



Nevada Commission for Persons who are Deaf and Hard of Hearing

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

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

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| <p>daughter would answer the phone on my behalf and talk to people at age 2. My children were translating to me with strangers in a grocery store.</p> <ul style="list-style-type: none"> As a parent there is that issue of guilt that surrounds us for requiring our children to grow up faster. | | questions for the website for signers. | | website ASL accessibility needs | | | |
| | SBLV10 | Las Vegas – brought up how the governors addresses do not have the interpreter view available on media platforms, i.e., television, social media. | | Recommendation #2 conflict: Governor address interpreters not in view via media platforms | | | |
| | SBLV11 | Las Vegas – was very vocal about English is not ASL and that is considered a second language for deaf. | | | | Recommendation #6 conflict: English is not ASL and is considered a second language | |
| | SBLV12 | Las Vegas – stated there was not enough mental health providers that were ASL. | Recommendation #3 conflict: ASL Accessibility for Mental Health Services | | Recommendation #5 conflict: Mental Health services | | |
| | SBLV13 | Las Vegas – mental health professionals are not available to us and if they are not deaf how can they understand our mental health issues. | | | Recommendation #5 conflict: D/HH Mental Health Services with Deaf Providers | | |
| Eli Schwartz (ES) | ESLV1 | Las Vegas – 1a. Telephone surcharges: ASL users are not using 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. | | | Telephone Surcharge: TTY/TDD are perceived to be obsolete | | |
| | ESLV2 | Las Vegas – 1b. The public (such as stadiums, government buildings, casinos and such) have pulled away the public telephone where TDD were installed. At the airport, we encounter to the Information counter, asking where is TDD because there are TDD icons on the signages in the building. The representative does not know what we are talking about, even though the signage shows the icon. What would happen if a deaf individual needs to call someone. Does it obviously violate ADA for deaf individuals? State of Nevada and public places should | | Recommendation #1 conflict: Equipment accessibility in public locations (i.e., stadiums, government buildings, casinos, airports, etc.) have pulled away the public telephone where TDDs were installed. Consider use of mobile apps 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.” | | | |

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

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| | ESLV8 | Las Vegas – 5. Nevada Senior Services: State of Nevada needs to consider to establish Deaf Unit inside the skilled nursing. Need to have some type of collection of deaf patients which they need to socialize, communicate and participate in activities to have stimulations of their minds and bodies. Perhaps, Deaf nursing home seniors, memory care, other states have this. | | | Recommendation #1 conflict: Nevada Senior Services: State of Nevada needs to consider establishing Deaf Unit inside the skilled nursing. Need to have some type of collection of deaf patients which they need to socialize, communicate, and participate in activities to have stimulations of their minds and bodies. Perhaps, Deaf nursing home seniors, memory care, other states have this. | | |
| | ESLV9 | Las Vegas – 7. One Stop Center for deaf and hard of hearing people, may consider to collaborate with Dept. of Human Services, Social Services, tenderized with DETR, and other possibilities within state departments. | | | Recommendation #1 initiative: One Stop Center for D/HH; consider collaborating with Dept. of Human Services, Social Services, tenderized with DETR, and other possibilities within state departments. | | |
| | ESLV10 | Las Vegas – 8. Disparity in communication. What piece of law that bar us from communicating effectively, i.e., jails. Public places. | | Recommendations #1 - #5 conflicts: Communication Accessibility: Disparity in communication. What piece of law that bar us from communicating effectively, i.e., jails. Public places. | | | Recommendation #4 conflict: Communication Accessibility: Disparity in communication. What piece of law that bar us from communicating effectively, i.e., jails. Public places. |
| | ESLV11 | Las Vegas – 9. Lack of accessibility in school for deaf children in classroom. | | | | Recommendation #6 conflict: Lack of accessibility in school for deaf children in classroom. | |
| | ESLV12 | Las Vegas – 10. Political ballots should available in ASL. Video with ballot explained in ASL-English not first language*** | | Recommendation #2 conflict: Political ballots should be available in ASL. Video with ballot explained in ASL-English not first language*** | | | |
| | ESLV13 | Las Vegas – 11. Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very frustrating experience. | | Recommendation #5 conflict: Ineffective communication at the hospitals and doctor offices. a) No interpreter for Deaf patient- very frustrating experience. | | | |
| | ESLV14 | Las Vegas – 12. Accessibility in movie theaters: Hearing and | | Recommendation #1 conflict: Accessibility in movie theaters: Hearing | | | |

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| | Low vision. a) Captioning at movies and theaters- none at rerelease- none at drive ins- smith center closed captioning not available in balcony and so has to pay more for tickets for accessibility- loop in with Dora and accessibility | | and Low vision. a) Captioning at movies and theaters- none at rerelease- none at drive ins- smith center closed captioning not available in balcony and so has to pay more for tickets for accessibility- loop in with Dora and accessibility | | | |
| ESLV15 | Las Vegas – 13. Accessibility in Legislature. What are the legislative languages that bar us from communication? | | Recommendation #2 conflict: Accessibility in Legislature. What are the legislative languages that bar us from communication? | | | |
| ESLV16 | Las Vegas – 14. Safety Plans for students with IEPs. | | | | | Recommendation #4 conflict: Safety Plans for students with IEPs. |
| ESLV17 | Las Vegas – 15. Visual alarms for deaf students during lockdowns: Color code system for ambulances, etc. | | | | | Recommendation #4 conflict: Visual alarms for deaf students during lockdowns: Color code system for ambulances, etc. |
| ESLV18 | Las Vegas – 16. Should schools provide interpreters. | | | | Recommendation #3 conflict: Should schools provide interpreters. | |
| ESLV19 | Las Vegas – 17. NV 211 isn't accessible for deaf community because many times English is not their first language. | | Recommendation #2 conflict: NV 211 isn't accessible for deaf community because many times English is not their first language. | | | |
| ESLV20 | 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). | | | | | Recommendation #4 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 BDR for this issue). |
| ESLV21 | Las Vegas – 19. More remote interpreting services- English is not first language so captioning doesn't always help. | | Recommendation #1 conflict: More remote interpreting services- English is not first language so captioning doesn't always help. | | | |
| ESLV22 | Las Vegas – 20. What are the legislative languages that bar us from communication? | | Recommendation #4 initiative: Question: What are the legislative languages that bar us from communication? | | | |
| ESLV23 | Las Vegas – 21. It would be nice to see the NRS | | | Recommendation #1 conflict: It would be nice | | |

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

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| | airfare/cost of fuel is not available. | | | | | |
| 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 | | | |
| SBE4 | Elko – Educational environments without interpreters. | Recommendation #3 conflict: educational environments without interpreters. | | | Recommendation #3 conflict: educational environments without interpreters. | |
| 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! | |

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| | | because they need it but because we do not know what to do with them. | | | | | |
| | SBE10 | Elko – stated there was not enough mental health providers that were ASL. | | Recommendation #5 conflict: stated there was not enough mental health providers that were ASL | Recommendation #5 conflict: stated there was not enough mental health providers that were ASL | | |
| Eli Schwartz (ES) | ESE1 | Elko – 1. Legislative – In ASL and Spanish. How to influence legislature. | | Recommendation #2 conflict: Legislative – In ASL and Spanish. | | | |
| | ESE2 | Elko – 2. Need more interpreters: a) For Deaf, b) For Seniors/Elders, and c) For K-12 schools. | Recommendation #3 conflict: Need more interpreters: a) For Deaf, b) For Seniors/Elders, and c) For K-12 schools. | | | Recommendation #3 conflict: Need more interpreters: a) For Deaf, b) For Seniors/Elders, and c) For K-12 schools. | |
| | ESE3 | Elko – 3. CDI-Family Medical Appointments. | Recommendation #3 conflict: CDI-Family Medical Appointments. | | Recommendation #5 conflict: CDI-Family Medical Appointments. | | |
| | ESE4 | Elko – 4. Internet services not working...Keep dropping cannot use interpreters via the internet. | | Recommendation #1 conflict: Internet services not working...Keep dropping cannot use interpreters via the internet. | | | |
| | ESE5 | Elko – 5. Access to Mental Services/Therapists with ASL experiences. | | | Recommendation #5 conflict: Access to Mental Services/Therapists with ASL experiences. | | |
| | ESE6 | Elko – 6. Law enforcement training/education. | | | | | Recommendation #4 conflict: Law enforcement training/education. |
| Maureen Fradianni (MF) | MFE1 | Elko townhall: Good number of the attendances and only had two deaf attendances. Big issue: Interpreters in the community and school system. I visited Elko for the outreach and advocacy every year since 1993. Always 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. | Recommendation #3 conflict: big issue: Interpreters in the community and school system. Always complained the lack of qualified interpreters. | | | Recommendation #3 conflict: big issue: Interpreters in the community and school system. Always complained the lack of qualified interpreters. | |
| | MFE2 | Elko townhall: Her husband Delmo worked | Recommendation #3 conflict: 4-year-old | Recommendation #3 conflict: 4-year-old | | | |

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| | | for the Department of Transportation and was 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 always uses her son to interpret for the doctor visits and hospital. | interpreting for medical appointment | interpreting for medical appointment | | | |
| | MFE3 | Elko townhall: Norma was born and raised in Elko and used unqualified interpreter at school. The deaf 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. | Recommendation #3 conflict: deaf community depends on her interpreting at the doctor's office | | | Recommendation #3 conflict: unqualified interpreter at school | |

Reno (R) – Thursday, August 25th, 2022 – Hybrid Session – ADSD Reno Office

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| <p>Susan Beckett (SB)</p> <p>Reno – Received information about a possible Deaf Day at the legislature. It would be good to have a team there as we would be visible.</p> <p>Reno – A deaf film maker was at pizza night and is available to assist us – to be a part of recordings and trainings for us.</p> | SBR1 | Reno – 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 | | | | |
| | SBR2 | Reno – There is no interpreter program in Northern Nevada. CSN has the only accredited program in the State of Nevada. | Recommendation #3 conflict: no interpreter program in Northern Nevada | | | | |
| | SBR3 | Reno – suggested the website have information in ASL on government websites. | | Recommendation #2 conflict: suggested the website have information in ASL on government websites. | | | |
| | SBR4 | Reno – mental health professionals need to know sign to be able to communicate directly with us. We should not have an interpreter for therapy. A suggestion of online therapists are available, that was by a public member. | | | Recommendation #5 conflict: mental health professionals need to know sign to be able to communicate directly with us. We should not have an interpreter for therapy. A suggestion of online therapists are available, that was by a public member. | | |

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

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

Townhall Qualitative Data Analysis Outcomes

Las Vegas (LV) – Tuesday, August 2nd, 2022 – Hybrid Session – Palace Station Grand Ballroom – Outcomes

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

| Elko (E) – Tuesday, August 23 rd , 2022 – Hybrid Session – NEIS Elko Office – Outcomes | | | | | | | | |
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| 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 | |
| <p>ED Findings: Data reveals a dominate need for Interpreter Shortage (Theme 1) needs in the Rural Region with a 41% reported impact due to Quality Interpreters.</p> <p>Data also reveals a secondary immediate need in D/HH Education (Theme 4) with a 21% reported overall impact due to Quality Interpreters.</p> <p>Combined these areas cover 62% of the Rural region – Elko’s reported concerns within the State Plan’s Strategic Priorities. Both themes highlight the ongoing issue with Quality Interpreters.</p> <p>ED Recommendation(s): 1. Immediate action be taken in the Rural regions as it pertains to Interpreter Shortage through accessibility to training centers/programs and mentor programs. Additional long-term recommendation is early exposure to American 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.</p> <p>D/HH Specialist should be mandatory within our districts.</p> | #1. Inclusion of the Community | | ESE4 | | | | 3% - ASL & Caption Accessibility needs with Inclusion of the Community | |
| | #2. Government Accessibility | | ESE1 | | | | 3% - ASL & Caption Accessibility needs in Government Accessibility | |
| | #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 |
| | #4. Emergency Response and Management | | | | | SBE8, ESE6 | 7% - Safety Provisionary Support needs in Emergency Response and Management | |
| | #5. Healthcare Access | | SBE3, SBE10 | SBE1, SBE10, ESE3, ESE5 | | | 21% - ASL & Caption Accessibility and D/HH Services needs in Healthcare Access | |
| | #6. Language Development | | | | | | <i>No current needs expressed or recorded</i> | |
| | #7. Post-Secondary Education Transition | | | | | | <i>No current needs expressed or recorded</i> | |
| | #8. WIOA (Workforce Innovation and Opportunities Act) Partnerships | | | | | | <i>No current needs expressed or recorded</i> | |
| Other (Not specified in current State Plan.) | | | | | | | <i>No current needs expressed or recorded</i> | |

| Reno (R) – Thursday, August 25 th , 2022 – Hybrid Session – ADSD Reno Office – Outcomes | | | | | | | | |
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| 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 | |
| <p>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.</p> <p>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 Access, and Workforce Innovation and Opportunities Act (WIOA) Partnerships/Employment Issues due to Interpreter access (ESR2).</p> <p>Combined these areas cover 71.5% of the Northern regions reported concerns within the State Plan’s Strategic Priorities.</p> <p>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. 2. 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 D/HH centered service provisions statewide.</p> | #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 |
| | #4. Emergency Response and Management | | | | | | | <i>No current needs expressed or recorded</i> |
| | #5. Healthcare Access | | ESR1 | SBR4, SBR5, ESR9, MFR1 | | | | 24% - ASL & Caption Accessibility and D/HH Services needs in healthcare |
| | #6. Language Development | | | | | MFR2 | | 5% - D/HH Education needs in Language Development |
| | #7. Post-Secondary Education Transition | | | | | ESR8 | | 5% - D/HH Education needs in Post-Secondary Education Transition |
| | #8. WIOA (Workforce Innovation and Opportunities Act) Partnerships | | | | ESR2 | | | 5% - D/HH Services needs in WIOA Partnerships |
| Other (Not specified in current State Plan.) | | | | | | | <i>No current needs expressed or recorded</i> | |

| Statewide – Overall Outcomes | | | | | | | | |
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| 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 | |
| <p>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.</p> <p>Data reveals a dominate lack of Quality Interpreters (Recommendation #3) as outlined within our State Plan by 37% relevance statewide in Interpreter Shortage (Theme 1) and D/HH Education (Theme 4).</p> <p>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).</p> <p>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.</p> <p>Combined these areas cover 68% of statewide reported concerns within the State Plan’s Strategic Priorities.</p> <p>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, collaborations, and networking is necessary for the success of change.</p> | #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 | |
| | #2. Government Accessibility | | SBLV9, SBLV10, ESLV10, ESLV12, ESLV15, ESLV19, ESE1, SBR3 | | | | 9% - Government Accessibility needs focus on the lack of ASL & Caption Accessibility | |
| | #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 | | 11% - Emergency Response and Management needs lack ASL & Caption Accessibility and Safety Provisionary Supports |
| | #5. Healthcare Access | | SBLV1, ESLV10, ESLV13, SBE3, SBE10, ESR1 | SBLV12, SBLV13, SBE1, SBE10, ESE3, ESE5, SBR4, SBR5, ESR9, MFR1 | | | | 17% - Healthcare Access focuses on the lack of ASL & Caption Accessibility and D/HH Services for mental health and more statewide |
| | #6. Language Development | | | | SBLV4, SBLV6, SBLV11, ESLV4, ESLV5, ESLV6, ESLV11, MFR2 | | | 9% - Language Development needs currently focuses within D/HH Education K-12. |
| | #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 |
| 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 – | |

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