



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							
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		

<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.”			

		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

	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			

	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		

		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)	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)	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.		
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.							

	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!	

		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			

		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

<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.		

	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.			

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	
<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								
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 provisions 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								
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							
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 –	

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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