

## **DHHC Employment Subcommittee - State Plan Recommendations**

### **Tim**

#1 – Inclusion of the Community

#### **Issue(s):**

- Community Partners not aware or understand D/deaf/HH/SI culture
- Lack of diversity of disability on the panel for policy and procedures
- Lack of accessibility during townhall or any event hosted by community partners
- Lack of accessibility during media coverage/press conference

#### **Solution(s):**

- Invite some disability people onto the panel while review policy and procedures to ensure it cover diverse of issue/accessibility needs in their organization
- Ensure they provide interpreter or any communication mode at their townhall so we all can share and be heard.
- While providing survey to ensure they are written for everyone to understand and include ASL where possible (if survey online or in person)
- Provide D/HH/SI sensitive training

#### **Partner(s):**

- ADSD Communication Access Services team
- State contact providers for Translation/Interpretation services
- Various state agencies include community partners
- Various local D/HH/SI non-profit organization
  - Las Vegas Deaf Seniors (LVDS)
  - Nevada Black Deaf Advocate (NVBDA)
  - Nevada Association of the Deaf (NVAD)
  - Nevada Registry of Interpreters for the Deaf (NVRID)
  - Nevada Hand & Voice (NVHV)
  - Hearing Loss Association of America (HLAA)

### **Laura**

#2 – Government accessibility

#### **Issue(s):**

- The state of Nevada, as an employer, lacks internal awareness and/or regular utilization of available resources to support D/HH staff success in their job duties.
- Various agency services are not readily accessible to D/HH community members in need of program assistance.

**Solution(s):**

- Ensure 700 hour program hiring opportunities with collaborative support accommodations are made know to all state of Nevada hiring managers/units/HR
- ADA accessibility and communication modalities training for state of Nevada staff
- Designated hiring events for D/HH with full communication access (ASL interpreters, CARTs, Hearing assistive technology etc)

**Partner(s):**

- DETR BVR Internal Job Development team
- DETR BVR DDBHH vocational rehabilitation counselors/team
- ADSD Communication Access Services team
- State contact providers for Translation/Interpretation services
- EmployNV Hub offices

**Tim**

**#3 Quality Interpreters**

**Issue(s):**

- Not enough interpreter statewide
- No interpreter classes provided statewide with except for Clark County
- Clark County School District break up Deaf program to multi school
  - Therefore, spread thin with availability of interpreters
  - Interpreters work at school district meaning lack of interpreter for community
- Statewide include rural school district have little or no access of interpreter
  - Often put person who know sign but not proficient to interpreter in education setting
  - No interpreter nearby
    - End up paying more
- Not enough people to mentor another interpreter
  - Currently only using 4 state employees
  - Availability for mentoring is limit
- Interpreters relocate to where classes are provided and never come back

**Solution(s):**

- Establish interpreter program in North and Rural area
  - Online
  - Stipends for traveling for classes
- Increase number of classes and Teacher at all Post-secondary school
- Need bring more people to become mentor
  - Mentor on various setting
    - EIPA
    - Community Setting
    - Medical
    - Mental Health
    - Court/Lawyer
- Incentive for interpreter to live in rural area to provide service where need
- Provide grace period for current interpreter before NAC 656 A implement on April 1, 2023
  - To finish their education
  - Finish training or receive mentor
- Recruitments event for Interpreters nationwide
  - Hope to bring more qualify interpreter into state

**Partner(s):**

- Post-Secondary education
  - College of Southern Nevada (CSN)
  - Nevada State College (NSC)
- ADSD Communication Access Services team
- Deaf and Hard of Hearing Commission
- Nevada Registry Interpreters for the Deaf (NVRID)
- Office of Economic Development
- Nevada System of higher Education (NSHE)
- Commission on Postsecondary Education??
- Legislation??

**Michelle**

#4 – Emergency Response and Management

**Who: Local police, sheriff, fire department, Commission and resources listed below**

- Appropriate training for emergency planning

- Disability Sensitivity Training for emergency response staff
- Providing access by having basic knowledge of ASL, paper/pen, visual aids (pictures, etc)

- Visual Communication Card – it's out there somewhere, who "owns" it?
- Have a list of ASL interpreters who are willing to be called on in case of disaster
- Workplaces – ensure that employers are trained, as that can tie into emergency response/management (employers are responsible for their employees)
- CERT training for ASL interpreters

- Resources:

- NATRC
- Commission
- Las Vegas Emergency Response Team
- Clark County Emergency Response Team
- State of NV Emergency Response Team

#5 – Healthcare Access

**Who: Nevada Hospital Association, Hospital systems, healthcare programs at local universities and colleges, State Office of Economic Development, Office of Minority Health and Equity, Commission**

- Lack of healthcare access could have an impact on client's ability to be employed or have access to employment
  - Client advocacy – educational workshop (Deaf Self Advocacy Training)?
- Providing resources to employers
  - Mental health (work-related)
  - Ensure resources provided are easy to understand
- Communication access
  - Educate medical providers about ADA and their responsibility under the ADA to provide effective communication
  - Communication access also applies to those whose support system requires access (such as a child whose parents are D/DB/HH).
- Deaf/Hard of Hearing therapists
- Deaf/Hard of Hearing as professionals in medical field as doctors, nurses, etc (Laura Fink)
  - AMPHL
    - Deaf and hard of hearing people as professionals themselves, working in this field as doctors, nurses, et cetera. Deaf people can be in these professions, focusing on job diversity, shifting the thinking of people in the medical profession to inclusion of Deaf and hard of hearing individuals.

## **Laura and Shelly**

#6 – Language Development – a need to develop vocab of employment

Issue(s):

- Students don't have a strong concept of the world of work/employment expectations and lack vocabulary to talk about it.
- Lack of qualified school staff with expertise in serving/teaching DHH students.

Solution(s):

- Incentives for teachers to stay in field (\$ monthly + wages)
- Financial aid for Deaf Ed college degrees
- Career demo activities: work uniforms, vehicles representing professions (cop car, ambulance, etc), storytelling by Deaf employees/business owners

Partner(s):

- Voc Rehab
- Job Connect
- Dept of Ed
- School Districts
- Other state Commissions?
- Chamber of Commerce
- Colleges that provide Deaf Ed degrees
- Deaf centered non-profit organizations

**LT and Shelly** (orange font = Shelly's inputs)

#7 - Post-Secondary education transition

**Who: SEIF (Special Education Facilitator), Counselors, Teachers, Parents, VR Transition Coordinator, Job Developers, Disability Resource Center Staff**

- Connect students to BLOOM Consulting
  - “innovative college support program designed to support students with disabilities”
- Individual Transition Planning (part of IEP): the schools should invite VR counselors to represent students during IEP meetings when student turns 14 years old
  - discussing the transition and open a case when the student is a junior (give parents the paperwork at the end of the student's sophomore year. Then the intake can be implemented at the fall of the student's junior year.

- Can set up several assessments to determine the interests, personalities, values.
- CRAVE, job fairs, exploratory at career and technology education training centers, may consider transferring to the CTE program if the student is 14. years old, that will help students to obtain entry level skills when student graduates from high school, college visits, partnerships with school teachers to teach the "Career Prep" curriculum.
  - Invite colleges and universities to present to students about their school and programs
- VR Transition Team will participate in CRAVE, job fairs, etc and visit the schools
- VR Transition Team will present about VR to service providers or students aged 14 and up, and parents/guardians/support systems
- VR Transition Team will expand on post secondary options – provide informed choices
- Collaborate with Education Subcommittee (Laura Fink)
- Collaborate with Business Service Representative Department (Laura Fink and Shelly)

#### #8 - WIOA Partnership

**Who: Business Service Representative, VR Counselor, VR Clients/Students, Governors Workforce Investment Board, Local Workforce Investment Board, and Commission**

- Once a student get the case open, consider supporting work experience - can be done on campus or off campus nearby

- support bus passes, similar to OJT
- summer work experience during end of student's junior year
- Prevocational assessments, placing students to several sites for assessments with paid to motivate students
- help determine the abilities students are able to perform (PVCA?) (OJT, CBA, WBLE, situational assessment (SA)?)
  - On the Job Training, Community Based Assessments, Work Based Learning Experience
  - Career Exploration Assessments
    - Virtual Job Shadow (VJS)/Pathful Explore
- Collaborate with sister agencies (Job Connect/Employ NV Hub)
- Provide interpreters for job fairs
- Unemployment insurance (Laura Fink)