



WORLD

Technology News and Commentary for Deaf and Hard of Hearing People



Six Recipients of the Inaugural TDI Scholarship Program

Starts on Page 8

ADDRESS SERVICE REQUESTED

Non-Profit Org.
U.S. Postage
PAID
Dulles, VA
Permit No. 163

Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI)
P.O. Box 8009
Silver Spring, Maryland
20907

ALSO INSIDE:

Mark Seeger, Scholarship Chairperson -
pg 3

HAMILTON**CAPTEL**

888-555-1235 March 4 8:33am Call Time: 00:01:47

hi Ashley this is Greg Jeff and I are going out for a ride would you like to join us? yes it's beautiful out we're planning on leaving about 10 am great we'll swing by your place see you then

Passive Captions Font Size + Tone

Hamilton CapTel 2400i

Hamilton CapTel 840i

Cisco 8851

Hamilton CapTel for Web/iOS/Android™

Life-changing Solutions

When it comes to hearing on the phone, Hamilton® CapTel® makes all the difference. Reliable and accurate captions of what's said to you over the phone ensures clarity on every call – eliminating the frustration even a simple phone call can make!

Explore all of the Hamilton CapTel solutions today!

HamiltonCapTel.com/TDI219

TDI'S MISSION

"TDI provides leadership in achieving equal access to telecommunications, media, and information technologies for deaf and hard of hearing people."

FEATURE STORIES

Mohamed Abanoor	pg 8
Zachary Chylla	pg 10
Jaxon Cummings	pg 12
Jewel McDonald	pg 14
Jose Rodrigo Uresti	pg 16
Malia Zornoza	pg 18

REGULAR COLUMNS

BOARD VIEWS by Sheila Conlon-Mentkowski, TDI President	pg 2
Picking Young Bright Brains	
SPECIAL GUEST COLUMN by Mark Seeger	pg 3
This Year's Recipients of TDI's New Communications Access Scholarship Program	
CAPITOL COMMENTARY by Claude Stout, TDI Executive Director	pg 4
The Purpose Behind TDI's New Youth Scholarship Program	
OUR QUEST FOR ACCESS by Eric Kaika, TDI Director of Public Relations	pg 6
Ladies and Gentlemen of the Class of 2023	
TDI Individual Membership Application Form	pg 20
TDI IN ACTION DECEMBER 2018 – FEBRUARY 2019	pg 22

Thanks to These Advertisers:

ALDA, pg 7 • Hamilton Relay, inside front cover
Maryland Relay, pg 5 • Sorenson VRS, inside back cover
Ultratec, back page

Contact TDI WORLD editor for reprints of articles in PDF format.

TDI WORLD is published quarterly by TDI to provide information about telecommunications, media and information technology access for people who are deaf, late-deafened, hard of hearing and deaf-blind. You may freely copy and distribute all or portions of TDI WORLD for non-commercial use with credit given to TDI. TDI has no affiliation with any company advertised, and the mention of company names, products and services in the articles herein comes solely from the authors' own experiences and does not imply accuracy nor endorsement by TDI. Furthermore, TDI does not warrant any products or services mentioned in TDI WORLD to be in compliance with any applicable federal, state or local disability access laws and regulations or industry standards.



WORLD

Volume 50.1

Editor-in-Chief: Claude Stout

Managing Editor: Eric Kaika

Publication Production: Electronic Ink

TDI BOARD OF DIRECTORS

NORTHEAST REGION

Cassandra Boryslawskyj (CT), Treasurer
 Cm.Boryslawskyj@tdiforaccess.org

SOUTHEAST REGION

Jan Withers (NC), Vice President
 Jan.Withers@tdiforaccess.org

MIDWEST REGION

John Kinstler
 jkinstler@tdiforaccess.org

CENTRAL REGION

Mark Seeger
 mseeger@tdiforaccess.org

WEST REGION

Sheila Conlon-Mentkowski (CA), President
 Sheila.Conlon-Mentkowski@TDIforAccess.org

MEMBERS-AT-LARGE

Matt Myrick
 mmyrick@tdiforaccess.org
 Jarvis Grindstaff, Secretary
 jgrindstaff@tdiforaccess.org

TDI OFFICE STAFF

EXECUTIVE DIRECTOR

Claude Stout
 Executive.Director@TDIforAccess.org

PUBLIC RELATIONS DIRECTOR

Eric Kaika
 PubRel@TDIforAccess.org

UCAPTION PROJECT MANAGER

Eric Kaika
 ekaika@tdiforaccess.org

BUSINESS MANAGER

John Skjeveland
 Finance@TDIforAccess.org

TELECOMMUNICATIONS FOR THE DEAF AND HARD OF HEARING, INC. (TDI)

P.O. Box 8009
 Silver Spring, Maryland 20907
 www.TDIforAccess.org

TELEPHONE:

Phone (Voice/Video): 301-563-9112

To subscribe to **TDI eNotes**,

send an email to

PubRel@TDIforAccess.org

Follow **TDIforAccess** on



Shaping An Accessible World

Board Views



**SHEILA
CONLON-MENTKOWSKI**

*TDI President and
Board Member, West Region*

**“We are cognizant
that scholarships
are one means to
defray the expense
and enable young
achievers to
accomplish their
goals.”**



Picking Young Bright Brains

The TDI Board of Directors and I are very pleased to be able to present our inaugural group of TDI Scholarship recipients, made possible by generous contributions from our partners in the telecommunications industry. You can meet and read about the recipients in their respective columns in this issue. With this new TDI scholarship program, one of our goals was and is to attract young individuals who plan to attend post-secondary institutions, whether community colleges, technical institutions, or four year colleges to TDI membership. We look forward to the ongoing continuation of this scholarship program with our partners annually.

The TDI Board was brainstorming on means and ways to attract young deaf and hard of hearing individuals to TDI to increase its membership and continue our ongoing mission and goals. After a number of discussions, we thought a scholarship program targeted to individuals who planned to continue their education in a variety of areas would attract the best and the brightest who applied to the program. With the establishment of this program, TDI hopes to develop an enthusiastic and mixed group of

young people who will blaze paths in their careers and lead to success for themselves and other deaf and hard of hearing people.

These days, with rising costs and expenses in attending post secondary programs, whether at home or away, we are cognizant that scholarships are one means to defray the expense and enable young achievers to accomplish their goals. It has been appalling to me to see a large number of students in the United States today trapped by rising debt with post secondary tuition rising annually leading to heavy debt as they graduate from their program, armed with a degree or certificate but hampered at times with crushing debt. Some of you may wonder whether state Vocational Rehabilitation programs will cover the post secondary costs in full. These state programs, in my experience, do not cover the full costs, and most typically will only pay the tuition if in-state, if out of state, then at the rate the same as the in-state tuition. Obviously, this means that room and board is not usually covered and the student will either have to live at home if the school or training program is nearby or find a means to pay the room and board separately.



Board Views

**MARK SEEGER**

*TDI Board of Directors Member,
Central Region*

**“TDI received
a total of 25
applications ...
and arrived at
an unanimous
agreement on the
top six candidates.”**

This Year's Recipients of TDI's New Communications Access Scholarship Program

During TDI's 50th Anniversary in October of 2018 a Scholarship Program was set-up to encourage and reward graduating high school seniors who are deaf, hard-of-hearing, late-deafened or deaf-blind propose volunteer activities in order to improve communication access with-in their communities.

This past Spring of 2019 a selection Committee was established to promote the scholarship program, review applications, and select this year's awardees. Members of the committee. Included Sheila Conlin-Mentkowski - President, John Kinstler - Board Member, Mark Seeger - Board Member, David Coco - TDI Member and Outreach Specialist with the Texas School for the Deaf Educational Resource Center on Deafness, and Claude Stout - TDI CEO. The TDI scholarship application was circulated

to State Schools for the Deaf as well as to the many mainstream programs for Deaf and Hearing Impaired students across the United States through collaboration with the National Center on Deafness and Postsecondary Outcomes at the University of Texas.

TDI received a total of 25 applications and the evaluation committee ranked qualified awardees (graduating seniors who had been endorsed by their guidance counselors) based on demonstrated volunteerism, extracurricular school activities, leadership skills, and academic achievement. The evaluators scored applications and arrived at an unanimous agreement on the top six candidates, each of whom has been awarded a \$2500 scholarship from TDI to attend the post-secondary institution that they have been enrolled for the Fall of 2019.



TDI congratulates the following six Scholarship awardees and thanks all of our applicants, evaluators, and sponsors for their efforts to improve communication access for all through this effort:

**Mohamed Abanoor
Jaxon Cummings
Jose Uresti**

**Zachary Chylla
Jewel McDonald
Malia Zornoza**

TDI and our award recipients thank the following companies whose generous contributions made this scholarship program possible: UltraTec, Inc., Sorenson Communications, ZVRS / Purple, and Hamilton Relay.

Capitol Commentary



BY CLAUDE STOUT
TDI Executive Director

“The Scholarship program is one of several ways TDI seeks to build new, meaningful relationships with the younger generation of deaf and hard of hearing Americans.”

The Purpose Behind TDI's New Youth Scholarship Program

In this issue, you will enjoy reading about TDI's new Youth Scholarship program.

There are feature articles (starting on page 8) in this issue about the six recipients of the 2019 inaugural scholarship program. We congratulate them on receiving the scholarships, \$2,500 each, and we wish them well as they go to college for their Bachelors' degree, or to pursue another direction for their career.

We start this new program for a number of reasons:

Suggest using started instead of start

TDI believes in today's youth in the deaf and hard of hearing community in America. They represent the future for our special niche community, as well as their home communities, where they are growing up and strive to do well in both areas - in the classroom, and in service to the community outside of high school.

TDI cares about the future of its membership. We want young deaf and hard of hearing high school students to be aware of the leading national role that TDI plays in advocacy for our access needs in telecommunications, media, and information services. If they see the value of participating in the scholarship program, and having the chance to receive a scholarship, they will get the side benefit of knowing more about what TDI has done on their (and others') behalf. Hopefully, they join TDI at this young age, or afterward when they graduate from college and get a job.

Attending college is expensive, and TDI wants to be in a position to help with this program. According to the

College Board, the average cost of tuition and fees for the 2017–2018 school year was \$34,740 at private colleges, \$9,970 for state residents at public colleges, and \$25,620 for out-of-state residents attending public universities.

When we publicize the scholarship program with as many schools for the deaf, and public school districts that have a number of deaf and hard of hearing students, these educational institutions learn more about TDI, and its advocacy role in Washington, D.C. Teachers that teach them in deaf culture, social studies, and community interaction, may see fit to include information and class discussion as part of their lesson plans every year on TDI's history of effecting change via public policy with government and consultations with industry.

Parents benefit from having their kids participating in the scholarship program. They learn more about TDI's work on many critical issues such as captioning of video programs on TV and the Internet, emergency communication, relay services, etc. via a good number of filings annually with the Federal Communications Commission. A side benefit can also come from this good experience with the program, the parents become more aware of their rights and resources to ensure that their deaf and hard of hearing children are getting a good education, and enjoy equal access at home and in the local community. Their kids would have less chance to be left out from sporting activities that are offered generally in the community. They may see the need to develop a more effective

CAPITOL COMMENTARY Continued from page 4

working relationship with authorities at the school where their kids attend, and also with the school board of education that oversees the school.

We thank four companies for their donations to this scholarship program. Our deepest gratitude goes to Ultratec, Sorenson Communications, ZVRS/Purple, and Hamilton Relay for their support. They have indicated their commitment, as resources permit, to support the program on an annual basis. They do believe in today's deaf and hard of hearing youth, they recognize fully that they will be the leaders and followers of our community in the future. They stand ready to introduce their products and services to parents and their deaf and hard of hearing children.

Kids who are deaf and hard of hearing benefit a lot from our active advocacy efforts at the nation's capital in the last fifty-one years. For about ninety

years, we could not use the phone, when invented in the late 1870's by Alexander Graham Bell. He came up with this invention because both his mother and wife were deaf. Finally in the mid- 1960's, we got TTYs to use on the telephone network. Today, our kids get to use smartphones to communicate with anyone, either they are hearing, or deaf/hard of hearing. Forty years ago, we didn't even have captions on TV, and today, it is given to this young generation. If they come with captions, they enjoy YouTube videos on the Internet.

This inaugural scholarship program this year has brought the best out of the deaf and hard of hearing students that applied for six different scholarships. The review committee went over around 23 submissions from students all over the nation, and the members of the committee were very impressed with the quality of the submissions. The committee was very impressed with the applicants' optimism and resolve to succeed well

in life. We thank all the students who competed in the inaugural scholarship program this year, and once again, we congratulate the six scholarship recipients.

The scholarship program is one of several ways TDI seeks to build new, meaningful relationships with the younger generation of deaf and hard of hearing Americans. TDI stands ready to get input on issues and needs that they have in telecommunications, media, and information services. We have a duty to educate them that access is not offered on a silver platter. Access, that they enjoy every day will only come about as a result of their individual and group efforts over time. The better world that they are in today has been a result of the hard work that our forefathers from the deaf and hard of hearing community made possible via their advocacy efforts. Today, many of our needs are still not met, and we must work together with them to address these gaps in self-sufficiency and full inclusion in America.



Assistive calling solutions designed to empower you.

At Maryland Relay, we are committed to bringing innovations in telecommunications to our communities—from our diverse suite of calling options to our ever-growing list of Relay Partner businesses. And with our Maryland Accessible Telecommunications (MAT) equipment distribution program, we are making it easier than ever for Marylanders to bring home groundbreaking telecommunications technology—including NEW tablets, pre-loaded with powerful, communication-enhancing apps. Experience the power of modern telecommunications: visit mdrelay.org to explore all our latest solutions.

800-552-7724 | 410-767-6960 (Voice/TTY)
443-453-5970 (Video Phone) | mdrelay.org



Multiple Calling Options | Community Outreach | Telecommunications Equipment & Evaluations

Our Quest for Access



BY ERIC KAIKA
Managing Editor

"If the weight of a degree is important, then one should simply go to a community college and get all those general electives out of the way."

Ladies and Gentlemen of the Class of 2023

Everytime I hear of the latest graduating class, I can't help to think of commencement speeches... and of course, Baz Luhrmann's "Everybody's Free", which was originally written by Mary Schmich of the Chicago Tribune. I think she's right about a graduation speaker lurking inside every world-weary adult. However, TDI's scholarship program is for incoming freshmen, and I realize there's rarely any insight shared with them, so I thought I'd impart some of thoughts here...

College is one of those major choices in life, like buying a house or car. It goes hand in hand with debt and accumulation of knowledge and experience. And like all major purchases, it requires careful deliberation and understanding of value. One doesn't just buy any car on the lot, or the first house they walk into. But rather than asking, "is this the right college for me", we should start asking, "is this the right investment choice for me?"

I propose this question, because I believe we are entering another great turning point in civilization. Like the Age of Discovery, the Enlightenment period, or the Industrial revolution before us, I believe the chapter on the Information Age is coming to an end. What we are transforming into, I cannot say but I know we're not quite at the door steps of global unity. Yet, access to the world, as with what college offers and its costs, has dramatically changed since the 1980's.

College started its rapid growth in the early 20th century and enrollments exploded in the 1970s. Right around this time, mass air travel was picking up. Today, an average of 20 colleges shut down per month; low cost

air carriers are proliferating. It is actually cheaper to fly to the Egyptian Pyramids or the Great Wall of China and study these world wonders, rather than paying for a one credit course at a private 4-year university.

Herein lies the question, why should I spend thousands of dollars - literally creating an insurmountable debt - to learn stuff from a book that I will never remember. Truthfully, I cannot remember a single thing I've learned from the required reading material at college (I probably didn't read many of them to begin with). However, I can easily recant my "worldly" experiences whether it be at a fancy restaurant, in a different hemisphere or state.

Bottom line, experiences are what we remember forever. It shapes us because it shifts us into a constant learning mode. Every one of us who travelled to a different country could recall the dates they travelled, where and what they visited, the weather and people they encountered. But they probably couldn't tell you the name of their 2nd class during the first semester of their junior year was or the teacher's name. The textbook name? That last-minute essay they wrote? Forget it.

They will remember their college experience - the school's newspaper, clubs, events, friends etc. This is why I'm not dismissing college. It still creates a wonderful worthwhile experience, but its most certainly not worth its weight in gold.

I just cannot fathom nor justifying an annual expense of \$30,000 for four years. Particularly when household income has not been keeping pace with inflation. When comparing costs

OUR QUEST FOR ACCESS Continued from page 6

from 30 years ago while factoring inflation, today's home cost is up 26%, a car - 15% higher, college ... a ridiculous 213% increase! Oh, and household income - down 5%. The numbers are not adding up for you.

These numbers are why I believe we're entering a new era. The geo-political divide, the widening gap of inequality between the rich and poor, the exacerbating costs of living. If more students took the time to travel the world, then I believe we'll be closer to the age of global unity.

We've long been told a college degree is essential. If the weight of a degree is vital, then one should simply go to a community college and get all those general electives out of the way - it's cheaper and transferable. Better yet, do it while you're a senior in high school. Then spend the rest of your time racking up an amazing amount of experience - travel the world, get odd jobs, try new foods, understand economies and currencies, immerse yourself in different languages and cultures, tour your own country, visit landmarks and historical sites. No class, professor or book would ever come close to imitating the wisdom you'll learn.

In our second year in college, most of us are still unsure about what we want to major in. But you, a savvy world traveller may have a better understanding of the contributions you want to make. Suddenly your major becomes clear, cheaper (thanks to the general electives you took), and quickly attainable. And I guarantee, by the time you graduate - your resume will be far more impressive than any of your classmates, and less debt. Most of all, you'll be in a better position to conquer the world - and make it accessible for everyone.



Find TDI on Facebook!
www.facebook.com/TDIForAccess



ALDAcon provides late-deafened adults and their supporters exposure to renowned speakers and informative workshops.

October 23-27, 2019
31st International Conference

**Marriott Kansas City
 Overland Park Hotel**
 10880 Metcalf Avenue
 Overland Park, KS 66210



Come Join Us !!!

Most importantly, it provides barrier-free communication access with their peers since ALL activities have sign language interpreters, captioning and/or access to hearing assistive technology.

For More Information:
Planning Co-Chairs
Emails:

Tina Childress:
tina.childress@gmail.com
Cady Lear:
cadydlear@gmail.com
www.alda.org



Name: Mohamed Abanoor

Home: Massachusetts

High School: Horace Mann School for the Deaf and Hard of Hearing

College Attending: Gallaudet University

Tell us about yourself:

I volunteer the community during my free time to build networking, gain real-world experiences, make impacts, and keep myself busy. I am pursuing my dream career to become a first federal deaf politician. I notice other politicians have effective networking with their community through volunteering. I felt I shouldn't wait until I become a politician to start the

community service. When I was 12 years old, my first community service was at the mosque as a parking lot attendant. I enjoy working with the hearing community because it helps me to understand the experiences of the deaf struggles. It gives me excellent skills ever to give back to my community and meet many different people background. It helps with my future career to understanding issues through volunteer.





Essay:

One of the most significant issues as deaf people, we do not have enough number of interpreters. In Massachusetts, I faced many struggles with interpreters because we do not have much availability on interpreters with short funding by the government. If we want to make this change, then we need many Deaf turnouts to lobby our government officials. This advocacy requires a lot of planning, meeting, and lobbying. We know the government has others obligations to commit the state and cities or towns with tons of different legislation to focus. Choosing to prioritize top issues can be frustrate for many people when politician ranked of their priority issues.

To fund more for sign language interpreters, we cannot do it with a small number of Deaf activists to plan the whole issues. I will have to work with other deaf organizations to host fun events with Deaf and hard of hearing people. This event will socialize at the same time they will have the opportunity to meet new people and understand their

similar struggles. The event will have a booth to recruit people to join the committees of movement.

Our committee team will include legislation, political strategies, logistics, and outreaching team. Two central committees, legislation, and political strategy will work closely with politicians to write the bill that supports the interpreters funding. This committee will mainly be targeting at the Deaf youth to get involved because most of the time politicians will listen to the youth perspective more. The child will have an educated experience.

We cannot tolerate with lacking communication for the Deaf. We have the right to have accessibility communication with others by America Disability Act. The state should be able to fund more on interpreters for better communication in hearing society if the government wants to have a more diverse perspective including minority group. It is time to show the movement of accessibility right to our legislators.



Name: **Zachary Chylla**

Home: **Ohio**

High School: **Beachwood High School**

College Attending: **Indiana University - Bloomington**

Tell us about yourself:

Leadership and community service are important to me and I want to make an impact at Indiana University through different student and volunteer organizations and activities. I learned a lot about community need while serving on the Saltzman Youth Panel, and I am proud that we were able to make a difference in so many people's lives with the funds we were able to distribute to different community organizations.

Serving on the regional and local chapter boards of Bnai Brith Youth Organization has also taught me that leadership can be challenging but also rewarding. I have worked hard to build relationships with the other board members and executive staff. We all come from different backgrounds so it has been important for us to build trust, communicate, and work together as a team to help our members and the community.

I am excited to explore different degree options in the Media School at Indiana University. At the 2017 Washington Journalism and Media Conference, I learned about storytelling and how media helps shape businesses and society. After meeting with an ESPN sports analyst at the conference, I knew I wanted to pursue a career where I could combine my two biggest passions, media and sports. Ultimately, I want a career where I can demonstrate that there is more to sports than winning or losing and the behind-the-scenes stories are often the most powerful.

Living with a severe hearing loss can sometimes be challenging but it also gives me a unique perspective and appreciation for life. I never let my disability define me



or hold me back from pursuing my interests. Sometimes I have to work harder than my friends or classmates, but I have learned to be a strong advocate for myself, and I am committed to putting myself in the best situation for success. As I have learned to live with my hearing loss, I have embraced Charles R. Swindoll's belief that "life is 10% about what happens to you and 90% about how you react to it." Of course, I would like to have full hearing, but my hearing aids have helped me be successful and grow from a shy toddler into a confident young adult.

Essay:

My hearing loss journey started when I was three years old and diagnosed with a severe hearing loss in both ears. I was lucky to be raised in a loving family and in a school district that could provide me support, encouragement, and technology to successfully manage my disability. All of that, combined with my very hard work and determination, has led me to be a successful student, athlete, and community volunteer and leader.

Looking back at my childhood, I realize that all people with hearing loss do not have the same access to communication that I have had. There are different degrees of hearing loss and it's important to advocate for everyone. People who are hearing don't always understand that or know how to engage with people who are deaf or hard of hearing. Raising awareness about this is important to me because even though I have been successful, it hasn't always been easy. For example, when I was younger, I couldn't always hear my friends on the playground. Or now, when I am in a loud restaurant, it is sometimes hard to follow conversations. It would be great if everyone understood more about the challenges of living with hearing loss and ways to make communicating easier.

According to the National Institute on Deafness and Other Communication Disorders, around 15 percent of American adults have some trouble hearing. The technology of hearing aids and other devices has greatly improved, but they are still very expensive and difficult to access. Companies like Google have been working to improve the lives of those that are hearing impaired. For example, their new app, Live Transcribe, uses the microphone on your phone to turn real-world conversations into captions.

I think it is important to create awareness for hearing people about the communication challenges people who are deaf or hard of hearing face and the different ways they can help make it better for everyone. It would be great if there was a student organization on my college campus to advocate for greater communication access for people who are deaf or hard of hearing. I would join the group and engage with fellow students in my dorm and living



community and then help reach out to other campus groups. The group could also talk to local businesses because it's important that people understand the best way to communicate with their co-workers who are deaf or hard of hearing so everyone be successful in their jobs. Older generations don't always understand the technology that is available, so the group could also hold workshops at libraries or community centers to teach them about using apps like Live Transcribe.

Overall, I feel it is important that people of all ages understand what living with hearing loss is all about. The more people learn about this, the more accepting they will be and willing to make accommodations to communicate in a way that is easier for people with hearing loss to understand.

Name: Jaxon Cummings

Home: Arkansas

High School: Arkansas School of Mathematics,
Sciences, and the Arts

College Attending: Tulane University



Tell us about yourself:

Most kids grow up wanting to be a movie star or a professional athlete. Myself, on the other hand, I have desired to do more with my life. I aspire to commit my life to serve the betterment of my community, by providing the best medical assistance to those in need. I intend to dedicate my life to enhancing the lives of others as an intended consequence of my continued academics

For the past three months, I have been volunteering at the

John McClellan Veterans Affairs Medical Center as part of the Central Arkansas Veterans Healthcare System has offered many opportunities to open my mind and expand my understanding. In my time volunteering at the VA I have had oranges thrown at me, I have been threatened by a psychiatric patient, I have witnessed people coding on the gurney, I have treated a patient that was run over by a tractor, and have cared for a patient that overdosed on sleep meds to the point of being able to sleep through two Intravenous sticks, one bag of Narcan, and a long run through the CT machine. Volunteering has also afforded me the opportunity to learn from Emergency physicians and gain hands-on experience. I have had the opportunity to learn about relatively rare conditions such as goods syndrome and had the great opportunity to have live demonstrations of the effects of COPD, and how one can use an eighteen-gauge needle to remove a foreign body from a person's eyes or how to perform physical evaluations of Carpal tunnel without the need for diagnostic equipment.

Volunteering has afforded me a great opportunity to interact with patients and doctors. I have also had the great prospect to learn from all members of the staff including physicians, nurses, health technicians, and custodians. Volunteering has taught me that being a physician is not just a profession but rather serves as a bridge helping startled individuals through a scary time of their lives and sometimes that means comforting a family after the loss of their loved one. I do not seek to become a physician because of the salary but rather my goal is to serve my community as a doctor there to heal and comfort.



Essay:

Although I have not had it as bad as others, and my hearing is better than some, during the time I have spent attending public schools, I have observed a critical dichotomy between those with perfect hearing and those without. I have come face to face with people and situations that have challenged me with regards to their perception of my ability. When I first began attending first grade at Cabot Eastside Elementary School, I was met with prejudice from both my peers and the administration. My classmates would avoid me, and most would criticize me for speaking louder than the other students. Even though I worked hard to fit into my new environment, I was met with challenges from my first-grade teacher. Mrs. Harpoole, my first-grade teacher, was not the kindest person and, on multiple occasions, made it a point to single me out, going to the point of publicly yelling at me during instances when I did not hear what she had said. On one occasion, I was the subject of one of her tirades because I could not discern a classmate's name from my own. Although there were numerous other occasions that I became the subject of criticisms, the

extent of the rants became so extreme that I begged my mom for assistance and the location of my prior hearing aids. It would be years later that I would face a similar experience. When I reached ninth grade, I was thrust into a similar experience facing a teacher with a platitude of prejudice. My ninth-grade civics, economics, and Arkansas history teacher, Mrs. Lloyd, was a person with a strong personality who found pleasure in singling me out of the class. Throughout the time I spent in her class, I found a challenge in understanding her and in multiple scenarios was vituperated by my teacher.

Despite my hearing impairment and the challenges, I have faced, I have made it my mission to show that physical disabilities do not define a person but rather amplify their character and natural attributes. Although some see physical disabilities as decreased quality of life, I can attest to the contrary that, although I function differently than most and approach solutions in an alternative manner, my physical disability is not a hindrance but rather serves as an inspiration to show that I can do anything.



Name: Jewel Andrea McDonald

Home: Washington, DC

High School: Benjamin Banneker HS

College Attending: North Carolina A&T State University

Tell us about yourself:

My family wasn't sure if I would ever see this day, or any day after my birth. I am a person living with a disability. I was born prematurely and I am currently living with a collapsed lung, asthma, and Von Willebrand Disease. I am among the strong and brave hard of hearing community and wear a hearing aid for assistance. I have dealt with numerous procedures and surgeries, taking countless amounts of medicine yet I am still here. I share with you my trials, not for pity, but so that you can understand and appreciate my triumphs. In my pursuit of triumphs over disasters, I continue to strive for excellence in education - maintaining a GPA above 3.0 while taking both honors and advanced placement courses, involved in my community, and the performing arts (dance, gymnastics, drawing). My favorite quote is, "Stay true to yourself, yet always be open to learn, work hard, and never give up on your dreams, even when nobody else believes they can come true but you. These are not clichés but real tools you need no matter what you do in life to stay focused on your path". - (Phillip Sweet).

In my community, I am a youth mentor for the Young Ladies on the Rise program located at Benning Park Recreation Center every Tuesday and Thursday. The program focuses

on learning about making positive choices, discussing life skills, building self-esteem, teamwork, and wholesome relationships which permeate into the communities, as well as home. I serves as a role model to young children between the ages of 5-13 years old by demonstrating high standards of personal conduct. My peers and I work to ensure girls have the knowledge, resources, and skills to live healthy lives and access meaningful educational opportunities. I motivate the girls to keep moving, with exercise, dance, and gymnastics. Girls increase their understanding of health issues affecting them, their families, and their communities. They develop the motivation and practical skills to take charge of their health today and throughout their lives. Through healthy living, the girls increase their level of physical activity and view their bodies more positively, therefore teach them to encourage them to love themselves.

I am a member of the 2018/19 Girls in Technology (GIT) program. It is a program closely affiliated with Women in Technology (WIT). The mission of GIT is to support academic and community programs that engage middle and high school girls in Science, Technology, Engineering, and Mathematics (STEM)-related learning. The GIT Mentor-Protégé Program is a forum for professional women with STEM backgrounds

to share their skills and passions to help create awareness and motivate girls to pursue STEM-related career paths. Mentors and protégés are expected to incorporate the seven core beliefs in mentoring discussions. GIT's seven core beliefs are: Passion, Self-Efficacy, Innovation, Collaboration, Empowerment, Critical Reflection, and Leadership.

Every weekend I serve as a Junior Gymnastics Coach for several local recreation and all-star cheerleading teams. Under the direct supervision of a senior head gymnastics coach, I provide hands on group and individual

gymnastics instructions. Observing and assisting athletes to perform on various gymnastics equipment. I provide direct instruction and directions to the parents of my students, to include lesson plans and extra-curricular activities that promote growth while at home.

During the summer I am a Summer Camp Junior Counselor. I assist The Department of Parks and Recreation Camp Facilitator in leading group through a daily schedule. I assist in assuring the safety of campers at all times, making camp fun for the campers, teaching skills, providing encouragement and support, and assist

with planning and implementation of all activities with their groups.

I am determined to pay it forward to help those after me know they too can pursue and achieve their dreams. I have learned how to not focus on the challenges that face me, but focus on what I have become of these challenges. I have worked hard at maintaining good grades and showing anyone that having a condition doesn't count you out from reaching a goal. I pride myself in being a fighter and desire to become a Computer Science Engineering. "I am the master of my own fate"

Essay:

I always had an affinity for mathematics, and it has always been something that came easily to me since elementary school. During my transition to high school, I researched engineering, and realized that's what I wanted to do. I found an interest in robotics and advancing the use of technology. I've learned that engineers solve day-to-day problems through the use of technology. I am a person living with a disability. I am among the strong and brave hard of hearing community and wear a hearing aid for assistance. I want to aid individuals who are like me by developing new technology for hearing and breathing. I plan to major in Computer Science Engineering and start my passion of learning and developing new robotics and technology. I want to create hearing aids that tend to all types of hearing loss and not just one. I want to create hearing aids that doesn't generate feedback at all and can adjust to any environment to make it easier and more comfortable for the user.

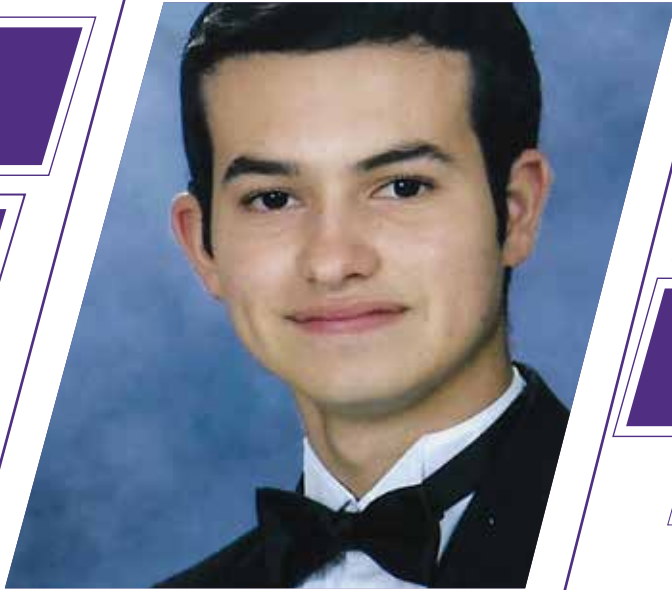
In the future I envision myself as a computer science engineer, creating and improving technology that will benefit those with disabilities of circumstances similar to mine.

Research has shown the impact thus far that Artificial Intelligence (AI) have in accelerating accessible technology, it is related to what I am learning now, empowering people who are like me, deaf or hard of hearing with real-time captioning of conversations. Helpicto, an application that turns voice commands into images, is enabling children with autism to better understand situations and communicate with others. And, Seeing Artificial Intelligence (Seeing AI) and auto alt-text features are helping narrate the world for people who are blind or low vision.

My future will benefit my community, society, and/ or



the world by joining the team of brilliant engineers and becoming an asset to improving and providing people with vision, hearing, cognitive, learning, mobility disabilities and mental health conditions the opportunity to succeed in life and expand employment opportunities for people with disabilities.



Name: Jose Rodrigo Uresti

Home: Texas

High School: McAllen Memorial High School

College Attending: The University of Texas
Rio Grande Valley



Tell us about yourself:

My name is Jose Rodrigo Uresti; I was born deaf in McAllen and resident in Weslaco, TX. I enjoy riding my bike around my house. The reason why I love to volunteer is that I can help and give back to the community. My goal is to become a Deaf teacher, principal of TSD, superintendent of TSD, and President of Gallaudet University.





Essay:

I strongly suggest a new communication technology that will provide greater access is that every mainstream and deaf schools have a technology that signs on television. It will help a Deaf and hard of hearing ability to know what is going on exactly. It is essential for the community to aware and being equality as everyone. For instance, a principal is talking to the flag a pledge, and automatically an interpreter would be on television signing to every classroom and halls of the building; that way everyone can visualize. Importantly is when there is an emergency such as a lockdown or evacuate that an interpreter would sign "Lockdown occur now, straight near classroom immediately!" As a Deaf and as well as my sister who is also Deaf in the same school, we would need to know whether there will be a severe occurrence from the school since we do not hear the announcement

accurately. Signing on every television in a building will satisfy every Deaf and Hard of Hearing needs. Some of hearing people may think this is unnecessary. However, they are not in their shoes from what we are in perspective since the hearing people have the full ability of greater communication access to everything and for our needs to make it equality access for every individual. I guarantee this innovation of technology that would provide ultimate access for the deaf and hard of hearing community. To succeed in this innovation of enormous access to communication progress is to set a television to halls and classroom and as well as outside of the building. Some of the classrooms have a television which is good, but the only thing is for them to set a live interpreter software. I believe in deaf and hard of hearing community rights to make anything a potential than limited.



Name: Malia Zornoza

Home: California

High School: California School for the Deaf Fremont

College Attending: Gallaudet University

Tell us about yourself:

I am Malia Selvi Zornoza. I am 17 years old. I am an athlete, female, Latina, senior in high school, and a part-time Ohlone student. I had a great childhood growing up in South California with my 2 brothers, one older and one younger before moving up to Bay Area.

I enjoy giving back to the community by participating in beautification projects. Two projects that I did were Save the Bay and Apple MLK Giving Back at CSD. I think it's wonderful to make visual improvements to areas that are important to me.

I plan to go to Gallaudet and study Mathematics. I look forward to teaching Deaf students.



Essay:

I would educate Deaf students and/or people that we have ADA (American with Disabilities Act) by providing workshops and making sure that it is part of a curriculum at school. Since I plan to work in a school setting, I believe 2 workshops each school year where students will have to role-play. They will have to act out a “discriminatory” situation with one student being the employer and one an applicant. Also, a student playing the role of someone from a place such as a doctor office refusing to provide an ASL interpreter with another student in a role to use their rights from ADA to receive one. Students will have to identify what is against the law and what rights can be used. Also, what kind of approach the applicant should do and what ways to prevent it to happen again.



And/or the students would have to make a video, sign out the sections of the ADA including examples around the campus. The examples could be whether the school is up to par with ADA or not. I strongly believe in hands-on activities. The students would absorb information from the ADA because they have to explain and use the act which is the best way to learn and understand.

The act is to protect all disabilities including Deafness and to provide support and access. By educating students, it can help them to know their rights and utilize them when needed. I would also let them know that ADA is not just for communication access but also for protection and employment. I was taught ADA at my school and I believe that it made an impact on me. Especially that the fourth section of ADA is about communication access for the disabled and that is most important to Deaf people. The fourth section includes required nationwide system of



telecommunications relay services to make telephone accessible for Deaf people. In addition, I'd like share any updates in the law in regards communication access for the Deaf with the students in classroom

discussions. In discussions, I would encourage students to come up with amendments to the ADA how to improve communication access. I want to know that the future youth has plentiful information and knowledge in all rights they have available to them for communication access.

to
to



Individual Membership Application Form

As a TDI Member, you will automatically receive a copy of the Blue Book, our quarterly TDI World, and e-Notes. You can opt-out of any of these subscriptions at anytime, just let us know by emailing: PubRel@TDIforAccess.org

Save time and postage! Renew online: TDIforAccess.org/eMembership

Bold indicates *required* information.

Name (first, middle, last): _____

Mailing Address: _____
(street) (city) (state) (zip code)

Email Address: _____ **Fax:** _____

Home Phone: Web:

Mobile Phone: Birthdate:

Alternate Phone: _____

Check items you permit to be listed in the TDI Blue Book

- ☐ Name
 ☐ Home Phone
 ☐ Fax
☐ Mailing Address
 ☐ Mobile Phone
 ☐ Website
☐ Email Address
 ☐ Alt. Phone
☐ *Unlisted (Name, Address, etc. will not be published)*



Membership fees	1-Year	2-Year	Lifetime
Regular:	\$40	\$75	\$1000
Senior Citizen (60+) birthdate field required	\$30	\$55	\$1000

Membership fee: \$

Donation (optional) \$

TOTAL	\$
-------	----

Donations to TDI are Tax-Deductible Contributions (#35-1146784). You will receive a formal letter at the end of the year totaling your contributions.

Credit card number: _____ Expiration: _____

If paying by check, make payable to: **TDI** (bounced checks will incur \$35 fee)

Mail form & payment to: **TDI, P.O. Box 8009, Silver Spring, MD, 20907**

Thank you for supporting TDI !



TDI In Action

December 2018 – February 2019

AADB = American Association of the Deaf Blind
 ALDA = Association of Late Deafened Adults, Inc.
 ASDC = American Society of Deaf Children
 CC – closed captioning
 CCASDHH = California Coalition of Agencies Serving Deaf and Hard of Hearing, Inc.
 CGB = Consumer and Governmental Affairs Bureau
 CPADO = Cerebral Palsy and Deaf Organization
 CTS = Captioned Telephone Service
 DHHCAN = Deaf and Hard of Hearing Consumer Advocacy Network
 DRO = Disability Rights Office
 E-911 – Enhanced 911
 FCC = Federal Communications Commission
 FNPRM – Final Notice of Proposed Rulemaking
 HLAA = Hearing Loss Association of America

IP – Internet Protocol
 NAD = National Association of the Deaf
 NBDA = National Black Deaf Advocates
 NG-911 – Next Generation 911
 RERC-TA = Rehabilitation Engineering Research Center on Telecommunication Access
 SCAT/SCABT = Speech Communications Assistance By Telephone, Inc.
 SoA = Speed of Answer
 TAP = Technology Access Program at Gallaudet University
 TDM = Time Division Multiplexing, a method of handling electronic communications
 TIA = Telecommunications Industry Association
 TLPC = Samuelson-Glushko Technology Law & Policy Clinic
 TRS – Telecommunications Relay Service
 VRS – Video Relay Service

Telecommunications Relay Services

■ (December 20) HLAA, TDI, TAP, and SPTLPC met with key legal advisors from the offices of Chairman Ajit Pai, and Commissioners O’Rielly, Rosenworcel, and Carr, and the officials with Consumer and Governmental Affairs Bureau, FCC on the Commission’s June 8, 2018 FNPRM on IP-CTS. We contended that states lack the resources to administer the IP CTS program and that third-party or state-run certification requirements risk deterring legitimate use of the program by millions of Americans with hearing loss. Specifically, the primary basis in the FNPRM for the Commission’s assertion of waste, fraud, and abuse appears to be a pair of ex parte filings from the Telecommunications Equipment Distribution Program Association (TEDPA). In short, the record in this proceeding is essentially an echo chamber of whispers and speculation about waste, fraud, and abuse backed by little concrete information that would justify or inform the Commission’s numerous initiatives, many of which threaten to deprive consumers of their civil rights. The Commission has not meaningfully endeavored to answer any of these questions for its proposals in the FNPRM, and the record developed in response provides no further clarity. We urged the Commission to change course and consider common-sense approaches to improve the rigor of consumer-driven self-certification. In particular, we discussed the possibility of a standardized self-certification form that might provide a useful source of data about intake and usage of the program. We also noted that if the Commission relies on third-party hearing health professionals to certify users, it will have to develop a uniform system for doing so and use the TRS Fund to compensate certifiers—expensive and difficult challenges

that demand a fuller understanding about the purported waste, fraud, and abuse they aim to remedy if they have any chance of succeeding.

<https://ecfsapi.fcc.gov/file/1220063005345/2018.12.20%20Consumer%20Groups%20IP%20CTS%20Ex%20Parte%20final.pdf>

■ (December 21) TDI, NAD, ALDA, HLAA, CPADO, AADB, and UI-IT RERC submitted reply comments in response to the FCC’s Public Notice released on November 7, 2018, seeking comments and reply comments on a Petition for Rulemaking filed by Sprint to establish a new ratemaking methodology for IP Relay Service in which Sprint proposes a hybrid rate methodology that is based on a combination of the Multistate Average Rate Structure and provider costs to set future rates for IP Relay service. In response to the Public Notice, only T-Meeting Global AB (“T-Meeting”) appears to have filed comments. T-Meeting suggested that support for legacy IP Relay services should be abandoned in favor of IP Relay services based in ITU-T E.703 Total Communications. While Commenters appreciate and applaud the value of Total Communications as another option for TRS services, Commenters disagree that support for IP Relay should be abandoned. Abandoning IP Relay would be contrary to the functional equivalency principle identified by the Consumer Groups in their TRS Policy Statement that “TRS users must have a wide selection of choices regarding equipment and software interfaces as well as hardware options, TRS program services and methods of making or receiving relay calls.” Similarly, Objective 4.3 of the TRS Policy Statement states “An array of services and features that meet diverse communication needs and provide an ‘equivalent conversation experience’



TDI In Action

December 2018 – February 2019

Continued from page 21

with all forms of TRS is fostered to offer a wide range of options comparable to those provided to hearing callers, such as prompt, comprehensive customer care and service for TRS users.” IP Relay is the preferred method of communication for some deaf, hard of hearing, late-deafened and particularly deaf-blind individuals and those with additional disabilities, as well as some of their hearing contacts. As Sprint noted, the Commission found that “certain categories of consumers currently rely upon IP Relay service as their sole or primary means of communicating by telephone, including consumers who are deaf-blind or have speech or additional disabilities, as well as deaf or severely hard-of-hearing consumers who do not know or are not comfortable with the use of American Sign Language.” Importantly, many hearing and those with hearing or other physical challenges prefer to use IP Relay exclusively or in certain situations because the message typed on the computer is to be relayed exactly word by word by the Communication Assistant (CA) in voice, which is very important, particularly for conversations that require precise wording. On the other hand, in conversations via Video Relay Service or Captioned Telephone Service (landline or IP), CA summarize the message as accurately as possible, but not word for word. Also, some in the deaf-blind community rely solely on IP Relay because they cannot use any other forms of TRS or do not know how to. Similarly, some with mobility disabilities may rely on IP Relay due to a physical limitation or because they are not able to sign clearly in ASL to be able to use VRS. Therefore, the Commission must maintain adequate support for IP Relay service and not continue or create conditions that could result in the last IP Relay service provider exiting the market. Without taking a position on the specific methodology for support, Commenters insist that any rate methodology for IP Relay must continue to support all appropriate costs of the service along with an appropriate profit margin as determined by the FCC. Further, the rates for IP Relay also must continue to support research and development for maintenance and improvements to IP Relay service. Commenters urge the Commission to refer the matter to the iTRS Fund Advisory Council for an expedited review of, and recommendation on, the methodology. For these reasons, Commenters ask that the Commission adequately support IP Relay service so that it remains an option for so many consumers that depend on it. <https://ecfsapi.fcc.gov/file/1222944215594/Reply%20Comments.pdf>

■ (February 7) HLAA and TDI filed an ex parte to report on the telephone call meeting that TDI’s counsel Blake Reid had

with Eliot Greenwald of the Consumer and Governmental Affairs Bureau to discuss the issue of Internet Protocol Captioned Telephone Service (IP CTS) user verification, which was being addressed as the five-member Commission votes to produce some action on this topic during its open meeting in February, 2019. Mr. Reid informed Mr. Greenwald that HLAA and TDI support the Commission allowing IP CTS providers to continue service to new IP CTS users while registration verification and appeals thereof are pending so long as the providers absorb the cost of service incurred during the verification period if a user’s registration is not verified. Once user verification is complete, providers should be compensated for the minutes used.

<https://ecfsapi.fcc.gov/file/10207931118065/2019.02.07%20User%20Registration%20and%20Verification%20Ex%20Parte%20final.pdf>

Advanced Communication Services

■ (January 30) TDI, NAD, ALDA, HLAA, CPADO, AADB, DSA, DHHCAN, AAPD, DREDF, NCIL, PVA, United Spinal Association, DHH-RERC, and UI-IT RERC submitted comments in response to the FCC’s Public Notice on General Motors’ petition to the Commission to waive real-time text (RTT) interoperability, 911 simultaneous voice and text communications requirements for its autonomous-vehicle ride-hailing service. We opposed the Petition because it is either unnecessary or unwarranted, depending on a critical ambiguity in the petition. We also urged the Commission to consider carefully the broader issues of Internet of Things (IoT) accessibility and 911 access implicated by the Petition.

As we understood, GM’s argument was that its ride-hailing service should be able to use the smartphone-based Chat App as an accessible substitute for the In-Vehicle CSF, which is itself inaccessible to people who are deaf or hard of hearing, and possibly to people with other disabilities. The In-Vehicle CSF facilitates communication only with customer service. Because the In-Vehicle CSF enables communication only between the user and GM personnel and does not support arbitrary calling to the PSTN, GM contends that the In-Vehicle CSF is a non-interconnected VoIP service subject to the Commission’s RTT rules. Because the Chat App can only be used to contact GM’s customer service representatives in connection with the ride-hailing service, GM sought a waiver of the portions



TDI In Action

December 2018 – February 2019

Continued from page 22

of the Commission's RTT minimum functionality rules targeted at interconnected VoIP services that connect to the PSTN. GM sought to waive several of Rule 67.2's requirements, including those for RTT-RTT interoperability, RTT-TTY interoperability, the ability to transmit and receive RTT communications from PSAPs; and the ability to send receive voice and text simultaneously in both directions using a single device.

However, the Petition skips straight to arguing the merits of these RTT waiver requests without offering an explanation for why its service implicates and is eligible for the RTT safe harbor in the first instance. The Petition first declares that "non-interconnected VoIP is [advanced communications services] for which accessibility is required." But it is not clear whether the chat application referenced in the Petition ("Chat App") is an integral part of the in-car customer service function ("In-Vehicle CSF") or a separate application that must be operated on a smart phone. Either possibility

poses fatal problems for the Petition. On the one hand, if the Chat App is an integral part of the In-Vehicle CSF, then the petition is unnecessary because the petition identifies no reason why the In-Vehicle CSF is not or cannot be made accessible, and the RTT safe harbor of the Commission's TTY compatibility rules therefore does not apply. If, on the other hand, the Chat App is a separate smart-phone application, the Petition fails to explain why making the In-Vehicle CSF accessible would not be achievable and thereby allow the alternate path of compliance with the TTY compatibility rules or the RTT safe harbor. And even if making the In-Vehicle CSF accessible would not be achievable, GM could only avail itself of the Commission's RTT safe harbor if it had added RTT functionality to the In-Vehicle CSF itself, as opposed to a separate application that would require people with disabilities to use their own smartphones to use the service on equal terms.

<https://ecfsapi.fcc.gov/file/10130271296800/2019.01.25%20Consumer%20Groups%20GM%20RTT%20Exemption%20Comments%20final.pdf>

Contribution Form



☐ \$25 ☐ \$50 ☐ \$100 ☐ \$200 ☐ Other \$ _____

Name _____

Mailing Address _____

____ Sign me up for the free TDI eNotes at this email address _____

____ If donation is in honor or memory of an individual, please give name, address and any special instructions.

____ I want my donation to be anonymous.

*Mail or fax this contribution form (photocopies OK)
payment (check, money order or credit card information) to the TDI office:*

TDI - PO Box 8009, Silver Spring, MD 20907

Phone: 301- 563-9112

info@TDIforAccess.org • www.TDIforAccess.org



Follow us at:

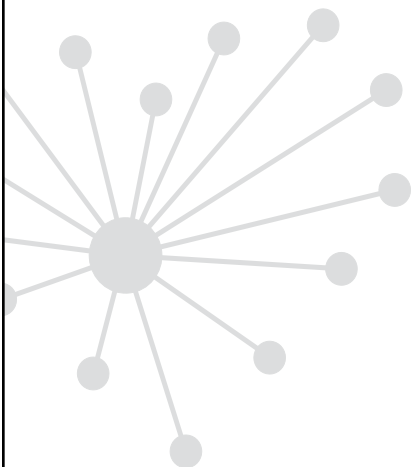


/TDIforAccess

Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI) is a national advocacy organization focused on addressing equal access issues in telecommunication, media, and information technologies for all deaf, hard-of-hearing, late-deafened, and deafblind Americans.



Connecting Life



At work, at home, or in the community.
On the videophone, telephone, or in person.

Visit our websites for more information.



www.svrs.com



www.scis.com

CONNECTING MADE EASY

Whether it's voice or text, from across the street or across the country, you can rely on Ultratec technology to keep you connected.



All your telephone needs:
TTYs & Captioned Telephones

Ultratec

www.ultratec.com

1-800-482-2424 (V/TTY)

service@ultratec.com



CAPTEL® CAPTIONED TELEPHONES THAT FIT YOUR LIFESTYLE.



CapTel 2400i
Includes Bluetooth®
connectivity



Low Vision Model
CapTel 880i



Traditional Model
CapTel 840i