

COURT INTERPRETER PROGRAM ADVISORY COMMITTEE

May 19, 2017

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

State Courts Building

1501 W. Washington, Phoenix, AZ 85007

Conference Room 230

APPROVED

August 18, 2017

Present: Judge Don Taylor; Mr. Hyung Choi; Mr. Juan Carlos Cordova; Ms. Diane Culin; Mr. Alfred Gonzalez; Judge Anna Huberman; Mr. Scott Loos (*proxy for Judge Rosa Mroz*); Ms. Kathy Schaben.

Telephonic: None.

Absent/Excused: Mr. Juan Pablo Guzman; Judge Charles Harrington

Presenters/Guests: None.

Administrative Office of the Courts: Ms. Kelly Gray; Mr. David Svoboda.

I. CALL TO ORDER

A. Welcome and Opening Remarks

The May 2017 meeting of the Court Interpreter Program Advisory Committee (CIPAC) was called to order by the Honorable Don Taylor, Chair, at 12:01 p.m. The Chair asked for committee member roll call and introductions of staff and guests.

B. Approval of the March 2017 Minutes

The draft minutes of the March 10, 2017 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 Ms. Kathy Schaben to approve the March 10, 2017 minutes of the Court Interpreter Program Advisory Committee. Seconded by Ms. Diane Culin. Motion passed unanimously.

II. REGULAR BUSINESS

A. Workgroups Reports and Recommendations

Representatives from the Pipeline Development Report Workgroup and the Spoken Language Benchcard Workgroup reported to the full Committee on the work and recommendations each prepared for consideration.

i. Pipeline Development Report Workgroup

Ms. Kathy Schaben, Committee Member, presented the recommendations of the Pipeline Development Report Workgroup. The workgroup met on two occasions (April 19, 2017 and May 1, 2017) and consisted of Ms. Diane Culin, Mr. Alfred Gonzalez, Ms. Kathy Schaben and Mr. Scott Loos. She explained the workgroup's findings as follows:

Recruitment Recommendations

- Approve all RECRUITMENT recommendations identified in the Arizona Court Interpreting Credentialing Program Pipeline Development Report (produced for the Arizona Judiciary by the National Center for State Courts, September 2016; listed below these recommendations).
- Recommendations should be implemented in tandem to achieve desired results.
- In addition to those listed in the Pipeline Development Report, the following specific recommended actions should be used to recruit high-quality court interpreters in Arizona.
 1. *The Arizona Court Interpreter Credentialing Program (ACICP) may want to make broad efforts to attract candidates to the profession of court interpretation and should focus on areas where individuals can be found with baseline KSAs, such as native-like proficiency in English and the target foreign language.*
 - Targeted Distribution of Materials – Recruitment efforts should target higher-education institutions. Documentation on the role of an interpreter, ethics, expectations, etc. should be provided. The following institutions should be included:
 - Maricopa Community Colleges
 - Pima Community College
 - University of Arizona (international studies, law school, etc.)
 - Arizona State University (international studies, law school, etc.)

- o Northern Arizona University (international studies, law school, etc.)
 - o Middlebury Institute of International Studies at Monterey (T&I program)
2. *The ACICP may also want to participate in speaking engagements to alert the local population about the field of interpreting and the high demand for court interpreters.*
- Informational Video – An informational video should be created that contains interpreter testimonials; description of the profession; self-assessment information; skillset required; and where and how to learn more about the profession. This resource should be made available as follows:
 - o Posted online (e.g., ACICP public page)
 - o Public and private colleges, universities, and community colleges
 - Speaking Engagements – Efforts should be made to engage (booths/tables, speaking, event attendance, etc.) with the community and educational institutions. Some organizations to be considered are:
 - o Rotary club
 - o Public libraries
 - o High schools and community colleges
 - o Churches and mosques
 - o Community centers in the areas where LUL speakers live
 - o International Rescue Committee (IRC)
3. *The ACICP could include in their recruitment efforts creating brochures for wide distribution and placing advertisements in local foreign language newspapers or other media outlets, such as foreign language radio broadcasts or online.*
- Distribution of the ACICP Brochure:
 - o International markets
 - o Community centers
 - o Consulates
 - o Religious organizations
 - o Public libraries
 - o Local courthouses (i.e. monitors, signs, counter literature, etc.)

- o Community volunteer organizations (i.e. Americorps)
 - o Airports
4. *The ACICP may want to attempt to attract candidates who already have some basic interpreting skills or who are in the process of developing such skills, the ACICP should consider targeted recruitment efforts to interpreter degree and training programs, and professional associations for conference, medical, and/or community interpreters.*
- Targeted Recruitment Efforts – Efforts should target in-state and out-of-state educational institutions and a variety of professional interpreter/translator organizations. The following organizations should be included:
 - o Maricopa Community Colleges
 - o Pima Community College
 - o University of Arizona; National Center for Interpretation
 - o Arizona State University
 - o Northern Arizona University
 - o National Association of Judiciary Interpreters & Translators (NAJIT)
 - o American Translators Association (ATA)
 - o Arizona Translators & Interpreters, Inc. (ATI)
 - o Arizona Court Interpreters Association (ACIA)
 - o Southern California School of Interpretation
 - o California Court Interpreters Association
5. *The ACICP may also want to consider developing strategies to attract bilingual individuals for other potential in-language assistance at other points of contact in the courts.*
- Targeted Efforts to Attract Bilingual Individuals – Efforts should target court self-service centers, reception desks, public counters, information kiosks, and law libraries.

Training Recommendations

- Approve TRAINING recommendations 1 – 5 identified in the Arizona Court Interpreting Credentialing Program Pipeline Development Report (produced for the Arizona Judiciary by the National Center for State Courts, September 2016; listed below these recommendations).

- o Training recommendation 6 should be reserved as a future goal for the ACICP. The current focus should be on getting staff through the credentialing process.
- In the short-term (through 6/30/2019), staff interpreters should have priority for trainings over non-staff; and those who hold a Tier 2 credential should be prioritized over others. Development of trainings should be prioritized as follows:
 - o In-person Oral Court Interpreter Exam training should be prioritized over training for the English Written Exam.
 - o Generally, those within 10 points of passing an exam should be considered candidates for these training.
- In addition to those listed in the Pipeline Development Report, the following specific recommended actions should be used to train court interpreters in Arizona.
 1. *To complement recruitment efforts, the ACICP should consider broad-based and targeted training initiatives to assist candidates with the necessary preparation for both the credentialing exams and the professional skills needed for court interpretation.*
 - Resources for the English Written Exam may include reading exercises, SAT- or GRE-style preparation manuals, etc.
 - Include strategies on the website for improved performance on the English Written Exam (Part I vs. Part II)
 2. *The ACICP may want to consider introducing programs (beyond the available materials online) that provide candidates with additional information on the required early screening tests, including the English-only written exam and the oral proficiency interview (OPI) required in Arizona.*
 - For the English Written Exam, offer additional self-guided study resources online
 - o Exam preparation resources, test-taking strategies, recommended reading lists, practice exam materials, etc.
 - Though in-person training sessions are desirable, limited ACICP resources should focus on the Oral Court Interpreter Exam (see #4 below)
 3. *To assist court interpreter candidates in gaining a better understanding of the nature of the job and courtroom culture, the ACICP may want to consider including a requirement or recommendation to all candidates to observe courtroom proceedings as part of their preparation.*

- Recommend independent observation of court proceedings and provide a checklist or guide to facilitate observations, including:
 - A list of court locations in each county and how to obtain the court calendar
 - Focus on understanding courts and their proceedings, initially. Observation of an interpreter could be added as an activity later
 - Outline of the U.S. and Arizona court systems
 - Tips on how to understand what is happening in the courtroom and areas of focus when observing court (possibly in a Q&A structure)
 - Who are the parties in a case? What is their role? What type of case is it? How do you know? What terminology comes up? Is there a linguistic equivalent in your language?
 - Consider creating a short tutorial video (2-3 minutes) which provides basic instructions and best practices when observing court
4. *To assist candidates with some identified baseline skills in interpreting, the ACICP may want to create specific training opportunities for candidates with previous interpreting experience and/or similar score ranges on previous oral exam attempts.*
- Focus limited training resources on improving candidate performance on the Oral Court Interpreter Exam
 - Focus on those with scores in the Tier 2 range
 - Priority for staff interpreters through the 2019 deadline, at a minimum
 - Offer more information on mock tests, prep exams, etc.
 - Consider in-person, language-specific trainings
 - Spanish should be priority
 - Other languages could be added at a later date, as available
 - Multiple times per year, timed to deliver maximum assistance to candidate in passing the exam
 - Regional trainings (north and south)
 - Consider modally-specific trainings to further tailor training options to individual candidates' needs

- o Sight Translation vs. Consecutive Interpreting vs. Simultaneous Interpreting
 - o Notetaking skills, memory skills, predictive listening, etc.
 - o Test-taking strategies
- Limit class size to 10 – 12 to maximize individual attention
- Split costs between ACICP and candidates
- 5. *The ACICP should also consider possible training partnerships with existing interpreter training programs. In doing so, the ACICP should take into account the type of trainings that would be most desired, including in-language or language-neutral, beginner or advanced courses (or both), and criteria for candidate attendee selection.*
 - Consider developing partnerships with Arizona-based schools and interpreter training programs, expanding to schools and interpreter training programs in the southwest as needed.
 - o The University of Arizona, National Center for Interpretation
 - o Arizona State University (ASU)
 - o Arizona Court Interpreters Association (ACIA)
 - o Arizona Translators and Interpreters, Inc. (ATI)
 - o Southern California School of Interpretation (SCSI)
 - o Look at providers in other states (i.e., California) with developed curricula
 - Immediate focus on:
 - o Staff interpreters in the Tier 2 range
 - o Spanish-specific trainings
 - Develop language-neutral or LUL-specific trainings at a later date
- Motion was made by Mr. Hyung Choi for the Committee to support the Pipeline Development Report Workgroup recommendations. Seconded by Judge Anna Huberman. Motion passed unanimously.

ii. Spoken Language Benchcard Workgroup

Mr. Hyung Choi, Committee Member, presented the recommendations of the Spoken Language Benchcard Workgroup. The group met on two occasions (April 25, 2017 and May 12, 2017) and consisted of Judge Don Taylor, Mr. Hyung Choi, Mr. Scott Loos and Ms. Blanca Jung. The group's recommended changes are

documented on a draft Spoken Language Benchcard provided in the materials for this meeting. There were minor formatting and grammatical, as well as a few substantive changes including the addition of language in the *Interpreter Voir Dire* section to address ACICP.

He went on to explain that the workgroup recommended providing judges with an index-card-sized reference card which provides the *Judicial Checklist* section from the Spoken Language Benchcard and the languages in which an interpreter could earn a Tier 3 or 4 ACICP credential. It was suggested that the version presented at this meeting should be provided to the AOC Education Services Division (ESD) as soon as possible for distribution to judges who will be attending future trainings and individuals who recently attended New Judge Orientation.

- Motion was made by Ms. Kathy Schaben for the Committee to support the workgroup's proposed changes to the Spoken Language Benchcard, as well as support distribution of a new reference card that provides condensed information from the Spoken Language Benchcard. Seconded by Mr. Hyung Choi. Motion passed unanimously.

B. Interpreter Coordinator Summit Update

Mr. David Svoboda, in his role as the AOC Language Access Coordinator, presented information on the 2017 Court Interpreter Coordinator Summit held on May 5, 2017. He provided participant demographics information, topics presented, and feedback from the participants of the Summit.

He conveyed some issues the participants felt that CIPAC should consider, including:

- Credentialing options for Native American languages (Navajo)
- LUL engagement in credentialing including outreach and incentives
- Standardizing usage of "interpreter" & "bilingual person" based on skill and credential
- Registry requirements in credentialing program
- Training partnerships for interpreter development.

Additionally, the group discussed judicial training initiatives which would provide additional training on courtroom practices for the use of interpreters. The group went on to discuss compliance with the credentialing deadline in courts, the reaction of contract interpreters to the July 2017 deadline, and possible assistance the AOC could provide to courts for the management and documentation of interpreter events and preference model implementation.

C. Credentialed Interpreter Roster

In the last meeting of this body, Mr. Svoboda agreed to provide a sample roster for the Committee to consider when making a recommendation about publishing a credentialed interpreter roster.

He reviewed the sample roster and discussed feedback provided during the 2017 Court Interpreter Coordinator Summit regarding a public roster of interpreters. The Committee discussed the benefits and drawbacks of providing a public roster of interpreters, including using it as a tool to encourage participation in the ACICP, the perspective of potential public roster users, and the issue of competing interests for interpreter talent.

- Motion was made by Ms. Kathy Schaben for the Committee to recommend the AOC implement a public roster of all credentialed interpreters. Seconded by Mr. Hyung Choi. Judge Anna Huberman abstained. Motion passed.

D. Arizona Court Interpreter Credentialing Program Brochure

In previous meetings of this body, the group discussed and provided recommendations for ACICP promotional materials, including development of an informational brochure. Mr. David Svoboda, in his role as the AOC Language Access Coordinator, provided the group a sample finalized brochure. The group reviewed it and approved the format and content.

E. Video Remote Interpreting Proof of Concept (PoC) Update

Ms. Kathy Schaben, Committee Member, discussed the progress of the Video Remote Interpreting PoC project currently being conducted in Yuma County.

She indicated the project was going well overall and provided the following description: The PoC was launched in April 2017 and includes six (6) interpreters who are qualified at an ACICP Tier 3 or 4 level. The interpreters, who are located all over the United States, were provided relevant sections of the Arizona Revised Statutes and other Arizona-specific terminology prior to launch to ensure the accuracy and consistency of terms used between interpreters. The PoC includes a hearing-specific schedule, as well as a block-of-time model where an interpreter is available on-call for routine on-demand hearings in the Yuma County Justice Courts.

Ms. Schaben discussed some benefits of the project including the flexibility, speed and efficiency of using the system, ability to utilize all modes of interpretation, and the assured quality of interpreting services. Additionally, the system is designed to be equipment-neutral, meaning that services could be provided in courts with existing equipment (Polycom equipment, mobile devices, etc.). While there have been some technical issues (pixilation/sound issues due to band-width issues, etc.), these have been limited.

III. GOOD OF THE ORDER/CALL TO PUBLIC

The Chair asked the Committee if there were any other matters to discuss and made a call to the public. There were no responses.

IV. ADJOURNMENT

The May 2017 meeting of the Court Interpreter Program Advisory Committee was adjourned at 2:00p.m.

V. NEXT COMMITTEE DATE

August 18, 2017
12:00 p.m. to 3:00 p.m.
State Courts Building, Conference Room 230
1501 W. Washington St., Phoenix, AZ 85007