

**ADOPTED REGULATION OF THE AGING AND DISABILITY
SERVICES DIVISION OF THE DEPARTMENT OF
HEALTH AND HUMAN SERVICES**

LCB File No. R151-09

Effective August 13, 2010

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: §§1-15, NRS 656A.082 and 656A.084.

A REGULATION relating to interpreters and Communication Access Realtime Translation providers; revising the requirements for engaging in practice as an interpreter and Communication Access Realtime Translation provider; revising the provisions governing disciplinary actions against interpreters and providers; and providing other matters properly relating thereto.

Section 1. Chapter 656A of NAC is hereby amended by adding thereto the provisions set forth as sections 2 and 3 of this regulation.

Sec. 2. *“Division” means the Aging and Disability Services Division of the Department of Health and Human Services.*

Sec. 3. *“Educational Sign Skills Evaluation” means the assessment administered by the Signing Exact English (S.E.E.) Center for the Advancement of Deaf Children located in Los Alamitos, California.*

Sec. 4. Section 25 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 25. “Mentor” means ~~[an interpreter]~~ *a person approved by the Division* who guides ~~[another]~~ *an* interpreter *with less experience* in gaining the skills, techniques and knowledge required to engage in the practice of interpreting. A mentor shall meet the

requirements for registration as set forth in section 48 or 49 of this regulation, as appropriate.

Sec. 5. Section 34 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 34. “Registry of Interpreters for the Deaf” is the national membership organization that:

1. Represents professionals who facilitate communication between people who are deaf , *including, without limitation, people who are deaf and blind* or hard of hearing , and people who can hear; and
2. Supports members by providing testing for national standards, educational opportunities, professional networking and relationships and resources.

Sec. 6. Section 40 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 40. 1. Except as otherwise provided in subsection 2 and NRS 656A.070, any person who provides interpreting, Communication Access Realtime Translation or realtime captioning services in this State shall:

- (a) Register with the ~~{Office of Disability Services}~~ *Division* on a form provided by the ~~{Office}~~ *Division* pursuant to NRS 656A.100 or 656A.400, as appropriate;
- (b) Provide proof of compliance with the requirements for each professional classification set forth in sections 41 to 49, inclusive, of this regulation, pursuant to which the applicant will be engaged;
- (c) Operate only within the professional classifications for which he is registered;
- (d) Comply with the provisions of this chapter and chapter 656A of NRS; and
- (e) Comply with the code of ethics of the appropriate certifying body.

2. The provisions of this section may be temporarily waived by the ~~Office of Disability Services~~ **Division** when an emergency has been declared by a governmental entity ~~or~~ **or for good cause**.

Sec. 7. Section 42 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 42. 1. To apply for and maintain registration as an interpreter in a community setting as an apprentice level interpreter, a person must:

(a) Have at least a high school diploma or a general equivalency diploma.

(b) Hold in good standing:

(1) Level 2 certification from the National Association of the Deaf;

(2) Level II certification from the American Consortium of Certified Interpreters; or

(3) A score of 3.5 to 3.9 on the Educational Interpreter Performance Assessment.

(c) Be a person who is deaf or hard of hearing in the process of becoming a certified deaf interpreter through the Registry of Interpreters for the Deaf or have successfully completed an accredited interpreter preparation program.

(d) Participate in the Associate Continuing Education Tracking program, with at least 75 contact hours of continuing education every 3 years ~~or~~ **or maintain a professional development plan provided by the Division**.

(e) ~~Participate~~ **Except as otherwise provided in this paragraph, participate** in a plan of mentoring , **with at least 40 hours of mentoring every 3 years**, with a mentor who is certified with the Registry of Interpreters for the Deaf. **A person who is not certified with the Registry of Interpreters for the Deaf but who is deemed by the Division to be competent in American Sign Language and to be knowledgeable about the deaf culture may serve as a mentor if he or she has passed the written portion of the Educational**

Interpreters Performance Assessment or the exam provided by the Registry of Interpreters for the Deaf, is able to show proof of completion of a course in mentorship training which has been approved by the Division or holds an associate's degree or a higher degree in interpretation, English or a related field from an accredited college or university. A mentor must have a working knowledge of English, American Sign Language and any other relevant languages, and a working knowledge of interpreting methodologies, the interpreter code of ethics and other skills salient to the mentoring relationship. The plan of mentoring must be signed by the apprentice level interpreter and his mentor. *Any hours of mentoring which exceed the 40 hours of mentoring required pursuant to this paragraph may be applied toward the hours of continuing education the apprentice level interpreter is required to complete.*

2. *If an apprentice level interpreter is not required to have continuing education units by his or her certifying body, the interpreter must participate in a professional development plan provided by the Division.*

3. An apprentice level interpreter shall not engage in the practice of interpreting in a medical or legal setting.

~~3.~~ 4. An apprentice level interpreter shall only accept assignments:

(a) In which the apprentice is teamed with or accompanied by a certified interpreter at the skilled level or above; and

(b) With due caution and care commensurate with his skills and experience.

Sec. 8. Section 43 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 43. 1. To apply for and maintain registration as an interpreter in a community setting as a skilled interpreter, a person must:

- (a) Have at least a high school diploma or a general equivalency diploma.
- (b) Hold in good standing:
 - (1) One of the following certifications from the Registry of Interpreters for the Deaf:
 - (I) National Interpreter certification;
 - (II) Certification of Interpretation; or
 - (III) Certification of Transliteration; ~~or~~
 - (2) Level III certification from the National Association of the Deaf;
 - (3) Level III certification from the American Consortium of Certified Interpreters;

or

- (4) *A score of 4.0 to 4.7 on the* Educational Interpreter Performance Assessment ~~[between levels 4.0–4.7]~~ and ~~[be a certified educational interpreter with]~~ *hold an Educational Certificate: K-12, issued by* the Registry of Interpreters for the Deaf.

2. A skilled interpreter shall accept each assignment in a:

(a) Legal setting with due caution and care commensurate with his skills and experience. A skilled interpreter who does not hold supplemental certification to engage in the practice of interpreting in a legal setting may be used only in situations involving misdemeanors and is subject to voir dire by the court.

(b) Medical setting with due caution and care commensurate with his skills and experience.

(c) Postsecondary educational institution, as defined in NRS 394.099, with due caution and care commensurate with his skills and experience.

Sec. 9. Section 47 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 47. 1. To apply for and maintain registration as an interpreter in an educational setting as an apprentice level interpreter, a person must:

(a) Have at least a high school diploma or a general equivalency diploma.

(b) Hold in good standing a score of 3.0 on the Educational Interpreter Performance Assessment ~~[.]~~ *or achieve a comprehension skill level of 3 on the Educational Sign Skills Evaluation which is valid for 1 year after registration.*

(c) ~~[Participate]~~ *On or after August 13, 2012, have passed the written portion of the Educational Interpreters Performance Assessment.*

(d) *Except as otherwise provided in this paragraph, participate in a plan of mentoring, with at least 40 hours of mentoring every 3 years, with a mentor who is registered at an advanced level pursuant to section 49 of this regulation. If the mentor does not reside in this State, he is not required to be registered pursuant to this chapter and chapter 656A of NRS, but he must possess the appropriate certification status as an intermediate interpreter pursuant to section 48 of this regulation or an advanced interpreter pursuant to section 49 of this regulation. A person who is not certified with the Registry of Interpreters for the Deaf but who is deemed by the Division to be competent in American Sign Language and to be knowledgeable about the deaf culture may serve as a mentor if he or she has passed the written portion of the Educational Interpreters Performance Assessment or the exam provided by the Registry of Interpreters for the Deaf, is able to show proof of completion of a course in mentorship training which has been approved by the Division or holds an associate's degree or a higher degree in interpretation, English or a related field from an accredited college or university. A mentor must have a working knowledge of English, American Sign Language and any other relevant languages, and a working*

knowledge of interpreting methodologies, the interpreter code of ethics and other skills salient to the mentoring relationship. The plan of mentoring ~~[shall]~~ *must* be signed by the apprentice level interpreter and the mentor.

~~[(d)]~~ *Any hours of mentoring which exceed the 40 hours of mentoring required pursuant to this paragraph may be applied toward the hours of continuing education the apprentice level interpreter is required to complete.*

(e) Have a professional development plan, prepared on a form provided by his local school district and approved in writing by his supervisor, which includes specific goals for professional development as an interpreter and includes 75 contact hours of continuing education every 3 years.

2. *If an apprentice level interpreter is not required to have continuing education units by his or her certifying body, the interpreter must participate in a professional development plan provided by the Division.*

3. An apprentice level interpreter is not qualified to engage in the practice of interpreting in a community setting without holding the appropriate professional certification as set forth in sections 42 to 45, inclusive, of this regulation.

~~[3.]~~ 4. Except as otherwise provided in this subsection, an apprentice level interpreter may only engage in the practice of interpreting in the grade levels for which he is assessed. An apprentice level interpreter may engage in the practice of interpreting in a grade level for which he is not assessed if:

(a) He is acting as a substitute interpreter, but he may not do so for more than 10 consecutive working days.

(b) An interpreter is required pursuant to a pupil's individualized education program, as defined in NRS 388.524, and if the school has documentation showing that a reasonable attempt to find interpreting services for the pupil was made.

~~[4.]~~ 5. Except as otherwise provided in this subsection, an apprentice level interpreter may only engage in the practice of interpreting in a modality for which he is assessed. An apprentice level interpreter may engage in the practice of interpreting in a modality for which he is not assessed if:

(a) He is acting as a substitute interpreter, but he may not do so for more than 5 consecutive working days.

(b) An interpreter is required pursuant to a pupil's individualized education program, as defined in NRS 388.524, and if the school has documentation showing that a reasonable attempt to find interpreting services for the pupil was made.

Sec. 10. Section 48 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 48. 1. To apply for and maintain registration as an interpreter in an educational setting as an intermediate interpreter, a person must:

(a) Have at least a high school diploma or a general equivalency diploma.

(b) Hold in good standing a score of 3.1 to 3.9 on the Educational Interpreter Performance Assessment ~~[]~~ *or achieve a comprehension skill level of 4 on the Educational Sign Skills Evaluation which is valid for 1 year after registration.*

(c) ~~[Participate]~~ *On or after August 13, 2012, have passed the written portion of the Educational Interpreters Performance Assessment.*

(d) *Except as otherwise provided in this paragraph, participate* in a plan of mentoring, *with at least 40 hours of mentoring every 3 years,* with a mentor who is registered as an

advanced interpreter pursuant to section 49 of this regulation. If the mentor does not reside in this State, he is not required to be registered pursuant to this chapter and chapter 656A of NRS, but he must possess the appropriate certification status as an advanced interpreter pursuant to section 49 of this regulation. *A person who is not certified with the Registry of Interpreters for the Deaf but who is deemed by the Division to be competent in American Sign Language and to be knowledgeable about the deaf culture may serve as a mentor if he or she has passed the written portion of the Educational Interpreters Performance Assessment or the exam provided by the Registry of Interpreters for the Deaf, is able to show proof of completion of a course in mentorship training which has been approved by the Division or holds an associate's degree or a higher degree in interpretation, English or a related field from an accredited college or university. A mentor must have a working knowledge of English, American Sign Language and any other relevant languages, and a working knowledge of interpreting methodologies, the interpreter code of ethics and other skills salient to the mentoring relationship.* The plan of mentoring ~~shall~~ *must* be signed by the ~~apprentice-level~~ *intermediate* interpreter and the mentor.

~~(d)~~ *Any hours of mentoring which exceed the 40 hours of mentoring required pursuant to this paragraph may be applied toward the hours of continuing education the intermediate interpreter is required to complete.*

(e) Have a professional development plan, prepared on a form provided by his local school district and approved in writing by his supervisor, which includes specific goals for professional development as an interpreter and includes 75 contact hours of continuing education every 3 years.

2. *If an intermediate interpreter is not required to have continuing education units by his or her certifying body, the interpreter must participate in a professional development plan provided by the Division.*

3. An intermediate interpreter is not qualified to engage in the practice of interpreting in a community setting without holding the appropriate professional certification as set forth in sections 42 to 45, inclusive, of this regulation.

~~[3.]~~ 4. Except as otherwise provided in this subsection, an ~~[apprentice-level]~~ *intermediate* interpreter may only engage in the practice of interpreting in the grade levels for which he is assessed. An ~~[apprentice-level]~~ *intermediate* interpreter may engage in the practice of interpreting in a grade level for which he is not assessed if:

(a) He is acting as a substitute interpreter, but he may not do so for more than 10 consecutive working days.

(b) An interpreter is required pursuant to a pupil's individualized education program, as defined in NRS 388.524, and if the school has documentation showing that a reasonable attempt to find interpreting services for the pupil was made.

~~[4.]~~ 5. Except as otherwise provided in this subsection, an ~~[apprentice-level]~~ *intermediate* interpreter may only engage in the practice of interpreting in a modality for which he is assessed. An ~~[apprentice-level]~~ *intermediate* interpreter may engage in the practice of interpreting in a modality for which he is not assessed if:

(a) He is acting as a substitute interpreter, but he may not do so for more than 5 consecutive working days.

(b) An interpreter is required pursuant to a pupil's individualized education program, as defined in NRS 388.524, and if the school has documentation showing that a reasonable attempt to find interpreting services for the pupil was made.

Sec. 11. Section 49 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 49. 1. To apply for and maintain registration as an interpreter in an educational setting as an advanced interpreter, a person must have at least a high school diploma or a general equivalency diploma and:

(a) Hold in good standing a score of 4 or more on the Educational Interpreter Performance Assessment ~~[§]~~ or *achieve a comprehension skill level of 5 on the Educational Sign Skills Evaluation which is valid for 1 year after registration;*

(b) Be registered as a skilled interpreter or an advanced interpreter in a community setting pursuant to section 43 or 44 of this regulation, as applicable, apply with the Registry of Interpreters for the Deaf to receive an Educational Certificate: K-12, and participate in the Certification Maintenance Program ~~[§]~~; or

(c) Meet the certification requirements for community interpreters as set forth in section 43, 44 or 45 of this regulation and, on or after August 13, 2012, have passed the written portion of the Educational Interpreters Performance Assessment.

2. ~~[An]~~ *Except as otherwise provided in this subsection, an advanced interpreter must have a professional development plan, prepared on a form provided by his local school district and approved in writing by his supervisor, which includes specific goals for professional development as an interpreter. An advanced interpreter is not required to have a professional development plan if the interpreter is required by the Registry of Interpreters for the Deaf to maintain continuing education units.*

3. An advanced interpreter may engage in the practice of interpreting in any grade level.

4. An advanced interpreter may only engage in the practice of interpreting:

(a) In a modality for which he is assessed, if he is only assessed by the Educational Interpreter Performance Assessment.

(b) Except as otherwise provided in this paragraph, in a modality for which he is certified. An advanced interpreter may engage in the practice of interpreting in a modality for which he is not certified if he is acting as a substitute interpreter, but he may not do so for more than 5 consecutive working days.

Sec. 12. Section 50 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 50. 1. Registration with the ~~Office of Disability Services~~ *Division* as an interpreter or Communication Access Realtime Translation provider must be renewed ~~annually~~ :

(a) If the person is certified as an interpreter or Communication Access Realtime Translation provider, every 5 years on a form prescribed by the ~~Office of Disability Services~~ Division.

(b) If the person is not certified as an interpreter or Communication Access Realtime Translation provider, every 3 years on a form prescribed by the Division.

2. If a person fails to renew his or her registration pursuant to subsection 1 not later than 90 days after the end of the period prescribed in subsection 1, the registration expires.

3. An interpreter and Communication Access Realtime Translation provider ~~is required to~~ *shall* inform the ~~Office~~ *Division* of any changes in contact information or *in*

his or her assessment or certification status. The ~~{Office}~~ *Division* may revoke the registration of an interpreter or Communication Access Realtime Translation provider whose certification is revoked by his certifying body.

~~{2}~~ 4. An interpreter or Communication Access Realtime Translation provider may, within 2 years after revocation of his registration pursuant to this section, request that the ~~{Office}~~ *Division* restore the registration.

Sec. 13. Section 52 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 52. 1. If the ~~{Office of Disability Services}~~ *Division* or a recipient of services from an interpreter or Communication Access Realtime Translation provider, who is party to and aware of any act or circumstance that constitutes grounds for disciplinary action against an interpreter or Communication Access Realtime Translation provider, desires to pursue disciplinary action against that interpreter or Communication Access Realtime Translation provider, the person must file a complaint with the ~~{Office}~~ *Division* specifying the charge against the interpreter or Communication Access Realtime Translation provider. A complaint may not be accepted from a recipient of interpreting or Communication Access Realtime Translation services who knowingly and willingly used an unregistered interpreter or Communication Access Realtime Translation provider.

2. Unless the ~~{Office}~~ *Division* determines that a complaint is without merit, the ~~{Office}~~ *Division* will:

- (a) Direct the complaint to his certifying body;
- (b) Assign an investigative committee to determine whether a charge against an interpreter or Communication Access Realtime Translation provider justifies disciplinary action. The investigative committee will be composed of not less than three members of

the Communication Access Council or its designees, at least one of whom is an interpreter or Communication Access Realtime Translation provider; ~~{or}~~

(c) Utilize the services of a mediator certified by the Registry of Interpreters for the Deaf to resolve complaints between parties ~~{ }~~; *or*

(d) Intervene on behalf of the complainant and the interpreter or Communication Access Realtime Translation provider, as appropriate, if they agree to the intervention.

3. Before assigning the complaint to an investigative committee, the ~~{Office}~~ *Division* must provide the interpreter or Communication Access Realtime Translation provider, as applicable, with a copy of the complaint. If the ~~{Office}~~ *Division* determines that a complaint is without merit, the ~~{Office}~~ *Division* may provide the interpreter or Communication Access Realtime Translation provider with a copy of the complaint, including the name of the person who filed the complaint.

4. Following an investigation, the investigative committee will present its evaluation and recommendations to the ~~{Office.}~~ *Division*. The ~~{Office}~~ *Division* will review the findings of the committee to determine whether to take further action against the interpreter or Communication Access Realtime Translation provider.

5. If the ~~{Office}~~ *Division* determines after investigation that an interpreter or Communication Access Realtime Translation provider has violated the provisions of this chapter or chapter 656A of NRS, and there is no certifying body to report to, the ~~{Office}~~ *Division* will notify the Attorney General of its findings and any disciplinary action taken.

6. A member of the ~~{Office}~~ *Division* who participates in an investigation will not participate in the review conducted or in a subsequent hearing or action which is related to the investigation.

Sec. 14. Section 53 of LCB File No. R210-08 is hereby amended to read as follows:

Sec. 53. 1. If the ~~{Office of Disability Services}~~ *Division* proceeds with disciplinary action against an interpreter or Communication Access Realtime Translation provider, it will set a time and place for a disciplinary hearing. The ~~{Office}~~ *Division* will notify the interpreter or Communication Access Realtime Translation provider of:

- (a) The specific complaint against the interpreter or Communication Access Realtime Translation provider;
- (b) The time and place set for the disciplinary hearing; ~~{and}~~
- (c) *The date set for resolution of the complaint; and*
- (d) The sanctions which the ~~{Office}~~ *Division* may impose for the conduct in which the interpreter or Communication Access Realtime Translation provider allegedly engaged.

2. The ~~{Office}~~ *Division* will serve the notice not less than 20 days before the date set for the disciplinary hearing, and will serve notice in the manner set forth in section 54 of this regulation.

3. During a disciplinary hearing conducted pursuant to this section:

- (a) Formal rules of evidence will not be applied;
- (b) Proof of actual injury need not be established; and
- (c) The ~~{Office}~~ *Division* will consider a certified copy of the record of a court or a certifying body showing a conviction, plea of nolo contendere, or the suspension, revocation, limitation, modification, denial or surrender of certification to practice as an interpreter or Communication Access Realtime Translation provider as conclusive evidence of its occurrence.

Sec. 15. Section 27 of LCB File No. R210-08 is hereby repealed.

TEXT OF REPEALED SECTION

Section 27 of LCB File No. R210-08

Sec. 27. “Office of Disability Services” means the Office of Disability Services of the Department of Health and Human Services.

STATE OF NEVADA
DEPARTMENT OF HEALTH AND HUMAN SERVICES
Aging and Disability Services Division
Informational Statement related to the Adoption of Regulations
Pursuant to NRS 233B.066

LCB File R151-09

The following statement is submitted by the Department of Health and Human Services, Aging and Disability Services Division (Division) pursuant to NRS 233B.066 for adopted additions to Chapter 656A of the Nevada Administrative Code.

A. NRS 233B.066(1)(a): A description of how public comment was solicited, a summary of the public response, and an explanation how other interested persons may obtain a copy of the summary.

On March 2nd, 2010, the Division sent out Small Business Impact Questionnaires to Communication Access Realtime Translators (CART), Interpreters, and interested parties to solicit any impact the proposed changes might have. Providers and interested parties were informed that the Division would review and compile all filled questionnaires on March 17th, 2010. Six respondents filled out the questionnaire and returned them to the Division. Five of the six state that the proposed changes would not have any adverse effect on their small businesses, with one adding it may possibly have an effect depending on the definition of the term “mentor.” She stated she had confidence in the “Division’s approval of mentors.” Regarding the question of adverse effects, five respondents anticipated no adverse effect upon their businesses with one respondent leaving that part of the questionnaire blank. As for any indirect beneficial effects upon small businesses, five respondents anticipated indirect beneficial effects upon their businesses, with one person leaving that field blank.

On 4/8/10 a formal *Notices for Workshops to Solicit Comments on Proposed Regulations* and a formal *Notice of Hearings* were posted; with an amended notice sent on 4/9/10. These were filed and made public via fax to public locations, pursuant to NRS 241.010. Two workshops were held in Reno and Las Vegas on April 26th and 27th, 2010 respectively; comments from the workshops were incorporated into the draft regulations. Formal Hearings were held May 10, 2010 in Las Vegas and May 14th, 2010 in Carson City. Comments from the hearings were incorporated into the final draft of the proposed regulations. There was a high degree of consensus among participants at the time of the workshops. Sign language interpreters and CART (Real-time) captioners were made available for each workshop and hearing. Persons wishing to view the transcripts may do so. Please see item C below.

B. NRS 233B.066(1)(b): The number of persons who (1) attended each workshop and hearing, (2) testified at each workshop and hearing, and (3) submitted to the agency written statements.

Five people attended the workshop in Reno and three in Las Vegas. Five of the attendees at the Reno hearing provided feedback. Three of the attendees at the Las Vegas workshop provided feedback on the proposed regulations. No written comments were received by the Division via fax and letter, however during the workshop period two interpreters communicated with the

Division regarding their thoughts on the proposed changes. These two individuals also attended the workshops in person. Four persons attended the hearing in Las Vegas with two persons providing testimony. One person attended in Carson City and provided testimony. All comments were incorporated into the drafts and discussed at the workshops and hearings.

C. NRS 233B.066(1)(c): A description of how comment was solicited from affected businesses, a summary of their response, and an explanation how other interested persons may obtain a copy of the summary.

Public Notice was posted at the main public libraries of Nevada's counties. Additionally, an E-mail list of interested parties was compiled with several emails distributed with information regarding the progress of the regulations and comments received by the Division.

Persons interested in viewing comments, or receiving a cart transcription of the hearings, may contact the Division at 3416 Goni Road, Bldg. D #132, Carson City, NV 89706, (775) 687-4210.

D. NRS 233B.066(1)(d): If the regulation was adopted without changing any part of the proposed regulation, a summary of the reasons for adopting the regulation without change.
Not applicable.

E. NRS 233B.066(1)(e): The estimated economic effect of the regulation on the business which it is to regulate and on the public, including (1) both the adverse and beneficial effects, and (2) both immediate and long-term effects.

Adverse: No adverse effect was anticipated by the respondents to the Small Business Impact Questionnaire.

Beneficial: Five out of six respondents to the Small Business Impact Questionnaire indicated a beneficial effect to their business based on the proposed changes.

Immediate: Providers have more clarity regarding the requirements for mentoring.

Long-term: Persons who are Deaf can play a very important role in mentoring Sign Language Interpreters for the Deaf. Requirements and credentials for Deaf Mentors was defined in these proposed regulation changes; whereas they were not in the original regulation.

F. NRS 233B.066(1)(f): The estimated cost to the agency for enforcement of the Proposed regulations.

Less than \$16,000 has been charged to the Telecommunications Relay Budget to cover the costs of investigating and processing any grievances against providers, providing cards to registered providers and staff time to oversee the registration and complaint processes.

G. NRS 233B.066(1)(g): A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.

The Division is not aware of any regulations of other state or governmental agencies, which this regulation overlaps or duplicates.

H. NRS 233B.066(1)(h): if the regulation includes provisions, which are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.
Not applicable.

I. NRS 233B.066(1)(i): If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.

An applicant for registration may have to pay a Notary to process the initial registration application; however, the applicant will not have to pay to be registered with the Division. In addition, in order for the Division to provide identification cards for providers, they may need to purchase passport photographs for the laminated cards. If the Division is unable to process a complaint, the Attorney General may be notified and engaged. The Division may sanction a provider or impose administrative fine. Any money received by the Division will be deposited with the State Treasurer for credit to the Account for Services for Persons with Impaired Speech or Hearing created by NRS 426.295, and used by the Division to pay the costs incurred by the Division in carrying out the provisions of these regulations.