

**Professional Issues Committee
Consortium for Language Access in the Courts**

Minutes

August 4, 2011

3:00 EDST

Call-in number: 1-800-503-2899

Access Code: 8062346

Present: Carmel Capati (WI), Pam Sanchez (NM), Andrea Krlickova (NV), Brooke Bogue (NC), Katrin Johnson (WA), Brenda Carasquillo (NJ), Maria Perez-Chambers (DE), David Sawyer (AL), Terry Ince (CA), with Carola E. Green as staff; also present was guest Paula Couselo from New Mexico Center for Language Access (NMCLA) for part of the call

Absent: Kelly Mills (OR), Camille Wiggins (IN), Jennifer Singletary (WV), Alejandra Donath (CT), and Kesenia Boitsova (MD)

Approval of Minutes: Pam Sanchez (NM) moved to approve the July minutes, motion seconded by David Sawyer (AL). Motion carried. All approved minutes will be uploaded to the members' only web page.

Proposed PIC budget for 2012: Carmel reported that she forwarded PIC's proposed 2012 budget to the Executive Committee for their consideration and it is pending approval.

2011-12 Project Reports

- **2012 Online Interpreter Training:** Pam Sanchez provided a summary of the online training demo hosted by NMCLA on July 26th. The demo and discussion provided an overview of the courses NMCLA currently offers, a sampling of materials developed by the instructors, as well as a demonstration on how the Moodle platform technology works. The Moodle platform used by NMCLA gives online learners the ability to practice and record their performances and also allows instructors the opportunity to provide feedback to students. The tentative plan for collaboration between NMCLA and the Consortium is to offer two pilot courses during Fall of 2011 which Consortium members would market to interpreters within their state. Fees would likely range from \$350-\$400. Courses would be between 4-6 weeks in length with a screening process in place for prospective students with a maximum of 15 per class. It is anticipated that Consortium members would approve the online courses as CEU's if such a requirement for maintaining certification exists in a particular state. Members determined that offering one advanced language-specific (Spanish) course on note-taking aimed at certified or professionally qualified interpreters and one language-neutral simultaneous interpreting

course geared towards non-certified interpreters would be most beneficial to member states. Existing materials that member states have already developed could also be incorporated into the training curriculum. *[See attached summary of online interpreting training project for reference.]*

Pam said the proposed MOU is to set forth expectations between the Consortium and the NMCLA. Members did not have any changes to make to the draft MOU. The next step is for the MOU to be sent to the Executive Committee for their approval and if they approve, it would be forwarded to legal counsel at NCSC for their review since NCSC would be the entity entering into the MOU with NMCLA. *[See attached draft MOU for reference.]*

- **CLAC and Members-Only Website Redesign:** Brenda Carasquillo (NJ) presented the recommendations she and Kelly Mills (OR) prepared. The recommendations will be sent to the EC for their consideration and if they are in agreement with the suggestions, the document will be forwarded to the IT department at NCSC for a determination of whether the changes can be implemented and if so, how much additional time and cost would be involved. Once an estimate is received, the budget submitted by PIC may need to be updated to reflect any additional costs. Members also discussed the possibility of looking into whether an outside vendor could provide website redesign support. *[See attached recommendations for reference.]*
- **Collection of LEP information for Program Managers:** Brooke Bogue (NC) reported that progress is on-going.
- **Guide for Remote Use of Interpreters:** Andrea Krlickova (NV) reported that the subcommittee held a conference call on July 26 to lay out a work plan and that progress is on-going.
- **Judicial and Attorney Training Modules:** Carmel reported that progress is on-going.

Next Meeting Teleconference Call: The next teleconference call has been set for Thursday September 1st, 2011 at 2 pm EST. An e-mail informing all committee members will be sent out plus reminders prior to the meeting. Conference number is 1-800-503-2899 and the access code is 8062346.

Attachments referenced in the above minutes are as follows:

Memorandum of Understanding

This Memorandum of Understanding (MOU) between the Consortium for Language Access in the Courts (CLAC) and the University of New Mexico - Los Alamos New Mexico Center for Language Access (NMCLA) is entered into effective September 1, 2011. CLAC and NMCLA recognize the mutual benefit of a collaboration to provide online training for individuals working as interpreters in the courts, those training to become professional court interpreters, and others concerned with ensuring qualified language access across the judicial system.

Therefore the parties agree to:

1. Undertake the following pilot efforts:
 - a. An online course for interpreter candidates to be delivered fall/winter of 2011 by NMCLA and its current faculty with curriculum jointly agreed upon;
 - b. An online course for certified court interpreters to be delivered fall/winter of 2011 by NMCLA and its current faculty with curriculum jointly agreed upon;
 - c. The adaptation of existing curriculum of trainer and certified court interpreter, Rafael Carrillo, to the online learning platform to be available for students by April 2012.
2. NMCLA agrees to pay reasonable and customary costs associated with curriculum development for these pilot efforts, with the understanding that recoupment of these costs will be included in Addendum B to this agreement, as described in item # 6 below.
3. CLAC agrees to actively market these collaborative pilot courses through its members' websites, distribution lists, and the Consortium website.
4. Both parties agree to develop evaluation instruments and actively participate in the evaluation of the pilot course content, participant satisfaction, and CLAC member marketing efforts.
5. Based upon the evaluation of the pilot efforts, the parties will develop, as mutually agreed upon, a plan for further development of collaborative online training to be administered and delivered by NMCLA and marketed by CLAC.
6. The parties will, as part of the planning process, negotiate an Addendum B to this Memorandum of Understanding, which will delineate a process for revenue sharing that allows NMCLA to recoup curriculum development costs.
7. Per the attached non-disclosure agreement (Addendum A) Maintain confidentiality regarding the online learning platform and curriculum content and to refrain from involving any other providers of online interpreter training in this collaboration unless agreed to by both parties in advance of any contact with such a provider.

This MOU shall become effective September 1, 2011 and shall terminate, unless amended, August 31, 2012.

Consortium for Language Access
In the Courts

By: _____

Date: _____

University of New Mexico – Los Alamos
New Mexico Center for Language Access

By: _____
Cedric Page, Ph.D., Executive Director

Date: _____

Background:

In July 2009 the New Mexico Supreme Court, the New Mexico Administrative Office of the Courts (AOC) and their partners, the University of New Mexico-Los Alamos (UNM-LA), Central New Mexico Community College, the New Mexico Commission for the Deaf and Hard of Hearing, Doña Ana Community College and the University of New Mexico Hospital, launched the New Mexico Center for Language Access (NMCLA). NMCLA was designed to provide on-line training for interpreters in the justice system and healthcare and to offer training for bilingual employees in both these fields to enhance language access for justice system and healthcare customers from the initial point of contact.

About the same time the Consortium for Language Access in the Courts (CLAC) was exploring online interpreter training as an option for the Consortium. The objectives of such an endeavor were to expand training for interpreters in languages other than Spanish, provide professional training for certification candidates and continuing education for already certified interpreters, and generate revenue for CLAC.

In the summer of 2010, AOC submitted a recommendation to the Executive Committee (EC) of CLAC that it consider a collaborative endeavor with NMCLA. The EC asked staff to meet with the AOC and NMCLA to explore the feasibility of such collaboration. As follow-up to these meetings with CLAC staff, in April 2011 Pam Sánchez, AOC Statewide Program Manager for Language Access & Jury Services, made a brief presentation regarding NMCLA and a potential collaboration to the Consortium at its Annual Business Meeting. Subsequently, the Professional Issues Committee (PIC) of CLAC made the collaboration with NMCLA one of its Work Plan priorities for 2011-2012. Pam Sánchez was assigned to chair the work group and to act as liaison with NMCLA and UNM-LA going forward.

At its June 2011 meeting PIC appointed the following additional members to the On-Line Training Work Group: Carmel Capati, Katrin Johnson, Andrea Krlickova, and NMCLA representatives. The following ideas for moving forward were the result of a meeting Pam had with NMCLA on June 8th, which was followed by a conversation with Carmel Capati, PIC Chair. The ideas generated on the 8th include short term options to test the market and the platform and also a vision of what might be possible longer-term through a CLAC/NMCLA collaboration. They were further reviewed by the online training workgroup on June 24th.

Pilot Efforts:

The objectives of the proposed pilot efforts are to:

1. Test the market for this type of online learning platform across the Consortium and among both candidates for certification and already certified interpreters.
2. Identify the time and related costs involved in adapting already successful training content for the online learning platform.
3. Create a realistic process and timeline for preparing faculty who have not done so to teach in the online environment.

1. Testing the Market

Using current NMCLA faculty, it is proposed that we design and offer two CLAC/NMCLA courses this fall, which will be marketed across the Consortium through member states. One course might be designed for individuals pursuing certification; the other a more advanced topic for already certified court interpreters. The PIC will provide direction regarding the focus of the two courses and the initial marketing approach.

By using current NMCLA faculty who are experienced with the online learning model and highly skilled and certified court interpreters it should be possible to get these two pilot courses launched by the fall.

The NMCLA faculty members who will teach these two courses are:

Todd (William) Burrell

Mr. Burrell is a Federally Certified Court Interpreter, who is also certified as a Court Interpreter by the State of New York. Mr. Burrell is a staff interpreter for the Unified Court System of the State of New York and was faculty with New York University for seven years where he taught Simultaneous Interpreting, Consecutive Interpreting and Court Procedures. He has a Master's Degree in Spanish from Brigham Young University and completed his doctoral studies at Binghamton University. He is an instructor and Justice System Interpreting Curriculum Coordinator for NMCLA.

Yuliya Fedasenska-Cloud

Ms. Fedasenska-Cloud has an M.A. Linguistics and Translation/Interpreting, Belarus State University (The degree was approved by AUAP to be the equivalent of an M.A. from an accredited American institution of higher education). She is a Certified as a Court Interpreter by the States of Colorado and Washington and is Certified as a Medical Interpreter by Washington State. Ms. Cloud is an Instructor at the Community College of Aurora, CO, teaching Introduction to Translation and Interpretation, Consecutive Interpretation, and Simultaneous Interpretation. She is fluent in English, Russian and German. She is an instructor and Justice System Interpreting Internship Coordinator for NMCLA.

2. Adapting Existing Curriculum for Online Learning Platform

Based on evaluations from the 2011 Consortium Interpreter Workshops it is proposed that a presenter be selected to work with NMCLA Director, Paula Couselo, to adapt their workshop curriculum to the online learning platform. Someone like Rafael Carrillo from the US District Court in Las Cruces, New Mexico might be an excellent choice, since his workshop was well-received and therefore it can be assumed there will be a "market" for the course going forward. This work with Rafael to adapt his content to the online platform will provide some idea of the time that should be allowed and budgeted for as we move forward with additional courses. This will provide NMCLA and PIC with options for identifying and addressing primary challenges we may face as we expand the NMCLA/CLAC faculty.

3. Preparing New Faculty for Teaching in an Online Environment

Ideally, Rafael or whoever is selected to pilot the adaptation of already existing curriculum to the online learning platform, which in this case will be Moodle, will also be new to teaching in the online environment. This pilot effort will then also allow us to track the time and challenges involved in preparing faculty to navigate the online learning platform and support students who are engaged with them in the virtual classroom. This is a significant area of focus and concern, because it can be very difficult for instructors or trainers who have not taught online to transition to this learning platform.

Longer Term Options:

Potentially, a yearly calendar of Consortium training events delivered through NMCLA is possible. This could be comprised of core courses that are offered, for example, quarterly with yearly updates to the online curricula. Additional courses could be added as once-only type offerings on topics of current interest. Having a core set of course offerings reduces the curriculum development costs, with only yearly "tune-ups" required.

Online course offerings do not have to be limited to interpreter training, but can potentially include rater training, program manager orientation, proctor training, advance topics for program managers, etc.

Working Relationships, Cost and Revenue Sharing:

The AOC provided start-up funding for NMCLA, which included faculty recruitment and training, initial compensation of the director, initial curriculum development, website development and initial marketing. The AOC also funded the development of an audio recording application, specifically for NMCLA and the recording of audio assignments by NMCLA students.

As of July 2010, NMCLA has been self-sustaining. NMCLA has recruited and oriented new faculty since that time, hired a permanent director, and is continuously evaluating and updating curricula. A collaboration with CLAC is seen by the AOC and NMCLA as a key factor in the long-term sustainability of the NMCLA. Because of the value that the collaboration will bring to NMCLA

and the initial investment made by New Mexico, as a CLAC member, NMCLA proposes the following regarding cost and revenue sharing.

NMCLA will contract with CLAC/NMCLA identified faculty for a negotiated lump sum for curriculum development and then at its going-rate, which currently is \$32.00 per hour, for course delivery, which will be determined based on amount of synchronous learning time and student/instructor communication projected.

The cost of curriculum development will be offset, in part, by student fees. Once a course is “up” on the Moodle platform, updates and editing going forward are not usually a major effort or expense. Because of the initial curriculum development costs, which will be born by NMCLA, it is expected that the collaboration will not generate revenue for the Consortium until year two of the collaboration. The timeline for revenue sharing will depend on student enrollment.

CLAC will become a member of the NMCLA Advisory Council, which meets quarterly and oversees the overall operation of the Center. In terms of the CLAC training calendar and offerings, CLAC, through the PIC or its designee, will be involved in recruiting and selecting faculty, identifying course topics, and reviewing curricula to the extent desired by CLAC/PIC. All courses are evaluated and the evaluation results for CLAC course offerings will be shared with CLAC/PIC regularly.

Next Steps

After the PIC Subcommittee's review of this proposal, we believe a demonstration of the Moodle learning platform and audio recording application would be a great first step for the full PIC. This way all PIC members can have an understanding of the platform and be better able to evaluate the options and possibilities it may offer. We would hope to schedule this demonstration in July and will need to have non-disclosure agreements in place prior to the demonstration.

Assuming PIC's approval of the proposed pilot steps, we will need to craft a Memorandum of Understanding (MOU) between NMCLA and the Consortium. The MOU can be updated following the pilot efforts based on the determined next steps.

Once we have approval of the pilot steps and an initial MOU in place, current NMCLA faculty will work with the PIC sub-committee on online training to identify the initial pilot course offerings and begin curricula development. As these are developed, Paula Couselo and Pam Sánchez will work with the sub-committee and the PIC to design the marketing approach for the pilot courses. It is projected these pilot courses could be available as early as September. It is assumed that initial course size and the approach for evaluating the pilot courses will be determined by the subcommittee, which will include NMCLA representatives. Simultaneously, Paula Couselo will also begin work with Rafael Carrillo or whoever is selected by the PIC and/or subcommittee to be the “test” faculty member.

Based on the evaluation of the three pilot steps, the PIC can develop recommendations for the EC prior to the April, 2012 Annual Meeting for consideration by the membership, as deemed appropriate by the EC.

PROJECT

The Professional Issues Committee launched a project to review the Consortium's web pages after members complained that the web pages were difficult to navigate and information was not easy to find. To conduct the review, web pages were identified and analyzed. **A total of five web pages were identified, containing a combined 203 links to various information sources. The five web pages are:**

1. [Consortium's Main Page](#)

The Consortium's main page contains an overwhelming 61 links, including four empty links. Two other links, the Resources for Interpreter Program Manager and Members Only links, lead to web pages that contain much more information. However, these links are easily missed. Additionally:

- The Consortium is not defined on this page.
- The three column format is visually confusing. The first column looks different from the other two and can be confused for headings.
- Headings and links within columns do not have a consistent visual appearance.
- Headings and links do not flow well making navigation confusing.
- There are multiple and disconnected pages with resources for program managers. The links to the Resources for Interpreter Program Manager and Members Only pages are easily missed.
- There is no link to NCSC's Court Interpretation Resource Guide page.

2. [Resources for Interpreter Program Manager Page](#)

This page contains 17 links, many of which are for testing material. Links to testing material exist on this page, in the main page, and the Members Only page.

3. [Members Only Page](#)

This page contains 10 links, including a link to the Members Only Resources page with an additional 64 links. Two especially valuable links on this page do not stand out visually, the link to the interpreter database and the link to the Member Only Resources page.

4. [Members Only Resources Page](#)

This page contains 64 links. This page is not easily found, however, once there it is easy to navigate given simple and ample headings and the single column format.

5. [NCSC's - Court Interpretation Resource Guide Page](#)

This page contains 51 links. The first link on this page is to the Federal Court Interpretation Program not the Consortium, which is second. There are insufficient

headings to organize the content, which makes quick review difficult. There is no link on any of the Consortium's pages to this NCSC page. Some of the links in the Resources for Interpreter Manager and the Members Only Resources pages are included on this page and visa versa.

Consortium for Language Access in the Courts - Professional Issues Committee

DRAFT - Recommendations for Reorganization of Web Content – August 2011

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RECOMMENDATIONS

The recommendations below were developed to simplifying and reorganize existing content in pages 1 and 2 above; the Consortium's main page and the Resources for Interpreter Program Manager page. The recommendations spread the content of these two pages across a simplified main page and six new web pages. The other three pages above; the Members Only, Members Only Resources, and NCSC's - Court Interpretation Resources Guide pages, which contain 125 of the 203 links, were left intact but the recommendations place links to these pages in easier to access locations.

Implementation of these recommendations should be managed in development. This would allow for review before going live on the web site. Blue text throughout this document is hyperlinked to an existing web location.

Lastly, this project revealed the need for a separate project; a thorough review of content with a goal of deleting stale material and better organizing remaining material.

Recommendation 1 – Simplify the Main page, create additional pages and use a consistent visual appearance across all pages.

The Consortium's main page should be simplified to include only a definition and four new links. Each new link should lead to a new page containing existing links reorganized for easier access. Each page should use a consistent visual appearance for headings and links in which headings are only headings and only bulleted items are links.

Consortium for Language Access in the Courts

The Consortium for Language Access in the Courts (Consortium) is a partnership of member states that have pooled financial and other resources to develop, maintain, and administer court interpreting exams to support states' court interpreter certification programs and other language access services. Each member state is represented by a program manager responsible for the state's court interpreter certification program. The Consortium's work is managed through several committees consisting of program managers and staff provided by National Center for States Courts (NCSC).

This website was designed to benefit the courts of member and non-member states, prospective court interpreters, and anyone interested in how state courts meet the needs of and continuously seek to improve services to individuals with limited English proficiency.

- **General Information** (see Recommendations 2 and 3)
- **Written and Oral Exam Resources** (see Recommendation 4)
- **Resources for Program Managers** (see Recommendation 5)
- **Resources for Court Interpreters** (see Recommendation 6 and 7)

Recommendation 2 – Create a General Information page.

Consortium for Language Access in the Courts

General Information

- About Us (See Recommendation 3)
- [List of Member States](#)
- [Contact Persons by State](#)
- Written and Oral Exam Resources (see Recommendation 4)
- [Staff Support](#)
- [NCSC – Court Interpretation Resource Guide](#)
- [FAQs](#) *

* Content needs to be updated and made consistent with information above.

Recommendation 3 – Create an About Us page.

Consortium for Language Access in the Courts

General Information

About Us

- Mission and Core Values (Create a new page with info from current main page.)
- History (Create a new page with info from agreements and FAQs page.)
- [Benefits of Membership](#) (This exists on the old Consortium site.)
- [Official Agreement](#)
- [Resolutions](#)

Committees

- Annual Meeting Committee* (Create a new page similar to Technical Committee page.)
- Executive Committee * (Create a new page similar to Technical Committee page.)
- Professional Issues Committee * (Create a new page similar to Technical Committee page.)
- [Technical Committee](#)

* This is currently on the website with no content.

Recommendation 4 – Create a Written and Oral Exam Resources page.

Consortium for Language Access in the Courts

Written and Oral Exam Resources

- [List of Written and Oral Examinations](#)
- [Testing Schedules by State](#)
- [List of Fees for Testing and Training by State](#)
- [List of Certification Requirements](#)

Written Exam

- [Written Examination Administration Manual](#)
- [Written Examination Overview \(for candidates\)](#)

Oral Exam

- [Oral Examination Construction Manual \(now called Test Construction Manual\)](#)
- [Oral Examination Administration Manual](#)
- [Oral Examination – Standards for Administration of Abbreviated Oral Exams](#)
- [Oral Examination Overview \(for candidates\)](#)
- [Oral Proficiency Testing Preparation Packet \(link is called Consortium Protocol Documents\)](#)
- [Oral Exam Rating- Program Managers' Guidelines \(link is called Program Managers' Manual\)](#)
- Raters' Handbook (under revision)
- [Rating Manual](#)
- Rater Results Form – 200 (link to existing pdf)
- Rater Results Form – 215 (link to existing pdf)

Recommendation 5 – Simplify the Resources for Interpreter Program Managers page by relocating exam resources to a new dedicated page as described in Recommendation 4.

Consortium for Language Access in the Courts

Resources for Program Managers

[10 Key Components to a Successful Language Access Program in the Courts](#)

- Written and Oral Exam Resources (see Recommendation 4)
- [NCSC – Court Interpretation Resource Guide](#)
- [Members Only](#)
- [Staff Support](#)

Publications

- [Model Guides for Policy and Practice in State Courts](#)
- [Language Access Centers: A Win-Win Idea](#)
- [LEP and Access to Protection Orders \(video\)](#)
- [Top Languages Spoken by ELL Nationally and by State](#)

Recommendation 6 – Create a Resources for Court Interpreters page.

Consortium for Language Access in the Courts

Resources for Court Interpreters

- Self Assessment Tools, Self Study Resources, Glossaries and Dictionaries (see Recommendation 7)
- [Codes of Professional Responsibility](#)
- [Colleges and Universities](#)
- [Court Interpreter Events/Workshops](#)
- Written and Oral Exam Resources (see Recommendation 4)
- [Court Interpreter Compensation and Salaries](#)
- [Related Interpretation Website](#)

Recommendation 7 – Move and reorganize self assessment tools, self study resources, and glossaries and dictionaries out of the main Consortium page to a new dedicated page.

Consortium for Language Access in the Courts

Resources for Court Interpreters

- Written and Oral Exam Resources (link to page in Recommendation 5)

Self Assessment Tools

- [Qualifications](#)
- [Becoming an Arabic Court Interpreter](#)

Self Study Resources

- [Study Guide References](#)
- [Standard References Material](#)
- Practice Exam Kit - [All English](#)
- Practice Exam Kit - [All English Dictionary](#)
- Practice Exam Kit - [Spanish](#)
- Practice Exam Kit - [Spanish Dictionary](#)

Glossaries and Dictionaries

- [English Glossary](#)
- [Ilocano Glossary](#)
- [Mandarin Glossary](#)
- [Marshallese On-line Dictionary](#)
- [Spanish Glossary](#)
- [Essential Dictionaries](#)
- [Common Legal Terms You Should Know in Plain English and Vietnamese](#)
- [Other Resources](#)

Recommendation 8 – After Recommendations 1-7 are implemented, launch a content review project.