



Community-Driven Commitments

Approved by Delegates at the Council of Representatives on July 3, 2026

Executive Summary

The National Association of the Deaf (NAD) is positioned to lead a coordinated Community-Driven Commitment that responds directly to community concerns across five major areas: Healthcare, Accessibility, Technology, Education, and Employment.

Across these areas, Deaf¹ Communities continue to face barriers caused by systems that were not designed around language access, visual and tactile communication, Deaf identity, or Deaf-led decision-making. These barriers appear in hospitals, schools, workplaces, public agencies, technology platforms, emergency systems, voting, mental health care, insurance systems, and professional licensing processes.

These Community-Driven Commitments move NAD from broad issue identification to organized national action. NAD will provide executive oversight of federal statutory and registry requirements, ensuring ongoing compliance while proactively tracking, evaluating, and advocating for policy and regulatory enhancements. While this framework provides a practical structure for accountability, advocacy, partnerships, legislation, litigation, public education, and state association support, it also preserves the flexibility necessary for the NAD Board to authorize headquarters to strategically redirect resources in response to emerging issues of national significance affecting the Deaf Community as a whole.

The commitment areas are:

Area	Core focus
Healthcare	Patient safety, effective communication, mental health access, VRI limits, Deaf patient navigators/community healthcare workers, insurance reform, DeafBlind access, and gene therapy ethics.
Accessibility	Public access, captioning, civic participation, emergency access, government services, legal access, Deaf representation, and intersectional access.
Technology	AI, telehealth, digital platforms, Direct ASL customer service, accessible design, emergency technology, smart devices, and technology equity.
Education	Language access, LRE reform, Deaf schools, mainstream accountability, early ASL access, IEP reform, Deaf educators, and transition services.
Employment	Hiring access, workplace accommodations, VR reform, AI screening, licensing barriers, workplace safety, career growth, trades, entrepreneurship, and leadership.

The purpose of this plan is to give NAD a national organizational strategy rooted in civil rights, language equity, Deaf leadership, intersectional access, data collection, and community accountability.

¹ The term “Deaf” is used here as an umbrella term to include individuals who identify as Deaf, DeafBlind, DeafDisabled, or Hard of Hearing.

Action Plan

Area	Organizational Goal	NAD Actions	Local Community / State Association / Affiliate Actions
Healthcare	Make healthcare safe, accessible, language-equitable, and accountable for Deaf people.	<p>Develop national healthcare communication access standards that explain when VRI is inappropriate and when in-person interpreters, Deaf Interpreters, tactile interpreters, or ASL-fluent providers are needed.</p> <p>Update NAD's mental health position statements.</p> <p>Advocate for Medicare, Medicaid, and private insurance reimbursement for communication access services, not limited to ASL/ Deaf Interpreters, ASL-fluent providers, Deaf patient navigators, and home health access.</p> <p>Promote Deaf patient navigators, Deaf Community Health Workers, and Deaf-led health advisory councils.</p> <p>Build a national healthcare incident tracking system.</p> <p>Develop a Deaf-led position on gene therapy, hearing-restoration medicine, informed consent, family counseling, Deaf identity, ASL access, and bilingual language development.</p>	<p>Educate Deaf patients on their rights, interpreter requests, grievance filing, insurance appeals, patient advocates, and advance directives.</p> <p>Identify local hospitals, clinics, therapists, insurance providers, and long-term care systems with recurring access failures.</p> <p>Build partnerships with Deaf health professionals, Deaf therapists, hospitals, medical schools, state Medicaid offices, disability rights groups, genetic counselors, and bioethics experts.</p> <p>Host local conversations on gene therapy and Deaf identity.</p>

Area	Organizational Goal	NAD Actions	Local Community / State Association / Affiliate Actions
Technology	Ensure technology expands Deaf access without weakening civil rights, human communication, Deaf identity, or community control.	<p>Publish a national AI and Deaf access policy.</p> <p>Advocate for in-person interpreters in high-stakes settings.</p> <p>Oppose AI replacing qualified human interpreters in courts, healthcare, mental health, education, employment, emergency services, VRS, and legal settings.</p> <p>Create Deaf-accessible design standards for technology companies, apps, websites, telehealth platforms, smart devices, vehicles, public systems, and emergency technology.</p> <p>Advocate for sign-friendly camera design, captions, visual alerts, tactile alerts, flexible video layouts, interpreter access, Direct ASL customer service, and accessible customer support systems.</p>	<p>Identify inaccessible apps, portals, devices, customer service systems, emergency systems, and public technologies.</p> <p>Encourage companies to offer Direct ASL customer service and hire Deaf customer support agents.</p> <p>Support technology training for Deaf seniors, rural Deaf people, DeafBlind people, DeafDisabled people, and people with limited broadband access.</p> <p>Partner with local agencies, libraries, schools, and emergency offices to improve accessible technology use.</p>

Area	Organizational Goal	NAD Actions	Local Community / State Association / Affiliate Actions
Education	Build a Deaf-led, language-rich, bilingual, culturally responsive, and accountable education system.	<p>Lead a national campaign to redefine Least Restrictive Environment around language access, peer access, Deaf culture, Deaf identity, and educational outcomes.</p> <p>Continue advocacy for LEAD-K, Deaf Child's Bill of Rights laws, Cogswell-Macy Act, IDEA/LRE reform, ASL language plans, and stronger federal coordination in Deaf education.</p> <p>Create model IEP language for ASL goals, language development, CDI/DI access, and accountability.</p> <p>Protect and strengthen schools for the Deaf.</p> <p>Develop mainstream education accountability tools.</p> <p>Build Deaf educator, Deaf mentor, Deaf administrator, ASL specialist, CDI/DI, and educational interpreter pipelines.</p> <p>Support transition services for Deaf youth ages 14–22.</p>	<p>Support families with IEP advocacy, placement options, ASL milestones, Deaf school information, and transition planning.</p> <p>Monitor mainstream programs for interpreter quality, Deaf role models, VP access, emergency plans, Deaf culture, and language outcomes.</p> <p>Promote Deaf teachers, Deaf mentors, Deaf administrators, ASL specialists, and qualified educational interpreters.</p> <p>Partner with schools, parent organizations, state education agencies, Deaf schools, and Deaf mental health professionals.</p>

Area	Organizational Goal	NAD Actions	Local Community / State Association / Affiliate Actions
Employment	Move Deaf employment advocacy from basic job placement to full career equity, safety, leadership, entrepreneurship, and economic opportunity.	<p>Create national accessible hiring standards for employers, recruiters, and HR teams.</p> <p>Publish guidance on accessible applications, interviews, AI screening, technical interpreting, onboarding, training, meetings, emergency alerts, and workplace advancement.</p> <p>Advocate for VR reform, including Deaf counselors, Deaf-competent vendors, longer post-placement tracking, and career mobility.</p> <p>Create model accommodation request templates for certification exams, professional licensing, auditory tests, CDL/passenger endorsements, and pre-employment testing.</p> <p>Support workplace safety standards, leadership development, trades, apprenticeships, entrepreneurship, and Deaf business mentorship.</p>	<p>Host workplace rights, self-advocacy, and leadership workshops.</p> <p>Identify local employers, VR agencies, licensing boards, and certification bodies with recurring access barriers.</p> <p>Partner with Deaf Chambers of Commerce, SCORE, community colleges, apprenticeship programs, HR associations, EEOC partners, Department of Labor partners, and disability rights groups.</p> <p>Collect employment discrimination patterns and report them to NAD.</p>

Communication Plan

How NAD Should Communicate With the Community

NAD's communication must be accessible, consistent, plain-language, ASL-centered, and accountable. A strategic plan is only useful if the community understands it, sees progress, and knows how to participate.

Communication Area	Recommended Strategy	Purpose
ASL-First Updates	Release major updates in ASL with captions, transcript, and plain-English summary.	Makes NAD communication accessible across Deaf Communities.
Quarterly Progress Updates	Publish quarterly updates organized by the five topics.	Shows what NAD has completed, what is pending, and where community help is needed.
Annual Strategic Progress Report	Release a yearly public report showing progress, barriers, partnerships, policy wins, litigation activity, and next steps.	Builds transparency and community accountability.
State Association and Affiliate Briefings	Hold recurring briefings with State Associations and affiliates. Provide templates, talking points, model letters, policy guides, and ASL explainers.	Helps local organizations act quickly and align with national strategy.
Community Feedback Sessions	Host listening sessions, surveys, and town halls for each topic. Include DeafBlind, DeafDisabled, BIPOC, LGBTQIA+, senior, youth, rural, immigrant, and DeafPlus voices.	Keeps the strategy community-led and responsive.
Rapid Response Alerts	Create alerts for urgent issues such as AI interpreter legislation, healthcare access failures, education policy threats, employment discrimination patterns, emergency access failures, or gene therapy misinformation.	Allows NAD and State Associations and Affiliates to respond quickly and consistently.
Resource Hub	Build a centralized online hub with ASL videos, plain-English guides, model policies, complaint templates, public comment guides, and legislative tools.	Gives advocates practical tools they can use immediately.

Conclusion

These ratified community-driven commitments give NAD a focused organizational structure around the five strategic areas: Healthcare, Accessibility, Technology, Education, and Employment.

These five areas are deeply connected. Healthcare depends on technology, interpreter access, insurance systems, and Deaf patient rights. Accessibility includes captions, civic access, emergency systems, public services, and Deaf representation. Technology affects AI, telehealth, employment screening, education platforms, VRS, and daily life. Education shapes language, identity, literacy, leadership, and future employment. Employment determines economic opportunity, independence, workplace safety, and long-term community power.

Gene therapy belongs within Healthcare as a major emerging issue. NAD should address it clearly and carefully, not by rejecting medical options, but by protecting informed choice, Deaf identity, ASL access, bilingual language development, and balanced family counseling.

NAD's national role should be to lead, coordinate, educate, advocate, litigate when necessary, support state associations, and ensure that Deaf Communities are not simply accommodated after systems are built. They must be included in designing, leading, and transforming those systems.

Glossary

Term / Abbreviation	Meaning
ADA	Americans with Disabilities Act. A federal civil rights law that prohibits discrimination against people with disabilities and requires reasonable accommodations and effective communication.
AI	Artificial Intelligence. Technology that can perform tasks such as automated captioning, language processing, screening, decision-making, or interpreting simulations. In this plan, AI is discussed as both an opportunity and a civil rights concern, especially if used to replace qualified human interpreters in high-risk settings.
ASL	American Sign Language. A complete natural language used by many Deaf people in the United States and parts of Canada.
ASL-Fluent Provider	A professional, such as a doctor, therapist, counselor, teacher, or service provider, who can communicate directly and effectively in ASL without relying on an interpreter.
ASL L1 / ASL L2	ASL as a First Language / ASL as a Second Language. ASL L1 refers to ASL development for Deaf children or native/heritage signers. ASL L2 refers to ASL learned as an additional language.
ATS	Applicant Tracking System. Software used by employers to screen job applications. These systems may create barriers if they are not accessible or if they screen out Deaf applicants unfairly.
BIPOC	Black, Indigenous, and People of Color. Used to recognize racial and ethnic communities whose experiences with access, discrimination, education, health care, and employment may differ from the broader Deaf community.
CDI	Certified Deaf Interpreter. A Deaf interpreter with specialized training and certification who works between Deaf consumers and hearing interpreters or service providers, especially in complex communication situations.
CEASD	Conference of Educational Administrators of Schools and Programs for the Deaf. A national organization connected to schools and programs serving Deaf students.
Civic Access	Equal access to voting, candidate forums, public meetings, political events, government information, and participation in democratic processes.
Cogswell-Macy Act	Federal legislation proposal related to improving educational access and services for Deaf, Hard of Hearing, Blind, Visually Impaired, and DeafBlind students.
Community Health Worker	A trained community-based worker who helps people understand, navigate, and access health care and social services. In this plan, Deaf Community Health Workers are identified as important access supports.

Term / Abbreviation	Meaning
DDBHH	Deaf, DeafBlind, and Hard of Hearing. Sometimes used to describe communities with different hearing, vision, communication, and access needs.
DeafBlind	A person who has both hearing and vision differences or loss. DeafBlind people may use tactile sign language, close-vision signing, Protactile, interpreters, Support Service Providers, Co-Navigators, captions, braille, or other communication supports.
DeafDisabled	Deaf people who also have disabilities, such as mobility disabilities, intellectual/developmental disabilities, autism, cerebral palsy, chronic illness, mental health disabilities, or other access needs.
DeafPlus	A term often used for Deaf people with additional disabilities or layered access needs. In this plan, DeafDisabled and DeafPlus are recognized separately from DeafBlind so their needs are not collapsed together.
Deaf Children's Bill of Rights	State-level laws or policy frameworks recognizing Deaf children's rights to language access, communication access, qualified personnel, Deaf peers, Deaf role models, and educational opportunity.
Deaf Culture	The shared language, history, values, norms, traditions, lived experiences, and community identity of Deaf people.
Deaf Identity	A person's sense of belonging, experience, and self-understanding as a Deaf person, which may include language, culture, community, family experience, and personal history.
Deaf Interpreter / DI	A Deaf interpreter who provides interpreting, translation, clarification, or communication access using Deaf-centered language and cultural expertise. Not all Deaf Interpreters are certified CDIs.
Deaf Patient Navigator	A Deaf or ASL-fluent professional who helps Deaf patients understand health care systems, request access, file grievances, understand insurance, prepare for appointments, and navigate care.
Deaf Pedagogy	Teaching methods and educational approaches grounded in Deaf language, Deaf culture, visual learning, bilingual education, and Deaf-centered educational practices.
Deaf Studies	An academic and cultural field focused on Deaf history, language, culture, identity, community, literature, education, rights, and social experience.
Direct ASL Customer Service	Customer service provided directly in ASL, usually by Deaf or ASL-fluent staff, without requiring the Deaf consumer to use VRS or a third-party relay system.
DVR / VR	Vocational Rehabilitation. State or public programs that help people with disabilities prepare for, obtain, maintain, or advance in employment. Some states use DVR to mean Division of Vocational Rehabilitation.
EEOC	Equal Employment Opportunity Commission. A federal agency that enforces laws against workplace discrimination.

Term / Abbreviation	Meaning
Effective Communication	A legal and practical standard meaning communication must be equally clear, accurate, timely, and understandable for Deaf, Hard of Hearing, DeafBlind, and DeafDisabled people.
Emergency Access	Access to emergency alerts, evacuation instructions, first responders, public safety information, disaster broadcasts, school emergency plans, workplace alerts, and 911 systems.
FCC	Federal Communications Commission. A federal agency that regulates communications, including telecommunications, broadcasting, captioning, relay services, and related access issues.
FEMA	Federal Emergency Management Agency. A federal agency responsible for disaster response, emergency management, and preparedness coordination.
Gene Therapy	A medical treatment that changes or targets genetic material to treat a condition. In this plan, gene therapy is discussed under Healthcare because recent hearing-restoration treatments raise questions about Deaf identity, ASL access, informed consent, family counseling, and medical “cure” narratives. The strategic plan specifically includes a Deaf-led position on gene therapy, hearing-restoration medicine, informed consent, family counseling, Deaf identity, ASL access, and bilingual language development.
Genetic Counseling	A health care service that helps individuals and families understand genetic conditions, testing, inheritance, treatment options, risks, and choices. In Deaf-related contexts, genetic counseling should include balanced information about Deaf culture, ASL, bilingual language development, and Deaf identity.
Hard of Hearing	A broad term for people with partial hearing differences or hearing loss who may use spoken language, ASL, captions, hearing aids, cochlear implants, assistive listening devices, or a combination of communication methods.
Healthcare Incident Tracking System	A reporting system that collects patterns of health care access failures, such as denied interpreters, failed VRI, lack of DeafBlind access, inaccessible insurance processes, or communication-related harm.
High-Stakes Settings	Settings where communication errors can cause serious harm, such as courts, hospitals, mental health care, emergency services, education, employment decisions, law enforcement, and public safety situations.
HIV / PrEP	Human Immunodeficiency Virus / Pre-Exposure Prophylaxis. PrEP is medication that can reduce the risk of HIV transmission. LGBTQIA+ Deaf health equity includes accessible information and services related to HIV and PrEP.
HR	Human Resources. The workplace department or function responsible for hiring, accommodations, employee relations, training, benefits, and workplace policies.
Human-in-the-Loop	A policy or technology standard requiring human oversight, review, or direct involvement when AI is used. In this plan, it means AI should not replace qualified human interpreters or human judgment in high-risk communication settings.

Term / Abbreviation	Meaning
IDEA	Individuals with Disabilities Education Act. A federal special education law that protects the rights of students with disabilities and requires appropriate educational services.
IEP	Individualized Education Program. A legal education plan for a student receiving special education services. For Deaf students, IEPs may include ASL goals, interpreting, Deaf Interpreters, language development accountability, assistive technology, placement options, and communication access.
Interpreter Pipeline	The path for recruiting, training, mentoring, certifying, and retaining interpreters, including Deaf Interpreters, educational interpreters, medical interpreters, legal interpreters, and interpreters serving DeafBlind people.
ITP	Interpreter Training Program. A college, university, or training program that prepares people to become interpreters.
Late-Deafened	A person who became deaf or experienced significant hearing loss later in life. Late-deafened people may have different language, identity, technology, and access needs.
LEAD-K	Language Equality and Acquisition for Deaf Kids. A movement and policy framework focused on preventing language deprivation and supporting language milestones for Deaf children.
Least Restrictive Environment / LRE	A special education concept under IDEA. For Deaf students, this plan calls for LRE to be understood through language access, peer access, Deaf culture, Deaf identity, and educational outcomes, not just physical placement in a mainstream classroom. The plan identifies LRE reform as a major Education priority.
LGBTQIA2S+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Aromantic, and other sexual and gender-diverse identities.
Mainstream Accountability	Standards and oversight for mainstream schools serving Deaf students, including interpreter quality, ASL access, Deaf role models, emergency planning, VP access, and language outcomes.
Medicaid	A public health insurance program for eligible low-income individuals and families. Medicaid access is important for interpreters, mental health, home care, long-term care, and Deaf patient support.
Medicare	A federal health insurance program mainly for older adults and some people with disabilities. Medicare access is important for Deaf seniors, mental health, interpreting, and health care communication.
NAD	National Association of the Deaf. The national civil rights organization of, by, and for Deaf and Hard of Hearing people in the United States.
NASLEHL	National ASL and English Bilingual Consortium for Early Childhood Education / commonly referenced in Deaf education discussions around ASL and English bilingual standards. Confirm the official spelling/name before final publication if NAD plans to include this acronym.

Term / Abbreviation	Meaning
NTID/RIT	National Technical Institute for the Deaf / Rochester Institute of Technology. A major higher education institution serving Deaf and Hard of Hearing students.
Open Captioning	Captions that are always visible and do not need to be turned on by the viewer. This is especially important in public spaces, theaters, events, broadcasts, and shared environments.
Picture-in-Picture ASL / PIP ASL	A visual format where an ASL interpreter appears in a box or window on screen during broadcasts, videos, emergency updates, or public information.
Plain-English Summary	A version of information written in clear, simple English so it can be understood more easily by broad audiences and translated into ASL. The communication plan calls for ASL updates with captions, transcripts, and plain-English summaries.
Prison Communication Equity	Equal communication access for Deaf prisoners and justice-involved people, including video phones, interpreters, legal access, grievance access, family contact, and mental health services.
Public Captioning	Captions in public places and public-facing media, including restaurants, airports, gyms, waiting rooms, public buildings, public meetings, political events, emergency broadcasts, and social media.
Public Safety Access	Equal access to police, fire, emergency medical services, disaster alerts, school safety plans, workplace safety alerts, and emergency broadcasts.
Reasonable Accommodation	A change or support that allows a person with a disability to have equal access in employment, education, public services, housing, or other settings.
Resource Hub	A centralized online location where NAD can provide ASL videos, plain-English guides, model policies, complaint templates, public comment guides, legislative tools, and other advocacy materials.
RID	Registry of Interpreters for the Deaf. A national interpreting organization involved in interpreter certification, professional standards, and interpreter-related issues.
SCORE	A national nonprofit network that provides mentoring and support for small businesses and entrepreneurs. The plan identifies SCORE as a possible partner for Deaf entrepreneurship and business development.
Sign-Friendly Camera Design	Technology design that keeps the full signing space visible, including hands, face, shoulders, torso, and movement, rather than auto-zooming only on the face.
SSP / CN	Support Service Provider / Co-Navigator. Professionals or trained support people who provide access, environmental information, navigation support, and communication support for DeafBlind people.
State Association	A state-level Deaf association or advocacy organization that works with NAD and local communities on policy, access, education, and civil rights.

Term / Abbreviation	Meaning
Strategic Action Plan	A structured plan that identifies goals, actions, partners, and priorities to guide organizational advocacy and accountability.
Tactile Interpreting	Interpreting through touch, often used by DeafBlind people who receive sign language tactually.
Technology Equity	Fair and meaningful access to technology, including broadband, devices, training, captions, ASL access, visual/tactile alerts, and accessible design.
Telehealth	Health care delivered through video, online platforms, apps, or remote communication. Deaf-accessible telehealth must include interpreter access, captions, flexible video layouts, ASL access, and DeafBlind access.
Text-to-911	Emergency texting access to 911 services. The plan calls for universal Text-to-911 and stronger emergency access.
TTY	Teletypewriter. An older text-based telephone technology historically used by Deaf and Hard of Hearing people. Many systems still refer to TTY even though newer technologies are now common.
VP	Video Phone. A video communication device or service often used by Deaf people to communicate in ASL.
VRI	Video Remote Interpreting. Interpreting provided through video rather than in person. VRI may be useful in some situations but can fail when screens are small, Wi-Fi is weak, the patient is DeafBlind or low vision, the setting is high-risk, or the person needs in-person communication support.
VRS	Video Relay Service. A telecommunications relay service that allows Deaf ASL users to communicate with hearing people through a video interpreter.
Workplace Safety Standards	Policies and procedures ensuring Deaf employees receive emergency alerts, evacuation instructions, safety training, active shooter alerts, fire alarms, and crisis information in accessible visual, tactile, or language-accessible formats.

Main List of Intersectionalities and Subspecialities

Intersectionality should be built into all five topics, not treated as a separate side issue. NAD’s strategy should recognize that access barriers are different depending on age, race, disability, language, geography, culture, gender, sexuality, income, immigration status, education, and communication needs.

Primary Group / Subspecialty	Specific Contexts Identified	Relevant Strategic Connection
Youth	K–12 emergency preparation, transition services ages 18–22, language deprivation, school access, peer access, and preparation for independent living.	Connects mainly to Education, Accessibility, Technology, and Employment. NAD should support transition planning, visual emergency protocols in schools, language access, self-advocacy, and youth leadership development.
Seniors / Aging	Technology access, lack of technology proficiency, Social Security and retirement issues, health care navigation, low vision, long-term care, home care, and isolation.	Connects mainly to Healthcare, Technology, Accessibility, and Employment/retirement security. NAD should work with Deaf Seniors of America and other partners to support accessible technology training, retirement education, senior care access, and ASL-fluent services.
People of Color	Recruiting diverse Deaf educators, BIPOC perspectives in interpreter studies, racial bias in licensing, culturally responsive services, and leadership representation.	Connects to all five topics. NAD should support diverse Deaf leadership, culturally responsive education, fair licensing standards, interpreter training reform, and equitable access to health care, employment, and public services.
LGBTQIA2S+	Social engagement, affirming community spaces, health equity, HIV/PrEP access, mental health access, and protection from discrimination.	Connects mainly to Healthcare, Accessibility, and Employment. NAD should include LGBTQIA+ Deaf needs in health care access, public policy, community engagement, and anti-discrimination advocacy.
DeafBlind	Tactile interpreting, close-vision access, SSP/CN support, emergency preparedness, health care access, VRI exclusion, low-vision barriers, tactile/visual technology, and professional training.	Connects to all five topics, especially Healthcare, Accessibility, and Technology. NAD should ensure DeafBlind access is built into policies from the start, not treated as an add-on. VRI, AI, emergency systems, education, and health care standards must include DeafBlind-specific protections.
DeafDisabled / DeafPlus	Intellectual/developmental disabilities, cerebral palsy, autism, mobility access, multiple disabilities, individualized communication needs, 3D/tactile interfaces, education supports, health care access, and employment accommodations.	Connects to all five topics. NAD should ensure accessibility work includes people with multiple disabilities and layered communication needs, including plain-language resources, tactile/visual tools, individualized education supports, and employment accommodations.

Primary Group / Subspecialty	Specific Contexts Identified	Relevant Strategic Connection
Interpreting	AI threat, interpreter shortage, pipeline and certification concerns, quality control, medical interpreting, legal interpreting, mental health interpreting, educational interpreting, Deaf Interpreters, CDIs, and DeafBlind interpreting.	Connects to all five topics. NAD should address interpreter workforce development, specialty qualifications, Deaf-led interpreter training reform, CDI/DI access, and limits on AI replacing qualified human interpreters in high-risk settings.
Education	Teacher and administrator workforce, ASL L1/L2 curriculum standards, early intervention, IEP accessibility, Deaf schools, mainstream accountability, language access, family education, and transition services.	Connects mainly to Education, but also to Technology, Accessibility, and Employment. NAD should support Deaf educator pipelines, ASL benchmarks, IEP reform, family toolkits, LRE reform, and protection of Deaf schools.
Deaf Culture / Deaf History	Deaf Studies, Deaf pedagogy, cultural nuance in systems, Deaf identity, Deaf role models, and “the unrecognized curriculum.”	Connects to all five topics, especially Education, Healthcare, and Technology. NAD should ensure that Deaf culture, Deaf history, ASL, and Deaf identity are recognized as core parts of access, not optional cultural additions.
Gene Therapy / Medical Ethics	Medical “cure” narratives, informed consent, family counseling, genetic counseling, Deaf identity, ASL access, bilingual language development, insurance equity, and public messaging about deafness.	Connects mainly to Healthcare, with overlap in Education, Technology, and Accessibility. NAD should develop Deaf-led guidance making clear that medical options must not replace ASL access, Deaf identity, informed consent, or balanced family information.