

Arizona Supreme Court
Court Interpreter Program Advisory Committee

MEETING AGENDA
August 14, 2020

Virtual Meeting

Call-in: (669) 900-6833
Meeting ID: 962 5576 7923
Passcode: 383244

Call to Order

12:00 p.m. Welcome & Opening Remarks *Hon. Don Taylor, Chair*
Approval of March 6, 2020 Minutes*

Regular Business

12:05 p.m. ACICP Updates *Mr. David Svoboda,
AOC Language Access Coordinator*

12:35 p.m. Workgroup Updates *Mr. Juan Carlos Cordova, Chair*
Recruitment Packet* *Hon. Juan Pablo Guzman, Chair*
Summit Planning* *Ms. Kathy Schaben, Chair*
Streamlining

1:15 p.m. Language Access Plan Templates *Mr. David Svoboda
AOC Language Access Coordinator*

1:45 p.m. Programs & Trainings Updates *Mr. David Svoboda
AOC Language Access Coordinator*

2:15 p.m. 2021 Dates *Mr. David Svoboda
AOC Language Access Coordinator*

Other Business

2:20 p.m. Good of the Order/Call to the Public *Hon. Don Taylor, Chair*

2:30 p.m. Adjourn *Hon. Don Taylor, Chair*

Next Meeting

November 6, 2020
12:00 p.m. – 3:00 p.m.
Conference Room #332

All times are approximate. The Chair reserves the right to set the order of the agenda. For any item on the agenda, the Committee may vote to go into executive session as permitted by Arizona Code of Judicial Administration (ACJA) §1-202. Please contact David Svoboda at (602) 452-3965 with any questions concerning this agenda. Persons with a disability may request a reasonable accommodation by contacting Craig Washburn at (602) 452-3931. Requests should be made as early as possible to allow time to arrange for the accommodation.

COURT INTERPRETER PROGRAM ADVISORY COMMITTEE

March 6, 2020

12:00 p.m. to 3:00 p.m.

State Courts Building

1501 W. Washington, Phoenix, AZ 85007

Conference Room 345

Present: Judge Don Taylor; Mr. Juan Carlos Cordova; Mr. Alfred Gonzalez; Judge Anna Huberman; Ms. Kathy Schaben; Judge Danielle Viola.

Telephonic: Ms. Diane Culin; Mr. Juan Pablo Guzman; Judge Catherine Woods.

Absent/Excused: Ms. Margarita Bernal

Presenters/Guests:

Administrative Office of the Courts: Ms. Kelly Gray, Ms. Cathy Clarich, Mr. Craig Washburn and Mr. David Svoboda.

I. CALL TO ORDER

A. Welcome and Opening Remarks

The March 6, 2020 meeting of the Court Interpreter Program Advisory Committee was called to order by the Honorable Don Taylor, Chair, at 12:06 p.m. The Chair asked for Committee member roll call and introductions of staff and guests.

B. Approval of the November 1, 2019 Meeting Minutes

The draft minutes from the November 1, 2019 of the Court Interpreter Program Advisory Committee were presented for approval. The Chair called for any omissions or corrections to the minutes; there were none.

- Motion was made by Judge Anna Huberman to approve the November 1, 2019 minutes of the Court Interpreter Program Advisory Committee. Seconded by Kathy Schaben. Motion passed unanimously.

II. REGULAR BUSINESS

A. ACICP Update

Mr. David Svoboda, in his role as the AOC Language Access Coordinator presented the ACICP Update. Mr. Svoboda presented the exam scores from the most recent testing cycle.

Scores for the English Written Exam are following a downward trend. However, the overall pass rate in Arizona since the program began is still in line with the national average. Mr. Svoboda indicated that Arizona scores are in line with those of other states.

Mr. Svoboda talked about the recent written exam preparation seminar that was hosted at the AOC. The results from the most recent test are prompting a reevaluation of the material covered in the class as well as other resources to be presented during the seminar. Mr. Svoboda raised the possibility of creating a two-day orientation class for interpreters as is done in other states.

The Committee discussed the lack of prerequisites required to become an interpreter. Members noted that this program represents the first skills and language testing that many interpreters are given. Members inquired into the possibility that geographical differences, such as rural versus urban, are limiting factors on skill building and education for the exams.

Mr. Svoboda presented data on the most recent administration of the Oral Proficiency Interviews (OPI). This group of candidates showed strong language ability compared to other groups that previously tested. AOC staff continues to notify candidates in the Advanced-Low category that additional development is recommended prior to attempting the Oral Court Interpreter Exam.

Mr. Svoboda then presented the data from the most recent Oral Court Interpreter Exam in November. Several candidates, including a number of staff interpreters, advanced to Tier 3. Those candidates attending the Oral Court Interpreter Exam preparation seminar continue to see improved test scores. The combined average of all exams to date is still above the national average. A total of 11 staff interpreters have benefited from the deadline extension with one test cycle remaining. Members of the Committee discussed the challenges of the exam and options available to provide performance feedback to candidates.

Mr. Svoboda presented the credentialing status of staff interpreters listed on the 2019 personnel survey of the courts. Only those individuals with the title of Interpreter are counted; AOC is unable to reliably identify staff in dual role positions via the personnel survey (e.g., clerks who also act as interpreters). A majority of Interpreters in Superior Courts are compliant with the credentialing requirements. Limited jurisdiction court interpreters have experienced more difficulty meeting the credentialing requirements, with some showing no

engagement with the program to date. Overall compliance across the state is at sixty percent of all identified positions.

Mr. Svoboda discussed the Pima Community College (PCC) collaboration. The Tier 1 testing took place in December of 2019. The pass rate was very low on the English Written Exam. Consequently, the Oral Court Interpreter Exam scheduled for the Spring Semester was suspended. AOC will work with PCC to refine the curriculum and recruitment for the class, and plans to continue with the collaboration in the Fall of 2020.

Committee members discussed ways to introduce people to the court interpreter profession through community outreach to high schools and other existing programs such as the Maricopa County Courthouse Experience and mock trial program.

B. Mentorship Program

Mr. David Svoboda, in his role as Language Access Coordinator presented a proposal for a court interpreter mentorship program to the Committee. The program would be designed to bring credentialed interpreters together with those that are working to pass the exams and who may benefit from a more individualized approach to skill building than the program is currently equipped to provide.

The following areas were discussed about the mentorship program:

- Selection of participants
- Interest Survey to best connect mentors and mentees
- Expectations of the program
- Incentives for both the mentor and the mentee
- Evaluation standards for the program

Committee members discussed the potential of the program and buy-in from courts. Members suggested creating a train-the-trainer program for Mentors, and also discussed the possibility of creating a curriculum that could be accredited for continuing education or COJET requirements.

Committee staff will investigate coordinating a partnership with the local interpreter organizations to assist with building, managing, and possibly administering the program.

A motion to support the formation of a mentorship program was made by Judge Danielle Viola. The motion was seconded by Juan Carlos Cordova. The chair called for a vote on the motion. The motion passed unanimously.

C. Workgroup reports

Mr. Juan Carlos Cordova, in his role of workgroup chair for the Interpreter Recruitment Packet Workgroup, presented the workgroup's progress since the November 1st meeting when the workgroup was formed. Mr. Cordova presented the areas for the recruitment and retainment of qualified court interpreters. The guide aims to provide information as to the posting of positions through the evaluation process. The evaluation process also examines the situation of a court interpreter being supervised by a non-Spanish speaking individual. The Workgroup will finalize the packet in the coming weeks and present it to the Committee prior to the August meeting.

Ms. Kathy Schaben, in her role as workgroup chair presented for the ACICP Policy Streamline Workgroup. The workgroup has not met yet. The workgroup's first task is a survey of every court in the state to inquire about their interpreters and related topics. A timeline was given to have volunteers for performing the survey arranged by the end of March and to have the survey completed by the end April. Workgroup members will be recruited from other Arizona Judicial Council Standing Committees.

D. ACICP Policy Discussion

Ms. Kathy Schaben, in her role of workgroup chair for the ACICP Policy Streamline Workgroup, requested input from the Committee as to which policies the Workgroup should focus on. The following topics were proposed: the tier system & its nomenclature; and the disparity in requirements between staff and contracted interpreters. The Committee also discussed the possibility of a binary system of credentialed or not credentialed.

The Committee discussed the potential to differentiate between interpreters in the Spanish language and languages other than Spanish. The possibility of restricting interpreting in the courts to those who have obtained a specific level of credentialing and applying to all languages was also discussed. The point was raised regarding lesser used languages that out-of-state interpreters are often required and any restriction on them would require some exception. Additionally, for some languages, credentialed interpreters simply do not exist, which poses other challenges. Concerns were also raised about interpreter agencies and telephonic providers. Concern was expressed about the impact changes to the policy might have on candidates working through the program.

The Committee proposed expanding experiential training for judicial officers outside of the ongoing training conducted with Justice Gould. The New Judge Orientation program was offered as an adequate audience for this training. The goal of the training would be to promote a better understanding of the interpreter's role in the court and the challenges faced by interpreters. It was also requested that the training be offered to the State Bar.

III. CALL TO PUBLIC

A. Good of the Order/Call to the Public

Call was made. There was no answer.

IV. ADJOURNMENT

A. Adjourn

- Motion was made by Ms. Kathy Schaben at 3:00 p.m. to adjourn. Seconded by Mr. Juan Carlos Cordova. Motion passed unanimously.

V. NEXT COMMITTEE DATE

August 14, 2020
12:00 p.m. to 3:00 p.m.
State Courts Building, Conference Room 119
1501 W. Washington St., Phoenix, AZ 85007

COURT INTERPRETER PROGRAM ADVISORY COMMITTEE

Meeting Date: August 14, 2020	Type of Action Requested: <input type="checkbox"/> Formal Action/Request <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Other	Subject: ACICP Updates
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From: David Svoboda, AOC Language Access Coordinator

Presenter: David Svoboda, AOC Language Access Coordinator

Description of Presentation: Mr. Svoboda will review recent developments of the Arizona Court Interpreter Credentialing Program, including recent test results, staff interpreter credentialing progress, deadlines, etc.

Recommended Motion: N/A

ACICP Update

Presentation to CIPAC

14 August 2020

Written Exam Prep Class



Held over 3 days in
May via Zoom



Sessions recorded for
viewing by participants



Registration nearly
tripled for online
version



Instructors interested
in creating on-demand
training

July/August Written Exams & OPIs



Written Exams held in late July in Tucson & Phoenix



Added precautions taken due to pandemic



OPIs held early August in Tucson & Phoenix



Results pending

April 2020 Oral Exams

Cancelled due to COVID-19

Tests reset for November sitting

Deadline for certain staff & new hires extended

Administrative Order 2020-49

Oral Exam Prep Class

September 3rd & 4th

Online via Zoom

Registration is open

Mock exams to follow; also via Zoom

Credentials Issued to Date

Total Credentials Issued

	Staff	Total
Tier 1	68	239
Tier 2	32	62
Tier 3	49	87
Tier 4	10	38
Tier A	0	7
TOTAL	159	433

Individuals Credentialed

	Staff	Total
Tier 1	23	163
Tier 2	7	17
Tier 3	41	78
Tier 4	10	38
Tier A	0	7
TOTAL	83	303

Credentialing of Staff Interpreters: Superior Courts

	Staff	Percent
N/A	1	2.7%
Tier 1	2	5.4%
Tier 2	4	10.8%
Tier 3	23	62.1%
Tier 4	7	18.9%
TOTAL	37	99.9%

Based on 2019 Personnel Survey

81% compliance with A.O.

1 needs only 1 component to advance

1 has until 11/2020

No changes from last report

Credentialing of Staff Interpreters: LJ Courts

	Staff	Percent
N/A	4	16%
Tier 1	9	36%
Tier 2	2*	8%
Tier 3	9	36%
Tier 4	0	0%
TOTAL	24	100%

Based on 2019 Personnel Survey

36% compliance with A.O.

3 not engaged with ACICP

4 have until 11/2020 or later

6 have failed repeated tests

Credentialing of Staff Interpreters: All Courts

	Staff	Percent
N/A	5	8.2%
Tier 1	11	18.0%
Tier 2	6*	9.8%
Tier 3	32	52.5%
Tier 4	7	11.5%
TOTAL	61	100.0%

Based on 2019 Personnel
Survey

63% compliance with
A.O.

Upcoming Dates

Oral Exam
Prep Class

- Sept. 3rd & 4th (Zoom)
- Mock exams to follow (also Zoom)

Oral Court
Interpreter
Exams

- w/o Nov. 16th (live; Tucson & Phoenix)
- Last Oral Exams before deadline
- Registration deadline: 10/8

Questions?

COURT INTERPRETER PROGRAM ADVISORY COMMITTEE

Meeting Date: August 14, 2020	Type of Action Requested: <input checked="" type="checkbox"/> Formal Action/Request <input type="checkbox"/> Information Only <input type="checkbox"/> Other	Subject: Workgroup Updates
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From: David Svoboda, AOC Language Access Coordinator

Presenter: Mr. Juan Carlos Cordova, Chair, Recruitment Packet Workgroup
Hon. Pablo Guzman, Chair, 2020 Summit Planning Workgroup
Ms. Kathy Schaben, Chair, Streamlining Workgroup

Description of Presentation: Each presenter will provide an update to the Committee about the work of their respective workgroups.

Recommended Motion:

For the Recruitment Packet Workgroup: Approve the Interpreter Recruitment Packet as drafted.

For the 2020 Planning Summit Workgroup: Approve the proposed agenda for the 2020 Interpreter Coordinator Summit.

2020 Court Interpreter Coordinator Summit

Lessons of 2020:
Linking Language Access Services and Technology

Agenda

[Link or Instructions]

Summit Day 1: Thursday, October 8, 2020

2:00 p.m. – 4:00 p.m.

TIME	ITEM
2:00 p.m. – 2:10 p.m.	Housekeeping Introductions
2:10 p.m. – 2:25 p.m.	Opening Remarks
2:25 p.m. – 2:50 p.m.	AOC Update
2:50 p.m. – 3:00 p.m.	Break
3:00 p.m. – 4:00 p.m.	Remote Interpreting Technology: <i>Providing Language Access Services Remotely</i>

Optional: 4:00 p.m. – 4:30 p.m. | Staff and Presenter Q&A

Summit Day 2: Friday, October 9, 2020

2:00 p.m. – 4:00 p.m.

TIME	ITEM
2:00 p.m. – 2:10 p.m.	Housekeeping Welcome Back
2:10 p.m. – 2:40 p.m.	Language Access Services on Court Websites: <i>Presence and Upkeep</i>
2:40 p.m. – 2:50 p.m.	Break
2:50 p.m. – 4:00 p.m.	A.O. 2016-02: <i>Rethinking Staffing Decisions</i>

Optional: 4:00 p.m. – 4:30 p.m. | Staff and Presenter Q&A

Agenda

[Link or Instructions]

Optional Breakout Session 1: Thursday, October 15, 2020

12:00 p.m. – 1:30 p.m.

TIME	ITEM
12:00 p.m. – 12: 10 p.m.	Housekeeping Introductions
12:10 p.m. – 12:45 p.m.	Breakout Session: <i>Participants will be automatically directed to the breakout room they selected when registering</i>
12:45 p.m. – 1:30 p.m.	Breakout Session Reports: <i>Participants will return the main session and review breakout room discussions with the larger group</i>

Room Selections:

- **BREAKOUT SELECTION 1:**
What is Your “Plan B” if Staff Does Not Earn Tier 3?
- **BREAKOUT SELECTION 2:**
LAPs: Ensuring Alignment with Court Operations
- **BREAKOUT SELECTION 3:**
Developing Community Partnerships that Create an Interpreter Pipeline

Agenda

[Link or Instructions]

Optional Breakout Session 2: Thursday, October 29, 2020

12:00 p.m. – 1:30 p.m.

TIME	ITEM
12:00 p.m. – 12: 10 p.m.	Housekeeping Introductions
12:10 p.m. – 12:45p.m.	Breakout Session: <i>Participants will be automatically directed to the breakout room they selected when registering</i>
12:45p.m. – 1:30 p.m.	Breakout Session Reports: <i>Participants will return the main session and review breakout room discussions with the larger group</i>

Room Selections:

- **BREAKOUT SELECTION 1:**
Emergency Planning: Continuity of Language Access Services
- **BREAKOUT SELECTION 2:**
Legacy Planning for Language Access Services
- **BREAKOUT SELECTION 3:**
Strategies & Resources for Locating Interpreters for Languages Other Than Spanish

GUIDANCE TO COURTS FOR RECRUITING, HIRING, AND CONTRACTING COURT INTERPRETERS



June 2020

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Acknowledgments

This guidance is the product of recommendations from the “Interpreter Recruitment Packet Workgroup” of the Court Interpreter Program Advisory Committee (CIPAC). Members of the workgroup are:

Mr. Juan Carlos Cordova (Chair)

Court Interpreter
United States Courts, District of Arizona

Ms. Elaina Cano

Interpreter Manager
Maricopa County Superior Court

Ms. Judith Costello

Court Interpreter
Flagstaff Municipal Court

Mr. Dan Edwards

Court Administrator
Scottsdale Municipal Court

Ms. Patrice McKinney

Human Resources Analyst
Phoenix Municipal Court

Ms. Cristina Parra

Court Interpreter Supervisor
Phoenix Municipal Court

Mr. Carlos M. Reyes

Lead Court Interpreter
Yavapai Superior Court

Ms. Abril Ruiz Ortega

Court Administrator
Avondale Municipal Court

Hon. Danielle Viola

Judge
Maricopa County Superior Court

Introduction

In August 2019, the Court Interpreter Program Advisory Committee (CIPAC) established a working group with the purpose of aiding courts in the recruitment and contracting of court interpreters through the creation of a “solicitation packet.”

The workgroup met on three occasions and identified eight focus areas:

- Application Questions
- Contracting Options
- Interview Questions
- Job Announcement
- Job Description
- Orientation and Onboarding
- Performance Reviews
- Salary and Funding Options

This guide is intended as a tool to assist courts in the identification, hiring, contracting, and managing of qualified court interpreters. While CIPAC and the Administrative Office of the Courts (AOC) work to increase the quantity and quality of court interpreter services in Arizona, the resources and templates herein may be used by courts recruiting interpreters of all languages for both staff and contract positions.

Application Questions

Finding the most qualified candidates to interview for an interpreter position is challenging. This section discusses the use of application questions to aid in sorting through the pool of applicants. This can help ensure that those with the required minimum qualifications are easily identified.

The application questions are often used by the human resources department to decide which resumes/applications are forwarded on to interpreter supervisors for further review. The most effective application questions inform supervisor decisions about which applicants to interview, as well as may help to determine interview questions. It is recommended that application questions reflect the court's priorities in hiring, as well as require the applicant to identify or expand upon their qualifications in the context of the requirements listed on the job announcement.

Arizona Court Interpreter Credentialing

So the court can more easily comply with [Administrative Order 2016-02](#), it is recommended that one or more of the application questions address the applicant's current credentialing status and, if not currently credentialed, the progress of the applicant in the credentialing process.

Examples

Please indicate the Tier you possess from the Arizona Court Interpreter Credentialing Program.

- Tier 1
- Tier 2
- Tier 3
- Tier 4
- None of these

Are you able to obtain a Tier 3 or Tier 4 level credential through the Arizona Court Interpreter Credentialing Program within 24 months of hire date?

- Yes
- No
- Already possess Tier 3 or Tier 4

If currently in the Arizona Court Interpreter Credentialing Program process, where/how far along are you in the process? (Please describe)

Other Certifications, Professional Memberships, and Continuing Education

Some applicants may possess another state, federal or other certification that may help inform the interpreter supervisor's decision to interview an applicant, or which can provide other important information about the applicant's experience and abilities. One or more of the application questions may inquire about certifications other than the Arizona Court Interpreter Credentialing Program, other professional memberships, and continuing education certificates.

Examples

What interpreting or translation certificates¹ do you currently possess?

Please list your memberships in any professional interpreter/translator associations such as, but not limited to, NAJIT, ACIA, ATA, AIIC, or CCIA².

In the last year, have you participated in any continuing education activities that are relevant to this position or interpreting?

Educational: _____

Skill-Building: _____

Other: _____

Interpreting Experience

Though the job announcement may specify certain experience requirements, it is recommended that one or more application questions require the applicant to elaborate on his/her interpreting experience.

Examples

In the last two years, approximately how many hours per month have you spent interpreting?

Legal: _____

What kind of experience is this?

- Employee of a court*
- Contract interpreter*
- Both*

Medical: _____

Please Describe: _____

Other: _____

Please Describe: _____

Briefly summarize your experience interpreting and translating?

Please Describe: _____

¹ Note that the word “certificate” can be misleading. Evidence of attendance at seminars or successful completion of brief training programs do not necessarily correlate to the ability to become a fully credentialed or certified interpreter. If you have questions about a certificate presented, follow-up to gather more information. The [AOC Language Access Coordinator](#) may be able to provide additional information.

² National Association of Judiciary Interpreters & Translators (NAJIT), Arizona Court Interpreters Association (ACIA), American Translators Association (ATA), International Association of Conference Interpreters (AIIC), or California Court Interpreters Association (CCIA).

Other Knowledge, Skills, Abilities

Many job announcements list Minimum Qualifications and Preferred Qualifications. Application questions that allow the candidate to elaborate on these items may be helpful to get a better idea of the candidate's qualifications for the interpreter position.

Examples

Please check the areas with which you are familiar or have education/experience in:

- Legal and Court Terminology*
 - English*
 - Spanish*
- Arizona Revised Statutes*
- Arizona Rules of Court*
- Public Administration*
- Case Management Software*
 - AZTEC*
 - AJACS*
 - [the court's software]*
- Court Procedures*
- Microsoft Office Products*
 - Word*
 - Excel*
 - PowerPoint*
 - Access*
 - Outlook (Calendaring and Tasks)*
 - SharePoint*
 - OneDrive*

Other knowledge, skills, abilities, education or experience that is relevant to the court interpreter position. Please Describe.

Ideal Responses to Application Questions

The following are examples of ideal responses to the application questions. Not all of the examples below will apply to every court or every situation. The hiring manager should evaluate the suitability of the responses and recommendations presented, taking into account recruitment objectives, circumstances, job duties, and hiring policies.

Arizona Court Interpreter Credentialing

[Administrative Order 2016-02](#) directs that courts attempt to recruit Tier 3 or Tier 4 credentialed interpreters. Therefore, the ideal response to this question would indicate the candidate is credentialed at Tier 3 or Tier 4. If there is no viable Tier 3 or Tier 4 applicant at the time of recruitment, courts may hire another candidate provided they become credentialed at the Tier 3 or 4 level within 24 months of hire.

Other Certifications, Professional Memberships, and Continuing Education

Other certifications, memberships, and continuing education can illustrate an applicant's skill-level, commitment to the interpreting profession, and motivation for professional growth.

- **Certificates**
Anything that indicates training and education in the skills and profession of interpreters. But be careful as these are not necessarily good indicators of a candidate's ability to pass a skills exam if they are not already credentialed.
- **Memberships**
Any other membership group dedicated to training interpreters and improving professionalism in the field of interpreting.
- **Continuing Education (webinars, seminars, online and in-person training).** Look for longer, more formal training programs that tend to be of higher quality, such as:
 - University of Arizona, National Center for Interpretation
 - De La Mora Institute of Interpretation
 - Southern California School of Interpretation
 - Court Interpreting Training Online

Interpreting Experience and Education

The following are examples of education and experience which may indicate a candidate's suitability for a court interpreter position:

- Master's degree, or second year candidates for a master's degree in interpretation and/or translation
- Bachelor's degree in Spanish or translation and/or interpretation
- Bachelor's degree in any discipline and 2 years of relevant experience providing interpreting services in a court environment
- Associate degree and 3 years of professional interpreting experience in any setting AND 1 year of court interpreting experience
- A high school diploma or equivalent and 5 years of professional court interpreting experience
- A certificate in court interpreting and 3 years of professional interpreting experience in the Arizona courts

Other Knowledge, Skills, Abilities

If the position includes other duties, besides court interpreting, it is recommended that the hiring manager consider other knowledge, skills, abilities application questions.

- **Technology**
 - Minimal experience using Microsoft Office products

- Some experience using case management software
- Legal and Court Terminology
 - 1-2 years of court experience, in any capacity
 - Combinations of education and court experience
- Court Procedures
 - 1-2 years of court experience, in any capacity
 - Combinations of education and court experience

Contracting Options

It is important that the court clearly spell out the court's and interpreter's rights and obligations under a service agreement/contract, address court interpreter-specific requirements, and include any clauses required by the court's contracting office. This section discussed some items a court should consider when developing contract interpreter agreements.

Tools for Identifying Contractors

All of these require follow-up by the contract manager to see if the potential contractor is of the level that the court deems necessary.

- Arizona Court Interpreter Registry
 - Contact information
 - Credential level
 - Travel preferences
 - Languages spoken
- Arizona Court Interpreter Listserv
 - Contact information
 - Languages spoken
- Other State Directories
 - Contact information
 - Credential/certification level
 - Language spoken
- Arizona State Procurement Portal
 - Prices for in person interpreters
 - Spanish
 - Languages other than Spanish
 - Contact information for the contract holder

Considerations When Making an Offer

It is recommended that the contract manager consider adding a variety of clauses to the contract to help ensure the services provided meet the courts expectations of professionalism and quality.

- Credentialing guidelines and preference
- Code of ethics (entity specific and practice specific)

- Arizona Court Interpreter Code of Conduct
- Liability insurance
- Interpreter equipment needs
- Sample work requests (transcription/translation, interpreter request form, etc.)
- Scope of work
- Historical usage data or prospective anticipated needs
- Attire
- Requirements for using courtroom technology and remote interpreting resources
- Scheduling requirements (half day versus full day)
- Invoice template (to reflect minimum and detailed description of how services will be billed)
- Cancellation fees
- Travel expenses
- Performance consequences
- Preferred forms for translation/transcription

Incentivizing Contractor Credentialing for Increased Quality

Interpreter coordinators/supervisors may unexpectedly experience issues with contractor performance, professionalism, and quality of services in the courtroom. Interpreters who possess the ACICP or other certification typically have the foundational knowledge and language ability to perform within expectations.

It is recommended that, if possible, the court offer higher pay for credentialed/certified interpreters. This may be especially important for interpreters of lesser-used-languages who may need encouragement to become credentialed.

Interview Questions

The interview is crucial in selecting the right candidate for the position. The most effective interview questions require the interpreter to expand upon his/her qualifications, experiences, and education, as well as give a better idea of the candidate's problem-solving abilities, character, personality or additional relevant information. This section discusses some options for creating interview questions that more fully inform supervisors of the candidate's suitability for the position.

Ideally, the interview questions should address a variety of topic areas which reflect the position's duties and requirements.

Language Ability

It is recommended that the interviewer/panel ask the candidate a number of questions that require the candidate to elaborate on how he/she acquired his/her language skills.

Examples

How did you learn the foreign language?

Have you ever traveled or spent a large amount of time in any of the countries where the language is spoken?

How would you grade your level of proficiency in the foreign language?

Credentialing

It is recommended that one or more interview questions require the candidate to confirm that they are credentialed through ACICP, or if not credentialed, detail their progress in the process.

Examples

If not, tell us what credentialing exams you've passed and what you feel you need to achieve the required Tier 3 or Tier 4 credential.

(Interviewee should be able to definitively confirm he/she is credentialed or elaborate on the credentialing process and describe what exams need to be taken to achieve at Tier 3 or Tier 4 credential.)

Experience

It is recommended that one or more interview questions require the candidate to elaborate on his/her experience as an interpreter, as well as any other experience relevant to the position.

Examples

What is your experience working with courts?

(3 to 5 years as a staff court interpreter is great, 1 to 3 years as a staff interpreter is very good, 1 to 5 years as a freelance interpreter is good, working in court in other capacity is helpful)

What other experience do you have in the interpreting field?

(Medical interpretation, conference interpretation, and/or community interpretation experience is helpful)

What experience do you have as it relates to translation?

(Has done translation of legal documents for courts, has done commercial translation, and/or has done translation work as part of school are relevant and helpful)

Interpreting Profession

It is recommended that one or more questions ask the candidate to describe fundamentals related to the interpreting profession.

Examples

Are you familiar with the Arizona Court Interpreter Code of Conduct?

(Interviewee is familiar with the canons, can talk about the canons, or has general knowledge of interpreter ethics which match the canons.)

Are you familiar with the three modes of interpretation? If so, can you please give an example situation where you would (or have) used each skill?

(Interviewee knows about each skill (simultaneous, consecutive, and sight-translation), used each mode in the past.)

Training and Education

It is recommended that one or more questions ask the candidate to elaborate on interpreter training and education.

Examples

Can you elaborate on the type of court interpreter training you have completed?

What training and education do you have related to court interpretation? (higher education, attended courses, workshops, attended training in court on job, etc.)

Ethics, Court Procedures, Other

It is recommended that one or more questions ask candidates to demonstrate their knowledge of ethics, court procedures, or other relevant skills.

Examples & Sample Answers

If a defendant asked you for assistance with a matter that is outside the parameters of your job description, what would you do?

Sample Answer (appropriate for general and limited jurisdiction courts): *"I would politely decline stating that you are not permitted to provide such assistance; then I would report the incident to a supervisor."*

What must an interpreter do when she/he hears an error made by the speaker for whom she/he is interpreting?

Sample Answer (appropriate for general and limited jurisdiction courts): *"I would simply interpret what the speaker says – errors and all..."*

If a defense attorney asks an interpreter to "explain" the plea to the defendant what should the interpreter's answer be?

Sample Answer (appropriate for general and limited jurisdiction courts): *"I would explain that I cannot give any legal explanations, but I am happy to sight translate the document and interpret the client's questions to you."*

When an interpreter finds that he/she is socially acquainted with any party in a case for which he/she will interpret, what should he/she do, if anything?

Sample Answer (appropriate for general and limited jurisdiction courts): *"I would report this to the judge as soon as it becomes known to me. If I know ahead of time, I would report it to the person hiring me, also. Depending on the circumstances, I may need to recuse myself from the case. I would look to the judge and/or hiring manager to make that determination."*

If an interpreter cannot hear, or keep up with a speaker or understand anything happening in court what should he/she say and/or do?

Sample Answer (appropriate for general and limited jurisdiction courts): *"The interpreter must ask the judge for the appropriate assistance immediately."*

Follow-Up Question: *Exactly how should an interpreter bring this to the attention of the court? Give an example of the exact words you would use.*

Sample Answer (appropriate for general and limited jurisdiction courts): *"I would ask in the third person. "Your Honor, may the interpreter request that the parties slow down / a repetition / clarification on a point?""*

What happens at an arraignment?

Sample Answer (appropriate for general and limited jurisdiction courts): *"There is a formal reading of the charges. The charges are read to the defendant and the defendant pleads not guilty, or a plea of not guilty is entered on the record on behalf of the defendant.... Guilty/no contest pleas are usually not entertained during an arraignment calendar."*

What body "hands down" an indictment?

Sample Answer (appropriate for general and limited jurisdiction courts): *"The grand jury..."*

Who are the parties in a civil case?

Sample Answer (appropriate for general and limited jurisdiction courts): *"The plaintiff (person suing) and defendant (being sued). Petitioner (files petition) and respondent (opposes petition). Cross-complainant (defendant suing someone else in the same suit) and cross-defendant (person sued by cross-complainant)."*

Is there a jury at a bench trial?

Sample Answer (appropriate for general and limited jurisdiction courts): *"No, there is no jury because a bench trial is a trial only to the judge."*

In sequential order, name the hearings that follow an arrest and lead up to a trial.

Sample Answer (appropriate for general and limited jurisdiction courts): *“Initial appearance/arraignment, pretrial hearings and motions, trial, sentencing, and appeal...”*

Follow-Up Question: *What happens at each hearing?*

Sample Answer: (These are examples only; the hearing/event and definitions may differ from court to court):

Initial Appearance: *“Defendant informed of the charges, possible appointment of public defender.”*

Arraignment: *“The formal reading of charges, defendant pleads.”*

Preliminary Hearing [limited jurisdiction courts]: *“The court determines if there is probable cause.”*

Case Management Conference: *“The parties attempt to settle some issues before proceeding to trial.”*

Status Conference: *“The parties update information and set the trial date.”*

Pretrial Conference: *“The parties attempt to resolve the matter without going to trial, a plea offer is made at this hearing.”*

Trial: *“Both parties present witnesses and evidence and the jury decides the facts and arrives at a verdict.”*

What are the parts of a trial?

Sample Answer (appropriate for general and limited jurisdiction courts): *“Voir Dire, jury instruction, opening statements, direct examination, cross-examination, (presentation of evidence, witness testimony), closing arguments, jury charge, jury deliberations, verdict, sentencing, and appeals...”*

Job Announcement

The purpose of the job announcement is to inform potential job candidates of the opening, as well as attract the best applicants to the interpreter position. This section provides suggestions on how to create an engaging and informative job announcement, which is essential to generating interest in the position.

Introduction Section

In this section, the hiring manager should explain a little about the court and where it is located for people that might be unfamiliar with the community in which they will be working. If possible, highlight the great things the court does and the best aspects of its location.

About the Position Section

In this section the court should aim to provide a concise summation of the job description such as:

Court Interpreters provide Spanish language interpreting and translation services to the non-English speaking public during all municipal court proceedings and other court-related events. Court Interpreters are responsible for the simultaneous and consecutive interpreting services of court proceedings, as well as sight and written translation of court-related documents. Incumbents work under the direct supervision of the Court Interpreter Supervisor, who evaluates performance based on the quality of service provided and results achieved.

The court can also include any pay differentials for credentialed vs. non-credentialed candidates, as well as any benefits packages. Pay differentials or differentiated salaries for the different credential tiers can help attract more qualified applicants to apply for the position and also serve as an incentive for continued study and improvement of skills. Additionally, the court would list any travel that might be required if the position covers multiple courts.

Minimum Qualifications Section

In this section, the court should emphasize the requirement that candidates be credentialed as a primary qualification. This is to make it clear to human resources staff, candidates, and others that the credential is of vital importance.

To assist applicants, the hiring manager could add a link to the ACICP credentialing page from the job description. This will encourage applicants looking at the posting to research credentialing, and if needed, determine if they believe they can complete the process in 24 months from hire.

It is recommended that this section make clear if the requirements are “and” or “or” requirements. In other words, must an applicant satisfy all the minimum qualifications listed, certain combinations of them, or only one of them?

Examples

Must possess or be able to obtain a Tier 3 or Tier 4 certification from the Arizona Court Interpreter Credential Program within 24 months from the date of hire.

Not Credentialed? If you would like more information on how to become a credentialed court interpreter, visit www.azcourts.gov/interpreter

Bachelor's degree in Translation and Interpretation from an accredited institution.

Two years of experience providing interpreting services in a court setting

Must have experience providing oral Spanish interpretation in simultaneous and consecutive modes during complex proceedings, hearings, interviews, and other court-related events.

Qualifications and Credentialing Requirements

[Administrative Order 2016-02](#) directs that courts attempt to recruit Tier 3 or Tier 4 credentialed interpreters. If there is no viable Tier 3 or Tier 4 applicant at the time of recruitment, courts may hire another candidate provided he/she can become credentialed at the Tier 3 or 4 level within 24 months of hire.

If a court chooses to hire an applicant who is not credentialed at the Tier 3 or Tier 4 level, or their equivalent, the court should expect that a significant investment of time, effort, and resources will be needed for the interpreter to achieve a Tier 3 or Tier 4 credential within 24 months of hire. The following are some considerations for courts who experience a lack of Tier 3 or Tier 4 credentialed applicants:

- **Reciprocity**
Consider candidates with federal certification or certification from another state court's administrative office that may qualify for reciprocity with Arizona. Contact the [AOC Language Access Coordinator](#) for more information on reciprocity.
- **Tier 2 credential**
Individuals with a Tier 2 credential have passed the credentialing exam, although their scores were below the Tier 3 threshold. The Tier 2 credential is only valid for two (2) years. However, these candidates may be able to earn the Tier 3 credential with further study, practice, and retesting. Nonetheless, it will take substantial and sustained effort on the part of the interpreter to improve their skills. The court will have to consider how or if it can support the interpreter in their development.
- **Tier 1 credential**
These candidates have demonstrated that they have the basic minimum language fluency and some knowledge of courts and interpreter ethics. However, they have not yet passed an interpreting skills exam at the required level. Some may not have even attempted the skills exam. Courts should weigh this information carefully, considering the totality of a candidate's qualifications, when considering a Tier 1 interpreter. It will take even more effort than that required for a Tier 2 interpreter for a Tier 1 candidate to improve their skills to the required Tier 3 level. The court will have to consider how or if it can support the interpreter in their development over the 24-month grace period.
- **No credential**
If it is necessary to consider applicants without a skills-based credential, it is recommended that the

applicant at least have engaged with the credentialing program and be working towards completion of the Tier 1 credential. Courts can verify a candidate's status in the Arizona Court Interpreter Registry. Courts should be aware that those who have not engaged with the credentialing program, or who have not been able to earn even the basic Tier 1 credential, may have fundamental deficiencies in the required knowledge, skills, and abilities. Proceed with caution.

Essential Functions Section

It is recommended that the court breakdown the essential Knowledge Skills and Abilities (KSAs) for interpreters. The AOC has a KSA document for both interpreters and supervisors to utilize. The court may choose to include some of the following KSAs in the announcement:

Provide transference from one language to another

Preserve accuracy; conserve intent, tone, style, and utterances of all messages

Accommodate for lack of equivalents in vocabulary or phrases

Accurately reflect the appropriate register of all messages

Perform effective terminological research to find accurate solutions to unknown or unfamiliar words. Their solutions maintain meaning, style, tone, and intent of the original source language

Self-monitor and self-correct

Practice and follow ethical standards at all times

Conduct business in a professional manner

Project self-confidence and self-awareness when interpreting

Establish and maintain effective working relationships with others

Work with and handle confidential and sensitive information appropriately

Multitask and cope with a high volume of work in a time critical environment

Work under pressure in highly dynamic work environments with changing demands and priorities

Think and react communicatively in all working languages

Speak with proper pronunciation, diction, and intonation in all working languages

Speak with a neutralized accent in all working languages

Speak softly but can also project when needed

Listen to, and comprehend different rates of speech in all working languages

Listen to, and comprehend various regional accents or dialectical differences in all working languages

Ignore auditory distractions and focus on source speaker

Read and comprehend overall meaning and specific details of written text in all working languages

Read and recognize various written contexts, including formal and informal text, subject-specific vocabulary, idiomatic expressions and colloquialisms

Read quickly and with little preparation

Concentrate and focus

Process linguistic information quickly

Make quick linguistic decisions regarding word choice or terminology selection

Apply short-term memory skills in retaining units of information of varying size and length

Utilize predictive thinking skills to anticipate incoming messages

Analyze issues and make sound recommendations for solutions

Be computer-literate

Work Environment / Physical Demands Section

It is recommended that the court provide the working conditions under which the job will be performed, including any items required by the court's Human Resources Department and others important to the position. Some items could include:

- Working in a courthouse with exposure to persons charged with criminal behavior
- Travel requirements
- Technology systems, such as Video Remote Interpreting (VRI), with which the interpreter must become familiar

Posting the Job Announcement

One of the fundamental purposes of a job announcement is to generate interest from the most qualified candidates for the position. Unless the interpreter is actively looking for a court position, just uploading the announcement on the court's hiring webpage may not be enough to attract a robust variety of candidates. It is recommended that the court distribute the job announcement in an assortment of venues, including:

Administrative Office of the Court (AOC)

- **Arizona Court Interpreter Registry**
The AOC can email the job announcement to Registry participants on behalf of the court. The court can target a specific group of interpreters such as Spanish language interpreters with a Tier 2, Tier 3, or Tier 4 credential, etc. To make a request, please contact the AOC Language Access Coordinator.

- **Arizona Court Interpreter ListServ**
The AOC can email the job announcement to participants of the ListServ who can review the announcement, and possibly forward on to interested interpreters. To make a request, or to join the ListServ as a court supervisor/manager, please contact the AOC Language Access Coordinator.

NOTE: The Listserv is an electronic mailing list software that is designed to allow Arizona courts to communicate easily and effectively exchange interpreting/translation-related information.

- **National Language Access ListServ**
The [AOC Language Access Coordinator](#) can email the job announcement to other state's Language Access Coordinators / Program Managers through a national language access listserv. To make a request, please contact the AOC Language Access Coordinator.

Interpreter Associations

Oftentimes, a professional interpreter association has a job board or other resource to distribute information to its members. Requesting that a professional interpreter association distribute the announcement can yield a more diverse pool of candidates, including qualified and experienced interpreters who may not have considered working for the court, or freelance interpreters with court experience who may be interested in becoming a staff interpreter.

- **Arizona associations**
There are several interpreter associations in Arizona that may distribute the announcement to their members, including:
 - Arizona Court Interpreters Association (ACIA)
 - Arizona Translators and Interpreters, Inc. (ATI)

- **Regional and national associations**
Courts that are having difficulties attracting qualified candidates may wish to consider requesting that an association outside of Arizona distribute the announcement to its members. Regionally, the court could consider contacting:
 - The California Court Interpreters Association (CCIA)

- Association of Independent Judicial Interpreters of California (AIJIC)
- California Federation of Interpreters
- Nevada Interpreters and Translators Association (NITA)
- Utah Translators and Interpreters Association (UTIA)
- Colorado Association of Professional Interpreters (CAPI)
- Colorado Translators Association (CTA)
- New Mexico Translators & Interpreters Association (NMTIA)
- Nationally, the court could consider contacting:
 - National Association of Judiciary Interpreters & Translators (NAJIT)
 - American Translator Association (ATA)
 - International Association of Conference Interpreters (AIIC)

Job Description

The interpreter job description is a formal account of an employee's responsibilities. The job description serves a variety of functions. For example, it ensures that employees and managers have a clear, mutual understanding of the job duties and expectations, serves as the foundation of an employee's performance reviews, and helps to determine compensation for position. This section provides suggestions on how to create a document which helps the interpreter understand his/her role and how their work contributes to the overall mission of the court.

Job Title

It is recommended that the court make the interpreter position title(s) specific. Targeted job titles are typically more effective than generic ones, so be precise by including key phrases that accurately describe the role. Further, the court should try to avoid internal lingo that may confuse the job seeker. It is recommended that the court stick to standard experience levels like "Senior" rather than "VI" or other terms people are less familiar with.

Examples

Lead Court Interpreter

Court Interpreter, Senior

Court Interpreter Coordinator

Supervisory Court Interpreter

Court Interpreter Supervisor

Court Interpreter, Spanish (for non-lead positions)

Spanish Language Court Interpreter (for non-lead positions)

Leads, Supervisors, and Coordinators

If the court expects the interpreter to perform duties other than interpreting, such as supervision or coordination of other staff, the court should consider making the job title and job description inclusive of these additional duties. It is recommended that the additional duties be clearly defined and separated from the interpreter functions in the job description. Further, with additional duties and responsibilities required, it is recommended that the salary for the position appropriately compensate for those additional duties.

Job Summary

It is recommended that the court open with a strong, attention-grabbing summary of the position. The summary should provide an overview of the court and expectations for the position. Further, the court should consider hooking the reader with details about what makes the court unique, special, and a great place to work. Finally, the job description is an introduction to the court and its brand. It's recommended that the job summary includes details about the court's culture and a summary of why a candidate would love to work for the court.

Examples

Performs a wide variety of language interpretation activities on an assigned and as needed basis for the [court] and for parties to proceedings, including witnesses, defendants, attorneys, other court personnel, and the public.

The [agency] seeks to fill a Court Clerk Lead Worker position for [court] at the [building/complex description] in [city], Arizona. This is a highly advanced, technical position requiring specialized clerical knowledge and application of detailed procedures in the Arizona Judiciary.

The [court/agency] is seeking applicants for the position of Spanish Language Court Interpreter. This position reports directly to the [interpreter supervisor position title] in [department]. The primary obligation of the staff Interpreter is to overcome language barriers so that limited English proficient parties will have meaningful access to justice and suffer no advantage or disadvantage as compared to English-speaking defendants and other parties to legal proceedings.

Responsibilities and Duties

It is recommended that the court outline the core responsibilities of the position. The court should make sure the list of responsibilities is detailed, but concise. The court may wish to consider emphasizing the duties that are unique to the organization. For example, if the court is looking to fill an “Interpreter Coordinator” position, and the role requires contract expertise or experience, be sure to include this detail. This will help ensure the applicant understands the requirements of the position, and then can determine if he/she is able to perform the job.

Further, the court should consider highlighting the day-to-day activities of the position, specifically. This will help the applicant to understand the work environment and the activities to which he/she will be engaged in on a daily basis. This level of detail will help the candidate determine if the role and court are a good fit, helping the court to attract the best candidates for the position.

Finally, it is recommended that the court specify how the position fits into the court. The court should indicate to whom the job reports, how the person will function within the court, and how the position supports the court’s mission. This helps candidates see the bigger picture and understand how the role impacts the court.

Examples

Interprets from and into English and the applicable non-English language using simultaneous and consecutive modes at court proceedings and for other court-related departments at the direction of the court; Makes sight translations of documents for the benefit of the court including, but not limited to, court petitions, reports, waivers, felony disposition statement forms, and other documents; Interprets for judges, attorneys, court staff, and other court-related departments at the direction of the court; Notifies the court of any issues or situations that may impede the interpreters' performance; Researches and understands terminology used in court and functions of the court which may include, but not be limited to, legal, technological, scientific, and/or medical terminology; Reviews the daily docket and receives daily calendar assignments from the [position title] (or others) and accurately completes daily activity logs, or other documentation as required; Performs other language interpretation duties as assigned,

such as providing general court information at an information counter to the non-English speaking public and processes documents related to interpretation.

Court Interpreters provide Spanish language interpreting and translation services to the non-English speaking public during all [name of court] proceedings and other court-related events. Court Interpreters are expected to use the proper mode of interpretation depending on the situation, i.e. simultaneous, consecutive or sight. Incumbents work under the direct supervision of the [supervisor title], who evaluates performance based on the quality of service provided and results achieved.

Qualifications and Skills

The court should include a list of hard and soft skills that the ideal candidate would possess. The job description should specify education, previous job experience, certifications and technical skills required for the role. The court should include soft skills, like communication and problem solving, as well as personality traits that the court envisions for a successful hire.

Further, it's recommended that the court keep the list of qualifications and skills concise. While it may be tempting to list out every requirement the court envisions for their ideal hire, including too many qualifications and skills could dissuade skilled potential candidates.

Examples

Must possess or be able to obtain a Tier 3 or Tier 4 certification from Arizona Court Interpreter Credential Program within 24 months from date of hire.

Not Credentialed? If you would like more information on how to become a credentialed court interpreter, visit www.azcourts.gov/interpreter

Two years of experience providing interpreting services in a court setting

Bachelor's degree or master's degree in Translation and Interpretation Studies or related field

Must have experience providing oral Spanish interpretation in simultaneous and consecutive modes during complex proceedings, hearings, interviews, and other court-related events

Demonstrate continuous effort to improve and meet the court's operational needs, minimize customer wait time, streamline work processes, and work cooperatively and jointly to provide quality seamless service to internal and external customers

Orientation and Onboarding

The orientation period serves as the mechanism to provide essential information and resources to the employee, as well as establish and nurture manager-employee relationships. Moreover, the orientation period provides the foundation for a successful integration of staff into the court and should include a blend of general agency orientation and interpreter-specific onboarding tasks. This section discusses some approaches supervisors may wish to employ when orienting new staff interpreters.

Agency/General Orientation

Many courts have a general employee orientation plan that is structured for *all* employees of the court or agency. This orientation provides the foundational knowledge the new interpreter requires as an employee of the city, county, and/or court. The topics typically include:

- Agency Mission/Goals
- Employee Benefits
- Employee Resources
- Human Resources Policies
- Ethical Requirements of Court Employees
- Network Security/IT Discussion
- Building Security/Badges/Restricted Areas
- Emergencies/Fire Protocols
- Parking
- General Organization Chart
- Holidays

It is recommended that the interpreter supervisor be familiar with any human resources/county/city-required orientation programs.

Welcoming New Employees

The first few days on the job are usually very exciting but can be stressful for new employees. Supervisors can lay the foundation for a successful working relationship by paying special attention to a few details that could include:

- Supervisor greeting on first day before general orientation
- A clean and well-stocked desk/work area for the employee upon arrival on the first day
- Lunch with the supervisor in the first few days
- Welcome card/messages from the team

- Personal introductions to team, unit, and division staff
- Clear guidance/direction for meeting after general orientation
- Photos/information about full-time judges and hearing officers

General Items for New Employees

Interpreter supervisors may be tasked with a variety of items related to employee onboarding, including:

- Tour of the building
- Badge access
- Access to technology (email, intranet, drives, laptops, tablets, etc.)
- Division/Unit email and telephone directory
- Office supplies
- Internal forms and processes
- Division/Unit policies and procedures
- Unit/Division/Court acronym guide

Interpreter Orientation

A comprehensive orientation plan for staff interpreters typically includes a variety of items and spans several weeks. In the first few days/weeks it is recommended that the interpreter be provided:

- A copy of the interpreter job description
- A copy and sign the Arizona Court Interpreter Code of Conduct
- A copy, and should sign, any court-required interpreter oath(s)
- All relevant local court rules and procedures
- All relevant language access laws
- A local glossary, or any set of locally accepted translations of court terminology
- A copy of common court forms
- A copy of common courtroom scripts used by judicial officers
- A copy of the court's Language Access Plan (LAP) and the supervisor should review the document with the interpreter

Further, it is recommended that the interpreter:

- Observe court procedures/open court for several hours

- Shadow lead-interpreter(s) in a variety of hearing types and venues for several hours prior to taking assignments
- Be provided structured and job-specific training on court software and/or case management software
- Be provided structured and job-specific internal procedures

Guidance During Orientation

Establishing a robust and comprehensive resource network is critical to providing a thorough orientation to new employees. In addition to supervisor-lead training, it is recommended that new interpreter employees be provided support through peer-lead coaching, which would handle job-specific questions and training. It is also recommended that the manager review expectations of the position, including tasks, priorities, work-quality, etc. early in the orientation process to avoid confusion between the interpreter and manager.

Additionally, peer and/or supervisor observation of the new interpreter performing a variety of interpreting tasks in various venues/hearings can be a wonderful tool in the training process. If this approach is employed, it is recommended that the supervisor create a culture of growth and learning, where the peer/supervisor would provide kind, helpful, and constructive feedback to the employee.

Goal Setting

The structure and purpose of orientation provides a great opportunity for management to set performance expectations and construct goals that could be wide-ranging, finite, or on-going. It is recommended that the interpreter supervisor address a variety of items including:

- Task-specific items (translation of forms, language access projects, etc.)
- Credentialing/certification items (ACICP/federal/other)
- Other professional development (skill-building activities, education, etc.)
- Training requirements (yearly COJET, other internal training requirements, etc.)

Orientation and Onboarding for Non-Credentialed Interpreters

Sometimes the best candidate for the position may not be credentialed or possesses a Tier 1 or Tier 2 credential through the Arizona Court Interpreter Credentialing Program (ACICP). If a staff interpreter is not credentialed at the Tier 3 or Tier 4 level, it is recommended that supervisors provide a structured and robust training plan during and after the orientation period to help prepare the interpreter for the credentialing process. Supervisors should consider the following when developing an orientation/training plan for non-credentialed staff interpreters:

- Set a deadline for earning an ACICP credential within 24 months of hire
- Schedule study time during the staff's normal 40-hour week to study

- Ensure the interpreter engages in intensive practice by limiting disruptions and providing dedicated time to study
- Budget for contract interpreter assistance during the period in which the staff is studying
- If in a smaller court, try to arrange a shadowing of credentialed interpreters in busier courts
- Acquire and make available a library of study materials such as Interpretapes, Acebo, The Interpreter's Edge, the National Center for State Courts (NCSC) Practice Exam kit (Spanish and English)
- Encourage new employees to seek out practice resources and to practice for the test outside of work hours as well

Performance Reviews

This section discusses some approaches the interpreter supervisor may wish to consider for the evaluation of interpreter performance.

Resources for Non-Spanish Speaking Supervisors

It is especially challenging for non-Spanish speaking supervisors to accurately review the core competencies of the interpreter position. Supervisors who do not possess the level of Spanish necessary to credibly appraise interpreting ability may wish to consider yearly skill-assessments from outside the court. For example:

- Request a credentialed interpreter from another court to observe the interpreter
- Contract a local federally certified interpreter or Arizona Tier 3 or 4 interpreter to observe the interpreter
- Ask local interpreter training programs such as the National Center of Interpretation at the University of Arizona to provide an evaluation of the interpreter
- Contract with nationally renowned interpreter trainers or training institutes to evaluate the interpreter. Contact the [AOC Language Access Coordinator](#) for a list of resources

Timing of Reviews

Supervisors may wish to consider a variety of review timing to see what fits best in their department and for their court as a whole. It is recommended that supervisors perform a review of interpreter performance at least twice per year, formally or informally.

First Year of Employment

The first six months of employment can be hectic for the interpreter and supervisor. It is recommended that supervisors have monthly meetings to discuss interpreter performance achievements and concerns during the first few months of employment.

A formal review after one year of employment is beneficial in many ways, but it primarily serves as a mechanism to establish performance goals and position expectations for the coming year(s).

Established Staff Interpreters in the Organization

- Quarterly
Performance review meetings every 3-4 months help monitor goals more closely which often leads to better interpreter-performance outcomes. Regular performance reviews with staff interpreters are strongly recommended.
- As-Needed
The “as-needed” performance review model provides flexibility to both the interpreter and manager that may be necessary due to heavy workloads. However, infrequent “as-needed” performance reviews may lead to the interpreter failing to meet established goals in a timely manner (e.g. interpreter rushes to meet goals at the end of the year). If this model is employed, it is

recommended that supervisors set a reminder to schedule a meeting to discuss performance mid-year to review progress on goal(s).

Areas of Review

Employee performance has many facets; however, an interpreter performance review should have a combination of human resources department/policy-driven and interpreter-specific areas of review. It is recommended that managers consider measuring skills that are specific to the interpreter profession and include a test of interpreting skill. Below are some measures the manager may wish to consider including in interpreter reviews. For courts with more than one staff interpreter, courts should also take care to promote teamwork and an even workload for their interpreter staff.

Core Competencies

Effective/Accurate Interpreting

- General
 - Demonstrates native-like proficiency in Spanish and English
 - Preserves accuracy, conserves intent, tone, style, and register of communications
 - Demonstrates ability to react communicatively in Spanish and English
 - Listens carefully to communications and renders an interpretation that conveys the meaning and concepts of the original message rather than the individual words spoken
 - Accommodates for a lack of equivalents in vocabulary or phrases appropriately
 - Speaks with proper pronunciation, diction, and intonation in Spanish and English
 - Speaks with a neutralized accent in Spanish and English
 - Demonstrates ability to listen to and comprehend different rates of speech in Spanish and English
 - Demonstrates ability to listen to, and comprehend various regional accents or dialectical differences in Spanish and English
 - Understands cultural nuances, regional variations, idiomatic expressions, and colloquialisms and interprets them appropriately in Spanish and English
 - Processes linguistic information quickly and makes appropriate linguistic decisions (word choice or terminology selection) in Spanish and English
 - Demonstrates appropriate short-term memory skill and recall
 - Performs effective terminological research to find accurate solutions to unknown or unfamiliar words (Solutions maintain meaning, style, tone, and intent of the original source language)

- Sight Translation
 - Accurately and completely interprets documents of varying register aloud in Spanish and English
 - Demonstrates strong reading comprehension, and verbal and written communication skills in Spanish and English
 - Reads and recognizes various written contexts, including formal and informal text, subject-specific vocabulary, idiomatic expressions and colloquialisms and renders the appropriate interpretation in Spanish and English
 - Reads and comprehends overall meaning and specific details of written text and renders the appropriate interpretation in Spanish and English
- Consecutive
 - Consecutively interprets utterances of varying lengths and speed in Spanish and English accurately and completely.
 - Demonstrates an efficient note-taking system (relevant names, dates, places, figures, etc.) to supplement memory
- Simultaneous
 - Accurately and completely simultaneously interprets utterances of varying lengths and speed in Spanish
 - Speaks softly when simultaneously interpreting, but projects his/her voice as appropriate

Effective/Accurate Translations

- Comfortably translates a variety of documents with accuracy and precision
- Produces translations that are complete, professional in appearance, and adhere to standards of spelling, grammar, syntax, idiomatic usage of the target language
- Reads and recognizes various written contexts, including formal and informal text, subject-specific vocabulary, idiomatic expressions and colloquialisms and renders the appropriate translation in Spanish and English
- Reads and comprehends overall meaning and specific details of written text and renders the appropriate translation in Spanish and English
- Demonstrates strong reading comprehension, and written communication skills in Spanish and English

Professionalism

- Explains court interpreting procedures in a clear, concise, and comprehensive manner to attorneys, litigants, and the public
- Provides prompt and reliable service to judges and the public

- Completes assignments accurately and with attention to detail
- Demonstrates appropriate time management and organizational skills
- Establishes and maintains effective working relationships with others
- Demonstrates a cooperative and flexible attitude
- Demonstrates ability to multitask, cope with a high volume of work, to work under pressure and adapt with changing demands and priorities
- Demonstrates ability to appropriately analyze issues and makes sound recommendations for solutions
- Uses PC, Microsoft Office products and [the court's case management] effectively
- Handles confidential and sensitive information appropriately
- Projects self-confidence and self-awareness when interpreting
- Works with integrity

Requirements

- Completed all required COJET training
 - Total of 16 hours
 - Includes 6 hours of live training
 - Includes ethics training
 - Includes computer/networking security
- Possesses or obtained during the review period a Tier 3 or Tier 4 Arizona Court Interpreter Credentialing Program (ACICP) credential
- Complies with the Arizona Court Interpreter Code of Conduct rules while performing his/her interpreter duties
- Maintains an appropriate leave record and follows leave policies

Projects/Tasks

- Accurately tracks cases for which he/she is responsible
 - If statistical information is available, consider a multiple-percentage rating (e.g. *Accurately tracks cases [80%-100% of the time] [70% - 79% of the time] [below 69% of the time], etc.*)
- Accurately tracks calls from [specific entity]
 - Public
 - Other divisions

- Other entity(ies) specific to the court
(If statistical information is available, consider a multiple-percentage rating (e.g. *Accurately tracks calls from XXXX [80%-100% of the time] [70% - 79% of the time] [below 69% of the time], etc.*))
- Participated in continuing education activities specific to interpreting including:
 - [Predetermined/Supervisor requested continuing education]
 - Activities that develop his/her knowledge about the social, technological, and legal changes that affect language
 - [An independent learning task as described by interpreter/supervisor through reviews]
 - Skill-building courses
 - Formal college/university courses
- Developed/Updated the court's glossary of terminology used in precedent cases
(Superiors should consider adding additional descriptors/follow-up statements for quality or quantity: (e.g. *Accurately addressed a sufficient number of subjects in glossary; Appropriately and completely defined the terms listed in glossary; Created a functional and professional document*))
- Received a [expectation of measurement] on a performance survey³ completed by judicial officers
(Measurement of this item depends on the questions presented in the tool used to gather judicial officer feedback and how each item is weighed.)
- Received a [expectation of measurement] on the yearly interpreter skills-test in the following areas:
 - Sight Translation: English > Spanish
 - Sight Translation: Spanish > English
 - Consecutive
 - Simultaneous
(Consider using the Oral Court Interpreter Exam (administered twice per year by ACICP) or other tool to measure interpreting ability)
- Provided strong, high-quality, and nuanced guidance/mentoring to new team members
- Completed the [project name] accurately, thoroughly, and on time
- Promoted an even workload with fellow interpreters by successfully managing workload
- Provided support to his/her team

³ A survey of judges who have had the interpreter in their court to get their impression of the work performed by the interpreter.

Goal Setting

In addition to any human resources department/policy-driven goals, supervisors are encouraged to set interpreter-specific performance goals. It is recommended that managers set goals using a variety of methods and measurements.

Requirements of the Position

It is recommended that yearly goals include the requirements of the position (e.g. ACICP credentialing, COJET requirements, Code of Interpreter Conduct compliance, etc.).

- Realistic/Achievable for the interpreter

It is recommended that yearly goals focus on interpreter skill improvement, developing/using new tools to improve performance (e.g. glossary, procedural changes, etc.), or have a quantifiable measurement (e.g. results of interpreter performance surveys, monitoring of cases, etc.).

- Aspirational

If possible, it is recommended that yearly performance reviews include language which encourages the interpreter to expand his/her skill-base or foster interpreter abilities. It may not be a “goal” to be achieved on the next performance review per se, but can it be helpful in the development of an interpreter’s skills. For example, supervisors may want to include language in the review that encourages well-performing employees to become mentors to interpreters who are new to the profession, suggest that interpreters with demonstrated leadership qualities lead a research project for the court, test for the federal court interpreter certificate, or participate in court management courses, etc.

Measurement

Performance review structure and approach is typically normalized throughout the court/agency, so managers may have little choice on the language used to describe the employee achievement of goals. (e.g. “Does not meet/meets/exceeds” type measurements). It is recommended that the format of goal language provides a mechanism to evaluate employee achievement clearly and concisely.

Salary and Funding Options

A common issue courts face is that the compensation range authorized for interpreter positions oftentimes fails to attract appropriately credentialed candidates or those with the necessary knowledge, skills, and abilities to earn the necessary credential. This section discusses some compensation strategies that may aid in successful recruitment of qualified interpreters.

Talking to Funding Authorities

First and foremost, court leadership (e.g., the administrator and presiding judge) should discuss the issue with their funding authority. Providing competent interpreters to ensure meaningful access to justice is a mission-critical requirement for the courts. Local funding authorities may be unaware of this requirement or the challenges in recruiting competent interpreters. It may, therefore, help to explain these issues to the Board of Supervisors or City Council.

In addition, it can be useful to provide additional justifications for increased funding of language access services. It is recommended that courts provide their local funding authorities with the most relevant information, and use available data to support their requests:

- Statutory requirements for competent and qualified interpreters
- Information on knowledge, skills, abilities, preparation, and on-going training by interpreters to complete their job
- Disparity between pay for contractors and staff interpreters that may justify hiring a staff interpreter
- Reevaluation of job classification to better align it with job demands, qualifications, ongoing training, and preparation
- Potential for reversals and/or litigation based on language access deficiencies
- Potential for costly and time-consuming investigations based on language access deficiencies
- Supply the funding authority with well-documented data on demand for interpreters, costs, increased filings, etc., as appropriate
 - Jury trials, multi-day trials and rare language interpretation costs can be unexpectedly expensive
 - Small and rural courts report more difficulties accessing qualified interpreters
 - Costs of Spanish interpreters versus interpreters of other languages
 - The cost of delays in proceedings (continuances) when courts cannot attract interpreters, or when the need for one is not known in advance
 - Travel costs when interpreters are not local and must travel from a distant location

If approval for increased funding is not available on an ongoing basis, courts may also consider requesting a line item for emergency language access costs that can be accessed by the courts in the event of unexpected demand for interpreter services.

Cost Sharing

Sharing the burden of funding interpreter services is an effective strategy for managing costs. Courts within similar geographic regions may be able to pool resources for their mutual benefit.

- Courts can enter into an agreement to jointly hire a staff interpreter who will work between the courts and coordinate schedules to ensure the interpreter is available to each court
- Courts can agree to use one particular court's credentialed interpreter while sharing existing salary and ERE costs
- "Block Scheduling" where a court's interpreter matters are funneled to specific days or times can be very useful in ensuring all courts participating in these agreements benefit from the interpreter
- Discussions with local funding authorities may also be necessary to execute these agreements (See the IGAs section)

Intergovernmental Agreements (IGAs)

When collaborating with other governmental entities, it is recommended that the agreement be formalized to document the responsibilities of each party to the agreement. When drafting the document, courts should consider any statutorily-required language and content for an IGA, including:

- Its duration
- Its purpose(s)
- The manner of financing the joint or cooperative undertaking, as well as, establishing and maintaining a budget for the undertaking
- The responsibilities of each party to the other(s)
- The permissible method(s) to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property on partial or complete termination
- Any other necessary and proper matters

Grants

The court should consider exploring grant opportunities with internal court departments which manage grants that impact Limited English Proficiency (LEP) issues already. Some grants that may be appropriate for cost sharing include:

- U.S. Department of Justice (DOJ)
- Office of Justice Programs (OJP)
- U.S. Department of Health and Human Services (HHS)
- Office of Violence Against Women (OVW)

- Victims of Crime Act (VOCA)
- Administration on Children, Youth and Families (ACYF)

In addition, courts are able to use local Judicial Collection Enhancement Fund (JCEF) and Fill the Gap (FTG) monies for interpreter expenses. In general, these funds should not be regularly used to support what are essential and ongoing operational costs of the courts. However, they may be useful in covering unexpected costs, thereby providing a buffer when existing general funds are insufficient to meet needs. Courts may contact the AOC Court Services Grants Specialist for information on these funds: CSDGrants@courts.az.gov.

Interpreter Salary and Contractor Pay Rates

Determining court staff interpreter salary and contractor pay rates represents a significant challenge for courts. It is not easy to know what is reasonable in the market or what competitive factors are at play (i.e., what are other courts paying?). Additionally, courts may be confined by limited funding.

A market study performed in 2018 for the Maricopa County area revealed the following salary averages:

	<i>Non-credentialed Minimum</i>	<i>Non-credentialed Maximum</i>	<i>Credentialed Minimum</i>	<i>Credentialed Maximum</i>
<i>Market Rate</i>	\$41,808	\$59,155	\$62,046	\$73,112

It is recommended that courts in other areas conduct interpreter salary market studies that are representative of their area, and that include salaries for similar areas in other states, such as California, Nevada, New Mexico, Texas, etc., which all seek to attract qualified interpreters.

Courts are also strongly encouraged to incentivize both court staff and contract interpreters to become credentialed through the use of tiered pay scales, whereby interpreters with a higher tier level are paid more than those with lower tiers, and those without a credential are paid the least. This can help courts by ensuring they do not overpay for interpreters who do not possess a Tier 3 credential. Additionally, over the long term, it demonstrates to interpreters a clear economic advantage to developing their skills further. This, in turn, benefits the courts by increasing the pool of qualified interpreters available to interpret in the courts.

Conclusion

The [AOC Language Access Coordinator](#) is available to answer questions about this or other topics relating to the hiring of interpreters, or language access in general, including:

- Language Access Plans (LAPs)
- Preference requirements for credentialed interpreters
- Video Remote Interpreting (VRI) and remote interpreting options
- Language access related Judicial Benchcards
- Lesser Used Languages (LUL) interpreter resources

Appendix

1. Court Interpreter KSAs
2. Guidance to Courts Regarding the “Preference” Requirement in A.O. 2016-02

WHAT MAKES A GOOD INTERPRETER?

KNOWLEDGE, SKILLS, AND ABILITIES (KSAS)

BEING IN THE KNOW!

INTERPRETERS...

- 1) Display wide general knowledge characteristic of what a minimum of two years of general education at a college or university would provide
- 2) Have knowledge of a broad range of vocabulary, including legal terminology, subject-specific terminology, and slang
- 3) Are able to use and understand cultural nuances, regional variations, idiomatic expressions, and colloquialisms in all working languages
- 4) Are willing to continue learning about social, technological, and legal changes that affect language
- 5) Are aware of methods, techniques, and procedures used in simultaneous and consecutive interpreting; court operations and procedures; rules and regulations regarding jury activity and courtroom behavior
- 6) Can explain court interpreting procedures in a clear, concise, and comprehensive manner to attorneys, litigants, and the public

DEMONSTRATING SKILLS!

INTERPRETERS...

- 1) Must have a native-like proficiency in all working languages
- 2) Can comfortably translate with accuracy and precision
- 3) Require excellent short-term memory skills and recall
- 4) Show skill in repeating sentences and paragraphs of varying lengths and can interpret them accurately and completely.
- 5) Have an efficient notetaking system to remember relevant names, dates, places, figures, etc., to supplement their memory
- 6) Are comfortable with someone else being in the room, listening to the interpretation
- 7) Listen carefully to the meaning and concept of the communication rather than the individual words
- 8) Must be able to concentrate only on the actual communication without being distracted by external factors such as physical appearances, gestures, etc.
- 9) Must be able to listen to a message and simultaneously classify its information into a hierarchy
- 10) Must keep their languages separate from each other, and not allow one language to affect the interpretation into the other language
- 11) Must be able to complete assignments accurately and with attention to detail
- 12) Show a cooperative and flexible attitude
- 13) Are skilled in time management and organizational techniques
- 14) Possess strong reading comprehension, and verbal and written communication skills in all of their working languages

This list is provided as a general overview of the knowledge, skills, and abilities needed to meet minimum interpreter qualifications.

WHAT MAKES A GOOD INTERPRETER?

KNOWLEDGE, SKILLS, AND ABILITIES (KSAS)

BEING READY, WILLING, AND ABLE!

INTERPRETERS...

- 1) Think and react communicatively in all working languages
- 2) Speak with proper pronunciation, diction, and intonation in all working languages
- 3) Speak with a neutralized accent in all working languages
- 4) Speak softly but can also project when needed
- 5) Listen to, and comprehend different rates of speech in all working languages
- 6) Listen to, and comprehend various regional accents or dialectical differences in all working languages
- 7) Ignore auditory distractions and focus on source speaker
- 8) Read and comprehend overall meaning and specific details of written text in all working languages
- 9) Read and recognize various written contexts, including formal and informal text, subject-specific vocabulary, idiomatic expressions and colloquialisms
- 10) Read quickly and with little preparation
- 11) Concentrate and focus
- 12) Process linguistic information quickly
- 13) Make quick linguistic decisions regarding word choice or terminology selection
- 14) Apply short-term memory skills in retaining units of information of varying size and length
- 15) Utilize predictive thinking skills to anticipate incoming messages
- 16) Provide transference from one language to another
- 17) Preserve accuracy; conserve intent, tone, style, and utterances of all messages
- 18) Accommodate for lack of equivalents in vocabulary or phrases
- 19) Accurately reflect the appropriate register of all messages
- 20) Self-monitor and self-correct
- 21) Practice and follow ethical standards at all times
- 22) Conduct business in a professional manner
- 23) Project self-confidence and self-awareness when interpreting
- 24) Establish and maintain effective working relationships with others
- 25) Work with and handle confidential and sensitive information appropriately
- 26) Multitask and cope with a high volume of work in a time critical environment
- 27) Work under pressure in highly dynamic work environments with changing demands and priorities
- 28) Analyze issues and make sound recommendations for solutions
- 29) Perform effective terminological research to find accurate solutions to unknown or unfamiliar words. Their solutions maintain meaning, style, tone, and intent of the original source language
- 30) Are computer-literate

This list is provided as a general overview of the knowledge, skills, and abilities needed to meet minimum interpreter qualifications.

Guidance to Courts Regarding the “Preference” Requirement in A.O. 2016-02



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Acknowledgments

This guidance is the product of recommendations from the “Preference” Guidance Workgroup of the Court Interpreter Program Advisory Committee (CIPAC). Members of the workgroup are

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Maricopa County Superior Court

Introduction

In furtherance of its Strategic Agenda, “Advancing Justice Together”, the Arizona Supreme Court issued [Administrative Order 2016-02](#) in January of 2016, thereby establishing the Arizona Court Interpreter Credentialing Program (ACICP). The Administrative Order states, “[e]ffective July 1, 2017, judges should give appointment preference to credentialed contract interpreters, if available.”

It is important that courts seek out and use credentialed interpreters whenever possible to ensure not only the same level of professionalism and competency by interpreters throughout the courts across the state, but also to ensure that access to justice and communications with limited English proficient (LEP) persons are meaningful as required by Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.; 45 C.F.R. § 80.1 et seq.; and 28 C.F.R. § 42.101–42.112). The purpose of this document is to provide guidance to the courts on complying with the “preference” requirement for freelance interpreters contained in Administrative Order 2016-02.

Expected Protocol for Demonstrating Preference

The preference requirement is intended to promote the use of credentialed contract interpreters over uncredentialed contract interpreters while still permitting courts a certain flexibility to conduct business with an interpreter who is not credentialed should circumstances so warrant. The use of uncredentialed interpreters is to be limited to the following situations:

- No interpreters credentialed by ACICP in the language required; or
- No interpreters credentialed by ACICP in the language required within a reasonable radius of the court, or in a timely manner.

When an interpreter is needed, the following steps should be followed to locate a credentialed interpreter:

1. Identify the language of the LEP person
2. Use the [Arizona Court Interpreter Registry](#) to view the credentialed interpreters in that language. The Registry can be searched by the language spoken, an interpreter’s county of residence, Tier level, etc., or any combination of criteria. Contact the AOC [Language Access Coordinator](#) for instructions on how to use the Arizona Court Interpreter Registry.

- a. Alternatively, the [Public Roster of Credentialed Interpreters](#) may also be used to locate an interpreter. The Public Roster is updated throughout the year. Court staff printing the Public Roster must verify they are working from the current version.

NOTE: The [Registry](#) is always the most complete and up-to-date tool for ACICP interpreter records.

- b. Courts with their own lists of interpreters are encouraged to verify the credential status of their interpreters using the tools listed above. Additionally, courts are encouraged to use these tools to augment their lists, thereby increasing the number of credentialed interpreters from which to choose for court proceedings.
3. If a credentialed interpreter is reasonably available to appear for the hearing or event, then such interpreter is to be contracted by the court.
 - a. An interpreter does not necessarily have to appear in person. Remote interpreting (RI) may be an option for some hearings and events. For example, for short, procedural hearings and events when the interpreter is located far away.
 - b. Courts must consider the interpreter's level of credential (Tier) when determining the appropriate interpreter to hire. See the [Overview of Tiers](#) for more information. The progression for preference is as follows:
 - i. Look first for a Tier 3 or Tier 4. These interpreters have passed the required interpreting skills exam at a level sufficient for a permanent credential. If no Tier 3 or Tier 4 interpreters are available, proceed to Step 3(b)(ii).
 - ii. Look for a Tier 2 interpreter. These interpreters have passed the required interpreting skills exam at a level sufficient for a temporary credential. If no Tier 2 interpreters are available, proceed to Step 3(b)(iii).
 - iii. Look for a Tier A or Tier 1 interpreter. These interpreters have passed the required exams to demonstrate proficiency in English and the foreign language. However, they have either not taken or not passed the skills exam required for higher tiers. Some languages may not have an interpreting skills exam available. Interpreters of these languages will only be able to earn a Tier 1 or Tier A credential.

NOTE: Courts near other counties or other states may consider contracting credentialed interpreters who have passed an interpreting skills exam from those areas prior to contracting with a Tier 1 interpreter.

- iv. When no credentialed interpreters are available, courts may consider using uncredentialed, but otherwise qualified individuals to provide interpreter services. Contact the AOC [Language Access Coordinator](#) for information on qualifying an interpreter.

NOTE: It is not sufficient to only look for interpreters in the same city or town as the court. It is also not sufficient to rely solely upon the court's own internal list of interpreters. The ACICP creates a statewide network of credentialed interpreters and courts are expected to use the tools listed above to find qualified interpreters, even if it means hiring someone previously unknown to the court. The requirement to provide meaningful access for LEP persons requires courts to search for and use qualified interpreters.

Breadth of Searches for Credentialed Interpreters

For steps 3(b)(i – iii) above, courts are expected to search within their own county first. For each step, if no interpreter is available in the same county as the court, then the search should be expanded to neighboring counties before proceeding to the next step in the progression. The nature and complexity of a given hearing or event, and the language needs of LEP persons, will at times require the court to search even more broadly for a credentialed interpreter, be that across the state or, in some cases, across the country.

Additional Factors to Consider

An in-person interpreter is recommended for trials, evidentiary hearings, and any other hearing or event with multiple parties who need an interpreter, or which are expected to last 30 minutes or longer. Shorter, simple hearings and events may lend themselves to the use of remote interpreter options if a credentialed interpreter is not available to appear in person. In many instances, interpreters for languages other than Spanish will only be available remotely. Contact the AOC [Language Access Coordinator](#) for information on managing remote events and events in which uncredentialed interpreters are being used.

In addition, courts are encouraged to include information on their policies and procedures for demonstrating preference for credentialed interpreters in their Language Access Plans and in their contracts with vendors. Contact the AOC [Language Access Coordinator](#) for suggested language.

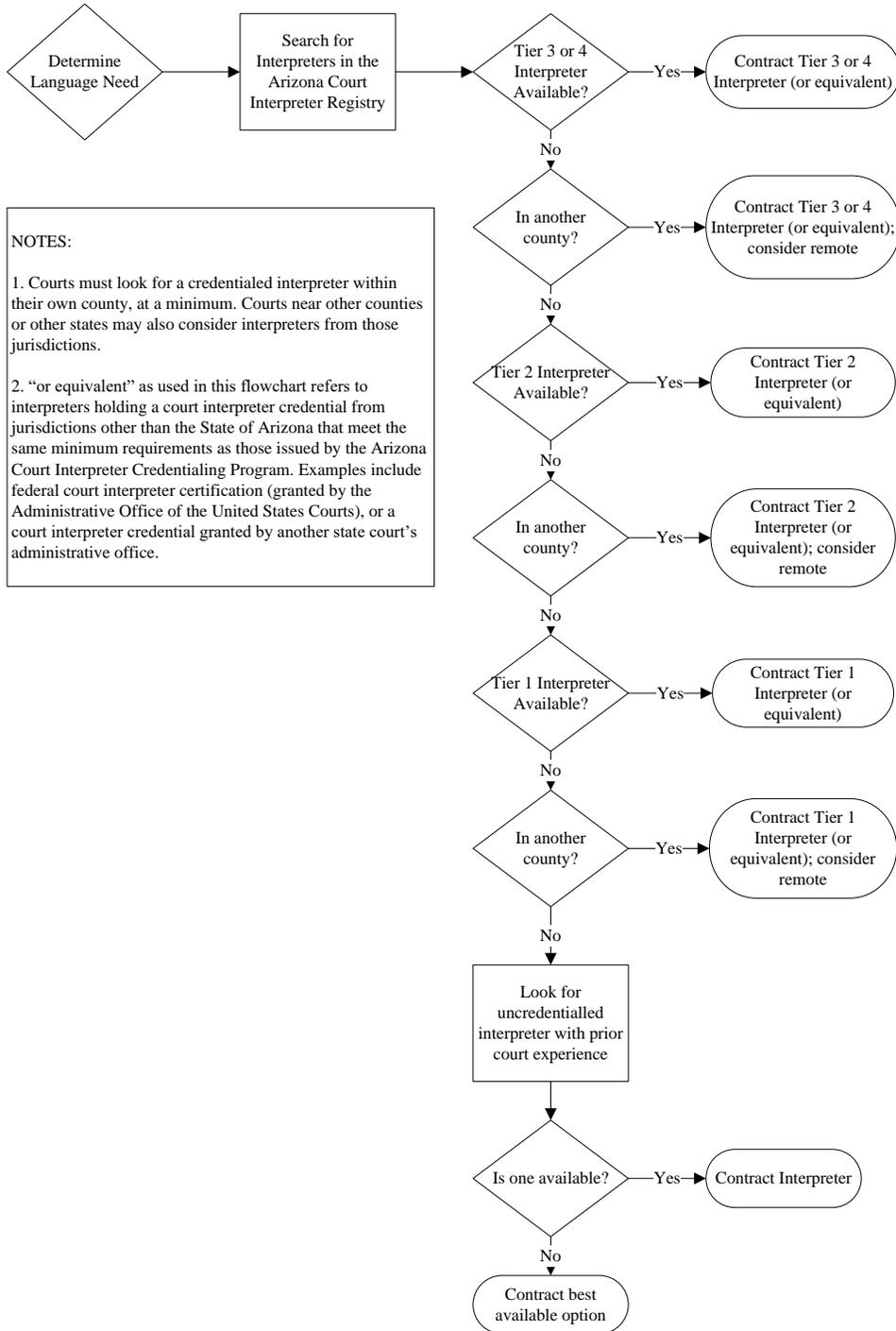
Appendices

Appendix 1: Definitions

- **Arizona Court Interpreter Code of Conduct** – In the context of the ACICP, refers to the Arizona Court Interpreter Code of Conduct, applicable to all who provide interpreter services for the courts.
- **Arizona Court Interpreter Credentialing Program (ACICP)** – The interpreter credentialing body created by Arizona Supreme Court Administrative Order 2016-02.
- **Arizona Court Interpreter Registry** – A searchable database of interpreters and interpreter candidates in Arizona that indicates if a particular interpreter has earned a credential issued by ACICP.
- **Arizona Public Roster of Credentialed Interpreters** – A publicly available list of interpreters credentialed by the ACICP.
- **Certified** – said of an interpreter holding a qualification as required by a specific jurisdiction other than the State of Arizona. For Arizona’s qualification system, see “Credentialed.”
- **Credentialed** – said of an interpreter who has earned any tier of credential from the Arizona Court Interpreter Credentialing Program. Not synonymous with “certified” as used in other jurisdictions and which may connote other requirements for its grant.
- **Interpreter** – a person who orally translates between English and the language of a limited-English-proficient party or court customer for two or more people who would not otherwise understand each other.
- **LEP** – Limited-English-Proficient or Limited-English-Proficiency.
- **Otherwise qualified** – refers to a person who is not credentialed to interpret but who may have some training, knowledge or experience interpreting or other qualifications making them potentially viable for certain interpreting assignments.
- **Preference** – in the context of A.O. 2016-02, “preference” refers to the priority that courts must show in appointing credentialed interpreters over uncredentialed interpreters.
- **Public Roster** – see Arizona Public Roster of Credentialed Interpreters.
- **Registry** – see Arizona Court Interpreter Registry.
- **Remote Interpreting (RI)** – a term use to describe interpreting services that are not offered on-site. Typically refers to telephonic and video remote interpreting services.

Appendix 2: Preference Flowchart

PREFERENCE FLOWCHART



COURT INTERPRETER PROGRAM ADVISORY COMMITTEE

Meeting Date: August 14, 2020	Type of Action Requested: <input type="checkbox"/> Formal Action/Request <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Other	Subject: LAP Templates
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From: David Svoboda, AOC Language Access Coordinator

Presenter: David Svoboda, AOC Language Access Coordinator

Description of Presentation: Mr. Svoboda will provide the Committee information on the updates to the Language Access Plan templates and solicit input on the same from the members.

Recommended Motion: N/A

1 **Superior Court of XYZ County** (see instruction 1)

2
3 **Language Access Plan (LAP)**

4
5 **I. Legal Basis and Purpose** (see instruction 1)

6
7 This document serves as the plan for the Arizona Superior Court of XYZ County to provide to
8 persons with limited English proficiency (LEP) services that are in compliance with Title VI of
9 the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.; 45 C.F.R. § 80.1 et seq.; and 28 C.F.R. §
10 42.101–42.112). The purpose of this plan is to provide a framework for the provision of timely
11 and reasonable language assistance to LEP persons who come in contact with the Superior Court
12 of XYZ County.

13
14 This language access plan (LAP) was developed to ensure meaningful access to court services
15 for persons with limited English proficiency. Although court interpreters are provided for
16 persons with a hearing loss, access services for them are covered under the Americans with
17 Disabilities Act rather than Title VI of the Civil Rights Act, and therefore will not be addressed
18 in this plan.

19
20 **II. Needs Assessment**

21
22 **A. Statewide**

23
24 The State of Arizona provides court services to a wide range of people, including those who
25 speak limited or no English. From a statewide perspective, the following languages were listed
26 with the greatest number of speakers who spoke English less than “Very Well” in Arizona
27 (according to the American Community Survey estimate report from the U.S. Census Bureau
28 dated April 2017):

- 29
30 1. Spanish
31 2. Navajo
32 3. Chinese
33 4. Vietnamese

34
35 **B. Superior Court of XYZ County** (see instruction 2)

36
37 The Superior Court of XYZ County is responsible to provide services identified in this plan to all
38 LEP persons. However, the following list shows the foreign languages that are most frequently
39 used in this court or the ~~COURT’S~~ court’s geographic area.

- 40
41 1. [Insert your five or fewer top languages]
42 2.
43 3.
44 4.

5.

This information is based on data collected from [cite either one or both references, or the source of other data, as correct for your court: (your court's data and/or the United States Census Bureau data for Arizona)].

III. Language Assistance Resources

A. Interpreters Used in the Courtroom

1. Providing Interpreters in the Courtroom (see instruction 3)

In the Superior Court of XYZ County, court interpreters ~~will be~~ are provided in all courtroom proceedings at no cost to all LEP witnesses; litigants; victims; parents, guardians, and family members of minor witnesses, victims, and/or litigants; as well as any other person whose presence or participation is necessary or appropriate as determined by the judicial officer.

The Superior Court of XYZ County is committed to providing qualified interpreters in accordance with Arizona Supreme Court Administrative Order 2016-02, to help ensure meaningful access for LEP individuals. The Superior Court of XYZ County employs interpreters in the courtroom as follows:

[Detail here your court's interpreter resources and plan for compliance with Administrative Order 2016-02. Be sure to include the following:

- Who are your court's interpreters? What are their credential levels?
- What safeguards will be used when a credentialed interpreter is not available?
- How will your court show preference for credentialed interpreters? Sample language provided in instructions.] (see instruction X)

It is the responsibility of the private attorney, Public Defender or County Attorney to provide qualified interpretation and translation services for witness interviews, pre-trial transcriptions and translations, and attorney/client communications during out of court proceedings.

2. Determining the Need for an Interpreter in the Courtroom

The Superior Court of XYZ County may determine whether a court customer has limited English proficiency. Identification of language needs at the earliest point of contact is highly recommended. The need for a court interpreter may be identified prior to a court proceeding by the LEP person or on the LEP person's behalf by counter staff, self-help center staff, family court services, or outside justice partners such as [(list any that apply) probation/parole officers, attorneys, social workers or correctional facilities] (see instruction 3). The court's process for identifying Courts should have a documented process to identify LEP needs for parties is as follows:

- [List here all the ways the court identifies LEP needs

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- with notation in the physical or electronic case file.

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Signage throughout the court building indicating interpreter services are available may also help to identify LEP individuals. The Superior Court of XYZ County ~~will display~~ this sign at the following locations: insert location descriptions here (see instruction 4).

The need for an interpreter also may be made known in the courtroom at the time of the proceeding. In a case where the court is mandated to provide an interpreter, but one is not available at the time of the proceeding, even after the court has made all reasonable efforts to locate one, as previously outlined in this plan, the case will be postponed and continued on a date when an interpreter can be provided.

3. AOC Interpretation Resources

Court Interpreter Registry, Roster of Credentialed Court Interpreters, and Listserv
The AOC maintains a statewide ~~roster-registry~~ of individuals who indicate they have interpreting experience and have expressed interest in working in the courts. The Registry includes information on the individuals' credentialing status with the Arizona Court Interpreter Credentialing Program (ACICP). The court using interpreting services will determine the competence of the persons listed and their suitability for a given assignment. ~~This roster-~~The Registry is available to court staff on the Internet at <http://www.interpreters.courts.az.gov><https://apps.azcourts.gov/registry>. Court staff needing to search the Registry may request a login by contacting the AOC Language Access contact person.

Field Code Changed

The AOC also maintains a public Arizona Roster of Credentialed Court Interpreters. The public Roster lists the name, language, credential level, and contact information for those interpreters who have successfully earned an ACICP credential and who have consented to having their information appear in the public Roster. The public Roster is available on the Arizona Judicial Branch website at <https://www.azcourts.gov/interpreter/>.

Additionally, the AOC created a statewide listserv to allow courts to communicate via email on court interpreter-related matters. The listserv is an excellent resource to locate referrals for specific language needs. Access codes and instructions to join the listserv may be obtained from the AOC Language Access contact person.

Video Remote Interpreting (VRI)
The AOC has installed video conferencing equipment at the State Courts building that will allow courts with compatible technology to remotely conference an interpreter from the Phoenix metro area or from another court jurisdiction into their court to improve resource allocation and reduce time and costs associated with interpreter travel. Contact the AOC ~~LAP-~~Language Access

contact [person](#) for more information on VRI connectivity and [a](#) checklist for court proceedings most appropriate for video.

B. Language Services Outside the Courtroom

The Superior Court of XYZ County is also responsible for taking reasonable steps to ensure that LEP individuals have meaningful access to all court services and programs outside the courtroom. Court services and programs include but are not limited to self-help centers, clerk offices, intake officers, cashiers, and records room.

1. Assistance to Understand Court Procedures and Policies

Services offered by the court generally to english-speaking customers pursuant to the employee code of conduct (~~aeja-ACJA~~§1-303) must also be provided to ~~lep-LEP~~ litigants in their language.

2. Assistance to Fill-Out Court Forms and Pleadings

The ~~superior Superior court Court~~ of ~~xyz-XYZ~~ county ~~will~~ assists in the filling-out of court forms for those ~~lep-LEP~~ court customers who are unable to do so either by themselves or with the assistance of another competent adult proficient in ~~english-English~~ and able to render assistance in a timely manner. ([see instruction 5](#))

3. Court-Ordered Services and Programs

The court also is responsible for taking reasonable steps to ensure that LEP individuals have meaningful access to all court-ordered services and programs. Court-ordered services and programs include but are not limited to conciliation, mediation, arbitration, treatment or educational programs provided by a court employee or a private vendor under contract with the court. Contracts with vendors that provide direct services to court users must include the requirement that the vendor provide language services, including interpreters, for all LEP individuals. ([see instruction 6](#)).

The court uses the following resources to facilitate communication with LEP individuals and court staff or providers of court-ordered services: [\[modify the list below to show those that apply\]](#): ([see instruction 7](#)):

- Staff court interpreters or independent interpreter contractors;
- Bilingual employees;
- Bilingual volunteers;
- “I Speak” cards, to identify the individual’s primary language;
- Written information in [\[list languages\]](#) on how to access and navigate the court;
- Multilingual signage throughout courthouse locations in the following languages: [\[list languages\]](#);

- Telephonic interpreter services, (from contract interpreters or an agency); ~~and~~,
- A public court phone line with key instructions provided in [list language(s)] to request court services.
- Video remote interpreting services (where available);
- The terms of the court's contracts with providers of court-ordered services.

To provide linguistically accessible services for LEP individuals, the Superior Court of XYZ County provides the following: [modify the examples below to show those that apply]:

- Self-help center services that include [list those that apply, including any not on this list, such as: credentialed interpreters, bilingual self-help center staff, telephonic language assistance, and volunteers that provide self-help services to LEP persons in their primary language];
- Workshops in [list languages] regarding [list topics, e.g., dissolution, small claims, etc.];
- Bilingual family court services mediators for custody and visitation matters; and
- Written informational and educational materials and instructions in [list languages or state: "multiple languages"].
- Website links from court's website (if applicable) to the Supreme Court's Spanish translated webpage for court forms and instructions and other language access related resources such as instructions and information directed to the general public, the court's LAP and complaint form and process should be made available online.

C. Court Appointed or Supervised Personnel

The Superior Court of XYZ County also shall ensure that court appointed or supervised personnel, including but not limited to child advocates, guardians ad litem, court psychologists and doctors provide language services, including interpreters as part of their service delivery system to LEP individuals. (see instruction 8)

D. Translated Forms and Documents

The Arizona courts understand the importance of translating forms and documents so that LEP individuals have greater access to the courts' services. The Superior Court of XYZ County currently uses forms and instructional materials translated into [list languages].

- The court has translated various vital documents into other languages: [List the names of documents and the languages in which they are available. If no local forms have been translated, state the court's plan for having vital documents translated.] (see instruction 9)

These documents will be located [cite physical location and/or online address. If no local forms are translated, include link to the AZ Supreme Court's Spanish webpage {NEED URL} and ensure this link is on the court's webpage.].

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1. Sight Translation

The court will provide assistance so ~~lep~~-LEP persons may understand court-issued documents provided in english through sight translation or other reasonable means. (see instruction 10)

E. Websites/Online Access

If the court operates an Internet website, it will ensure the website is accessible to LEP persons and will include, at a minimum: (see instruction 11)

- A notice about the availability of language services written in Spanish and posted on the home page.
- A hyperlink to Arizona Supreme Court’s Spanish-translated webpage at <http://www.azcourts.gov/elcentrodeautoservicio/FormulariosdeAutoservicio.aspx>.
- “Vital” information directed to the general public concerning how to use court services is translated into [list languages]
- “Vital” information regarding changes to services or access due to emergencies is translated into [list languages]
- [list additional resource links here]

IV. Court Staff and Volunteer Recruitment (see instruction 12)

A. Recruitment of Bilingual Staff for Language Access

The Superior Court of XYZ County is an equal opportunity employer and recruits and hires bilingual staff to serve its LEP constituents. Primary examples include but are not limited to:

- Court interpreters to serve as regular full-time or part-time employees or regular interpreter contractors of the court.
- Bilingual staff to serve at public counters and or self-help centers; and
- Bilingual staff available on call to assist with contacts from LEP individuals, as needed.

B. Recruitment of Volunteers for Language Access

The court also recruits and uses volunteers to assist with language access in the following areas: [modify the list below to show those that apply, if any]:

- In self-help centers, to assist LEP users;
- At public counters to provide interpretive services between staff and the LEP public

V. Judicial and Staff Training (see instruction 13):

The Superior Court of XYZ County is committed to providing language access training opportunities for all judicial officers and staff members. Training and learning opportunities currently offered will be expanded or continued as needed. Those opportunities include [List additional trainings that apply to your court and delete any that don't. You might also want to list new trainings that will be coming up during the first year of the plan.]

- Interpreter coordinator training;
- Diversity Training;
- Cultural competency training;
- LAP training;
- Staff attendance in Spanish and [insert language(s), if applicable] training, provided by the court in partnership with local colleges and institutions to offer these classes on site and free to employees on court time, or through tuition reimbursement;
- New employee orientation training; and,
- Judicial officer orientation on the use of court interpreters and language competency.
- Trial Judge Academy including training on language access
- AOC's Language Access in the Courtroom Training DVD
- AOC's language access online training videos **LOCATED AT**
<HTTP://WWW.AZCOURTS.GOV/EDUCATIONSERVICES/COJET-CLASSROOM/VIDEO-CENTER>

VI. Public Outreach and Education (see instruction 14)

A. General

To communicate with the court's LEP constituents on various legal issues of importance to the community and to make them aware of services available to all language speakers, the Superior Court of XYZ County provides community outreach and education and seeks input from its LEP constituency to further improve services. Outreach and education efforts include: [modify the list below to show those that apply]:

- Public service announcements in [insert language(s)], provided [daily/periodically/monthly] through local [television/radio/newspapers/social media]. Examples of the type of announcements include radio spot announcement on court access issues or legal tip of the day, provided in Spanish; [list all that apply: radio/print/flyers/mailers/social media] on the availability of self-help center services and public workshops; and,
- Partnerships and collaborations with [pick all that apply: (community service centers/bar associations/governmental social service providers/volunteer organizations/public libraries)] to provide a court presence in the LEP community.

The court ~~will~~ solicits input from the LEP community and its representatives through [focus groups/meetings/online forums/social media] and ~~will~~ seeks to inform community service organizations on how LEP individuals can access court services.

B. Videos, Webinars, On-Line Classes, In-Person Classes and Other Similar

Instructional Methods

New public-facing videos designed to assist litigants or the public more broadly shall be in English and Spanish.

Those videos, webinars, and instructional materials currently in existence which are deemed to be “vital” shall be made available in Spanish.

The court will determine whether any existing videos, webinars, and instructional materials should be made available in languages other than English and Spanish by considering the department of justice’s four-factor analysis. (see instruction 15)

VII. Formal Complaint Process (see instruction 16)

If an LEP court customer believes meaningful access to the courts was not provided to them, they may choose to file a complaint with the trial court’s Language Access Plan Coordinator [or to whomever the court wants this information to go]. The court’s will develop a complaint process that includes at a minimum, the following information:

- The court will respond to any complaint, in the complainant’s language, within 30 days and the records will be maintained as public records.
- The complaint may be filed as follows:
 - [detail how the complaint is to be filed in your court]
 -
 -
- The court has attached the complaint form (English/Spanish, [minimum; other languages available]) to the LAP. In the alternative, the complaint forms may be located at: [insert URL for downloading complaint forms]
- The court will ensure the translated versions of the complaint form are available in multiple locations, including, but not limited to:
 - Forms posted on the court’s website and
 - Hard copy forms available at public counters.

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VIII. Public Notification and Evaluation of LAP

A. LAP Approval and Notification

The Superior Court of XYZ County’s LAP is approved by the presiding judge and court executive officer. Upon approval, please forward a copy to the AOC Court Services Division. Any revisions to the plan will be submitted to the presiding judge and court executive officer for approval, and then forwarded to the AOC. Copies of Superior Court of XYZ County’s LAP will be provided to the public on request. [In addition, the court may choose to post this plan on its public Web site.] (dependent upon your court’s policy).

B. Evaluation of the LAP

The Superior Court of XYZ County will routinely assess whether changes to the LAP are needed. The plan may be changed or updated at any time but reviewed not less frequently than [once a year or biennially] (dependent upon your court's policy).

[Every 1 or 2 year(s); consistent with the review period stated above] the court's [insert responsible position or program] will review the effectiveness of the court's LAP and update it as necessary. The evaluation will include identification of any problem areas and development of corrective action strategies. From time to time, the court may consider using a survey sampling of data collection for a limited time period which involves assessing language access requests to assist in the evaluation of the LAP.

Elements of the evaluation will include: [modify the list below to show those that apply]:

- Number of LEP persons requesting [court interpreters] [language assistance];
- Assessment of current language needs to determine if additional services or translated materials should be provided;
- Solicitation and review of feedback from LEP communities within the county;
- Assessment of whether court staff adequately understand LEP policies and procedures and how to carry them out;
- Review of feedback from court employee training sessions; and,
- Customer satisfaction feedback as indicated on the access and fairness survey, if administered by the court during this time period.
- Review any language access complaints received during this time period.

C. Trial Court Language Access Plan Coordinator:

[Insert local contact information]

D. AOC Language Access Contact:

David Svoboda
Court Services Division
Administrative Office of the Courts
1501 W. Washington Street, Suite 410
Phoenix, AZ 85007
(602) 452-3965, dsvoboda@courts.az.gov

E. LAP Effective date: [fill in date]

F. Approved by:

Presiding Judge: [] Date: []

[Typed Name]

Court Executive Officer: [] Date: []

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[Please include typed names of the Presiding Judge and Court Executive Officer below their respective signature lines.]

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Administrative Office of the Courts Arizona Trial Court Language Access Model Plan Instructions (GJ)

Instruction Overview

The language access plan (LAP) template was written to cover most situations at most courts. However, please read the entire plan carefully and add, delete, or modify any part to more accurately reflect the practices in your court. Courts are not limited to the existing sections of the plan and can add new sections if it will help document practices in the court.

When you have finished your plan, please delete the highlighted, bracketed prompts and instructional reference points. Also, to create a more finished look, you might wish to turn off line numbering, which is provided for reference during plan development and review.

Specific Instructions

1. Personalize the LAP with the name of your court. Throughout the template the term “Superior Court of XYZ County” is used. Globally find and replace “XYZ” with the name of your county, including within the recurring page header.

It is strongly suggested that the template be used as is and only limited sections of the plan be edited to reflect the court’s specific policies or resources.

To assist in your plan development, visit AOC’s Intranet site for interpreter resources at: http://ajinweb/ctserv/cmu/CMU_CourtInterpreter.htm. The AOC will also be updating this site and will post responses to questions that courts ask as they develop their plans.

2. Please list as many languages that best represent your specific LAP needs. Following the list of languages, list the sources of this information.

List the languages in highest demand in your court. This information is available from the following sources:

- Internal statistics
- Information from local agencies or resources;
- U.S. Census data; and,
- Your court’s experience.

3. III. A. 1: The Department of Justice (DOJ) emphasizes that courts need to provide LEP persons language services free of charge and meaningful access to courts and courtrooms, without distinguishing among civil, criminal, or administrative matters. Your plan should document current interpreter resources available and whether your court plans to seek

438 additional funding resources.

439 III. A.2: Briefly describe any coordination with self-help center staff, family court services
440 mediators, and local government agencies (probation, police, child protection, district
441 attorneys, etc.) for early identification of interpreter needs.

442 4. The AOC will provide a template to print a “Notice of Interpreter Services” that may be
443 displayed in court buildings near entry points or self-help centers. Please contact the AOC
444 LAP contact person for various forms of this notice that may be helpful. One example has
445 been translated into Spanish, Vietnamese and Arabic. The form is available at:
446 http://ajinweb/ctserv/cmu/CMU_CourtInterpreter.htm

447 5. Should a LEP court customer be unable to complete a form, either alone or with the
448 assistance of another competent adult proficient in English and able to render assistance in a
449 timely manner, the court will make arrangements to assist the customer complete forms in
450 English to the same extent that the court offers such assistance to anyone who is unable to
451 complete a form on their own (e.g., illiterate or disabled customers), in keeping with ACJA
452 §1-303. This assistance for LEP court customers may take various forms:

453 a. Engaging an interpreter (in person or remotely) to interpret between a court
454 staffperson and the court customer, thus allowing the court staffperson to transcribe
455 verbatim the customer’s answers to form questions. In this instance, a notation should
456 be added to the form indicating to the court how the information on the form was
457 obtained, thereby allowing the creation of an oral record in open court confirming the
458 form’s content matches the LEP person’s intended meaning. Whenever possible, the
459 court staffperson transcribing onto the form should not be the same staffperson
460 accepting the filing.

461 b. Engaging a court staff interpreter to assist the LEP person to complete the form by
462 writing a complete and accurate English translation of the LEP person’s answers to
463 form questions. In this instance, a notation should be added to the form indicating to
464 the court how the information on the form was obtained thereby allowing the creation
465 of an oral record in open court confirming the form’s content matches the LEP
466 person’s intended meaning. Whenever possible, the staff interpreter translating
467 information onto the form should not be the same interpreter assisting the LEP person
468 in court during a hearing.

469 c. Waiving the requirement that a form be filed, where appropriate. In this instance the
470 LEP person should be taken into the courtroom, sworn, and examined to create an
471 oral record of what would otherwise have been filed in writing via the form. If
472 necessary, that record can then be transcribed verbatim into the corresponding form
473 fields. A notation should be added to the form indicating how the information on it
474 was obtained.

475 This assistance will be provided in a timely manner considering the urgency of the action and
476 any impending deadlines.

477 NOTE: For any of the examples described above, court staff that is merely bilingual
478 should not serve as interpreter or translator without the requisite skills and abilities to
479 transfer meaning between languages accurately and completely. Linguistic services
480 aimed at obtaining information that will become part of the court record are held to high
481 standards of precision and professional responsibility.

482 6. If court personnel regularly come into contact with LEP individuals outside of the
483 courtroom in other ways, please list them here. This is an important factor to understand
484 which employees provide services to LEP individuals and in what context they serve.
485 Courts should review contracts for court-ordered programs to ensure language services are
486 included.

487 7. This is perhaps the most important part of your LAP. Court staff is not expected to provide
488 linguistic services like interpreters do. However, they are required to provide “meaningful
489 access” to non-English speakers. You may wish to employ the following ideas and
490 suggestions if you are not already doing so in your court. Suggested language to insert in the
491 LAP is in plain text, with follow-up explanations in italics. However, please do not feel
492 limited to using these examples. Include any other efforts provided by your court. The
493 examples include:

- 494 • The Superior Court of XYZ County has bilingual employees in the following
495 languages. When LEP customers seek our assistance outside the courtroom, we first
496 try to meet their needs by using the language skills of our employees.
497
- 498 • The Superior Court of XYZ County has developed an internal phone list of bilingual
499 employees who may provide assistance to LEP customers when necessary and when
500 no staff person is available to provide that assistance in person.
501
- 502 • For face-to-face encounters, as well as telephone conversations, the Superior Court of
503 XYZ County uses the Language Line when on-site interpreters are not available.
504 *If you do not have an account set up with the Language Line, you might wish to*
505 *contact them to learn more about the service or consider establishing telephonic*
506 *services with your own court interpreters using staff interpreters, if possible.*
507
- 508 • When court staff does not know what language a customer is speaking, they use I
509 Speak cards, which are available in many languages. *To print I Speak cards, go to*
510 *and look for Census Language ID Card in right-hand column:*
511 http://ajinweb/ctserv/cmu/CMU_CourtInterpreter.htm
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- 513 • Staff who have some knowledge of another language but need help with court
514 terminology may consult the following glossary sources.

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- a. *Spanish/English glossary on the AOC self-help Web site,*
http://ajinweb/ctserv/cmu/CMU_CourtInterpreter.htm
 - b. *Spanish Language Style Guide and Glossaries for U.S. Government Web Sites,*
<HTTPS://WWW.DIGITALGOV.GOV/RESOURCES/SPANISH-LANGUAGE-STYLE-GUIDE-AND-GLOSSARIES/>
- Please note that these glossaries are not meant to replace a proficient speaker in the target language. It is strongly suggested that bilingual staff or interpreters—either face to face or over the telephone—be used when serving LEP individuals. However, these glossaries may provide some helpful phrases.
8. Courts that do not appoint or supervise personnel such as those listed in the template may remove the examples that do not apply. However, the remainder of the text in this section should remain in the LAP to cover any instance in which the court may appoint or supervise other personnel.
 9. If your court has translated any other documents or forms, please list them in this section. You may also indicate future plans for translation projects here, including for your court’s most requested languages other than Spanish. Include reference to another court’s online translated forms repository and a link to the Supreme Court’s Spanish translated webpage: <http://www.azcourts.gov/elcentrodeautoservicio/Home.aspx>.
 10. Sight translation of court-issued forms, instructions, and other vital documents should be performed by a qualified court interpreter. In the event one is not available, or if the document does not lend itself to sight translation due to its length, complexity, or legibility, other reasonable means may be employed to ensure meaningful access for the LEP person. These include, but are not limited to the following:
 - a. Explanation of the contents of the document by a competent bilingual court employee;
 - b. Engaging a remote interpreting service to relay a court staff member’s explanation of the document’s contents;
 - c. Submission of the document for a timely written translation, as appropriate.
 11. Courts with websites or webpages that are language accessible may modify the template to reflect language applicable to the court’s situation.

In cases where a court website or webpage do not exist, the court may indicate it does not operate an Internet website but that, in the event one is created, it will be accessible to LEP persons, including the items detailed in the template language.

- 551 **12.** Courts should identify the practices utilized to improve their language services among staff
552 and volunteers.
- 553 **13.** In this section, list any training opportunities available to your judicial officers and/or court
554 staff. Examples could include the following:
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556 a. All staff will be instructed about LAP policies and procedures, as described in this
557 LAP, on a regular basis.
558
559 b. Frontline staff should meet regularly to identify changing language needs and discuss
560 ways to improve services.
- 561 **14.** The examples provided should be thoroughly reviewed and edited to reflect the practices of
562 the court. In the event a court does not have public outreach or education programs, the
563 LAP should indicate that the need for them will be monitored and made accessible to LEP
564 persons as they are developed.
- 565 **15.** The court must take reasonable steps to ensure meaningful access to its programs and
566 activities by LEP persons. The Department of Justice provides what is designed to be a
567 flexible and fact-dependent standard as a starting point for evaluating what to translate. The
568 standard is based on an individualized assessment that balances the following four factors:
- 569 a. The number or proportion of LEP persons eligible to be served or likely to be
570 encountered by the program or grantee;
- 571 b. the frequency with which LEP individuals come in contact with the program;
- 572 c. the nature and importance of the program, activity, or service provided by the
573 program to people's lives; and
- 574 d. the resources available to the grantee/recipient or agency, and costs.
- 575 Note, however, that for governmental entities, translation and interpretation and their related
576 costs are viewed as necessary elements of providing governmental services. The translation
577 cost associated with a particular project is to be evaluated in the context of the court's
578 overall operating budget.
- 579 **16.** Complaint process. Courts should institute a complaint process in which the person
580 responsible for receiving the complaint is not the final decision maker. A complaint form
581 should be attached the LAP with specific information as to whom the form should be
582 submitted to by an LEP party. Courts should ensure front counter staff know about the
583 complaint forms and their responsibility to provide them upon request. Courts also need to
584 have a process in place to handle a complaint received in a language other than English.
585 Complaint forms in Arabic, Chinese, Spanish, and Vietnamese are available for download
586 from <http://www.azcourts.gov/selfservicecenter/Self-Service-Forms#ComplaintForm>.

587
588 If you have any questions, comments or need assistance, please contact David Svoboda, at
589 602.452.3965 or dsvoboda@courts.az.gov.

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COURT INTERPRETER PROGRAM ADVISORY COMMITTEE

Meeting Date: August 14, 2020	Type of Action Requested: <input type="checkbox"/> Formal Action/Request <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Other	Subject: Programs & Trainings Updates
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From: David Svoboda, AOC Language Access Coordinator

Presenter: David Svoboda, AOC Language Access Coordinator

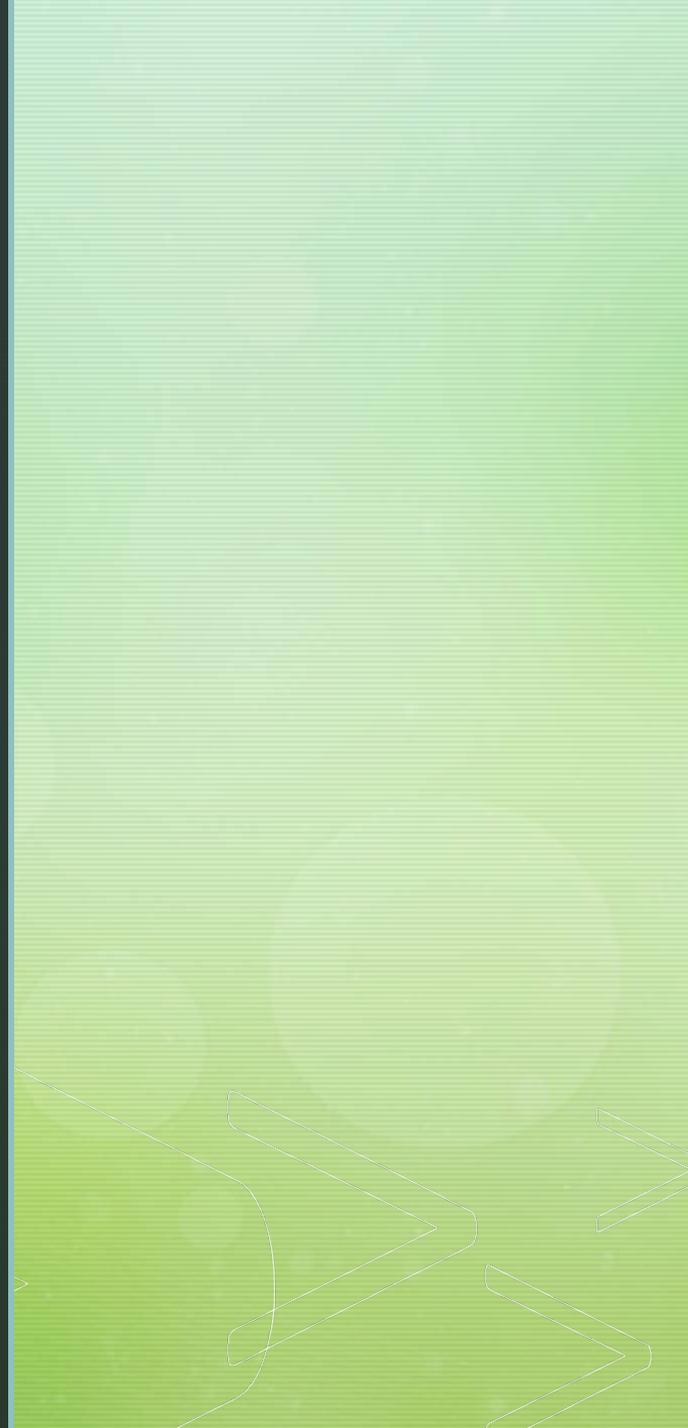
Description of Presentation: Mr. Svoboda will provide the Committee updates on various programs, including the collaboration with Pima Community College; the mentorship program; the Trial Judge Academy; and a new guide for courts on using the Zoom simultaneous interpreting feature. Regarding resources for remote appearances, Mr. Svoboda will invite a discussion by the Committee on the digital divide that exists for courts across the state, and solicit input from the Committee on what additional resources the AOC Language Access unit should develop to assist those courts with limited IT infrastructure.

Recommended Motion: N/A

CIPAC

14 August 2020

Program Updates



Mentorship Program

Accreditation discussed with
ESD

Program document drafted

ACIA interested in partnership
for administration

Resources to be developed

Pima
Community
College

Fall 2020 class is
online only

New instructor

Discussing exams
administration

Trial Judge Academy

New program for judges with 3 – 5 years' experience

Kathy Schaben & David Svoboda asked to present on Interpreters & Language Access

Legal authorities, best practices, scenarios

50 minute session*

Remote Appearances

Resources for remote work on
AJIN Emergency Planning page

Resources for Zoom

- FAQs by ESD
- Simultaneous interpreting functionality by CSD

Digital divide for courts

- What else can we do?

Publicizing Available Resources

Recommendation from CIPAC
& its workgroups

Quarterly email planned

Rotating focus areas

1st announcement will focus on
pandemic & remote resources

Interpreter Mentorship Program

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- Introduction 3
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- Selection Process 4
 - Mentors..... 4
 - Mentees 4
- Matching Process..... 4
- Expectations..... 5
- Training Requirements..... 6
 - Train the Trainer 6

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Introduction

The Court Interpreter Program Advisory Committee (CIPAC) and the National Center for State Courts (NCSC) recommend the use of mentorship programs to develop and expand the pool of interpreters available to work in the courts. The Interpreter Mentorship Program is intended to aid interpreters working towards becoming credentialed by pairing them with interpreters who have already passed the credentialing exams. This program is administered by the Arizona Administrative Office of the Courts' Arizona Court Interpreter Credentialing Program.

Program Objectives

There are several objectives this program is designed to meet. The first is to provide assistance to candidates who are close to earning the Tier 3 credential, such as those interpreters holding a Tier 2 credential, to improve the likelihood they will earn the Tier 3 credential. This credential is essential for obtaining and maintaining employment as a staff interpreter in the Arizona courts, per Arizona Supreme Court Administrative Order 2016-02. It is also vital for freelance interpreters as courts must show preference for those with higher-tier credentials per the administrative order and related guidance.

The second objective is to increase exposure to real world legal interpreting for the mentees in the program. To be effective in their duties, in addition to native-like fluency in the source and target languages, interpreters are required to have a working understanding of the courts, case processing, and legal terminology. The language used in legal proceedings often extends beyond normal conversational communication in any given language. For an interpreter, this can lead to misunderstandings and misinterpretations, resulting in a failure to provide meaningful access to justice for Limited English Proficient (LEP) persons. By providing mentees greater exposure to legal proceedings and discourse, and the opportunity to discuss what they observe with their mentors, they will be better prepared to interpret in court settings. Similarly, they will be better positioned to succeed on the credentialing exams.

The third objective is to foster the development of interpreting skills for both the mentee and the mentor. The development of the mentee's skills is inherent in the first and second objectives described above. For the mentors, skills development will occur through the instruction of and feedback to the mentee. Teaching a topic is widely recognized as an effective means of increasing an individual's knowledge and understanding of that topic. By providing instruction, feedback, and addressing questions from the mentee, the mentor can examine interpreting and its related skills from an alternate perspective, which may not have at first been apparent to the mentor prior to the start of the program. In this way, both the mentor and the mentee are able to develop their skills and benefit from the program.

The fourth objective is to encourage networking among court interpreters. The Arizona Court Interpreter Credentialing Program promotes the sharing of knowledge and resources in the state's court interpreter community through events such as the annual Interpreter Coordinator Summit, as well as technology tools such as the Arizona Court Interpreter listserv, which allows for increased communication between language access professionals across the state. Encouraging the networking of

court interpreters increases the pools of knowledge and resources available for all interested parties when assistance is required.

Selection Process

This section details the qualifications and selection of participants, and the matching process for both the mentor and the mentee. The processes as explained below were developed to promote the best possible outcomes for all participants.

Mentors

To become a mentor, an individual must possess a Tier 3 or Tier 4 credential, if their working language has an Oral Exam provided by NCSC. If the individual's working language does not have an NCSC Oral Exam, then the individual is required to possess a Tier 1 or Tier A Credential. In both cases, the mentor's credential must have been issued by the Arizona Court Interpreter Credentialing Program prior to making the application to become a mentor.

The mentor candidate will complete a Mentor Interest and Preference Form (Appendix A) and send it to the Arizona Court Interpreter Program at interpreters@courts.az.gov. The form includes areas of interest and preferences, such as willingness to travel and available materials for the mentee that will assist the program in identifying potential matches to create the best outcome. This information will be kept confidential and will only be used in matching mentors and mentees. The Arizona Court Interpreter Credentialing Program will verify the qualifications of the mentor candidate through use of the Arizona Court Interpreter Registry. The applicant is then added to the eligible list with their preferences. Preference will be given to staff interpreters over freelance contractors on this list.

Mentees

To become a mentee candidate in the program, the individual must have obtained a Tier 1 credential from the Arizona Court Interpreter Credentialing Program. The Tier 1 Credential indicates that the individual has applied effort towards becoming credentialed. The requirement of being a Tier 1 credentialed interpreter may be waived for special circumstances.

The mentee candidate will complete the Mentee Interest and Preference Form (Appendix B) and send it to the Arizona Court Interpreter Credentialing Program at interpreters@courts.az.gov. This form asks questions which will better assist staff with the process of matching the mentee to a mentor. These questions examine areas such as willingness to travel and verify a commitment to the program. This information will be kept confidential and will only be used to determine the best match for the mentee and mentor relationship. The staff will verify the eligibility of the applicant through the information in the Arizona Court Interpreter Registry. Once verified, the applicant will be added to the eligible list with their preferences. Preference will be given to staff interpreters as well as those who have taken the Oral Court Interpreter Exam at least once.

Matching Process

Staff will compare the eligibility lists from both mentors and mentees and will determine a match from the available candidates. There is the possibility that more than one mentee will be assigned to a

mentor, but only if the mentor agrees to take on multiple mentees. Mentors and mentees should not expect to be given the mentor of their choice. Special requests for specific interpreters will not be considered when matches are made. After all possible matches have been made, if any list still has unassigned names, those individuals will be notified that they will remain on the list but will not be assigned to a mentor or mentee until one becomes available.

Mentors will be given information for a Train-the-Trainer event that is detailed in a later portion of this document. Mentors and Mentees will be given the contact information of each other. It is expected that first contact between the parties will take place at most one week after the contact information has been sent out. If no communication or response is received after one week, the person not in contact will be placed back on the eligible list and the other individual will be matched again with another participant.

Expectations

The expectations of the program are designed to help all the participants succeed with this program. These expectations have been formulated to meet the demands of working professionals while also providing valuable mentoring. All expectations must be agreed to prior to being placed on the eligible list for both the mentor and mentee.

Both the mentor and the mentee will dedicate at least 1 hour a week to skills development. This can include performing and recording renditions in any interpreting mode from a given stimulus, developing note-taking skills, memory skills, terminology, knowledge or courts, etc. The mentor must also commit time to reviewing the renditions recorded by the mentee and providing feedback to ensure that the mentee understands the areas that need additional attention.

Mentors and mentees should plan to commit to working together for up to 1 year from the start of the mentoring sessions. This timeframe will encapsulate approximately two Oral Court Interpreter Exam administrations by the Arizona Court Interpreter Credentialing Program. The 1-year commitment may be extended by mutual agreement of the mentor and mentee.

At least once every two weeks the mentor and mentee will meet in a live setting. This live setting can be in person or through technology such as Zoom, Facetime, Skype, or another similar online program that allows each participant to see the other. These meetings are to connect and discuss any issues that may have arisen over the time since the last meeting, and to discuss the materials and renditions exchanged. A face-to-face connection is stronger than a voice only or written comments. These meetings have no set length and can be adjusted to fit the mentor's and mentee's schedules.

When feasible, from time to time, it is expected that the mentor will obtain the appropriate approvals from their court to allow the mentee to shadow them in their duties. Shadowing is highly encouraged as it permits the mentee to observe the work of the credentialed mentor in a live interpreting setting. If logistics do not permit the mentee to shadow the mentor during regular work hours, the mentee should go to a local court to observe proceedings from time to time, and then discuss their observations and questions with their mentor at one of their regular meetings.

During the program the mentor should avoid becoming a coworker or supervisor of their mentee. The communication from mentee to mentor should be open and honest without concern of it being used

during performance evaluations or employment decisions. If such a circumstance occurs, it is the responsibility of both the mentor and mentee to notify the administrators of the program for reassignment to a new mentor and mentee.

The mentor and mentee must also agree to abide by the confidentiality oaths that are signed by all candidates prior to the administration of the Oral Court Interpreter Exam. This agreement states that the exam content shall not be discussed, shared, or disseminated in any way with anyone. Violations of this oath will be addressed by the AOC Language Access Coordinator in accordance with guidance and any applicable requirements of the National Center for State Courts as the designer of the exams. The measures taken for violating the exam confidentiality oath may include disqualification from the ACICP and reporting to the National Center for State Courts for possible civil litigation.

Training Requirements

During the mentorship program, the mentor is required to spend a minimum of two hours over the year discussing interpreter ethics with the mentee. The mentor must review the Interpreter code of conduct and ethical scenarios that a court interpreter may face.

The mentor must also spend a minimum of one hour on specialized court vocabulary. This requirement should cover terminology or phrases that are common in general court proceedings or specialty courts, such as Orders of Protection, Drug Court, Evictions Actions, DUI Court, Mental Health Court, Homeless Court, and/or Veterans Court. The choice of which court to focus on will be the agreement between the mentor and mentee. These requirements will be approved for COJET credit for both the mentor and mentee. Credit will be granted pursuant to policies established by the Arizona Supreme Court's Education Services Division. The Arizona Court Interpreter Credentialing Program will be able to assist in providing some resources.

Train the Trainer

The Arizona Court Interpreter Credentialing Program is committed to ensuring that the mentors are as prepared as possible to take on the responsibility mentoring another interpreter. At the beginning of the program all potential mentors will be invited to a one-day class in Phoenix. This class is designed to cover the expectations listed above and provide strategies, tools, and resources to the mentors for their use with mentees. In addition, the class will reinforce the knowledge, skills, and abilities of the mentors through a review of the Interpreter code of conduct, as well as potential ethical pitfalls that may occur with interpreters. Mentors will also review skill building exercises that can be used to develop the modal skills of their mentees.

COURT INTERPRETER PROGRAM ADVISORY COMMITTEE

Meeting Date: August 14, 2020	Type of Action Requested: <input type="checkbox"/> Formal Action/Request <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Other	Subject: 2021 Dates
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From: David Svoboda, AOC Language Access Coordinator

Presenter: David Svoboda, AOC Language Access Coordinator

Description of Presentation: Mr. Svoboda will preview the tentative meeting dates for the Committee for 2021.

Recommended Motion: N/A

2021 CIPAC
MEETING DATES

Friday March 12, 2021

Friday August 13, 2021

Friday November 19, 2021