Notes Task Force Members 1\textsuperscript{st} Meeting
Saturday, September 11, 2010
10:00 a.m. – 5:00 p.m.
Gallaudet University, Washington, D.C.

Meeting was called at 10:00 a.m.

Opening:
The group took a minute of silence to commemorate the 9/11 attack in respect to all the people killed that day.

1. Welcome/Meeting Opening
   • This Task Force will establish objectives that will be reviewed later.

2. Introduction of Task Force Members
   Each member of the Task Force introduced themselves.

3. Review of Charge
   One participant said, “It is really exciting to start a partnership that not anyone has started before. We have these partners, combining our resources, our teams. I am excited to work with them.”
   • There is a need to get advice at national and international levels.
   • When he was living in Rochester, he was always amazed to see how many deaf health care professionals there are – “we need to have the same service in other cities as well.”
   • The future implication of this initiative is not only for local areas, but for national and international areas too.
   • It is important to give students the chance to get internships all over the world. Also the 2+2 and the 2+3 Programs that will maximize the education of students are important to consider.
   • “We need to impact national and governmental policies to make sure that minorities have the same opportunities.”
   • “We as academic leaders have the commitment to continue working at the House and Congressional levels to assure the support needed for this initiative.”

Another Participant:
• “At the beginning of our partnership discussion, we discussed the levels of education, areas and programs we could offer at baccalaureate and post doctoral level. We
discussed the tendency of our programs, how we could develop them so minorities could contribute to our health system. If health is a civil right, then let’s roll our sleeves up and start working to improve it, especially to offer better service to under-served population.

• There are four problems that this Task Force needs to address:
  - 1st: Training Programs for interpreters in the medical field. “Our institutions should cross-train deaf doctors and interpreters.”
  - 2nd: “If we want to develop this cross training program, we need to figure out a way to pay for it, also to pay for us becoming a magnet for deaf students pursuing medical training.” Institutions should not be penalized for serving deaf and hard-of-hearing students
  - 3rd: Deaf people are not participating in the health process. Need to give deaf and hard-of-hearing students the same opportunities hearing students have to get into the medical fields.
  - 4th: Access Services for deaf and hard-of-hearing students in the system. “For the long term we need to: move this initiative to national level; create more deaf health researchers; standardize the training of deaf medical professionals among Medical Schools around the nation; need for mentoring strategies so that deaf clinicians can maximize their professional development.”

A third Task Force Member:
• The vision of this initiative is encapsulated in the skills that you bring to this activity. Those skills touch each one of the goals.
• “We need to ask ourselves two questions: are deaf people interested in the health care profession? Are they prepared?, and if they are, are there health care organizations prepared to deal with them? Once the answers to those questions are identified, we would need to identify those central public policies that block access to deaf people, which is the 3rd goal of the Task Force Charge.” The Task Force has already made inroads with important Congressional leaders who can help us with the 3rd goal • The recommendations the Task Force group come up will be part of the Health Care System reform implemented recently.
• “We need to move the system; the system will not move us.”
• There is the need to broaden this initiative by adding some more Task Force Members from around the country.
• “Finally I thank you for joining the group. Whatever you do, do not allow yourself to be discouraged. You have 18 months to come up with a set of recommendations on how to increase participation of the Deaf and Hard-of-Hearing Community. You will tell us what we need to do in the short and in the long term.”
4. **Presentation on Research and the “State of the Field”**

Project Consultant opened the presentation asking:

- What segments of the demographics would you like to focus on? Need to be very clear on whom you are focusing.
- Are we getting more people in education program? Increase job placement?
- What defines health care education?
- Provide access – what does that mean? Counseling, interpreting, job coaching

Project Consultant requested that Task Force Members keep those questions in mind while they went through the presentation.

**Presentation Summary:**

- About 11 million deaf or hard-of-hearing individuals in the U.S. (4% of population).
  - About 285,000 between 18-25 (.09% or population).
- Only 20% of high school age deaf or hard-of-hearing students read or do math at the high school level.
- 18-25 year old deaf or hard-of-hearing individuals underachieve in terms of educational attainments when compared to their hearing peers.
- Two-thirds of deaf or hard-of-hearing college students in health care majors attend two-year colleges.
- Most popular majors are nursing, bio-medical sciences, and clinical science - others are undersubscribed.
- Many jobs for those with more than four-year degrees, but generally low paying.
- Many better paying jobs require testing to become certified.

**Questions and Answers:**

Participant - Comment: the 96% of hearing population have to see the 4% of deaf and hard-of-hearing as qualified!

Participant - Question: has the number or percentage of estimated students that get into college changed? A: the data has changed. Many deaf students don’t know where to go after they finish high school. Most of them go to community colleges to get training.

Participant - Comment: we need to start up with deaf and hard-of-hearing kids back in middle school, and elementary school if we want to tap students.

Participant - Question Slide 4: do you think that the percentage will be higher? A - If there is comparison between individuals with other disabilities beside deaf and hard-of-hearing, yes.
Participant - Question: is there a way to get data of students that don’t have IP? A - Don’t know functional level on those achievements.

Participant – Comment: if we think of the manufacturing days, when people did well working with their hands. During WWII they got jobs easily and then they were fired after war ended and soldiers returned to claim these jobs. The challenge of the Task force is to come up with the solutions to provide possibilities for the deaf and hard-of-hearing community.

Participant – Comment: we haven’t discovered the way to develop basic skills. Now we provide access to deaf and hard-of-hearing people to entry to community colleges to get some work training.
Participant – Comment: it is important to look at producers of health care, but it is also important to look at the consumers as well.

Participant – Comment: the key is to get people to engage people; there are opportunities we need to incorporate. There is a huge group of people interested to participate.

Participant – Comment: to have more awareness in the community is important, and it starts in the family structure, how deaf and hard-of-hearing kids are raised and the opportunities they are given to complete their education.

5. Organizing Ourselves as TF to Implement Charge
- Two participants co-presented this part of the agenda. Task Force Members were encouraged to group themselves in Focus Groups.

- Three Focus Groups were proposed:
  Focus Group 1 – Deaf and Hard-of-Hearing Health Care Professionals
  Focus Group 2 – Educators and Students
  Focus Group 3 – Access and Technology

- The possibility of having a Focus Group 4 was open for discussion. After the discussion it was agreed that there was a need to have a Focus Group on Gatekeepers, people who establish the rules and policies when hiring minorities. Also attached to them are the employers, and the policy makers.

- Before the groups went to separate meetings, they were given instructions and recommendations. Groups were requested to select coordinators and come up with
suggestions, ideas, and names of people they consider they could invite to the
November meeting to tell their successful or unsuccessful experiences.

• Task Force Members recommended recording group sessions. Task Force Co-chairs
took note of the suggestion and this will be implemented starting with November
meeting.

• September 28 was set as dateline for the Focus Groups to invite two to three
individuals to the November meeting.

Breakout sessions ended. Groups returned to the room.

Focus Group 1 – Deaf and Hard-of-Hearing Health Care Professionals
• The group came up with the following questions: What are your barriers? How do you
get to be to where you are at now? What did it take to get you to where you are now?
• The group decided to invite people that are active in the health care field.

Focus Group 2 – Students/Educators
• The group decided not to go with the list.
• They came up with a list of different organizations nation-wide. They will contact them
and report to Task Force Members.
• Their questions: Who, what, motivate to inspire students? How do you manage
accessibility cost?
• Planning to interview people.

Focus Group 3 - Access & Technology
• The group came up with the following questions and decisions:
• Understand from consumer’s, employment, Interpreter’s manufacturer’s perspectives
• People who are already on the job. (see #1)
• Interpreters who that work in the medical field, what are their barriers? (see #1)
• Does 911 system work for deaf and hard-of-hearing students
• How can we identify companies who have come with solutions?
• Find people who are making the devices. (this is related to #5)
• Why very few deaf administrators are in Health Care? Is it because of issues with
accessibility?

Focus Group 4 – Gatekeepers/Employers
• The group will focus on:
1. Admission offices.
2. Policy makers.
3. People who hire.
5. Information about their criteria.
6. Find the threshold when hiring.

**Suggestions and recommendations to the groups:**
Participant - in terms of getting stories, get positive and negative ones.
Recommendation: Gatekeepers find out what employers will need in terms of interpreters support.

Participant – will send Summit Report in STEM link to post in the Task Force Website. The report talks about the different types of Access Services currently available for deaf and hard-of-hearing students.

Recommendation: to select participants to the November meeting from around the country.

6. **Review of TF Website: Feedback**
Participant demonstrated the Task Force Website created by the NTID EDR Department.

- The website is open to be modified and to improve as it is used.
- The site has two sections: one open to the public, and the other just for Task Force Members.
- The public site is open to comments. People could send e-mails that will be redirected to the co-chairs.
  - It will have reports, news, and current updates related to the Task Force.
  - Logos of the Partners are posted and link to each website.
  - Task Force Members names are posted with no contact information. We do not want people to be contacting Task Force Members individually.
  - Communication, questions, and suggestions will be channelized thru the co-chairs.

- The private site is only for Task Force Members use.
  - Temporary usernames and temporary passwords were distributed among Task Force Members with instructions on how to change their passwords.
  - In the private site, Task Force Members will be able to communicate, post comments, articles, documents, etc.
  - E-mail feature is under construction.
- Every time someone posts a comment or document to review, a communication will be send to Task Force Members current e-mail addresses.

**Suggestions:**

Participant: need of communicators regulators. He proposed four Participants for this role. They will filter all communication to be posted and filter the questions to be answered.

Participant: communication channels are going through the four partners' media representatives.

Participant: when seeking stories from the community it is necessary to be careful, and to make sure we maintain the scope of the project.

Meeting adjourned at 4:00 p.m. to start the tour of specific Gallaudet University sites: Genetics Lab, Science labs, the Sorenson Language and Communication Center, including the Audiology Department, and College Hall (President's Office).

Next Meeting: November 4 & 5, 2010

Location: National Technical Institute for the Deaf, Rochester, NY

Agenda to come