific to deaf	
	community, prefer a			community, prefer a	
	congregate setting			congregate setting	
	because ability to be			because ability to be	
	immersed in DHH			immersed in DHH	
	culture			culture	
ESLV7	Las Vegas – 4. Traffic				Recommendation #4
	flashing signs: Need to				conflict: Traffic flashing
	consider in placing				signs: Need to consider
	flashers on traffic lights				
					in placing flashers on
	for the first responders				traffic lights for the first
	[police, ambulance and				responders [police,
	fire trucks) - Tucson,				ambulance, and fire
	Arizona uses this method				trucks) - Tucson, Arizona
					uses this method
•	•		•		

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ESLV8	Las Vegas – 5. Nevada		Recommendation #1		
	Senior Services: State of		conflict: Nevada Senior		
	Nevada needs to consider		Services: State of Nevada		
	to establish Deaf Unit		needs to consider		
	inside the skilled nursing.		establishing Deaf Unit		
	Need to have some type		inside the skilled nursing.		
	of collection of deaf		Need to have some type		
	patients which they need		of collection of deaf		
	to socialize,		patients which they need		
	communicate and		to socialize,		
	participate in activities to		communicate, and		
	have stimulations of their		participate in activities to		
	minds and bodies.		have stimulations of their		
	Perhaps, Deaf nursing		minds and bodies.		
	home seniors, memory		Perhaps, Deaf nursing		
	care, other states have		home seniors, memory		
	this.		care, other states have		
	uns.		this.		
EGLUO	T X/ 7 O C				
ESLV9	Las Vegas – 7. One Stop		Recommendation #1		
	Center for deaf and hard		initiative: One Stop		
	of hearing people, may		Center for D/HH;		
	consider to collaborate		consider collaborating		
	with Dept. of Human		with Dept. of Human		
	Services, Social Services,		Services, Social Services,		
	tenderized with DETR,		tenderized with DETR,		
	and other possibilities		and other possibilities		
	within state departments.		within state departments.		
ESLV10	Las Vegas – 8. Disparity	Recommendations #1 -			Recommendation #4
	in communication. What	#5 conflicts:			conflict:
	piece of law that bar us	Communication			Communication
	from communicating	Accessibility: Disparity			Accessibility: Disparity
	effectively, i.e., jails.	in communication. What			in communication. What
	Public places.	piece of law that bar us			piece of law that bar us
		from communicating			from communicating
		effectively, i.e., jails.			effectively, i.e., jails.
		Public places.			Public places.
ESLV11	Las Vegas – 9. Lack of	Tuone places.		Recommendation #6	1 done places
LSLVII	accessibility in school for			conflict: Lack of	
	deaf children in			accessibility in school for	
	classroom.			deaf children in	
	Classicolli.				
EGI VIIO	Y W 10 D I'd' 1	D		classroom.	
ESLV12	Las Vegas – 10. Political	Recommendation #2			
	ballots should available	conflict: Political ballots			
	' A CT 37' 1 'd				
	in ASL. Video with	should be available in			
	ballot explained in ASL-	should be available in ASL. Video with ballot			
	ballot explained in ASL- English not first	should be available in ASL. Video with ballot explained in ASL-			
	ballot explained in ASL-	should be available in ASL. Video with ballot explained in ASL- English not first			
	ballot explained in ASL- English not first language***	should be available in ASL. Video with ballot explained in ASL- English not first language***			
ESLV13	ballot explained in ASL- English not first language*** Las Vegas – 11.	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5			
ESLV13	ballot explained in ASL- English not first language*** Las Vegas – 11. Ineffective	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5 conflict: Ineffective			
ESLV13	ballot explained in ASL- English not first language*** Las Vegas – 11. Ineffective communication at the	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5 conflict: Ineffective communication at the			
ESLV13	ballot explained in ASL- English not first language*** Las Vegas – 11. Ineffective communication at the hospitals and doctor	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5 conflict: Ineffective			
ESLV13	ballot explained in ASL- English not first language*** Las Vegas – 11. Ineffective communication at the	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5 conflict: Ineffective communication at the			
ESLV13	ballot explained in ASL- English not first language*** Las Vegas – 11. Ineffective communication at the hospitals and doctor offices. a) No interpreter	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5 conflict: Ineffective communication at the hospitals and doctor offices. a) No interpreter			
ESLV13	ballot explained in ASL- English not first language*** Las Vegas – 11. Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5 conflict: Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very			
	ballot explained in ASL- English not first language*** Las Vegas – 11. Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very frustrating experience.	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5 conflict: Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very frustrating experience.			
ESLV13	ballot explained in ASL- English not first language*** Las Vegas – 11. Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very frustrating experience. Las Vegas – 12.	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5 conflict: Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very frustrating experience. Recommendation #1			
	ballot explained in ASL- English not first language*** Las Vegas – 11. Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very frustrating experience.	should be available in ASL. Video with ballot explained in ASL- English not first language*** Recommendation #5 conflict: Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very frustrating experience.			

	Low vision. a)	and Low vision. a)			
	Captioning at movies and	Captioning at movies and			
	theaters- none at	theaters- none at			
	rerelease- none at drive	rerelease- none at drive			
	ins- smith center closed	ins- smith center closed			
	captioning not available	captioning not available			
	in balcony and so has to	in balcony and so has to			
	pay more for tickets for	pay more for tickets for			
	accessibility- loop in	accessibility- loop in			
	with Dora and	with Dora and			
	accessibility	accessibility			
ESLV15	Las Vegas – 13.	Recommendation #2			
	Accessibility in	conflict: Accessibility in			
	Legislature. What are the	Legislature. What are the			
	legislative languages that	legislative languages that			
	bar us from	bar us from			
	communication?	communication?			
ESLV16	Las Vegas – 14. Safety	Communication:			Recommendation #4
LSLVIO	Plans for students with				conflict: Safety Plans for
					2
EGI TITE	IEPs.				students with IEPs.
ESLV17	Las Vegas – 15. Visual				Recommendation #4
	alarms for deaf students				conflict: Visual alarms
	during lockdowns: Color				for deaf students during
	code system for				lockdowns: Color code
	ambulances, etc.				system for ambulances,
					etc.
ESLV18	Las Vegas – 16. Should			Recommendation #3	
	schools provide			conflict: Should schools	
	•				
	interpreters.			provide interpreters.	
ESLV19	interpreters. Las Vegas – 17 NV 211	Recommendation #2		provide interpreters.	
ESLV19	Las Vegas – 17. NV 211	Recommendation #2		provide interpreters.	
ESLV19	Las Vegas – 17. NV 211 isn't accessible for deaf	conflict: NV 211 isn't		provide interpreters.	
ESLV19	Las Vegas – 17. NV 211 isn't accessible for deaf community because	conflict: NV 211 isn't accessible for deaf		provide interpreters.	
ESLV19	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is	conflict: NV 211 isn't accessible for deaf community because		provide interpreters.	
ESLV19	Las Vegas – 17. NV 211 isn't accessible for deaf community because	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language.	conflict: NV 211 isn't accessible for deaf community because		provide interpreters.	
ESLV19	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	Recommendation #4
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	conflict: When a person
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	conflict: When a person is pulled over in a traffic
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	conflict: When a person is pulled over in a traffic
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired- could we add codes to the driver's	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired-
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired- could we add codes to the driver's license? (Susan Becket	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired- could we add codes to the driver's license?
	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired- could we add codes to the driver's license? (Susan Becket received a BDR for this	conflict: NV 211 isn't accessible for deaf community because many times English is		provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired-could we add codes to the driver's license? (Susan Becket received a
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ESLV20	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired- could we add codes to the driver's license? (Susan Becket received a BDR for this issue). Las Vegas – 19. More remote interpreting services- English is not first language so captioning doesn't always help. Las Vegas – 20. What are the legislative	conflict: NV 211 isn't accessible for deaf community because many times English is not their first language. Recommendation #1 conflict: More remote interpreting services-English is not first language so captioning doesn't always help. Recommendation #4 initiative: Question:		provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired-could we add codes to the driver's license? (Susan Becket received a
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ESLV20	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired- could we add codes to the driver's license? (Susan Becket received a BDR for this issue). Las Vegas – 19. More remote interpreting services- English is not first language so captioning doesn't always help. Las Vegas – 20. What are the legislative	conflict: NV 211 isn't accessible for deaf community because many times English is not their first language. Recommendation #1 conflict: More remote interpreting services-English is not first language so captioning doesn't always help. Recommendation #4 initiative: Question:		provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired-could we add codes to the driver's license? (Susan Becket received a
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ESLV20	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired- could we add codes to the driver's license? (Susan Becket received a BDR for this issue). Las Vegas – 19. More remote interpreting services- English is not first language so captioning doesn't always help. Las Vegas – 20. What are the legislative languages that bar us	conflict: NV 211 isn't accessible for deaf community because many times English is not their first language. Recommendation #1 conflict: More remote interpreting services-English is not first language so captioning doesn't always help. Recommendation #4 initiative: Question: What are the legislative languages that bar us	Recommendation #1	provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired-could we add codes to the driver's license? (Susan Becket received a
ESLV21	Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. Las Vegas – 18. When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired- could we add codes to the driver's license? (Susan Becket received a BDR for this issue). Las Vegas – 19. More remote interpreting services- English is not first language so captioning doesn't always help. Las Vegas – 20. What are the legislative languages that bar us from communication?	conflict: NV 211 isn't accessible for deaf community because many times English is not their first language. Recommendation #1 conflict: More remote interpreting services-English is not first language so captioning doesn't always help. Recommendation #4 initiative: Question: What are the legislative languages that bar us	Recommendation #1 conflict: It would be nice	provide interpreters.	conflict: When a person is pulled over in a traffic stop- how can an officer know if you're Deaf HH or speech impaired-could we add codes to the driver's license? (Susan Becket received a

		Code updated in Nevada	to see the NRS Code	
		based on the latest	updated in Nevada based	
		technology available to	on the latest technology	
		consumers who are either	available to consumers	
		Deaf, Hard of Hearing	who are either Deaf,	
		and or Speech	Hard of Hearing and or	
		Impaired. a) Which can	Speech Impaired. a)	
		be used through wireless	Which can be used	
		technologies available to	through wireless	
		individuals who are Deaf,	technologies available to	
		Hard of Hearing, and or	individuals who are Deaf,	
		Speech Impaired who use	Hard of Hearing, and or	
		these wireless devices to		
		communicate.	Speech Impaired who use these wireless devices to	
		communicate.	communicate.	
Maureen Fradianni (MF)	MFLV1	Las Vegas – Camp	Recommendation #7	
		SignShine: I learned that	initiative: Camp	
OVERALL: I think that we		the people in Las Vegas	SignShine: I learned that	
received many concerns and		are interested in having	the people in Las Vegas	
feedbacks from the town halls		the camp next year. I am	are interested in having	
more than the surveys. People did		interested in the camp	the camp next year. I am	
not take the time to reply the		SignShine committee and	interested in the camp	
surveys. Some of them have		represent for northern	SignShine committee and	
L.E.P. and not able to understand		Nevada.	represent for northern	
English. Expect to send out the			Nevada.	
surveys in the near future and			1101444	
recommend using CDI via video				
to explain the surveys. Continue				
to provide the townhall meetings				
for the community in the state of				
Nevada. Again the town halls				
were well planned and excellent!				
Townhall Feedback: I attended				
virtual townhall. It was hard to				
see the presenters and CDI and				
missed most of the conversations.				
However, the virtual for both Reno and Elko were much better				
and learned some lessons from				
Las Vegas. Elko (E) – Tuesday, August 23 rd ,	2022 – Hybri	d Session – NEIS Elko Office		
Susan Beckett (SB)	SBE1	Elko – Conversation Erin	Recommendation #5	
(32)		Wilcox (Nevada Hands	conflict: Audiologist	
Elko – Advocated for Ms. Garcia		and Voices) at breakfast	availability with cochlear	
to become a member of the		about Reno Audiologists	knowledge base and	
Accessibility Subcommittee, her		and the lack of for	distance access due to	
input from the rural Nevada		anyone wanting	cost to travel and	
perspective was very		cochlear. Depending on	insurance hinderances.	
			msurance influerances.	
informative.		insurance either they go to Las Vegas (Medicaid)		
Elko to Reno Travel - Learned		or Stanford and Salt Lake		
about Court Interpreters from one		for Private		
of the interpreters – during the		Insurances. The cost to		
drive and how there is a different		travel for Medicaid limits		
set of rules and information		patients – they normally		
required by courts.		have Ronald McDonald		
required by courts.		House here, but		
	1	riouse nere, but		l

T.	1		Г	T	Г	Т	Г
		airfare/cost of fuel is not available.					
5	SBE2	Elko – All locations communicated there is a severe shortage of interpreters. This creates many issues and effects the quality of life for deaf/hard of hearing.	Recommendation #3 conflict: severe shortage of interpreters				
	SBE3	Elko - Medical offices need to have a backup plan. – for interpreters	Recommendation #3 conflict: Medical offices need to have a backup plan. – for interpreters	Recommendation #5 conflict: Medical offices need to have a backup plan. – for interpreters			
S	SBE4	Elko – Educational environments without interpreters.	Recommendation #3 conflict: educational environments without interpreters.			Recommendation #3 conflict: educational environments without interpreters.	
8	SBE5	Elko – no interpreters in classrooms.	Recommendation #3 conflict: no interpreters in classrooms.			Recommendation #3 conflict: no interpreters in classrooms.	
	SBE6	Elko – Lack of services forces CODA to translate and or become the adult in communication.	Recommendation #3 conflict: Lack of services forces CODA to translate and or become the adult in communication.				
	SBE7	Elko - Toddlers answering the telephone. Interpreting for parents. Puts the child into hard situations they may not either understand or should understand at a young age.	Recommendation #3 conflict: Toddlers answering the telephone. Interpreting for parents.				
	SBE8	Elko – Conversation with Catherine Nielsen about Law Enforcement and how there is an NRS 450B which requires training. I was asked to contact her once I have read the NRS to see how she can further assist as they have been working to require the training to peoples with disabilities. – further inquiry: Concern with law enforcement engagement with Deaf and Hard of Hearing					Recommendation #4 conflict: Concern with law enforcement engagement with Deaf and Hard of Hearing
	SBE9	Elko - 28 students in Elko use a FM system because no interpreters are available – this is education! Without a solid education and with having children put in special education not	Recommendation #3 conflict: 28 students in Elko use a FM system because no interpreters are available – this is education!			Recommendation #3 conflict: 28 students in Elko use a FM system because no interpreters are available – this is education!	

			1	1	1	I	1
		because they need it but					
		because we do not know					
		what to do with them.					
	SBE10	Elko – stated there was		Recommendation #5	Recommendation #5		
		not enough mental health		conflict: stated there was	conflict: stated there was		
		providers that were ASL.		not enough mental health	not enough mental health		
				providers that were ASL	providers that were ASL		
Eli Schwartz (ES)	ESE1	Elko – 1. Legislative –		Recommendation #2			
(12 /		In ASL and Spanish.		conflict: Legislative – In			
		How to influence		ASL and Spanish.			
		legislature.					
	ESE2	Elko – 2. Need more	Recommendation #3			Recommendation #3	
		interpreters: a) For Deaf,	conflict: Need more			conflict: Need more	
		b) For Seniors/Elders,	interpreters: a) For Deaf,			interpreters: a) For Deaf,	
		and c) For K-12 schools.	b) For Seniors/Elders,			b) For Seniors/Elders,	
		and c) I of It 12 sensois.	and c) For K-12 schools.			and c) For K-12 schools.	
	ESE3	Elko – 3. CDI-Family	Recommendation #3		Recommendation #5	and c) i or it iz sensors.	
	LSLS	Medical Appointments.	conflict: CDI-Family		conflict: CDI-Family		
		Wedicai Appointments.	Medical Appointments.		Medical Appointments.		
	ECE4	Elko – 4. Internet	Medicai Appointments.	Recommendation #1	Wedicai Appointments.		
	ESE4						
		services not		conflict: Internet services			
		workingKeep dropping		not workingKeep			
		cannot use interpreters		dropping cannot use			
		via the internet.		interpreters via the			
				internet.			
	ESE5	Elko – 5. Access to			Recommendation #5		
		Mental			conflict: Access to		
		Services/Therapists with			Mental		
		ASL experiences.			Services/Therapists with		
					ASL experiences.		
	ESE6	Elko – 6. Law					Recommendation #4
		enforcement					conflict: Law
		training/education.					enforcement
							training/education.
Maureen Fradianni (MF)	MFE1	Elko townhall: Good	Recommendation #3			Recommendation #3	
		number of the	conflict: big issue:			conflict: big issue:	
		attendances and only had	Interpreters in the			Interpreters in the	
		two deaf attendances. Big	community and school			community and school	
		issue: Interpreters in the	system. Always			system. Always	
		community and school	complained the lack of			complained the lack of	
		system. I visited Elko for	qualified interpreters.			qualified interpreters.	
		the outreach and					
		advocacy every year					
		since 1993. Alway					
		complained the lack of					
		qualified interpreters. I					
		met deaf ladies, Ida and					
		Norman after the meeting					
		and talked about the					
		interpreter. Ida was brave					
		to speak of her					
		experiences using her					
		CODA son to interpret					
		for both of parents for					
		many years living in					
		Elko since 1964.					
	MFE2	Elko townhall: Her	Recommendation #3	Recommendation #3			
		Land diviniali. Hel	IXCCOMMICHIGATION #3	TACCOMMICHABITATION #3			
	1111 22	husband Delmo worked	conflict: 4-year-old	conflict: 4-year-old			

		C d D					
		for the Department of	interpreting for medical	interpreting for medical			
		Transportation and was	appointment	appointment			
		injured on the job. He					
		had T.B.I. and had the					
		functional of 4 years old					
		mind. Her son was only 4					
		years old and interpreted					
		what happened to his					
		father while she was at					
		home taking care of him					
		and baby daughter. Ida					
		alway uses her son to					
		interpret for the doctor					
) (EEE)	visits and hospital.	D 1 11 112			D 1 (1 1/2	
	MFE3	Elko townhall: Norma	Recommendation #3			Recommendation #3	
		was born and raised in	conflict: deaf community			conflict: unqualified	
		Elko and used	depends on her			interpreter at school	
		unqualified interpreter at	interpreting at the				
		school. The deaf	doctor's office				
		community depends on					
		her interpreting at the doctors office. Interested					
		in CDI. Norma					
		mentioned that someone					
		at the meeting about the					
		CDI. I think Norma					
		should be the CDI.					
Reno (R) – Thursday, August 25 ^{tt}	1 2022 Hyb		Affice				
Susan Beckett (SB)	SBR1	Reno – All locations	Recommendation #3				
Susan Beckett (SB)	SDK1	communicated there is a	conflict: severe shortage				
Reno – Received information		severe shortage of	of interpreters				
about a possible Deaf Day at the		interpreters. This creates	of interpreters				
legislature. It would be good to		many issues and effects					
have a team there as we would be		the quality of life for					
visible.		deaf/hard of hearing.					
visible.	SBR2	Reno – There is no	Recommendation #3				
Reno – A deaf film maker was at	BBRE	interpreter program in	conflict: no interpreter				
pizza night and is available to		Northern Nevada. CSN	program in Northern				
assist us – to be a part of		has the only accredited	Nevada				
recordings and trainings for us.		program in the State of	Tio rada				
		Nevada.					
	SBR3	Reno – suggested the		Recommendation #2			
		website have information		conflict: suggested the			
		in ASL on government		website have information			
		websites.		in ASL on government			
				websites.			
	SBR4	Reno – mental health			Recommendation #5		
		professionals need to			conflict: mental health		
		know sign to be able to			professionals need to		
		communicate directly			know sign to be able to		
		with us. We should not			communicate directly		
		have an interpreter for			with us. We should not		
		therapy. A suggestion of			have an interpreter for		
		online therapists are			therapy. A suggestion of		
		available, that was by a			online therapists are		
		public member.			available, that was by a public member.		

	SBR5	Reno – stated there was			Recommendation #5		
		not enough mental health			conflict: stated there was		
		providers that were ASL.			not enough mental health		
		F			providers that were ASL.		
Eli Schwartz (ES)	ESR1	Reno – 1. Accessibility		Recommendation #5	Recommendation #1		
Eli Schwartz (ES)	ESKI						
-		Issues Accessibility		conflict: Accessibility	conflict: Accessibility		
Reno – Interpreting		Issues. a) Hospitals, and		Issues Accessibility	Issues Accessibility		
Education/Degree in College is		b) Medical Offices also		Issues. a) Hospitals, and	Issues. a) Hospitals, and		
insufficient. Not Solid –Tim S		for CDI interpreters –		b) Medical Offices also	b) Medical Offices also		
asked about the number of		require either a staff		for CDI interpreters –	for CDI interpreters –		
interpreters in Northern Nevada,		interpreter or have a		require either a staff	require either a staff		
Jen will provide at the		contingency plan		interpreter or have a	interpreter or have a		
Commission Meeting.				contingency plan	contingency plan		
	ESR2	Reno – 2. Employment	Recommendation #3	8,	Recommendation #8		
Reno – There is a hearing for a	Lonz	Issues-how to start (lack	conflict: Employment		conflict: Employment		
NAC change with interpreters		*	1 7		Issues-how to start (lack		
		of interpreters)	Issues-how to start (lack				
happening on Tuesday,			of interpreters)		of interpreters)		
September 30th.	ESR3	Reno – 2a. Lack of	Recommendation #3	Recommendation #1			
		interpreters, even though,	conflict: Lack of	conflict: Lack of			
		each agency has to	interpreters, even though,	interpreters, even though,			
		attached a budget for	each agency must attach	each agency must attach			
		language access.	a budget for language	a budget for language			
			access.	access.			
	ESR4	Reno – 2b. ADA		Recommendation #1			
	Lore	compliances		conflict: ADA			
		compitatives		compliances			
	ESR5	Reno – 3. Lack of	Recommendation #3	Compnances			
	ESKS						
		Interpreter Ethics: Trust	conflict: Lack of				
		Issues, Perception Issues	Interpreter Ethics: Trust				
			Issues, Perception Issues				
	ESR6	Reno – 4. Interpreting	Recommendation #3				
		Education/Degree in	conflict: Interpreting				
		College is insufficient.	Education/Degree in				
		Not Solid	College is insufficient.				
			Not Solid				
	ESR7	Reno – 4a. Interpreting	Recommendation #3				
	Lore,	Education/Degree in	conflict: Interpreting				
		College is insufficient.	Education/Degree in				
		Not Solid – No training	College is insufficient.				
		programs in Reno. Most	Not Solid – No training				
		moved to Las Vegas and	programs in Reno. Most				
		do not return	moved to Las Vegas and				
			do not return				
	ESR8	Reno – 4b. Interpreting	Recommendation #3			Recommendation #7	
		Education/Degree in	conflict: Interpreting			conflict: Interpreting	
		College is insufficient.	Education/Degree in			Education/Degree in	
		Not Solid – Insufficient	College is insufficient.			College is insufficient.	
		teaching program to	Not Solid – Insufficient			Not Solid – Insufficient	
		become a teacher for the	teaching program to			teaching program to	
		deaf	become a teacher for the			become a teacher for the	
		ueai					
	EGDO	D	deaf		D	deaf	
	ESR9	Reno – 6. It was asked if			Recommendation #5		
		there are any sign			conflict: That is a need -		
		language therapists in			mental health.		
		Reno, the answer was no.					
		That is a need - mental					
		health.					

Maureen Fradianni (MF)	MFR1	Reno townhall: Concerns on mental health services for the deaf, hard of hearing, late deafened adults, children		Recommendation #5 conflict: Concerns on mental health services for the deaf, hard of hearing, late deafened adults.		
		and their family.		children, and their		
				family.		
	MFR2	Reno townhall: School	Recommendation #3		Recommendation #6	
		system: Brought up on	conflict: lack of		conflict: School system:	
		CDI for deaf children,	interpreters		Brought up on CDI for	
		lack of interpreters and			deaf children and follow	
		follow up on LEADK. I			up on LEADK I feel that	
		feel that the school			the school district needs	
		district needs to make			to make more efforts to	
		more efforts to educate			educate and outreach the	
		and outreach the school			school system and the	
		system and the parents			parents about the	
		about the LEADK.			LEADK.	

Las Vegas (LV) – Tuesday, Aug					TIL 4 210/	TD1 5 140/	0.4
ED Findings and Recommendation(s)	State Plan Recommendation	Theme 1 – 9% Interpreter Shortage	Theme 2 – 40% ASL & Caption Accessibility	Theme 3 – 16% D/HH Services	Theme 4 – 21% D/HH Education	Theme 5 – 14% Safety Provisionary Support	Outcome Summary
ED Findings: Data reveals a dominate need for ASL & Caption Accessibility (Theme 2) needs	#1. Inclusion of the Community		ESLV2, ESLV3, ESLV10, ESLV14, ESLV21	SBLV8, ESLV8, ESLV9, ESLV23			21% - ASL & Caption Accessibility and D/HH Services needs with Inclusion of the Community
in the Southern Region with a 40% reported impact on D/HH community Inclusion, Government Access, Quality	#2. Government Accessibility		SBLV9, SBLV10, ESLV10, ESLV12, ESLV15, ESLV19				14% - ASL & Caption Accessibility needs in Government Accessibility
Interpreters, Emergency Response and Management, and Healthcare Access. Data also reveals a secondary immediate need in D/HH	#3. Quality Interpreters	SBLV2, SBLV3, SBLV4, SBLV12	ESLV10		ESLV18		14% - Interpreter Shortage, ASL & Caption Accessibility, and D/HH Education needs due to Quality Interpreters
Education (Theme 4) with a 21% reported overall impact on D/HH Quality Interpreters, Language Development, and Post-Secondary Education Transition.	#4. Emergency Response and Management		ESLV10, ESLV22			SBLV5, ESLV7, ESLV10, ESLV16, ESLV17, ESLV20	19% - ASL & Caption Accessibility and Safety Provisionary Support needs in Emergency Response & Management
Combined these areas cover 61% of the Southern regions reported concerns within the	#5. Healthcare Access		SBLV1, ESLV10, ESLV13	SBLV12, SBLV13			12% - ASL & Caption Accessibility and D/HH Services needs in Healthcare Access
State Plan's Strategic Priorities. ED Recommendation(s):	#6. Language Development				SBLV4, SBLV6, SBLV11, ESLV4, ESLV5, ESLV6, ESLV11		16% - D/HH Education needs in Language Development
Immediate action be taken in the Southern region as it pertains to Accessibility in American Sign Language	#7. Post-Secondary Education Transition			MFLV1	ESLV6		5% - D/HH Services and D/HH Education needs in Post- Secondary Transition
and Closed Captions in all facilities and law mandate enforcement. 2. Immediate intervention in D/HH Education in Language Development	#8. WIOA (Workforce Innovation and Opportunities Act) Partnerships						No current needs expressed or recorded
should be addressed with Southern region school districts. Seek LAP updates and/or check-ins for resource support and education needs of instructors/staff.	Other (Not specified in current State Plan.)			SBLV7 – Equipment ESLV1 – TTY/TDD Surcharge			Additional concerns in D/HH Services found with Equipment and TTY/TDD Surcharge – not included in data findings.
D/HH Specialist should be mandatory within our districts to address IEP LAP compliance of D/HH Student's needs.							

Elko (E) – Tuesday, August 23 rd , 2022 – Hybrid Session – NEIS Elko Office – Outcomes							
ED Findings and Recommendation(s)	State Plan Recommendation	Theme 1 – 41% Interpreter Shortage	Theme 2 – 17% ASL & Caption Accessibility	Theme 3 – 14% D/HH Services	Theme 4 – 21% D/HH Education	Theme 5 – 7% Safety Provisionary Support	Outcome Summary
ED Findings: Data reveals a dominate need for Interpreter Shortage (Theme 1) needs in the Rural	#1. Inclusion of the Community		ESE4				3% - ASL & Caption Accessibility needs with Inclusion of the Community
Region with a 41% reported impact due to Quality Interpreters.	#2. Government Accessibility		ESE1				3% - ASL & Caption Accessibility needs in Government Accessibility
Data also reveals a secondary immediate need in D/HH Education (Theme 4) with a 21% reported overall impact due to Quality Interpreters.	#3. Quality Interpreters	SBE2, SBE3, SBE4, SBE5, SBE6, SBE7, SBE9, ESE2, ESE3, MFE1, MFE2, MFE3	MFE2		SBE4, SBE5, SBE9, ESE2, MFE1, MFE3		66% - Interpreter Shortage, ASL & Caption Accessibility, and D/HH Education needs due to Quality Interpreters
Combined these areas cover 62% of the Rural region – Elko's reported concerns within the State Plan's Strategic Priorities. Both	#4. Emergency Response and Management					SBE8, ESE6	7% - Safety Provisionary Support needs in Emergency Response and Management
themes highlight the ongoing issue with Quality Interpreters. ED Recommendation(s):	#5. Healthcare Access		SBE3, SBE10	SBE1, SBE10, ESE3, ESE5			21% - ASL & Caption Accessibility and D/HH Services needs in Healthcare Access
Immediate action be taken in the Rural regions as it	#6. Language Development						No current needs expressed or recorded
pertains to Interpreter Shortage through	#7. Post-Secondary Education Transition						No current needs expressed or recorded
accessibility to training centers/programs and mentor programs. Additional long- term recommendation is early exposure to American	#8. WIOA (Workforce Innovation and Opportunities Act) Partnerships						No current needs expressed or recorded
Sign Language in K-12 school system as an elective or foreign language as modeled by surrounding states, aid in pipeline issues. 2. Additional resource previsions advised in D/HH Education in Quality Interpreters through accountability trainings as practiced through CAS's Mentor program. School districts advised to seek additional resource supports for staff development. The state's increase in registry standards will aid in this concern.	Other (Not specified in current State Plan.)						No current needs expressed or recorded
D/HH Specialist should be mandatory within our districts.							

Reno (R) – Thursday, August 2	5th, 2022 – Hybrid Session	n – ADSD Reno Office – C	Outcomes				
ED Findings and Recommendation(s)	State Plan Recommendation	Theme 1 – 43% Interpreter Shortage	Theme 2 – 19% ASL & Caption Accessibility	Theme 3 – 28.5% D/HH Services	Theme 4 – 9.5% D/HH Education	Theme 5 – 0% Safety Provisionary Support	Outcome Summary
ED Findings: Data reveals a dominate Interpreter Shortage (Theme 1) needs in the Northern Region with a 43% relevance reported impact due to Quality Interpreters. Data also reveals a secondary immediate need in D/HH Services (Theme 3) with a 28.5% reported overall impact on Inclusion of the Community, Healthcare	#1. Inclusion of the Community		ESR3, ESR4	ESR1			14% - ASL & Caption Accessibility and D/HH Services needs as it pertains to Inclusion of the Community
	#2. Government Accessibility		SBR3				5% - ASL & Caption Accessibility needs in Government Accessibility
	#3. Quality Interpreters	SBR1, SBR2, ESR2, ESR3, ESR5, ESR6, ESR7, ESR8, MFR2					43% - Interpreter Shortage needs due to Quality Interpreters No current needs
Access, and Workforce Innovation and Opportunities	Response and Management						expressed or recorded
Act (WIOA) Partnerships/Employment Issues due to Interpreter access (ESR2).	#5. Healthcare Access		ESR1	SBR4, SBR5, ESR9, MFR1			24% - ASL & Caption Accessibility and D/HH Services needs in healthcare
Combined these areas cover 71.5% of the Northern regions	#6. Language Development				MFR2		5% - D/HH Education needs in Language Development
reported concerns within the State Plan's Strategic Priorities.	#7. Post-Secondary Education Transition				ESR8		5% - D/HH Education needs in Post- Secondary Education Transition
ED Recommendation(s): 1. Due to the lack of Interpreter Program access in the North, an evident impact on the Quality of Interpreters has resulted in an Interpreter Shortage. Current recommendation is to establish a program or access through remote means be implemented through collaborations with colleges statewide that DO have Interpreter Training Programs.	#8. WIOA (Workforce Innovation and Opportunities Act) Partnerships			ESR2			5% - D/HH Services needs in WIOA Partnerships
	Other (Not specified in current State Plan.)						No current needs expressed or recorded
Immediate intervention in D/HH Services through stronger advocacy is needed and access to direct services for Mental Healthcare providers that sign. A center or Deaf/ Hard of Hearing staff placed throughout our provisionary programs can aid in a greater relevance to							
aid in a greater relevance to D/HH centered service provisions statewide.							

Statewide – Overall Outcomes							
ED Findings and Recommendation(s)	State Plan Recommendation	Theme 1 – 27% Interpreter Shortage	Theme 2 – 28% ASL & Caption Accessibility	Theme 3 – 18% D/HH Services	Theme 4 – 18% D/HH Education	Theme 5 – 9% Safety Provisionary Support	Statewide Outcome Summary
ED Findings: In focus on our State Plan and relevance of the objectives of this Commission, it is imperative to address the areas within our State Plan that need additional attention.	#1. Inclusion of the Community		ESLV2, ESLV3, ESLV10, ESLV14, ESLV21, ESE4, ESR3, ESR4	SBLV8, ESLV8, ESLV9, ESLV23, ESR1			14% - Inclusion of the Community needs focus on ASL & Caption Accessibility and availability of D/HH Services statewide
Data reveals a dominate lack of Quality Interpreters (Recommendation #3) as outlined within our State Plan	#2. Government Accessibility		SBLV9, SBLV10, ESLV10, ESLV12, ESLV15, ESLV19, ESE1, SBR3				9% - Government Accessibility needs focus on the lack of ASL & Caption Accessibility
by 37% relevance statewide in Interpreter Shortage (Theme 1) and D/HH Education (Theme 4). Data also reveals a secondary immediate need in Healthcare Access (Recommendation #5) as outline with our State Plan by 17% relevance statewide in the areas of ASL & Caption Accessibility (Theme 2) and D/HH Services (Them 3). The final area of great need is Inclusion of the Community (Recommendation 1) as outline in our State Plan by 14% relevance statewide in the areas of ASL & Caption Accessibility and D/HH Services.	#3. Quality Interpreters	SBLV2, SBLV3, SBLV4, SBLV12, SBE2, SBE3, SBE4, SBE5, SBE6, SBE7, SBE9, ESE2, ESE3, MFE1, MFE2, MFE3, SBR1, SBR2, ESR2, ESR3, ESR5, ESR6, ESR7, ESR8, MFR2	ESLV10, MFE2		ESLV18, SBE4, SBE5, SBE9, ESE2, MFE1, MFE3		37% - Quality Interpreters needs impact Interpreter Shortages, ASL & Caption Accessibility, and D/HH Education statewide
	#4. Emergency Response and Management		ESLV10, ESLV22			SBLV5, ESLV7, ESLV10, ESLV16, ESLV17, ESLV20, SBE8, ESE6	Response and Management needs lack ASL & Caption Accessibility and Safety Provisionary
	#5. Healthcare Access		SBLV1, ESLV10, ESLV13, SBE3, SBE10, ESR1	SBLV12, SBLV13, SBE1, SBE10, ESE3, ESE5, SBR4, SBR5, ESR9, MFR1			Supports 17% - Healthcare Access focuses on the lack of ASL & Caption Accessibility and D/HH Services for mental health and more statewide
Combined these areas cover 68% of statewide reported concerns within the State Plan's Strategic Priorities.	#6. Language Development				SBLV4, SBLV6, SBLV11, ESLV4, ESLV5, ESLV6, ESLV11, MFR2		9% - Language Development needs currently focuses within D/HH Education K-12.
ED Recommendation(s): 1. Current Recommendation is to start with these top 3 needs within our Subcommittees to begin advocating for changes as outlined in each region per ED Recommendations. 2. Additional recommendations,	#7. Post-Secondary Education Transition			MFLV1	ESLV6, ESR8		3% - Post-Secondary Education Transition needs in D/HH Services and D/HH Education
	#8. WIOA (Workforce Innovation and Opportunities Act) Partnerships			ESR2			1% - WIOA Partnership concern expressed in D/HH Services in Reno
collaborations, and networking is necessary for the success of change.	Other (Not specified in current State Plan.)			SBLV7 – Equipment ESLV1 – TTY/TDD Surcharge			Additional concerns in D/HH Services found with Equipment and TTY/TDD Surcharge –

3. Community has spoken, its time to take action, advocate, and show we are listening.			not included in data findings.
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