



# Nevada Commission for Persons who are Deaf and Hard of Hearing

October 2023 Nevada Townhall Tour (Pahrump, Reno, and Las Vegas)

Townhall Qualitative Data Analysis							
Commissioner Report	Response ID	Direct Quotes or Reported Notes	Theme 1 – Interpreter Access	Theme 2 – ADA Compliance	Theme 3 – D/HH Education, Services, & Advocacy	Theme 4 – D/HH Equipment & VRI Reliability	Theme 5 – D/HH Cultural Competency & Sensitivity Training
<b>Pahrump (P) – Tuesday, October 10<sup>th</sup>, 2023 – In Person (Attendance: 4 Community Participants) – Nye Communities Coalition Activity Center</b>							
Eric Wilcox (EW)  <b>Law Recommendations:</b> <ul style="list-style-type: none"> <li>Something that better ensures enforcement and accountability vis-a-vis federal laws (ADA and IDEA)</li> <li>All hospitals required to have interpreters on staff.</li> <li>All school districts require to provide live interpreting.</li> <li>Subsidies or incentives for student to attend interpreter training programs, training for teacher of the deaf certification, speech/lang. pathology with focus on language acquisition among deaf children.</li> </ul>	EWP1	<b>Pahrump</b> – No interpreters at School.	<b>Recommendation #3 conflict:</b> Interpreter shortage in schools	<b>Recommendation #6 conflict:</b> Communication Access in Schools.			
	EWP2	<b>Pahrump</b> – No interpreters for emergency services.	<b>Recommendation #3 conflict:</b> Interpreter shortage for emergency services.	<b>Recommendation #4 conflict:</b> Communication Access for emergency services.			
	EWP3	<b>Pahrump</b> – No interpreters at hospital.	<b>Recommendation #3 conflict:</b> Interpreter shortage in hospitals	<b>Recommendation #5 conflict:</b> Communication Access in Hospital.			
	EWP4	<b>Pahrump</b> – Reliance on virtual interpreters, which is especially unreliable in rural areas without stable internet.	<b>Recommendation #3 conflict:</b> Lack of Interpreter access	<b>Recommendation #3 conflict:</b> Over reliance on virtual interpreters in unreliable and or stable internet settings.		<b>VRI Reliability:</b> Unreliable internet.	
	EWP5	<b>Pahrump</b> – Also do not get consistency and familiarity with constantly changing virtual interpreters.	<b>Recommendation #3 conflict:</b> Lack of consistency due to constant changing of virtual interpreters.				
	EWP6	<b>Pahrump</b> – Institutions relying on virtual interpreters do not have adequate technology for stable use of virtual interpreters.		<b>Recommendation #1 conflict:</b> Institutions without adequate equipment/technology for communication accessibility continue to utilize virtual interpreters		<b>Equipment:</b> Institutions without adequate equipment/technology for communication accessibility continue to utilize virtual interpreters	
	EWP7	<b>Pahrump</b> – School district initially told family that busing to Las Vegas was the only option.			<b>Recommendation #6 conflict:</b> Lack of local rural D/HH Services.		
	EWP8	<b>Pahrump</b> – School district advertised for an interpreter, but the salary on offer was less than an interpreter can make in the metro area.	<b>Recommendation #6 conflict:</b> Noncompetitive wages impacting Interpreter shortage.		<b>Recommendation #6 conflict:</b> Noncompetitive wages for Educational Interpreters.		

	EWP9	<b>Pahrump</b> – Deaf individuals and families should not have to move to Las Vegas or Reno to receive the services required under the law.			<b>Recommendation #6 conflict:</b> Lack of local rural D/HH Services.		
	EWP10	<b>Pahrump</b> – Difficulty accessing audiology services.			<b>Recommendation #5 conflict:</b> Lack of local rural audiology services.		
<p>Laura Fink (LF)</p> <p><b>Legislative needs/suggestions:</b></p> <ul style="list-style-type: none"> <li>• Enforcement of ensuring communication access is provided <ul style="list-style-type: none"> <li>○ Suggestion: Hospital should have on-staff ASL interpreter because VRI is unreliable or insufficient depending on the nature of medical attention needed <ul style="list-style-type: none"> <li>▪ Hospitals have lots of equipment and IT power; there should be no reason VRI bandwidth or high speed internet is unavailable</li> </ul> </li> <li>○ Suggestion: School should have on-staff ASL interpreter because internet connectivity is unreliable</li> </ul> </li> <li>• Educational incentives for training in field of ASL interpreting</li> </ul>	LFP1	<b>Pahrump</b> – No ASL interpreters for high school student in person or virtual	<b>Recommendation #3 conflict:</b> Interpreter shortage in schools				
	LFP2	<b>Pahrump</b> – Unreliable internet connectivity				<b>Equipment Accessibility:</b> Unreliable Internet connectivity	
	LFP3	<b>Pahrump</b> – Isolation as sole Deaf student			<b>Recommendation #6 conflict:</b> D/HH student isolation		
	LFP4	<b>Pahrump</b> – Unreliable internet access makes connecting to information and accommodations extremely difficult in many areas		<b>ALL Recommendations Impact:</b> ADA accommodations impact		<b>Equipment Accessibility:</b> Unreliable internet access	
	LFP5	<b>Pahrump</b> – Medical services are not accessible due to communication barriers and unreliable internet for VRI		<b>Recommendation #5 conflict:</b> Medical accessibility hindered due to communication barriers and unreliable internet for VRI		<b>VRI Reliability:</b> Unreliable internet access for VRI	
	LFP6	<b>Pahrump</b> – Medical staff aren't knowledgeable on VRI equipment nor is the equipment ready for use (dead battery).		<b>Recommendation #5 conflict:</b> ADA accommodations ineffective due to training of staff and equipment maintenance		<b>Equipment Accessibility:</b> VRI equipment not ready for use and staff unknowledgeable	<b>Recommendation #1 &amp; #4 conflict:</b> Equipment Training needed on VRI for medical staff
	LFP7	<b>Pahrump</b> – Rural philosophy of “meeting the minimum” or “letter of the law” is NOT working for the actual consumer		<b>Recommendation #1 conflict:</b> Bare minimum compliance to ADA			<b>Recommendation #1 conflict:</b> D/HH Sensitivity Training needed
	LFP8	<b>Pahrump</b> – Audiological services are unavailable in rural areas or insufficient for technology needed			<b>Recommendation #5 conflict:</b> D/HH Audiology services unavailable and/or insufficient for tech needs		
	LFP9	<b>Pahrump</b> – No cochlear implant service provider.			<b>Recommendation #5 conflict:</b> No Cochlear implant service provider		
	LFP10	<b>Pahrump</b> – Lack of familiarity with non-seniors using hearing aids/devices				<b>Recommendation #5 conflict:</b> Lack of familiarity of non-seniors	<b>Recommendation #1 conflict:</b> Lack of familiarity of non-seniors

						hearing aids/device uses or needs	hearing aids/device uses or needs
	LFP11	<b>Pahrump</b> – Transportation to services “close by” in Las Vegas requires a significant time commitment and still aren’t communication accessible for ASL users			<b>Recommendation #1 conflict:</b> Lack of local services & traveling to nearest options do not guarantee communication access for ASL users.		
	LFP12	<b>Pahrump</b> – Deaf student suggested for daily busing to/from LV would have a 4am – 6pm “school day” without ASL supports on the bus			<b>Recommendation #6 conflict:</b> No local D/HH services without significant travel with lack of communication access in transit		
	LFP13	<b>Pahrump</b> – Due to bus situation, unable to participate in any extracurricular activities aside from scheduled classes.			<b>Recommendation #6 conflict:</b> No extracurricular activities for D/HH due to transportation		
<p>Susan Beckett (SB)</p> <p><b>Townhall Feedback:</b> As a person who feels they can hear in most situations the room and sound for the Town Hall posed a problem due to lack of interpreters onsite. We had to place the microphone under the sound from the laptop to have it go through the sound system as there was no option of a direct to the sound system a normal modern convenience we have available in Las Vegas. I had to actually call into the zoom meeting to understand the interpretation.</p> <p>Finally, as a person who is deaf without cochlear implants and hard of hearing at best – it is hard to take notes and listen at the same time during these events. I would like to propose that we have a note taker available to take the notes since we as the Commissioners of the Deaf and Hard of Hearing Commissioner are to be listening to the public to plan for needs in the future.</p>	SBP1	<b>Pahrump</b> – Attempted to bus a Nye County Student to Clark County for Education so that Nye County would not have to provide interpreter services			<b>Recommendation #6 conflict:</b> No local D/HH services without busing from Nye County to Clark County		
	SBP2	<b>Pahrump</b> – Student attends school in Nye County and was given two laptops for use in the classroom room – one for interpreter and one for her to communicate back with.	<b>Recommendation #3 conflict:</b> Laptop used for accessing interpreter.		<b>Recommendation #6 conflict:</b> Excessive electronics for access to academics. Two laptops for communication needs and academics.	<b>VRI Reliability:</b> Excessive relying on VRI	
	SBP3	<b>Pahrump</b> – Internet is not stable and therefore class time is missed			<b>Recommendation #6 conflict:</b> Classroom time missed due to unstable internet access.	<b>VRI Reliability:</b> Unreliable internet access for VRI	
	SBP4	<b>Pahrump</b> – Student attempted to play softball and had a volunteer interpreter for the sport, but was not permitted to leave the dugout and therefore student could not see the interpretation			<b>Recommendation #6 conflict:</b> After school extracurricular activities denied due to transportation even with guaranteed communication access and team acceptance		
	SBP5	<b>Pahrump</b> – Due to said stress from school there were three medical incidents.			<b>Recommendation #6 conflict:</b> Undue stress in school causing medical incidents		
	SBP6	<b>Pahrump</b> – No internet was available while student was in transport vehicle and had to sit for hours without	<b>Recommendation #3 conflict:</b> Lack of communication while in transport vehicle and school parking lot			<b>Recommendation #6 conflict:</b> Lack of internet access for communication for	

		communication in school parking lot				school transit and parking lot	
	SBP7	<b>Pahrump</b> – While internet was available in Las Vegas Hospital – iPad at facility was not charged and no interpretation was available	<b>Recommendation #3 conflict:</b> No interpreter access available due to VRI equipment not charged			<b>Recommendation #1 conflict:</b> D/HH equipment not maintenance for use	
	SBP8	<b>Pahrump</b> – School response per student and grandmother was they were told we are meeting minimum standards		<b>Recommendation #1 conflict:</b> Open admittance of providing minimum standards – perception of minimum requirements is “good enough”			<b>Recommendation #1 conflict:</b> D/HH sensitivity conflict
	SBP9	<b>Pahrump</b> – Wi-Fi for ASL is limited in Pahrump with multiple areas that do not have service				<b>Recommendation #1 conflict:</b> Unreliable wi-fi for ASL access in Pahrump and other areas	

**Reno (R) – Friday, October 13<sup>th</sup>, 2023 – In Person (Attendance: 10 Community Participants) – Aging and Disability Service Division (Reno Office)**

Catherine Nielsen (CN)	CNR1	<b>Reno</b> – School District challenges			<b>Recommendation #6 conflict:</b> School District Challenges		
	CNR2	<b>Reno</b> – No resources for the D/HH, no service			<b>Recommendation #1 conflict:</b> Lack of D/HH Resources and services		
	CNR3	<b>Reno</b> – Aide asked for an interpreter but was told no		<b>Recommendation #8 conflict:</b> Denied Communication Access as a school Aide			
	CNR4	<b>Reno</b> – Hire interpreters and then change the job descriptions.	<b>Recommendation #3 conflict:</b> Interpreter expectations changed after hire				
	CNR5	<b>Reno</b> – Not hiring deaf people, hiring hearing people over deaf.			<b>Recommendation #8 conflict:</b> Not hiring deaf people in leu of hearing		
	CNR6	<b>Reno</b> – Communicates via text message and states “that’s good enough”.		<b>Recommendation #1 conflict:</b> Communicates via text and told “good enough” – ADA rights concern			<b>Recommendation #1 conflict:</b> Communicates via text and told “good enough” – ADA rights concern and Sensitivity conflict
	CNR7	<b>Reno</b> – Don’t hire people with knowledge of the deaf culture (school)			<b>Recommendation #6 conflict:</b> Not hiring deaf culture knowledgeable people		<b>Recommendation #1 conflict:</b> D/HH cultural competency conflict
	CNR8	<b>Reno</b> – No resources for the deaf people, no programs			<b>All Recommendations Impact:</b> No resources for deaf and no programs		
	CNR9	<b>Reno</b> – No deaf school and they’d like a deaf school built.			<b>Recommendation #6 conflict:</b> No deaf school – requesting deaf school		

CNR10	<b>Reno</b> – No funding for school for the deaf			<b>Recommendation #6 conflict:</b> No funding for a deaf school		
CNR11	<b>Reno</b> – Community is suffering due to lack of resources			<b>Recommendation #1 conflict:</b> Lack of D/HH resources		
CNR12	<b>Reno</b> – “Deaf children should be in self-contained classrooms.”			<b>Recommendation #6 conflict:</b> D/HH students need self-contained classrooms		
CNR13	<b>Reno</b> – Find more qualified professionals (schools)			<b>Recommendation #8 conflict:</b> Need more qualified professionals		
CNR14	<b>Reno</b> – Struggling with job and a deaf professional. Can speak but cannot hear			<b>Recommendation #8 conflict:</b> Struggling with job as deaf professional		
CNR15	<b>Reno</b> – Can’t find in person interpreters, most are on ipads	<b>Recommendation #3 conflict:</b> Lack of in person interpreters			<b>VRI Reliability:</b> Over reliance on VRI interpreters	
CNR16	<b>Reno</b> – Administrators do not care. They have resources but don’t care					<b>Recommendation #1 conflict:</b> Administrators don’t care – Sensitivity conflict
CNR17	<b>Reno</b> – Movement is needed			<b>Recommendation #1 conflict:</b> Advocacy needed		
CNR18	<b>Reno</b> – Parents and students don’t know their rights are being violated.			<b>Recommendation #6 conflict:</b> Lack of knowledge of D/HH rights as parents and students		<b>Recommendation #1 conflict:</b> Lack of knowledge of D/HH rights as parents and students
CNR19	<b>Reno</b> – They want a d/hh director in the school districts.			<b>Recommendation #6 conflict:</b> Desire for a D/HH director in school district		<b>Recommendation #1 conflict:</b> Desire for a D/HH director in school district
CNR20	<b>Reno</b> – D/HH is under special education but it should be its own office			<b>Recommendation #6 conflict:</b> D/HH under special education, but should be its own office		<b>Recommendation #1 conflict:</b> D/HH under special education, but should be its own office
CNR21	<b>Reno</b> – Increase the rate of pay for interpreters	<b>Recommendation #3 conflict:</b> Increase rate of pay for interpreters				
CNR22	<b>Reno</b> – There are no substitutes or an agency of substitutes of interpreters	<b>Recommendation #3 conflict:</b> No substitutes or agency of substitute interpreters				
CNR23	<b>Reno</b> – Department of Education said “oh that’s too bad”			<b>Recommendation #6 conflict:</b> Department of Education said “oh that’s too bad”		<b>Recommendation #1 conflict:</b> Department of Education said “oh that’s too bad”
CNR24	<b>Reno</b> – ADA right violations – Washoe County, Pahrump (Nye), and Clark		<b>Recommendation #1 conflict:</b> ADA right violations – Washoe County, Pahrump (Nye), and Clark			

	CNR25	<b>Reno</b> – Denying employees interpreters when they work for Federal Agencies		<b>Recommendation #8 conflict:</b> Denying employees interpreters when working for Federal agencies	<b>Recommendation #8 conflict:</b> Denying employees interpreters when working for Federal agencies		
	CNR26	<b>Reno</b> – DMV Denying rights to interpreters during driver’s test.		<b>Recommendation #1 conflict:</b> DMV Denying rights to interpreters during driver’s test.	<b>Recommendation #1 conflict:</b> DMV Denying rights to interpreters during driver’s test.		<b>Recommendation #1 conflict:</b> DMV Denying rights to interpreters during driver’s test.
	CNR27	<b>Reno</b> – Laws are not being enforced here.			<b>Recommendation #1 conflict:</b> Laws are not being enforced here.		
	CNR28	<b>Reno</b> – Special Education Advisory Committee (SEAC) and Commission on Services for Persons with Disabilities (CSPD) need to hear this					<b>Recommendation #1 conflict:</b> Special Education Advisory Committee (SEAC) and Commission on Services for Persons with Disabilities (CSPD) need to hear this
	CNR29	<b>Reno</b> – LEAD-K not being implemented			<b>Recommendation #6 conflict:</b> LEAD-K not being implemented		
	CNR30	<b>Reno</b> – Want an expanded core curriculum for D/HH student			<b>Recommendation #6 conflict:</b> Want an expanded core curriculum for D/HH student		
	CNR31	<b>Reno</b> – No professional development for interpreters	<b>Recommendation #3 conflict:</b> No professional development for interpreters				
	CNR32	<b>Reno</b> – Resistance to language changes			<b>Recommendation #6 conflict:</b> Resistance to language changes		<b>Recommendation #1 conflict:</b> Resistance to language changes
	CNR33	<b>Reno</b> – Many language deprived students			<b>Recommendation #6 conflict:</b> Many language deprived students		
	CNR34	<b>Reno</b> – “Good enough” is standard in Nevada		<b>Recommendation #1 conflict:</b> “Good enough” is standard in Nevada			<b>Recommendation #1 conflict:</b> “Good enough” is standard in Nevada
	CNR35	<b>Reno</b> – There is no deaf center anymore and we need this re-opened. Funding is there but not being used.			<b>Recommendation #1 conflict:</b> There is no deaf center anymore and we need this re-opened. Funding is there but not being used.		
	CNR36	<b>Reno</b> – Need someone who knows how to administer programs, not just knows about deafness but knows deaf culture.			<b>Recommendation #1 conflict:</b> Need someone who knows how to administer programs, not just knows about deafness but knows deaf culture.		<b>Recommendation #1 conflict:</b> Need someone who knows how to administer programs, not just knows about deafness but knows deaf culture.
Eric Wilcox (EW)	EWR1	<b>Reno</b> – Since DCN shut down there is nowhere to			<b>Recommendation #1 conflict:</b> No D/HH		

<p><b>Additional Note(s):</b> The community was informed and encouraged to note that ADA is not the only law that applies in these circumstances. There is also the Developmental Disabilities act and the Rehabilitation act.</p> <p><b>Legislative suggestion:</b></p> <ul style="list-style-type: none"> <li>The law should be changed to say that there is a need for a critical mass of deaf kids so that if there are communities with a few deaf kids who are not receiving any services, the state should pay for those kids to have an opportunity to go where there are other deaf kids and deaf services are being provided.</li> <li>We need an active process for enforcing the ADA law.</li> </ul>		go for help receiving services. There is no deaf community in northern Nevada anymore because there are no services and no center to support access to services.			Services due to lack of D/HH Center		
	EWR2	<b>Reno</b> – School District: When they have hired deaf individuals to work in the schools, they do not provide an interpreter for the deaf employee		<b>Recommendation #8 conflict:</b> Hired Deaf Employees not provided with an interpreter	<b>Recommendation #8 conflict:</b> Hired Deaf Employees not provided with an interpreter		
	EWR3	<b>Reno</b> – School District: When deaf people have applied for jobs in the deaf-ed program, the school district has hired hearing people and not the deaf applicant			<b>Recommendation #8 conflict:</b> Hearnig employees hired before Deaf in the deaf-ed programs		
	EWR4	<b>Reno</b> – School District: But teachers aids who are hearing and cannot communicate with the deaf students or deaf staff and do not understand deaf culture are not providing anything helpful for deaf students.			<b>Recommendation #6 conflict:</b> Teacher aids hearing and cannot communicate with deaf students or deaf staff		<b>Recommendation #1 conflict:</b> Lack of D/HH culture awareness
	EWR5	<b>Reno</b> – School District: Need more infrastructure to support deaf kids, such as a school for the deaf			<b>Recommendation #6 conflict:</b> Need more D/HH infrastructure for students such as a Deaf school		
	EWR6	<b>Reno</b> – Employees of the school district know how poor the conditions are for deaf kids in the schools, but they cannot speak up.			<b>Recommendation #6 conflict:</b> Employees of the school district know how poor the conditions are for deaf kids in the schools, but they cannot speak up.		
	EWR7	<b>Reno</b> – Parents and students do not understand how poor it is because they have never experienced effective deaf education, so they do not know how to speak up.			<b>Recommendation #1 &amp; #6 conflict:</b> Parents and students do not understand how poor it is because they have never experienced effective deaf education, so they do not know how to speak up.		
	EWR8	<b>Reno</b> – Recently there was talk of improving pay for interpreters, in order to address the shortage of interpreters in the classroom, but that	<b>Recommendation #3 conflict:</b> Recently there was talk of improving pay for interpreters, in order to address the shortage of interpreters in				

		plan was put on hold while the district audits the special education programs.	the classroom, but that plan was put on hold while the district audits the special education programs.			
EWR9		<b>Reno</b> – However, audits are never performed by anyone who has any understanding or experience with deaf education, so the audits never address the shortcomings of the deaf-ed program. – Terp shortage			<b>Recommendation #6 conflict:</b> audits are never performed by anyone who has any understanding or experience with deaf education, so the audits never address the shortcomings of the deaf-ed program.	<b>Recommendation #1 conflict:</b> audits are never performed by anyone who has any understanding or experience with deaf education, so the audits never address the shortcomings of the deaf-ed program.
EWR10		<b>Reno</b> – In addition to pay raises, interpreters positions need to be reclassified so that they are treated more as professionals with special qualifications, better job security, and not expected to also serve as a general classroom aid when they should be focused all day on providing communication access.	<b>Recommendation #3 conflict:</b> In addition to pay raises, interpreters positions need to be reclassified so that they are treated more as professionals with special qualifications, better job security, and not expected to also serve as a general classroom aid when they should be focused all day on providing communication access.			
EWR11		<b>Reno</b> – Hearing people have been hired over deaf applicants for positions in the deaf-ed program. A school administrator explained: "because we might need to use the new hire in other parts of the school and if we hire the deaf person then the other staff will not be able to communicate with them".			<b>Recommendation #8 conflict:</b> Hearing people have been hired over deaf applicants for positions in the deaf-ed program. A school administrator explained: "because we might need to use the new hire in other parts of the school and if we hire the deaf person then the other staff will not be able to communicate with them".	<b>Recommendation #1 conflict:</b> A school administrator explained: "because we might need to use the new hire in other parts of the school and if we hire the deaf person then the other staff will not be able to communicate with them".
EWR12		<b>Reno</b> – Even government agencies with offices in N. Nevada are not providing interpreters for deaf employees.		<b>Recommendation #2 &amp; #8 conflict:</b> Even government agencies with offices in N. Nevada are not providing interpreters for deaf employees.		
EWR13		<b>Reno</b> – A deaf friend was denied an interpreter on multiple occasions at the DMV and therefore has not been able to obtain a drivers license. Was told by the DMV		<b>Recommendation #1 conflict:</b> A deaf friend was denied an interpreter on multiple occasions at the DMV and therefore has not been able to obtain a drivers license.	<b>Recommendation #1 conflict:</b> A deaf friend was denied an interpreter on multiple occasions at the DMV and therefore has not been able to obtain a drivers license.	



		that they had to bring their own interpreter.		Was told by the DMV that they had to bring their own interpreter.	Was told by the DMV that they had to bring their own interpreter.		
EWR14		<b>Reno</b> – The laws, such as ADA, are simply not being enforced anywhere in northern Nevada. "It's like these laws don't even exist". "Why is it so easy to violate ADA here?"		<b>Recommendation #1 conflict:</b> The laws, such as ADA, are simply not being enforced anywhere in northern Nevada. "It's like these laws don't even exist". "Why is it so easy to violate ADA here?"			
EWR15		<b>Reno</b> – Deaf people are applying for jobs in the schools working in the deaf-ed programs, but hearing people are being hired for those positions and the parents and staff are being told my administrators that no deaf individuals applied - even in cases where parents and staff know otherwise.			<b>Recommendation #8 conflict:</b> Deaf people are applying for jobs in the schools working in the deaf-ed programs, but hearing people are being hired for those positions and the parents and staff are being told my administrators that no deaf individuals applied - even in cases where parents and staff know otherwise.		
EWR16		<b>Reno</b> – Sits on the SEAC. Will be bringing up what she is hearing here to the SEAC.					<b>Recommendation #1 conflict:</b> Sits on the SEAC. Will be bringing up what she is hearing here to the SEAC.
EWR17		<b>Reno</b> – The SEAC prepared a report for the Department of Education on resources to respond to SB203 (Lead-K bill passed in 2021 legislative session). What happened after that? There has been no progress since then.			<b>Recommendation #6 conflict:</b> The SEAC prepared a report for the Department of Education on resources to respond to SB203 (Lead-K bill passed in 2021 legislative session). What happened after that? There has been no progress since then.		
EWR18		<b>Reno</b> – Workers for school district and has never heard of SEAC. Did not even know that such a resource exists.					<b>Recommendation #1 conflict:</b> Workers for school district and has never heard of SEAC. Did not even know that such a resource exists.
EWR19		<b>Reno</b> – The state is still giving licenses to "teachers of the hearing impaired" rather than "teachers of the deaf". An example where the state is still using outdated language.					<b>Recommendation #1 conflict:</b> The state is still giving licenses to "teachers of the hearing impaired" rather than "teachers of the deaf". An example where the state is still using outdated language.
EWR20		<b>Reno</b> – Nevada is also one of only a few states that does not an			<b>Recommendation #6 conflict:</b> Nevada is also one of only a few states		

		"expanded core curriculum for the deaf".			that does not an "expanded core curriculum for the deaf".		
	EWR21	<b>Reno</b> – Need a deaf center. Deaf people need somewhere to be and they need people running the DHH programs who know the needs and culture of deaf people.			<b>Recommendation #1 conflict:</b> Need a deaf center. Deaf people need somewhere to be and they need people running the DHH programs who know the needs and culture of deaf people.		
	EWR22	<b>Reno</b> – I don't see deaf advocacy happening in the state. When people move here they don't receive services. Because we don't have a center, we don't have a community.			<b>Recommendation #1 conflict:</b> I don't see deaf advocacy happening in the state. When people move here they don't receive services. Because we don't have a center, we don't have a community.		
	EWR23	<b>Reno</b> – The state has a program to provide resources and that program says it is getting resources out. But we are hearing from the community, "where are the resources?".			<b>Recommendation #1 conflict:</b> The state has a program to provide resources and that program says it is getting resources out. But we are hearing from the community, "where are the resources?".		
	EWR24	<b>Reno</b> – We need a point of contact for reporting violations of law and complaints of discrimination.		<b>Recommendation #1 conflict:</b> We need a point of contact for reporting violations of law and complaints of discrimination.			
	EWR25	<b>Reno</b> – We need an active process for enforcing the ADA law.		<b>Recommendation #1 conflict:</b> We need an active process for enforcing the ADA law.			
	EWR26	<b>Reno</b> – The law should be changed to say that there is a need for a critical mass of deaf kids so that if there are communities with a few deaf kids who are not receiving any services, the state should pay for those kids to have an opportunity to go where there are other deaf kids and deaf services are being provided.			<b>Recommendation #6 conflict:</b> law should be changed to say that there is a need for a critical mass of deaf kids so that if there are communities with a few deaf kids who are not receiving any services, the state should pay for those kids to have an opportunity to go where there are other deaf kids and deaf services are being provided.		
<b>Las Vegas (LV) – Tuesday, October 24<sup>th</sup>, 2023 – In Person (Attendance: 109 Community Participants) – Aging and Disability Service Division (Las Vegas Office)</b>							
Eric Wilcox (EW)	EWL1	<b>Las Vegas</b> – Many folks are now coming to Shelly and Las Vegas Deaf			<b>Recommendation #1 conflict:</b> Advocacy services needed.		
<b>Additional Note(s):</b>							

<ul style="list-style-type: none"> <li>• Would like to know from the Commission what recommendations have been received from the community at past town hall events. <ul style="list-style-type: none"> <li>○ Obioma: The input gathered at the town hall events will be shared at our general meeting.</li> <li>○ Eric: We have been challenged in the past translating the input we receive at town halls into specific legislative proposals and specific actions. It has been very helpful to hear specific recommendations tonight for actions we can take and specific changes to the laws we can advocate for. The goal is to turn the input from the town halls into a specific agenda for the 2025 legislative session and then work with the community and the nonprofit advocacy groups to fight for a common legislative agenda.</li> </ul> </li> <li>• Would like to know what actions the commission has taken based on input from past town hall events.</li> <li>• Where are the ADSD administrators? Why are they not here listening to this?</li> <li>• We should seek to establish a nursing home the specifically serves deaf people.</li> <li>• Need open caption films in theaters and a requirement for open captioning in public spaces.</li> <li>• Suggested that the commission could bring the directors of hospitals together to inform them about the need for live interpreting. <ul style="list-style-type: none"> <li>○ We should seek a collaborative solution to this problem.</li> </ul> </li> <li>• One of the reasons DCN failed was because ADSD kept changing the rules governing the funding. In particular the requirement for matching</li> </ul>		Seniors for help accessing services - for exactly the help that DCN was established to provide.					
	EWLV2	Las Vegas – NV Care Connection is now receiving the funds that used to fund DCN, but nobody at NV Care Connection knows how to communicate with deaf.			<b>Recommendation #1 conflict:</b> Lack of direct communication through resource services		
	EWLV3	Las Vegas –NV Care Connection is not responsive.			<b>Recommendation #1 conflict:</b> Current resource service provider is nonresponsive		
	EWLV4	Las Vegas – Education system for deaf kids is broken.			<b>Recommendation #5 conflict:</b> Education system for deaf students “broken”		
	EWLV5	Las Vegas – Seems to the community like the Deaf Commission cannot do anything to solve problems.			<b>Recommendation #1 conflict:</b> Community perceives the Deaf Commission cannot do anything to solve problems.		
	EWLV6	Las Vegas – Alerting systems are not being distributed anymore as part of the equipment distribution systems				<b>Equipment Accessibility:</b> D/HH alerting systems are not being distributed anymore as part of equipment distribution	
	EWLV7	Las Vegas – The technology that is being distributed through the CAS program is outdated equipment.				<b>Equipment Accessibility:</b> Equipment is outdated.	
	EWLV8	Las Vegas – Health providers are not providing an interpreter and there is no deaf center to contact for help getting an interpreter.	<b>Recommendation #5 conflict:</b> Health providers not providing interpreters	<b>Recommendation #5 conflict:</b> Health providers not providing interpreters	<b>Recommendation #1 conflict:</b> No deaf center to advocate for interpreter access		
	EWLV9	Las Vegas – The money that is there for serving the deaf community is still being allocated but is not being spent on providing access to services for the deaf community. <b>We need a deaf center.</b>			<b>Recommendation #1 conflict:</b> Funding not being used for serving the deaf community. “We need a Deaf center”.		
	EWLV10	Las Vegas – No interpreters provided at rehab centers. After a recent stay at hospital, the doctor insisted that	<b>Recommendation #5 conflict:</b> No interpreters provided at rehab centers.	<b>Recommendation #5 conflict:</b> No interpreters provided at rehab centers.			

<p>funds. It kept increasing the amount of matching funds required until it became impossible to run the center anymore.</p> <ul style="list-style-type: none"> <li>In Washington DC there are visual indicators at intersections to alert drivers to an oncoming emergency vehicle. In NV there is only the siren and no visual indicator.</li> </ul> <p><b>Follow-up discussion:</b> In many of these cases where individuals arranged for an interpreter in advance for an appointment, but the interpreter did not show up, it may be an issue with the interpreting agency, not the doctor's office, employer or college. Similar to the Pahrump townhall, where the agency took the reservation, but ultimately did not provide a live interpreter. (Eric note: we need to figure out how to document this, if indeed the agency is one of the root problems, and then develop a strategy for addressing this. One issue is that ASL Comm seems to have a monopoly. If there were more competition amongst interpreting businesses, that would probably help solve the problem. Also, CAS is telling NV Hands &amp; Voices that they can only book interpreters through ASL Comm. I am pretty certain that it is inappropriate for ADSD to tell a grantee that they have to use only one specific provider for a contract service. ADSD is helping to preserve a monopoly for ASL Comm, and ASL Comm is apparently failing to adequately serve the population).</p>		she be transferred to a rehabilitation center, but she resisted because there will not be access to interpreters at a rehab center.					
	EWLV11	<b>Las Vegas</b> – The funding from the TDD surcharge should be moved from the CAS interpreting program to the Department of Education ( <i>Eric note: I think he means NV System for Higher Education</i> ) where interpreters training programs exist. That would free up funding for Deaf Center.			<b>Recommendation #7 conflict:</b> Transfer funds from CAS interpreting program to Department of Education where interpreters training programs exist. Perception that would free up funding for Deaf Center.		
	EWLV12	<b>Las Vegas</b> – State interpreters should be interpreting for state agencies.	<b>Recommendation #3 conflict:</b> State interpreters should be interpreting for state agencies.				
	EWLV13	<b>Las Vegas</b> – His daughter tried to attend UNLV, but they failed to provide an interpreter starting on day 1 of classes. She transferred to University of Washington where she is receiving accommodations.			<b>Recommendation #7 conflict:</b> UNLV failed to provide interpreters for D/HH student's course. Student left the state to a university that provided the accommodation.		
	EWLV14	<b>Las Vegas</b> – In Washington DC there are visual indicators at intersections to alert drivers to an oncoming emergency vehicle. In NV there is only the siren and no visual indicator.		<b>Recommendation #4 conflict:</b> Visual indicators at intersections modeled in Washinton DC to alert drivers to oncoming emergency vehicles. NV has siren only, no visual indicator.			
	EWLV15	<b>Las Vegas</b> – Difficult to get an interpreter in Nevada. A deaf center would help with that.	<b>Recommendation #3 conflict:</b> Difficult getting an interpreter in NV.		<b>Recommendation #1 conflict:</b> Deaf Center would help increase access to interpreter. – Advocacy need.		
	EWLV16	<b>Las Vegas</b> – Bars and restaurants do not have captions on the TVs. Seven states have laws mandating closed captioning on TVs in public spaces. One bar had captions on only in the VIP area, but not on any of the other TVs. A group of deaf folks trying		<b>Recommendation #1 conflict:</b> Bars and restaurants do not have captions on the TVs. Seven states have laws mandating closed captioning on TVs in public spaces. One bar had captions on only in the VIP area, but not on any of the other TVs. A			

		to watch a game were asked to leave the VIP area when they were just trying to see a TV with captions on.		group of deaf folks trying to watch a game were asked to leave the VIP area when they were just trying to see a TV with captions on.			
EWLV17	<b>Las Vegas</b> – No access to closed captions or interpreters at nursing homes. Deaf residents in nursing homes have no access to communication with other residents or nurses in the facility.	<b>Recommendation #5 conflict:</b> No access to closed captions or interpreters at nursing homes. Deaf residents in nursing homes have no access to communication with other residents or nurses in the facility.		<b>Recommendation #5 conflict:</b> No access to closed captions or interpreters at nursing homes. Deaf residents in nursing homes have no access to communication with other residents or nurses in the facility.			
EWLV18	<b>Las Vegas</b> – TDDs are old, out-of-date equipment. Video phones are better. VPs should replace TDDs, including in public spaces. There should be access to public VPs for deaf people to use.					<b>Equipment Accessibility:</b> TDDs are old, out-of-date equipment. Video phones are better. VPs should replace TDDs, including in public spaces. There should be access to public VPs for deaf people to use.	
EWLV19	<b>Las Vegas</b> – Toilets at casinos are too low for tall folks and require handles to help tall folks stand up. This is not just a problem for deaf folks.			<b>Recommendation #1 conflict:</b> Toilets at casinos are too low for tall folks and require handles to help tall folks stand up. This is not just a problem for deaf folks.			
EWLV20	<b>Las Vegas</b> – His mother had no access to activities in the nursing home. Was told that the nursing home could not afford a live interpreter. Video interpreter did not work because of unstable internet connection.	<b>Recommendation #5 conflict:</b> Was told that the nursing home could not afford a live interpreter. Video interpreter did not work because of unstable internet connection.		<b>Recommendation #5 conflict:</b> His mother had no access to activities in the nursing home. Was told that the nursing home could not afford a live interpreter. Video interpreter did not work because of unstable internet connection.		<b>VRI Reliability:</b> Video interpreter did not work because of unstable internet connection.	
EWLV21	<b>Las Vegas</b> – During COVID lockdowns, Sorenson installed VPs, so that family could stay connected, but nursing home staff did not know how to help residents use the technology or keep it functioning.					<b>Equipment Accessibility:</b> During COVID lockdowns, Sorenson installed VPs, so that family could stay connected, but nursing home staff did not know how to help residents use the technology or keep it functioning.	
EWLV22	<b>Las Vegas</b> – We should seek to establish a nursing home the specifically serves deaf people. When this idea				<b>Recommendation #1 &amp; #5 conflict:</b> We should seek to establish a nursing home the		

		<p>was suggests, he was told that identifying who the deaf folks were, in order to bring them together at the same nursing facility, would be a violation of HIPAA. But there are nursing homes dedicated to memory care, Alzheimer's patients, Jewish people, Catholics, Veterans. If we can have special dedicated nursing facilities for all of these special classifications, why not for the deaf? Why is identifying individuals requiring memory care not a HIPAA violation or an obstacle, but identifying deaf individuals is? We could start with just a few beds in an existing facility and then try to grow the population served in this manner.</p>			specifically serves deaf people.		
	EWLV23	<p><b>Las Vegas</b> – Lack of a grant writer was one of the challenges keeping DCN open. Client numbers initially were increasing at DCN, but later decreased, which doesn't look good to the funding agency. Suggested an endowment to support DCN functions (Eric note: said something vague about investment accounts - I think she was implying raising capital for an endowment fund).</p>			<p><b>Recommendation #1 conflict:</b> Lack of a grant writer was one of the challenges keeping DCN open. Client numbers initially were increasing at DCN, but later decreased, which doesn't look good to the funding agency. Suggested an endowment to support DCN functions (Eric note: said something vague about investment accounts - I think she was implying raising capital for an endowment fund).</p>		
	EWLV24	<p><b>Las Vegas</b> – Encouraged the community to complain in writing about nursing home issues and to complain to the Commission and to employers and others in writing.</p>			<p><b>Recommendation #1 conflict:</b> Encouraged the community to complain in writing about nursing home issues and to complain to the Commission and to employers and others in writing.</p>		
	EWLV25	<p><b>Las Vegas</b> – Need a center for deaf people.</p>			<p><b>Recommendation #1 conflict:</b> Need a center for deaf people.</p>		

	EWLV26	<b>Las Vegas</b> – Need open caption films in theaters and a requirement for open captioning in public spaces.		<b>Recommendation #1 conflict:</b> Need open caption films in theaters and a requirement for open captioning in public spaces.		
	EWLV27	<b>Las Vegas</b> – Need visual cues for deaf people crossing the street.		<b>Recommendation #1 conflict:</b> Need visual cues for deaf people crossing the street.		
	EWLV28	<b>Las Vegas</b> – Her son was hired at an Amazon warehouse, but interpreter did not show up for the first day of training and again did not show up when the training was rescheduled. Her son gave up. Seven months later, he was rehired, but again the interpreter did not show up for the first day of training.	<b>Recommendation #8 conflict:</b> No interpreter access in the workplace for trainings.			
	EWLV29	<b>Las Vegas</b> – It sounds like Amazon is sweeping deaf employees under the rug.			<b>Recommendation #8 conflict:</b> Perceived dismissive behavior of D/HH employees in the workplace.	<b>Recommendation #8 conflict:</b> It sounds like Amazon is sweeping deaf employees under the rug.
	EWLV30	<b>Las Vegas</b> – Attended a UNLV football game, but there was no closed captioning on the stadium screen. However, at Raiders game in Allegiant Stadium there was closed captioning on the stadium screen. This is a positive development.		<b>Recommendation #1 conflict:</b> No closed captions at UNLV football stadium. ADA Compliance not adhered to for entertainment or activity accessibility.		
	EWLV31	<b>Las Vegas</b> – <u>Tired of being told to "calm down"</u> At urgent care he was presented with an iPad for a video interpreter, but nobody on staff knows how to use it and there was no provision for holding the ipad in place so that it could be properly oriented to work effectively.	<b>Recommendation #5 conflict:</b> Provided iPad in urgent care for VRI but staff did not know how to use it.			<b>Equipment Accessibility:</b> Staff lacked training to provide VRI access and device not properly set for effective use.
	EWLV32	<b>Las Vegas</b> – At the hospital was told that an interpreter needed to be arranged in advance and that he would have to pay	<b>Recommendation #5 conflict:</b> At the hospital was told that an interpreter needed to be arranged in advance and	<b>Recommendation #1 conflict:</b> Patient told he would have to pay for the interpreter himself.		

		for the interpreter himself.	that he would have to pay for the interpreter himself.				
EWLV33	<b>Las Vegas</b> – When provided with a remote interpreter on video, it never works.			<b>Recommendation #3 conflict:</b> When provided with a remote interpreter on video, it never works.		<b>VRI Reliability:</b> When provided with a remote interpreter on video, it never works.	
EWLV34	<b>Las Vegas</b> – The system for accessing services through an interpreter needs to work better.	<b>Recommendation #3 conflict:</b> The system for accessing services through an interpreter needs to work better.				<b>Equipment Accessibility:</b> The system for accessing services through an interpreter needs to work better.	
EWLV35	<b>Las Vegas</b> – Use of video remote interpreters is increasing at the expense of working live interpreters. But the internet is never stable enough for video interpreting to work effectively. Also, a live interpreter is always better able to intervene effectively on behalf of a deaf client compared to a video interpreter.					<b>VRI Reliability:</b> Use of video remote interpreters is increasing at the expense of working live interpreters. But the internet is never stable enough for video interpreting to work effectively. Also, a live interpreter is always better able to intervene effectively on behalf of a deaf client compared to a video interpreter.	<b>Recommendation #1 conflict:</b> Also, a live interpreter is always better able to intervene effectively on behalf of a deaf client compared to a video interpreter.
EWLV36	<b>Las Vegas</b> – Arranged in advance for an interpreter to be at a doctor appointment, but the interpreter did not show up. This happened repeatedly over multiple appointments. Seems like every situation comes to a stand still when a deaf person shows up.	<b>Recommendation #3 conflict:</b> Interpreter no shows					
EWLV37	<b>Las Vegas</b> – Was treated disrespectfully at the hospital when she had difficulty communicating with the staff.						<b>Recommendation #5 conflict:</b> Was treated disrespectfully at the hospital when she had difficulty communicating with the staff.
EWLV38	<b>Las Vegas</b> – Amend the ADA to address the specific concerns of deaf people.			<b>Recommendation #1 conflict:</b> Amend the ADA to address the specific concerns of deaf people.			
EWLV39	<b>Las Vegas</b> – Sometimes feels too deaf for the hearing world and not fluent enough in ASL for the Deaf world, which contributes to mental health problems.				<b>Recommendation #5 conflict:</b> Sometimes feels too deaf for the hearing world and not fluent enough in ASL for the Deaf world, which		



					contributes to mental health problems.		
EWLV40	<b>Las Vegas</b> – Working in the casino industry it falls to her to explain to management how to address her accessibility needs, even though this should not be part of her job.				<b>Recommendation #8 conflict:</b> Working in the casino industry it falls to her to explain to management how to address her accessibility needs, even though this should not be part of her job.		<b>Recommendation #8 conflict:</b> Working in the casino industry it falls to her to explain to management how to address her accessibility needs, even though this should not be part of her job.
EWLV41	<b>Las Vegas</b> – We have cultural awareness days and events for all kinds of groups. Where is deaf awareness day? Young deaf students need adult deaf role models.				<b>Recommendation #6 conflict:</b> Young deaf students need adult deaf role models.		<b>Recommendation #1 conflict:</b> We have cultural awareness days and events for all kinds of groups. Where is deaf awareness day? Young deaf students need adult deaf role models.
EWLV42	<b>Las Vegas</b> – There are no mental health counselors to serve the deaf. There are some that can be accessed remotely by video, but when they are out of state they are not licensed to practice in Nevada and therefore cannot help.				<b>Recommendation #5 conflict:</b> There are no mental health counselors to serve the deaf. There are some that can be accessed remotely by video, but when they are out of state they are not licensed to practice in Nevada and therefore cannot help.		
EWLV43	<b>Las Vegas</b> – After kids graduate from high school there is no support for them and their hearing parents do not understand their needs.				<b>Recommendation #7 conflict:</b> After kids graduate from high school there is no support for them, and their hearing parents do not understand their needs.		
EWLV44	<b>Las Vegas</b> – CCSD is replacing live interpreters with video remote interpreters.	<b>Recommendation #3 conflict:</b> CCSD is replacing live interpreters with video remote interpreters.			<b>Recommendation #6 conflict:</b> CCSD is replacing live interpreters with video remote interpreters.	<b>VRI Reliability:</b> CCSD is replacing live interpreters with video remote interpreters.	
EWLV45	<b>Las Vegas</b> – CCSD internet was hacked last week and internet service was disrupted - video remote interpreters no longer work when that happens.	<b>Recommendation #3 conflict:</b> CCSD internet was hacked last week and internet service was disrupted - video remote interpreters no longer work when that happens.				<b>VRI Reliability:</b> CCSD internet was hacked last week and internet service was disrupted - video remote interpreters no longer work when that happens.	
EWLV46	<b>Las Vegas</b> – There are not enough live interpreters in CCSD.	<b>Recommendation #3 conflict:</b> There are not enough live interpreters in CCSD.					
EWLV47	<b>Las Vegas</b> – Need CDIs in Nevada	<b>Recommendation #3 conflict:</b> Need CDIs in Nevada			<b>Recommendation #1 conflict:</b> Deaf/blind services were accessible		

		Deaf/blind services were accessible when DCN was around, but now we need to send deaf/blind people out of state to get services.			when DCN was around, but now we need to send deaf/blind people out of state to get services.		
	EWL48	<b>Las Vegas</b> – Employers need to understand their obligations under ADA.					<b>Recommendation #8 conflict:</b> Employers need to understand their obligations under ADA.
	EWL49	<b>Las Vegas</b> – There is one therapist in Reno who can serve the deaf via video, however this provider does not accept medicare/medicaid.			<b>Recommendation #5 conflict:</b> There is one therapist in Reno who can serve the deaf via video, however this provider does not accept Medicare/Medicaid.		
	EWL50	<b>Las Vegas</b> – There is a high school in Northern Nevada with a teacher teaching the kids in the deaf program who is not certified as a teacher of the deaf. There are 4 deaf kids in the program and one of the kids is interpreting for the other 3 kids.		<b>Recommendation #6 conflict:</b> There are 4 deaf kids in the program and one of the kids is interpreting for the other 3 kids.	<b>Recommendation #6 conflict:</b> There is a high school in Northern Nevada with a teacher teaching the kids in the deaf program who is not certified as a teacher of the deaf. There are 4 deaf kids in the program and one of the kids is interpreting for the other 3 kids.		
	EWL51	<b>Las Vegas</b> – Eighteen states have deaf-serving nursing homes. So clearly it is not a HIPAA violation to establish such a home.					<b>Recommendation #5 conflict:</b> 18 states have deaf serving nursing homes – not a HIPAA violation to establish such a home
	EWL52	<b>Las Vegas</b> – The young deaf people in Nevada are isolated. They need a place for them, where they can gather together. We need a school for the deaf.			<b>Recommendation #6 conflict:</b> D/HH students isolated – Deaf School needed		
<p>Laura Fink (LF)</p> <p><b>Additional Note(s):</b> There is a community desire for sharing of results from public comments submitted.</p> <p><b>Suggested Legislation:</b></p> <ul style="list-style-type: none"> <li>Should have visual flashing lights at each intersection to aid in notification of approaching emergency vehicles.</li> </ul>	LFLV1	<b>Las Vegas</b> – hospitals need to ensure Deaf family members of patients have access to talk with medical staff	<b>Recommendation #5 conflict:</b> hospitals need to ensure Deaf family members of patients have access to talk with medical staff	<b>Recommendation #5 conflict:</b> hospitals need to ensure Deaf family members of patients have access to talk with medical staff			
	LFLV2	<b>Las Vegas</b> – Lack of D/HH accessible case management service provider with physical building is very burdensome on Deaf community members who help from goodness of their heart			<b>Recommendation #1 conflict:</b> Lack of D/HH accessible case management service provider with physical building		

<ul style="list-style-type: none"> <li>• Bars and restaurants that have TVs should have requirements to have on captions.</li> <li>• Recommendation to update TTY/TDD to using VP access instead to ADA Law</li> <li>• Suggestion to have Deaf Awareness recognition day – highlight Deaf role models</li> </ul>	LFLV3	<b>Las Vegas</b> – The actual needs of deaf community “can’t be provided by state/ADSD policy” need to reevaluate use of funds			<b>Recommendation #1 conflict:</b> The actual needs of deaf community “can’t be provided by state/ADSD policy” need to reevaluate use of funds		
	LFLV4	<b>Las Vegas</b> – Medical providers and insurance aren’t providing ASL for appts and no resource center available to help advocate rights	<b>Recommendation #5 conflict:</b> Medical providers and insurance aren’t providing ASL for appts	<b>Recommendation #5 conflict:</b> Medical providers and insurance aren’t providing ASL for appts	<b>Recommendation #5 conflict:</b> Medical providers and insurance aren’t providing ASL for appts and no resource center available to help advocate rights		
	LFLV5	<b>Las Vegas</b> – One stop center needed for Deaf Community access and service needs			<b>Recommendation #1 conflict:</b> One stop center needed for Deaf Community access and service needs		
	LFLV6	<b>Las Vegas</b> – Need to have Deaf community represented/ included in the service agency receiving funds			<b>Recommendation #1 conflict:</b> Need to have Deaf community represented/ included in the service agency receiving funds		
	LFLV7	<b>Las Vegas</b> – Deaf patients not able to follow thru on Dr. treatment recommendation because rehab center isn’t ASL accessible/supportive	<b>Recommendation #5 conflict:</b> Deaf patients not able to follow thru on Dr. treatment recommendation because rehab center isn’t ASL accessible/supportive	<b>Recommendation #5 conflict:</b> Deaf patients not able to follow thru on Dr. treatment recommendation because rehab center isn’t ASL accessible/supportive			
	LFLV8	<b>Las Vegas</b> – Funds used for CAS mentoring should be used for actual ITP schools. CAS interpreters should be used for interpreting	<b>Recommendation #3 conflict:</b> Funds used for CAS mentoring should be used for actual ITP schools. CAS interpreters should be used for interpreting				
	LFLV9	<b>Las Vegas</b> – Higher education (UNLV) didn’t have ASL set up with 3 months’ notice. Washington college figured it out in 3 weeks. NV system failed a Deaf professional			<b>Recommendation #7 conflict:</b> Higher education (UNLV) didn’t have ASL set up with 3 months’ notice. Washington college figured it out in 3 weeks. NV system failed a Deaf professional		
	LFLV10	<b>Las Vegas</b> – Grab bars needed in all restroom toilet stall to assist with physical aide needs		<b>Recommendation #1 conflict:</b> Grab bars needed in all restroom toilet stall to assist with physical aide needs			
	LFLV11	<b>Las Vegas</b> – Public VP set up should be available widely				<b>Recommendation #1 conflict:</b> Public VP set up should be available widely	
	LFLV12	<b>Las Vegas</b> – Senior care settings use HIPPA as					<b>Recommendation #5 conflict:</b> Senior care

		excuse not to support developing Deaf/ASL wing which would reduce isolation					settings use HIPPA as excuse not to support developing Deaf/ASL wing which would reduce isolation
LFLV13		<b>Las Vegas</b> – Amazon not providing ASL interpreter for hired Deaf employee					
LFLV14		<b>Las Vegas</b> – Medical staff ALL need to know how to use VRI equipment for Deaf patients, so they (patients) don't have to be tech services too				<b>Recommendation #5 conflict:</b> Medical staff ALL need to know how to use VRI equipment for Deaf patients	<b>Recommendation #5 conflict:</b> Medical staff ALL need to know how to use VRI equipment for Deaf patients
LFLV15		<b>Las Vegas</b> – Hospitals need (re)training on actual interpreter laws					<b>Recommendation #5 conflict:</b> Hospitals need (re)training on actual interpreter laws
LFLV16		<b>Las Vegas</b> – Increase use of VRI and decrease of in person ASL not equivalent to successful medial services provision	<b>Recommendation #3 conflict:</b> Increase use of VRI and decrease of in person ASL not equivalent to successful medial services provision				
LFLV17		<b>Las Vegas</b> – Having on staff ASL interpreters at hospitals would allow for emergency communication at the ready	<b>Recommendation #4 conflict:</b> Having on staff ASL interpreters at hospitals would allow for emergency communication at the ready				
LFLV18		<b>Las Vegas</b> – Suggest Commission to write to medical facilities regarding VRI insufficient			<b>Recommendation #5 conflict:</b> Suggest Commission to write to medical facilities regarding VRI insufficient	<b>Recommendation #5 conflict:</b> Suggest Commission to write to medical facilities regarding VRI insufficient	
LFLV19		<b>Las Vegas</b> – ADA doesn't address specific needs for Deaf			<b>Recommendation #1 conflict:</b> ADA doesn't address specific needs for Deaf		
LFLV20		<b>Las Vegas</b> – Need deaf mental health counselors in state because insurance doesn't allow out of state provider coverage			<b>Recommendation #5 conflict:</b> Need deaf mental health counselors in state because insurance doesn't allow out of state provider coverage		
LFLV21		<b>Las Vegas</b> – Hearing parents of Deaf students need to be educated on how to support their children's access/advocacy needs			<b>Recommendation #6 conflict:</b> Hearing parents of Deaf students need to be educated on how to support their children's access/advocacy needs		<b>Recommendation #6 conflict:</b> Hearing parents of Deaf students need to be educated on how to support their children's access/advocacy needs

	LFLV22	<b>Las Vegas</b> – VRI in education is not acceptable – too many tech concerns			<b>Recommendation #6 conflict:</b> VRI in education is not acceptable – too many tech concerns	<b>Recommendation #6 conflict &amp; VRI Reliability:</b> VRI in education is not acceptable – too many tech concerns	
	LFLV23	<b>Las Vegas</b> – Lack of CDI providers in state of Nevada	<b>Recommendation #3 conflict:</b> Lack of CDI providers in state of Nevada		<b>Recommendation #3 conflict:</b> Lack of CDI providers in state of Nevada		
	LFLV24	<b>Las Vegas</b> – Lack of Deafblind services			<b>Recommendation #1 conflict:</b> Lack of Deafblind services		
	LFLV25	<b>Las Vegas</b> – Setting up a school for the Deaf would help reduce student isolation and consolidate needed access resources that are spread thin now			<b>Recommendation #6 conflict:</b> school for the Deaf would help reduce student isolation and consolidate needed access resources		

## Townhall Qualitative Data Analysis Outcomes

**Pahrump (P) – Tuesday, October 10<sup>th</sup>, 2023 – In Person (Attendance: 4 Community Participants) – Nye Communities Coalition Activity Center – Outcomes**

ED Findings and Recommendation(s)	State Plan Recommendation	Theme 1 – 17% Interpreter Access	Theme 2 – 28% ADA Compliance	Theme 3 – 25% D/HH Education, Services, & Advocacy	Theme 4 – 22% D/HH Equipment & VRI Reliability	Theme 5 – 8% D/HH Cultural Competency & Sensitivity Training	Outcome Summary	
<p><b>ED Findings:</b> Data reveals a dominant need for ADA Compliance (Theme 2) needs in the Southern Rural region – Pahrump with a 28% reported impression and potential impact on all D/HH Commission Recommendations with an emphasis on Language Development at 25% impact or focus on our student’s needs.</p> <p>Data also reveals a secondary immediate need in D/HH Education, Services, and Advocacy (Theme 3) with a 25% reported overall impression and potential impact on D/HH Inclusion in the Community, Healthcare Access, and Language Development.</p> <p>Combined these areas cover 53% of the Southern Rural region – Pahrump reported concerns within the D/HH Commission’s State Plan Priorities.</p> <p><b>ED Recommendation(s):</b> 1. Immediate action be taken in the Rural regions as it pertains to ADA Compliance in all aspects of D/HH access needs and platforms. <a href="https://www.nv.gov/equal-rights-commission">Nevada Equal Rights Commission (nv.gov)</a> should be informed of all findings to aid in law mandate enforcement recommendations and guidance for further enforcement protocols currently in practice for</p>	<b>#1. Inclusion of the Community</b>		EWP6, LFP4, LFP7, SBP8	LFP11	SBP7, SBP9	LFP6, LFP7, LFP10, SBP8	<b>18%</b> – ADA Compliance, E/HH Education, Services, Advocacy, D/HH Equipment, VRI Reliability, D/HH Cultural Competency, and Sensitivity conflicts/needs in Inclusion of the Community.	
	<b>#2. Government Accessibility</b>		LFP4				<b>2%</b> – ADA Compliance needs in Government Accessibility.	
	<b>#3. Quality Interpreters</b>	EWP1, EWP2, EWP3, EWP4, EWP5, LFP1, SBP2, SBP6, SBP7	EWP4, LFP4					<b>18%</b> – Interpreter Access, and ADA Compliance needs with Quality Interpreters.
	<b>#4. Emergency Response and Management</b>		EWP2, LFP4				LFP6	<b>5%</b> – ADA Compliance, D/HH Cultural Competency, and Sensitivity Training needed in Emergency Response and Management.
	<b>#5. Healthcare Access</b>		EWP3, LFP4, LFP5, LFP6	EWP10, LFP8, LFP9	LFP10			<b>13%</b> – ADA Compliance, D/HH Education, Services, Advocacy, and D/HH Equipment & VRI Reliability needs in Healthcare Access.
	<b>#6. Language Development</b>	EWP8	EWP1, LFP4	EWP7, EWP8, EWP9, LFP3, LFP12, LFP13, SBP1, SBP2, SBP3, SBP4, SBP5	SBP6			<b>25%</b> – Interpreter Access, ADA Compliance, D/HH Education, Services, Advocacy, and D/HH Equipment, and VRI Reliability conflicts/needs in Language Development with students (Birth-12 <sup>th</sup> grade).
	<b>#7. Post-Secondary Education Transition</b>		LFP4					<b>2%</b> – ADA Compliance needs in Post-Secondary Education Transition.

<p>other disabilities to ensure training and ongoing compliance for D/HH ADA Compliance needs are maintained.</p> <p>2. As a repeated concern from 2022, the community has spoken in the Southern Region, now including the Southern Rural region of Pahrump, as shown in past Northern Rural regions. Immediate intervention in D/HH Education, Services, and Advocacy in Language Development should be addressed with Southern region school districts. Seek LAP enforcements and qualified audits/check-ins for resource support, I.E.P. compliance, and education needs of instructors/staff.</p> <p><u>D/HH Specialist should be mandatory within our districts to address IEP LAP compliance of D/HH Student's needs.</u></p>	<p><b>#8. WIOA (Workforce Innovation and Opportunities Act) Partnerships</b></p>		LFP4				<p>2% – ADA Compliance needs in WIOA Partnerships.</p>
	<p><b>Other (Not specified in current State Plan.)</b></p>				<p><b>VRI Reliability:</b> EWP4, LFP2, LFP4, LFP5, SBP3 – Unreliable Internet SBP2 – Excessive reliance on VRI</p>		<p>10% – VRI Reliability conflicts found in Unreliable internet and Excessive reliance on VRI.</p>
					<p><b>Equipment:</b> EWP6 – Inadequate equipment for communication access LFP6 – VRI equipment not ready/maintenance LFP6 – Staff lack knowledge to operate equipment</p>		<p>5% – D/HH Equipment conflicts found in inadequate equipment (i.e. VRI equipment) not being ready, maintained, and/or staff lacking knowledge to operate said equipment.</p>

**Reno (R) – Friday, October 13<sup>th</sup>, 2023 – In Person (Attendance: 10 Community Participants) – Aging and Disability Service Division (Reno Office) – Outcomes**

ED Findings and Recommendation(s)	State Plan Recommendation	Theme 1 – 8% Interpreter Access	Theme 2 – 15% ADA Compliance	Theme 3 – 56% D/HH Education, Services, & Advocacy	Theme 4 – 1% D/HH Equipment & VRI Reliability	Theme 5 – 20% D/HH Cultural Competency & Sensitivity Training	Outcome Summary
<p><b>ED Findings:</b> Data reveals a dominant need for D/HH Education, Services, and Advocacy (Theme 3) needs in the Northern region – Reno with a 56% reported impression and potential impact on all D/HH Commission Recommendations with an emphasis on Inclusion of the Community at 45% impact or focus on needs for a Deaf language development model with experts found in Deaf Schools, direct D/HH services, D/HH resources, and D/HH advocacy provided through a Deaf Center model with full communication access (D/HH staff and/or ASL user friendly environment).</p>	<p><b>#1. Inclusion of the Community</b></p>		<p>CNR6, CNR24, CNR26, CNR34, EWR13, EWR14, EWR24, EWR25</p>	<p>CNR2, CNR8, CNR11, CNR17, CNR26, CNR27, CNR35, CNR36, EWR1, EWR7, EWR13, EWR21, EWR22, EWR23</p>		<p>CNR6, CNR7, CNR16, CNR18, CNR19, CNR20, CNR23, CNR26, CNR28, CNR32, CNR34, CNR36, EWR4, EWR9, EWR11, EWR16, EWR18, EWR19</p>	<p>45% – ADA Compliance, D/HH Education, Services, Advocacy, D/HH Cultural Competency, and Sensitivity Training needs in Inclusion of the Community</p>
	<p><b>#2. Government Accessibility</b></p>		<p>EWR12</p>	<p>CNR8</p>			<p>2% – ADA Compliance, D/HH Education, Services, and Advocacy needs in Government Accessibility.</p>
	<p><b>#3. Quality Interpreters</b></p>	<p>CNR4, CNR15, CNR21, CNR22, CNR31, EWR8, EWR10</p>			<p>CNR8</p>		

<p>Data also reveals a secondary need in D/HH Cultural Competency and Sensitivity Training (Theme 5) with a 20% reported overall impression and potential impact on D/HH Inclusion in the Community.</p> <p>Combined these areas cover 76% of the Northern region – Reno reported concerns within the D/HH Commission’s State Plan Priorities. Both themes highlight the ongoing issues with Inclusion of the Community and our state’s lack of proactive response to D/HH Cultural needs and Sensitivity Trained approach to engagements.</p> <p><b>ED Recommendation(s):</b></p> <ol style="list-style-type: none"> <li>1. Immediate action be taken in the Northern region as it pertains to Inclusion of the Community through a Deaf language development model with experts found in Deaf Schools, direct D/HH services, D/HH resources, and D/HH advocacy provided through a Deaf Center model with full communication access (D/HH staff and/or ASL user friendly environment) per ongoing request of D/HH Nevadans. As long-term goals, a Deaf School of Nevada and Deaf Center for Nevadans are highly recommended to improve access, resources, and advocacy in the Northern Region.</li> <li>2. Additional needs emphasized in Inclusion of the Community align with recommendations for the Commission to demand ADA Compliance in all areas of D/HH access to fundamental resources in Nevada. A legislative mandate for D/HH Sensitivity Training, along</li> </ol>	<b>#4. Emergency Response and Management</b>			CNR8			<b>1%</b> – D/HH Education, Services, and Advocacy needs in Emergency Response and Management.
	<b>#5. Healthcare Access</b>			CNR8			<b>1%</b> – D/HH Education, Services, and Advocacy needs in Healthcare Access.
	<b>#6. Language Development</b>			CNR1, CNR7, CNR8, CNR9, CNR10, CNR12, CNR18, CNR19, CNR20, CNR23, CNR29, CNR30, CNR32, CNR33, EWR4, EWR5, EWR6, EWR7, EWR9, EWR17, EWR20, EWR26			<b>25%</b> – D/HH Education, Services, and Advocacy needs in Language Development.
	<b>#7. Post-Secondary Education Transition</b>						<b>0%</b> – <i>No current needs expressed or recorded.</i>
	<b>#8. WIOA (Workforce Innovation and Opportunities Act) Partnerships</b>		CNR3, CNR25, EWR2, EWR12	CNR5, CNR8, CNR13, CNR14, CNR25, EWR2, EWR3, EWR11, EWR15			<b>13%</b> – ADA Compliance, D/HH Education, Services, and Advocacy needs in WIOA Partnerships.
	<b>Other (Not specified in current State Plan.)</b>					<b>VRI Reliability:</b> CNR15 – Excessive reliance on VRI	<b>1%</b> – VRI Reliability conflicts found in Excessive reliance on VRI.
						<b>Equipment Accessibility:</b> <i>No direct concerns reported.</i>	<b>0%</b> – <i>No current needs expressed or recorded.</i>



<p>with a unified legislative guided practice of D/HH culturally competent providers under funding sources and services allocated to the D/HH constituents of Nevada would be prudent. Commission is encouraged to seek additional resources and advise from the <a href="https://www.nv.gov/equal-rights-commission">Nevada Equal Rights Commission (nv.gov)</a></p> <p>3. Additional recommendations include audits of language development facilities (i.e. schools, government funded programs, state run organizations, medical facilities, etc.) by qualified professionals to ensure compliance with LAP.</p> <p><u>Per 2022 analysis, the ED insists the Commission's consideration, for the sake of our students, to advocate for a D/HH Specialist be made mandatory within our districts to address the immediate needs of our D/HH Education needs.</u></p>							
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**Las Vegas (LV) – Tuesday, October 24<sup>th</sup>, 2023 – In Person (Attendance: 109 Community Participants) – Aging and Disability Service Division (Las Vegas Office) – Outcomes**

ED Findings and Recommendation(s)	State Plan Recommendation	Theme 1 – 20% Interpreter Access	Theme 2 – 18% ADA Compliance	Theme 3 – 36% D/HH Education, Services, & Advocacy	Theme 4 – 16% D/HH Equipment & VRI Reliability	Theme 5 – 10% D/HH Cultural Competency & Sensitivity Training	Outcome Summary
<p><b>ED Findings:</b> Data reveals a dominant need for D/HH Education, Services, and Advocacy (Theme 3) needs in the Southern region – Las Vegas with a 36% reported impression and potential impact on all D/HH Commission Recommendations aside from Government Accessibility, with an emphasis on Healthcare Access at 29% impact or focus across all themes.</p> <p>Data also reveals a secondary prominent need in Interpreter Access (Theme 1) with a 20%</p>	<p><b>#1. Inclusion of the Community</b></p>		<p>EWL16, EWL19, EWL26, EWL27, EWL30, EWL32, EWL38, LFLV10, LFLV19</p>	<p>EWL1, EWL2, EWL3, EWL5, EWL8, EWL9, EWL15, EWL22, EWL23, EWL24, EWL25, EWL47, LFLV2, LFLV3, LFLV5, LFLV6, LFLV24</p>	<p>LFLV11</p>	<p>EWL35, EWL41</p>	<p><b>26%</b> – ADA Compliance, D/HH Education, Services, Advocacy, D/HH Equipment, VRI Reliability, D/HH Cultural Competency, and Sensitivity Training needs in Inclusion of the Community.</p>
	<p><b>#2. Government Accessibility</b></p>						<p><b>0%</b> – No current needs expressed or recorded.</p>
	<p><b>#3. Quality Interpreters</b></p>	<p>EWL12, EWL15, EWL34, EWL36, EWL44, EWL45, EWL46, EWL47, LFLV8, LFLV16, LFLV23</p>	<p>EWL33</p>	<p>LFLV23</p>			<p><b>12%</b> – Interpreter Access, ADA Compliance, D/HH Education, Services, and Advocacy needs in Quality Interpreters.</p>

<p>reported overall impression and potential impact on Quality of Interpreters, Emergency Response and Management, and Healthcare Access.</p> <p>Combined these areas cover 49% of the Southern region – Las Vegas reported concerns within the D/HH Commission’s State Plan Priorities.</p> <p><b>ED Recommendation(s):</b>  1. As revealed in the Summary Outcomes, a 29% impact on Healthcare Access across all themes and 26% impact on Inclusion of the Community reveals the ongoing need for Advocacy. Meaning, a centralized Advocate approach that focuses on educating, empowering, mediating, and holding our state providers and continents accountable for optimal outcomes for the D/HH community. This includes supporting navigation of resources through a side-by-side approach of mentoring. Approaches as outlined above are commonly practiced in Deaf Schools and Deaf Centers with direct D/HH services, D/HH resources, and D/HH advocacy provided through a Deaf centered model with full communication access (D/HH staff and/or ASL user friendly environment). This has been a repeated request of the community and is reflected here in the raw data through statements by attendees at the Las Vegas Townhall. The ED recommends, as long-term goals, that a Deaf School of Nevada and Deaf Center for Nevadans be instated to improve access, resources, and advocacy in the Southern Region.</p>	<p><b>#4. Emergency Response and Management</b></p>	LFLV17	EWLV14				<p><b>2%</b> – Interpreter Access and ADA Compliance needs in Emergency Response and Management.</p>
	<p><b>#5. Healthcare Access</b></p>	EWLV8, EWL10, EWL17, EWL20, EWL31, EWL32, LFLV1, LFLV4, LFLV7	EWLV8, EWL10, EWL17, EWL20, LFLV1, LFLV4, LFLV7, LFLV13	EWLV4, EWL22, EWL39, EWL42, EWL49, LFLV4, LFLV18, LFLV20	LFLV14, LFLV18	EWLV37, EWL51, LFLV12, LFLV14, LFLV15	<p><b>29%</b> – Interpreter Access, ADA Compliance, D/HH Education, Services, Advocacy, D/HH Equipment, VRI Reliability, D/HH Cultural Competency, and Sensitivity Training needs in Healthcare Access.</p>
	<p><b>#6. Language Development</b></p>		EWLV50	EWLV41, EWL44, EWL50, EWL52, LFLV21, LFLV22, LFLV25	LFLV22	LFLV21	<p><b>9%</b> – ADA Compliance, D/HH Education, Services, Advocacy, D/HH Equipment, VRI Reliability, D/HH Cultural Competency, and Sensitivity Training needs in Language Development.</p>
	<p><b>#7. Post-Secondary Education Transition</b></p>			EWLV11, EWL13, EWL43, LFLV9			<p><b>4%</b> – D/HH Education, Services, and Advocacy needs in Post-Secondary Education Transition.</p>
	<p><b>#8. WIOA (Workforce Innovation and Opportunities Act) Partnerships</b></p>	EWLV28		EWLV29, EWL40		EWLV29, EWL40, EWL48	<p><b>6%</b> – Interpreter Access, D/HH Education, Services, Advocacy, D/HH Cultural Competency, and Sensitivity Training needs in WIOA Partnerships.</p>
	<p><b>Other (Not specified in current State Plan.)</b></p>				<p><b>VRI Reliability:</b>  EWLV20, EWL35 – Unreliable Internet  EWLV35, EWL44 – Excessive reliance on VRI  EWLV33, EWL45, LFLV22 – VRI inaccessible/tech issues</p>		<p><b>6%</b> – VRI Reliability conflicts found in Unreliable internet, Excessive reliance on VRI, and VRI inaccessibility/tech issues.</p>
					<p><b>Equipment Accessibility:</b>  EWLV 34 – Inadequate equipment for communication access  EWLV31 – VRI equipment not ready/maintenance</p>		<p><b>6%</b> – D/HH Equipment Accessibility conflicts found in inadequate equipment for communication access (i.e. VRI equipment), VRI equipment not being ready,</p>

<p>2. Due to the Interpreter Access impacted by quality of interpreters along with Interpreter Access prominently impacting the lack of Healthcare Access, the request for advocacy in a D/HH supported nursing facility (i.e. an established nursing home with a wing dedicated to the D/HH community with experts on staff), expanding D/HH mental health insurance coverage, and hiring on staff interpreter access is not unreasonable. These approaches have been shared to be effective in other states and increase proactive personal health awareness.</p> <p>3. There is a lack of Cultural Competency and Sensitivity Training impacting the willingness to address the needed and requested changes. The Commission is encouraged to be proactive in supporting initiatives seeking legislative changes to assure greater access for all health-related needs from birth detection, throughout audiological health/needs, including mental healthcare supports, into senior hospice and/or final stages of life.</p> <p>In all areas of D/HH Services a stronger advocacy intentionality is needed. A center or Deaf/ Hard of Hearing staff placed throughout our provisional programs can aid in a greater relevance to D/HH centered service provisions in the Southern Regions and statewide.</p>					<p>EWLV 21, EWLV31 – Staff lack knowledge to operate equipment. EWLV6 – D/HH alerting system no longer distributed. EWLV7, EWLV18 – Equipment outdated.</p>		<p>maintenanced, staff lacking knowledge to operate said equipment, D/HH alerting systems no longer distributed, and consumer’s equipment outdated.</p>
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# Townhall Qualitative Data Analysis STATEWIDE Outcomes

## Statewide – Overall Outcomes

ED Findings and Recommendation(s)	State Plan Recommendation	Theme 1 – 15% Interpreter Access	Theme 2 – 19% ADA Compliance	Theme 3 – 41% D/HH Education, Services, & Advocacy	Theme 4 – 12% D/HH Equipment & VRI Reliability	Theme 5 – 13% D/HH Cultural Competency & Sensitivity Training	Statewide Outcome Summary
<p><b>ED Findings:</b> In focusing on our State Plan and relevance of the objectives of this Commission, it is imperative to attend to all recommendations with a closer look at the more prominent deficits revealed in these outcomes.</p> <p>Data reveals a dominant lack of Inclusion of the Community (Recommendation #1) as outlined within our State Plan by 41% relevance statewide in ADA Compliance (Theme 2), D/HH Education, Services, and Advocacy (Theme 3), D/HH Equipment and VRI Reliability (Theme 4), and D/HH Cultural Competency and Sensitivity Training (Theme 5).</p> <p>Data also reveals a secondary immediate need in Language Development (Recommendation #6) as outlined within our State Plan by 18% relevance statewide in the areas of ASL Access (Theme 1), ADA Compliance (Theme 2), D/HH Education, Services, and Advocacy (Theme 3), D/HH Equipment and VRI Reliability (Theme 4), and D/HH Cultural Competency and Sensitivity Training (Them 5).</p> <p>The final area of great need is Healthcare Access (Recommendation #5) as outline within our State Plan by 17% relevance statewide in the areas of ASL Access (Theme 1), ADA Compliance (Theme 2), D/HH Education, Services, and Advocacy (Theme 3), D/HH Equipment and VRI Reliability (Theme 4), and D/HH Cultural Competency</p>	<p><b>#1. Inclusion of the Community</b></p>		<p>EWP6, LFP4, LFP7, SBP8, CNR6, CNR24, CNR26, CNR34, EWR13, EWR14, EWR24, EWR25, EWL16, EWL19, EWL26, EWL27, EWL30, EWL32, EWL38, LFLV10, LFLV19</p>	<p>LFP11, CNR2, CNR8, CNR11, CNR17, CNR26, CNR27, CNR35, CNR36, EWR1, EWR7, EWR13, EWR21, EWR22, EWR23, EWL1, EWL2, EWL3, EWL5, EWL8, EWL9, EWL15, EWL22, EWL23, EWL24, EWL25, EWL47, LFLV2, LFLV3, LFLV5, LFLV6, LFLV24</p>	<p>SBP7, SBP9, LFLV11</p>	<p>LFP6, LFP7, LFP10, SBP8, CNR6, CNR7, CNR16, CNR18, CNR19, CNR20, CNR23, CNR26, CNR28, CNR32, CNR34, CNR36, EWR4, EWR9, EWR11, EWR16, EWR18, EWR19, EWL35, EWL41</p>	<p><b>31% – ADA Compliance, D/HH Education, Services, Advocacy, D/HH Equipment, VRI Reliability, and D/HH Cultural Competency, and Sensitivity Training needs in Inclusion of the Community.</b></p>
	<p><b>#2. Government Accessibility</b></p>		<p>LFP4, EWR12</p>	<p>CNR8</p>			<p><b>1% – Interpreter Access and ADA Compliance needs in Government Accessibility.</b></p>
	<p><b>#3. Quality Interpreters</b></p>	<p>EWP1, EWP2, EWP3, EWP4, EWP5, LFP1, SBP2, SBP6, SBP7, CNR4, CNR15, CNR21, CNR22, CNR31, EWR8, EWR10, EWL12, EWL15, EWL34, EWL36, EWL44, EWL45, EWL46, EWL47, LFLV8, LFLV16, LFLV23</p>	<p>EWP4, LFP4, EWL33</p>	<p>CNR8, LFLV23</p>			<p><b>12% – Interpreter Access, ADA Compliance, D/HH Education, and Services, Advocacy needs in Quality interpreters.</b></p>
	<p><b>#4. Emergency Response and Management</b></p>	<p>LFLV17</p>	<p>EWP2, LFP4, EWL14</p>	<p>CNR8</p>		<p>LFP6</p>	<p><b>2% – Interpreter Access, ADA Compliance, D/HH Education Services, Advocacy, D/HH Cultural Competency, and Sensitivity Training needs in Emergency Response and Management.</b></p>
	<p><b>#5. Healthcare Access</b></p>	<p>EWL8, EWL10, EWL17, EWL20, EWL31, EWL32, LFLV1, LFLV4, LFLV7</p>	<p>EWP3, LFP4, LFP5, LFP6, EWL8, EWL10, EWL17, EWL20, LFLV1, LFLV4, LFLV7, LFLV13</p>	<p>EWP10, LFP8, LFP9, CNR8, EWL4, EWL22, EWL39, EWL42, EWL49, LFLV4, LFLV18, LFLV20</p>	<p>LFP10, LFLV14, LFLV18</p>	<p>EWL37, EWL51, LFLV12, LFLV14, LFLV15</p>	<p><b>17% – Interpreter Access, ADA Compliance, D/HH Education, Services, Advocacy, D/HH Equipment, VRI Reliability, D/HH Cultural Competency,</b></p>

<p>and Sensitivity Training (Them 5).</p> <p>Combined these areas cover 76% of statewide reported impactful concerns within the State Plan’s Strategic Priorities.</p> <p><b>ED Recommendation(s):</b></p> <ol style="list-style-type: none"> <li>1. Current Recommendation is to start with the above top 3 needs being supported by our Commission and allow our subcommittees to begin advocating for changes as outlined in each region per ED Recommendations.</li> <li>2. Additional recommendations, collaborations, and networking are necessary for the success or change of our community.</li> <li>3. The community has spoken, it’s time to act, advocate, and show we are listening by maintaining our alliances with the community through transparency, education, and empowerment.</li> <li>4. The Engagement Conference for 2024 should include priorities presented by the community, along with community partner initiatives for legislative change. Efforts made with intentionality, optimism, and tenacity for statewide change will be evident through new D/HH Legislation outcomes in 2025.</li> </ol> <p>All D/HH Commission State Plan recommendations are of priority and should be monitored and addressed by the Commission. A greater use of all Subcommittees can be utilized in ensuring these areas do not go unseen. However, the priorities outlined above need immediate attention and should be expounded upon during our</p>							and Sensitivity Training needs in Healthcare Access.	
	<b>#6. Language Development</b>	EWP8	EWP1, LFP4, EWL50	EWP7, EWP8, EWP9, LFP3, LFP12, LFP13, SBP1, SBP2, SBP3, SBP4, SBP5, CNR1, CNR7, CNR8, CNR9, CNR10, CNR12, CNR18, CNR19, CNR20, CNR23, CNR29, CNR30, CNR32, CNR33, EWR4, EWR5, EWR6, EWR7, EWR9, EWR17, EWR20, EWR26, EWL41, EWL44, EWL50, EWL52, LFLV21, LFLV22, LFLV25	SBP6, LFLV22	LFLV21	<b>18%</b> – Interpreter Access, ADA Compliance, D/HH Education, Services, Advocacy, D/HH Equipment, VRI Reliability, D/HH Cultural Competency, and Sensitivity Training needs in Language Development.	
	<b>#7. Post-Secondary Education Transition</b>		LFP4	EWL11, EWL13, EWL43, LFLV9				<b>2%</b> – ADA Compliance, D/HH Education, Services, and Advocacy needs in Post-Secondary Education Transition.
	<b>#8. WIOA (Workforce Innovation and Opportunities Act) Partnerships</b>	EWL28	LFP4, CNR3, CNR25, EWR2, EWR12	CNR5, CNR8, CNR13, CNR14, CNR25, EWR2, EWR3, EWR11, EWR15, EWL29, EWL40		EWL29, EWL40, EWL48		<b>8%</b> – Interpreter Access, ADA Compliance, D/HH Education, Services, Advocacy, and D/HH Cultural Competency, and Sensitivity Training needs in WIOA Partnerships.
	<b>Other (Not specified in current State Plan.)</b>				<b>VRI Reliability:</b> EWP4, LFP2, LFP4, LFP5, SBP3, EWL20, EWL35 – Unreliable Internet SBP2, CNR15, EWL35, EWL44 – Excessive reliance on VRI EWL33, EWL45, LFLV22 – VRI inaccessible/tech issues			<b>5%</b> – VRI Reliability conflicts found in Unreliable internet, Excessive reliance on VRI, and VRI inaccessibility/tech issues.
				<b>Equipment:</b> EWP6, EWL34 – Inadequate equipment for communication access LFP6, EWL31 – VRI equipment not ready/maintenance LFP6, EWL21, EWL31 – Staff lack			<b>4%</b> – D/HH Equipment Accessibility conflicts found in inadequate equipment for communication access (i.e. VRI equipment), VRI equipment not being ready, maintained, staff lacking knowledge to	

<p>2024 Engagement Conference to be considered in the Commission’s Advocacy for legislative action in 2025 during the 83<sup>rd</sup> Legislative Session.</p> <p>Furthermore, though the current State Plan does not include VRI Reliability and Equipment, it is evident that these resources are being misused and/or represented at the expense of our D/HH constituents of Nevada. During our town halls, 5% of impactful concerns related to VRI Reliability were the Unreliable internet issues, Excessive reliance on VRI instead of live interpreters, and VRI inaccessibility/tech issues. As for D/HH Equipment Accessibility, there was 4% impactful concerns recorded due to conflicts found in inadequate equipment for communication access (i.e. VRI equipment), VRI equipment not being ready and/or maintained. Staff lacking knowledge to operate said equipment. This includes an emphasized concern with D/HH alerting systems no longer being distributed, and consumer equipment now considered to be outdated or obsolete.</p> <p>Current advice is to monitor all D/HH Equipment and VRI Reliance practices and consider including these conflicts as an addendum to the D/HH Commission’s State Plan priorities for communication access moving forward.</p>					<p>knowledge to operate equipment EWLV6 – D/HH alerting system no longer distributed. EWLV7, EWLV18 – Equipment outdated.</p>		<p>operate said equipment, D/HH alerting systems no longer distributed, and consumer’s equipment outdated.</p>
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