

Express Lessons
Tuesday May 24, 2016
9:00 a.m. – 12:00 p.m

Please select **five** of the Express Lesson options below to attend. Each lesson will consist of a 20 minute presentation, followed by ten minutes for questions. Lessons will rotate on the following schedule:

- 9:00 a.m. - 9:30 a.m.
- 9:35 a.m. - 10:05 a.m.
- 10:10 a.m. - 10:40 a.m.
- 10:45 a.m. - 11:15 a.m.
- 11:20 a.m. - 11:50 a.m.

Following lunch, Express Lesson presenters will reconvene as a panel for a Question and Answer session.

Express Lesson	Description	Presenters
Table 1 Developing Unifjujorm Signage And Notices	This lesson provides tips for developing signage in court facilities to aid Limited English Proficient persons in accessing services.	Yvette Tamamoto (OR) and Raúl A. Pilling-Riefkohl (CA)
Table 2 How Non-Unified Court Systems Address Statewide Funding Streams For Court Interpreter Needs/Programs	Presenters in this lesson offer strategies for funding language access services in non-unified court systems.	Sophia Akbar (IL) and Mary Rose Zingale (TN) (with help from Stacy Westra (MI))
Table 3 Economic And Efficient Use Of Limited Court Interpreter Resources	This lesson offers suggestions for streamlining the scheduling and distribution of court interpreter resources.	Kelly Mills (OR) and Mara Simmons (AR)
Table 4 Oral Exam Exit Surveys – What Do They Show Us About How Interpreters Successfully Prepare For Oral Exams	Presenters in this lesson provide an analysis from results of Oral Exam Exit Surveys in order to discuss how successful candidates prepare.	Brooke B. Crozier (NC) and Osvaldo Aviles (PA)

<p>Table 5</p> <p>How To Better Assist Candidates In Preparing For And Passing The Written English Proficiency Exam</p>	<p>Leaders of this lesson discuss resources and activities to assist candidates in preparing for the written examination.</p>	<p>Michaelle Gearheart (OR) and Sandra Barrios (ID)</p>
<p>Table 6</p> <p>Recruiting and Training ideas for Other Than Spanish (OTS)</p>	<p>This presentation offers strategies for reaching and developing a stronger pool of interpreters in languages other than Spanish. Will include a look at creating a stable of materials, outreach ideas and targeting recruitment.</p>	<p>Anne Marx (CA) and Carol Govan (Superior Court of California, County of Los Angeles)</p>
<p>Table 7</p> <p>Oral Proficiency Interview (OPI): Using It For Testing In Languages For Which There Is No NCSC Developed Full Oral Certification Exam; As A Screener Prior To Full Certification Testing; And/Or To Assess Bilingualism For Positions Outside The Courtroom</p>	<p>This lesson provides information on Oral Proficiency Interviews, and where they can be used appropriately.</p>	<p>Jocelyn McFarlane (NCSC Consultant)</p>
<p>Table 8</p> <p>Immigration And Hiring Issues</p>	<p>The lesson provides information and legal requirements to be aware of when hiring court interpreters.</p>	<p>Ashley Foret Dees, Esq. (LA Attorney)</p>

DEVELOPING UNIFORM COURT SIGNAGE & NOTICES

YVETTE TAMAMOTO - OJD

RAÚL PILLING-RIEFKOHL - LASC

CLAC CONFERENCE ☒ ☒ MAY 2016

POSTERS / COUNTER CARDS / I SPEAK

Interpretation Services Available
OREGON JUDICIAL DEPARTMENT
Office of the State Court Administrator

English Translation: Point to your language. An interpreter will be called. The interpreter is provided at no cost to you.

Arabic عربي	Korean 한국어
Burmese မြန်မာစကားပြော	Mandarin 國語
Cantonese 廣東話	Polish Polski
Chuuksese Chuuksese	Portuguese Português
Farsi فارسی	Punjabi ਪੰਜਾਬੀ
French Français	Russian Русский
Haitian Creole Kreyòl	Somali Af-Soomaali
Hindi हिंदी	Spanish Español
Hmong Hmoob	Tagalog Tagalog
Japanese 日本語	Vietnamese Tiếng Việt

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Français Français	Russian Русский
Kreyòl Kreyòl	Somali Af-Soomaali
हिंदी हिंदी	Spanish Español
Hmoob Hmoob	Tagalog Tagalog
日本語 日本語	Vietnamese Tiếng Việt

OREGON JUDICIAL DEPARTMENT
Office of the State Court Administrator

Counter Card: Language Access Services

How to Determine Who Needs an Interpreter

If you need to determine the language spoken by the limited English proficient (LEP) court customer, use the language chart on the back of this card. The LEP person can properly identify the language he/she speaks by pointing to the specific box.

FAQ's

What is OJD Policy?
 The Oregon Judicial Department will "provide qualified interpreters to persons who are unable to readily understand or communicate in the English language because of a non-English-speaking cultural background or a disability." ORS 45.273(1)

What if the LEP customer brings a friend or family member to interpret?
 Court staff has an obligation to offer qualified interpreter services to the LEP customer. After OJD has attempted to provide an interpreter, the friend or family member may be used at the counter as a last resort. Children should never be used to interpret.

Tips for Communicating through Interpreters

- Instruct all participants to speak clearly and to speak one at a time.
- Allow the interpreter to converse briefly with the non-English speaker to ensure understanding of accents, dialect or pronunciation differences.
- Speak directly to the non-English speaking person.
- Don't ask the interpreter to independently explain/restate anything said by the party.
- Monitor the interpreter so that side conversations aren't held with the non-English speaking person.

How to Obtain an Interpreter for Counter Assistance:

Seek assistance from local bilingual staff first. If no bilingual staff is available, then ...

SPANISH YES NO

YES: Contact CLAS for in-person or telephonic service. If CLAS is unable to immediately assign an available interpreter, then ...

NO: Contact Language Line Telephonic Services. If Language Line is unable to provide an interpreter, then ...

Contact Language Access Coordinator 503-986-5690

LANGUAGE LINE INSTRUCTIONS:

- Call Language Line at 1-800-874-8426.
- Enter "OJD's client identification number," 842015, when prompted.
- Press "2" for languages other than Spanish.
- You will be prompted to speak the name of the language and to verify the language.
- Enter the Multnomah County court access code 3459. **Unauthorized use will be paid from the local court's operating budget.**

Reminder: the Language Line court access code is for OJD staff only which does not include DA's office, police, or county employees' use.

Questions or concerns, please contact CLAS Operations Manager at 503.986.5835 or Language Access Coordinator at 503.986.5690.
 If any court customer feels they were denied appropriate language access to Oregon Judicial Department Services, please refer them to the Court Language Access Services at 503.986.5690 or to the OJD CLAS website.

The New York State Unified Court System



We speak your language

私達は貴方の言葉話します
우리도 한국말을 할 수 있습니다
Chúng tôi nói ngôn ngữ của quý vị
我们的语言
我們講普通話
Nagsasalita kami ng inyong wika
আমরা আপনার ভাষা বলি
ਅਸੀਂ ਤੁਹਾਡੀ ਭਾਸ਼ਾ ਬੋਲਦੇ ਹਾਂ
ਅਮੇ तमारी भाषा बोलीं ऐं
हम आपकी भाषा बोलते हैं
ہم آپ کی زبان بولتے ہیں
ما زبان شما می گویم
نتكلم لغتک
מיר רעדן אייער שפראך
אנו מדברים בשפתך
Мы ГОВОРИМ НА ВАШЕМ ЯЗЫКЕ

Мнi розмовляемо вашою мовою
Noi vorbim limba ta
MOWIMY TWOIM JEZYKIEM
Govorimo vaš jezik
Ne e flasim gjuhen tuaj
ΜΙΛΑΜΕ ΤΗ ΓΛΩΣΣΑ ΣΑΣ
Parliamo la vostra lingua
Nós falamos a sua lingua
Hablamos su idioma
Nous parlons votre langue
Tá do theanga againn
flou pale lang ou a
Déég nañu sa làkk

www.nycourts.gov/courtinterpreter

For Court Interpreter Information
Please Go To Room: Room: 376

New York State Unified Court System



We speak your language

私達は貴方の言葉話します (Japanese)
우리도 한국말을 할 수 있습니다 (Korean)
Chúng tôi nói ngôn ngữ của quý vị (Vietnamese)
我们的语言 (Cantonese)
我們講普通話 (Mandarin)
Nagsasalita kami ng inyong wika (Tagalog)
আমরা আপনার ভাষা বলি (Bengali)
ਅਸੀਂ ਤੁਹਾਡੀ ਭਾਸ਼ਾ ਬੋਲਦੇ ਹਾਂ (Punjabi)
ਅਮੇ तमारी भाषा बोलीं ऐं (Gujarati)
हम आपकी भाषा बोलते हैं (Hindi)
ہم آپ کی زبان بولتے ہیں (Urdu)
ما زبان شما می گویم (Farsi)
نتكلم لغتک (Arabic)
מיר רעדן אייער שפראך (Yiddish)
אנו מדברים בשפתך (Hebrew)
Мы ГОВОРИМ НА ВАШЕМ ЯЗЫКЕ (Russian)

Мнi розмовляемо вашою мовою (Ukrainian)
Noi vorbim limba ta (Romanian)
MOWIMY TWOIM JEZYKIEM (Polish)
Govorimo vaš jezik (Croatian and Serbian)
Ne e flasim gjuhen tuaj (Albanian)
ΜΙΛΑΜΕ ΤΗ ΓΛΩΣΣΑ ΣΑΣ (Greek)
Parliamo la vostra lingua (Italian)
Nós falamos a sua lingua (Portuguese)
Hablamos su idioma (Spanish)
Nous parlons votre langue (French)
Tá do theanga againn (Gaelic)
flou pale lang ou a (Haitian Creole)
Déég nañu sa làkk (Wolof)

www.nycourts.gov/courtinterpreter

Interpreter Services



Interpreter services are available at no cost. If you need an interpreter, please ask the Court for more information. (ENGLISH)

Se ofrecen servicios de interpretación sin costo. Si necesita intérprete, por favor pida más información en el tribunal. (SPANISH)

Dịch vụ thông dịch viên có sẵn miễn phí. Nếu bạn cần một thông dịch viên, hãy yêu cầu tòa án cho biết thêm thông tin. (VIETNAMESE)

귀하가 비용을 부담하지 않고 통역 서비스를 받으실 수 있습니다. 한국어 통역이 필요하시면 법원에 문의하셔서 더 자세한 정보를 얻도록 하십시오. (KOREAN)

Услуги переводчика предоставляются бесплатно. Пожалуйста, обращайтесь в суд за дополнительной информацией. (RUSSIAN)

传译员的服务不需收任何费用，如果你需要一名传译员，请向法院索取更多资讯。 (CHINESE)

Waxaad heli kartaa adeeg tarjumaan oo bilaash ah. Haddii tarjumaan aad u baahan tahay, fadlan Maxkamadda waydiiso si aad u hesho macluumaad dheeraad ah. (SOMALI)



تتوفر خدمات الترجمة الفورية دون أية تكلفة. إذا كنت بحاجة إلى مترجم فوري، فالرجاء طلب المزيد من المعلومات من المحكمة. (ARABIC)

TEMPLATE

LASG-15-03
DISTRICT COURT OF MARYLAND
DISTRICT 4
ALL SIGNS TO BE TRANSLATED INTO:

Spanish

French

Chinese

Korean

Russian

Courtroom 1

Sala de tribunal 1

Salle d'audience n° 1

1 号法庭

1호 법정

Зал судебных заседаний №1



Courtroom 2

Sala de tribunal 2

Salle d'audience n° 2

2 号法庭

2호 법정

Зал судебных заседаний №2



TO CREATE

COURT RECORDS

Actas judiciales
Archives judiciaires
法院记录
법원기록실
Судебный архив

CASHIER

Caja
Caisse
收款台
요금 납부 창구
Кассир

INFORMATION COUNTER

Mostrador de información
Guichet de renseignements
问讯台
법원 안내창구
Стол справок

COMMISSIONER'S OFFICE

Oficina del Comisionado
Bureau de l'auxiliaire de justice
司法专员办公室
판사보실
Судебный распорядитель

10" x 10"; 12x (4 each for 3 locations)

Raised English text and Braille at top of sign (5/8" text)

Additional languages on printed decal applied to bottom of sign (1/2" text)

RESPECTFUL LANGUAGE

COURTROOM RULES



Please help us keep the courtroom quiet.

No talking while court is in session.



Please turn off all cell phones when in the courtroom.

Phones may be used in the hallway.



Please remove all hats and headwear.



Please do not eat or drink in the courtroom.

Eating is allowed in the hallway.

There is a water fountain in the middle of the hallway.

Thank you for your cooperation.

Improved signage uses both images and words to convey meaning.

Respectful language is used whenever possible.



The Court will be closed Friday, January 1, 2016 for New Year's Day.

La Corte estará cerrada el viernes,
1° de enero de 2016, para el
Día de Año Nuevo.

Tòa sẽ đóng cửa vào Thứ Sáu,
1 Tháng Giêng, 2016 để ghi nhớ
Ngày Năm Mới.

为了庆祝新年,
法院将于 2016 年 1 月 1 日
(星期五) 关闭。

본 법원은 2016년 1월 1일
금요일 설날을 기념하여
문을 닫습니다.

Online payment option
available for fees and fines.

Visit website:

www.courts.state.co.us

*Para pagar costas judiciales y multas
contamos con la opción
de pagar por internet.*

Visite la página:

www.courts.state.co.us



OLA Sign 109

Daily Dockets

*Lista de
causas*



OLA Sign 135 SP



INFORMATION AVAILABLE FROM COURT STAFF

Providing Information v. Giving Legal Advice

Court Staff Can Provide:	Court Staff May Not:
Basic information applicable to all litigants about court procedures, rules, and practices.	Advise or recommend that a customer use one procedure, form, or pleading over another.
Instructions and forms developed by the Judicial Department, including forms and instructions approved by the local court or presiding judge for release to the public.	Suggest that a customer seek a specific remedy, or tell the customer what they think the customer should do or what they would do in similar circumstances.
Public information contained in case files, the Oregon Judicial Information Network (OJIN), Oregon eCourt Case Information (OECI), and other court records as appropriate.	Answer a question unless they are sure the answer is appropriate and correct.
Assistance to complete a form by filling in blanks under the direction of a customer on forms selected by the customer.	Substitute their own words for a customer's words on a form.
Court schedules and information on how to get matters scheduled.	Encourage litigation by suggesting that customers sue or file complaints.
Information about the Oregon State Bar's website for general legal information at: http://www.osbar.org/public/legalinfo.html .	Take sides or tell a customer what they think of the customer's case, or offer opinions about possible outcomes of court matters.
Information about the Oregon State Bar's Lawyer referral service (refers customers to attorneys based on location, area of law, and the special services the listed attorneys offer), or local low-income legal services.	Recommend the services of a specific attorney or a group of attorneys.
Information about the location of local law libraries that are open to the public.	Process any court document or matter involving anyone who is a personal acquaintance or relative or member of their family.
For family law facilitators: Inform litigants of court processes and available court forms, review documents, and provide information about legal services and other resources available in the community.	For family law facilitators: Assist only one party to a case – service is available to all, including opposing parties. Help with strategy or assume responsibility for accuracy or legal effects of information in written or verbal instructions on forms. Advise litigants whether to bring their problems before the court, or what remedies to seek.



INFORMACIÓN DISPONIBLE DEL PERSONAL DEL TRIBUNAL

Proveer información vs Dar consejos legales

El personal del tribunal puede proveer:	El personal del tribunal no puede:
Información básica que aplica a todo litigante sobre los procesos, las reglas y las costumbres de tribunal.	Aconsejar o recomendar que el cliente utilice un procedimiento, formulario, o alegato en vez de otro.
Instrucciones y formularios desarrollados por el Departamento Judicial, incluyendo formularios e instrucciones aprobadas por el tribunal local o el presidente de los jueces para su distribución pública.	Sugerir que un cliente acuda a un remedio particular, o decirle al cliente su opinión sobre lo que el cliente debe hacer, o lo que haría en una circunstancia parecida.
Información pública contenida en los archivos de los casos, la Red de información judicial de Oregon (OJIN, de las siglas en inglés del Oregon Judicial Information Network), y otros registros del tribunal según sea apropiado.	Contestar una pregunta a no ser de estar seguro de que la respuesta es apropiada y correcta.
Proveer ayuda para completar un formulario al rellenar los espacios en blanco bajo instrucción del cliente en formularios escogidos por el cliente.	Substituir sus propias palabras por las palabras del cliente en un formulario.
Los horarios de los procesos en el tribunal e información sobre cómo programar procesos.	Incitar litigación al sugerir que los clientes presenten demandas o alegatos.
Información sobre el sitio de red del Colegio de abogados de Oregon (en inglés Oregon State Bar) para información legal general en: http://www.osbar.org/public/legalinfo.html .	Favorecer a una de las partes o decirle al cliente su opinión sobre el caso del cliente, u ofrecer opiniones sobre los posibles resultados de los procesos en el tribunal.
Información sobre el servicio de remisiones del Colegio de abogados de Oregon (en inglés Oregon State Bar) (el cual remite a clientes a abogados según su ubicación, el tipo de derecho, y los servicios especiales ofrecidos por los abogados indicados), o servicios legales locales de bajos ingresos.	Recomendar los servicios de un abogado en particular o de un grupo de abogados. Tramitar cualquier documento del tribunal o asunto que tenga que ver con cualquier conocido personal o pariente o miembro de su familia.
Información sobre la ubicación de bibliotecas de derecho locales abiertas al público.	
Para los facilitadores de derecho familiar: Informar a los litigantes sobre los procedimientos en el tribunal y los formularios de tribunal disponibles, repasar documentos, y proveer información sobre servicios legales y otros recursos disponibles en la comunidad.	Para los facilitadores de derecho familiar: Ayudar a solamente una de las partes en una causa – el servicio está a disposición de todos, incluyendo las partes contrincantes. Ayudar con estrategias o asumir responsabilidad por la precisión de, o los efectos legales de información escrita o verbal en formularios. Aconsejar a los litigantes si deben presentarle sus problemas al tribunal, o a qué remedios acudir.



Need an interpreter?

If you don't speak English well, the Court may be able to give you an interpreter.

Ask the clerk in Room [#]_____

Kailangan ng tagasalin ng wika?

Kung hindi ka mahusay magsalita ng Ingles, ang Hukuman ay maaaring makapagbigay sa iyo ng tagasalin ng wika.

Itanong sa klerk sa Silid [#]_____

需要口譯員嗎？

如果您的英語講得不好，法院可能為您提供口譯員服務。

請向 [#]_____ 室的書記官洽詢。

¿Necesita intérprete?

Si no habla bien el inglés, es posible que la Corte le pueda dar un intérprete.

Hable con el secretario en la sala [#]_____

Вам нужен переводчик?

Если вы плохо говорите по-английски, что суд сможет предоставить вам переводчика.

Обратитесь по этому вопросу в кабинет [#]_____ к секретарю.



[insert your court name here.]

Cần thông dịch viên?

Nếu quý vị không nói tiếng Anh thành thạo, Tòa có thể cung cấp thông dịch viên cho quý vị.

Hãy hỏi lục sự trong Phòng [#]_____

How to use a court interpreter

The interpreter is your voice in court.



So, it is important to...

Listen carefully to the interpreter.

Wait for the interpreter to finish talking before you answer.

Speak slowly so the interpreter can hear everything you say.

Do NOT speak in English, even if you speak a little. It is confusing for the judge.

Do not interrupt, even if someone in court says something bad about you. You will get a chance to speak.

Take notes. If someone says something untrue, write it down. Then when it is your turn to speak, you can tell the judge your side.



ACCESS

San Francisco Superior Court
400 McAllister Street
Room 208
San Francisco, CA
94102-4514

415.551.5880
www.sfgov.org/courts

Cómo usar intérprete en la corte

El intérprete es su voz en la corte.



Es muy importante hacer lo siguiente:

Escuche bien lo que le diga el intérprete.

Deje que el intérprete termine de traducir antes de contestar.

Hable despacio para que el intérprete pueda escucharlo bien.

No hable en inglés, aun si lo habla un poco. Es confuso para el juez.

No interrumpa aun si alguien dice algo que no sea cierto en su contra. El juez le dará oportunidad de hablar después.

Tome apuntes. Si alguien dice algo que no sea cierto, apúntelo. Luego, cuando sea su turno de hablar, usted puede dar su lado.



ACCESS

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94102-4514

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www.sfgov.org/courts

如何使用法庭口譯員

在法庭上，口譯員是您的聲音。



請您務必.....

認真聽口譯員的翻譯。

等口譯員把話說完再回答。

慢慢講話，以便口譯員能夠聽清楚您講的每一句話。

不要講英語。即使您能講一點英語，也不要講英語。這樣法官會聽不清楚。

不要打斷別人的講話。即使某些人在法庭上說您的壞話，都不要打斷。您會有機會申辯。

記筆記。如果有人說話不符合事實，您可以在紙上記下來，等輪到您講話時再向法官申辯。



ACCESS

San Francisco Superior Court
400 McAllister Street
Room 208
San Francisco, CA
94102-4514

415.551.5880
www.sfgov.org/courts

BILINGUAL SIGNAGE

**RESTRICTED
— AREA —**

**AUTHORIZED
PERSONNEL
ONLY**

**— AREA —
RESTRINGIDA**

**SÓLO
PERSONAL
AUTORIZADO .**

EXIT
SALIDA

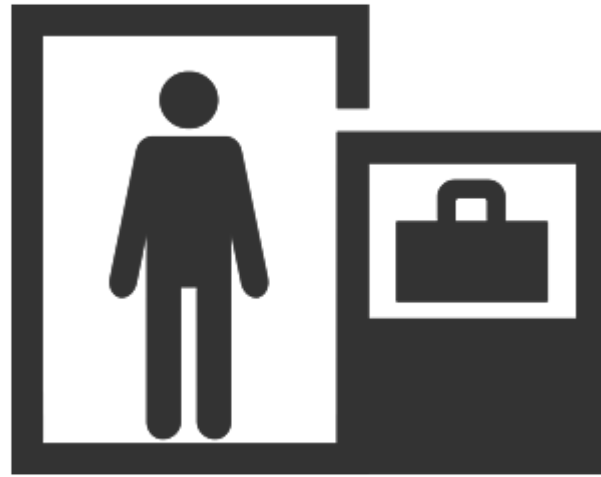
**EMERGENCY
EXIT ONLY**

**SECURITY ALARM
WILL SOUND IF
DOOR IS OPENED**

**SALIDA DE EMERGENCIA
SOLAMENTE**

**LA ALARMA
DE SEGURIDAD
SONARA AL ABRIRSE
LA PUERTA**

UNIVERSAL SIGNAGE





STAIRS

Escalera

ESCALERA

Escalera



ELEVATOR

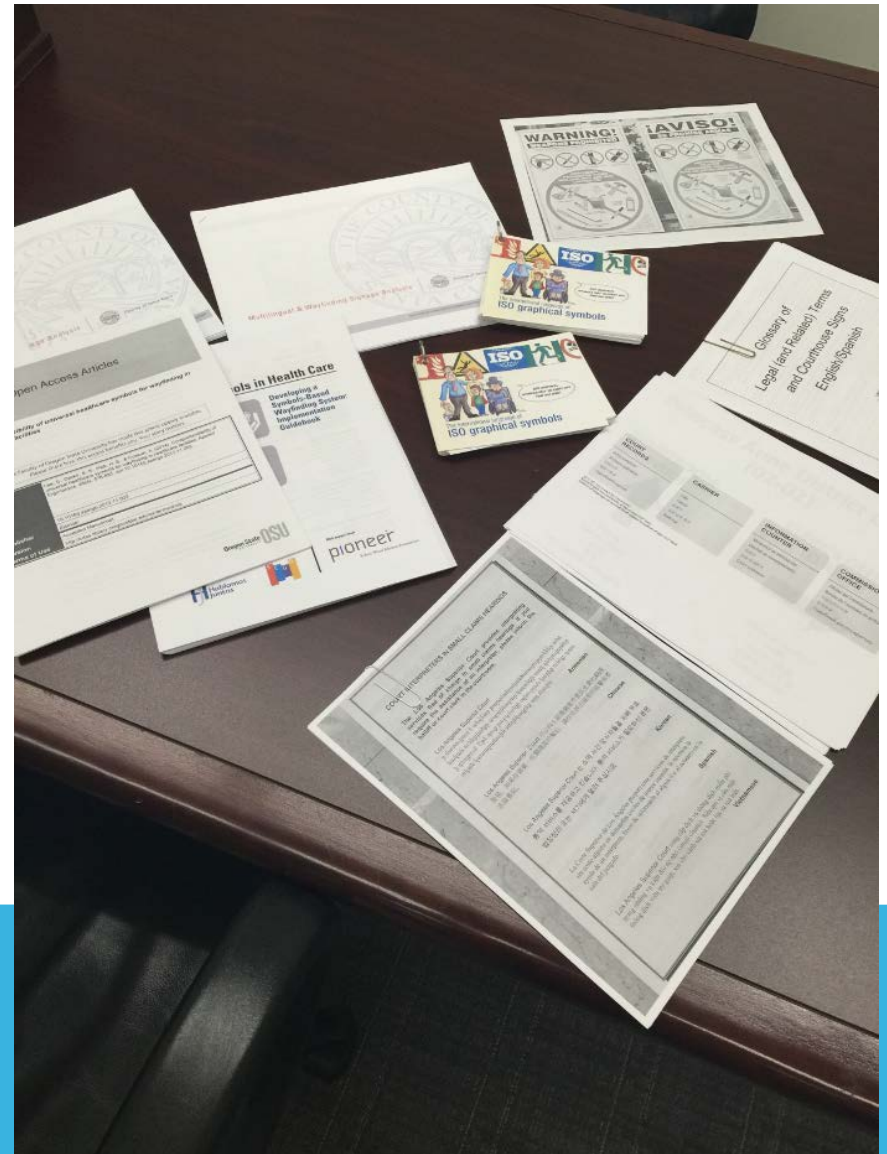
Ascensor

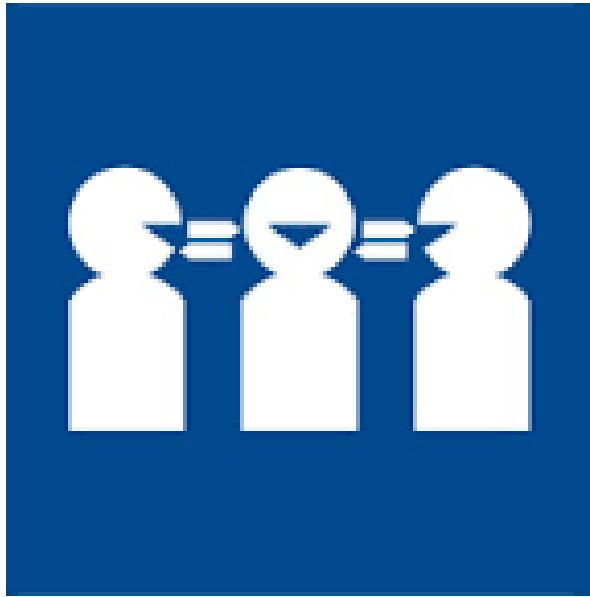
ASCENSOR

Ascensor

Toolkit

Engage. Explore. Invent.





Australian Symbol for Interpreter

Los Angeles Superior Court Symbol for Interpreter





CLAC CONFERENCE 2016 EXPRESS LESSON

Developing Uniform Signage & Notices That Can Be Used In Multiple States/Jurisdictions

KEY CONCEPTS

- ❖ Signage and notices that can be used by various courts statewide
- ❖ Notice of language assistance services available to LEP customers

CHALLENGES / TIPS

- ❖ Courthouses owned by another party (i.e. county building, city building)
- ❖ Court counter staff culture and support
- ❖ Court wayfinding and information signage policy
- ❖ Language selection
- ❖ Accuracy and consistency
- ❖ Budget considerations
- ❖ Universal symbols in courthouses

APPLICATIONS

- ❖ Considerations from the 2014 “Language Access Planning and Technical Assistance Tool for Courts”
 - Has your court staff walked through the courthouses imagining that they are an LEP pro se party/witness/victim and thought about what translated signs, notices, document and materials might help ensure greater access?
 - Does your court provide translated signs or posters announcing the availability of free language assistance services?
- ❖ Working with procurement/providers

OPERATIONAL EFFICIENCIES

- ❖ Enhances immediate service capacity, efficiency and effectiveness for LEP court customers
- ❖ Reduces frustrations for LEP court customers
- ❖ Reduces frustrations for counter staff
- ❖ Speeds up counter business processes
- ❖ Streamlines communication
- ❖ Increases court credibility & public trust

Express Lesson: Creative Funding and Policy Implementation Solutions for Non-unified States

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In the context of language access, a "non-unified" state relies on local funding at the lower court or county level for language assistance services. This decentralized framework can present challenges for the state's Administrative Office of Courts (AOC) when trying to implement statewide policies since local resources are variable. To help local courts achieve greater language access compliance, non-unified states have to get creative!

How can a non-unified state prioritize funding for language access?



Develop statewide policies that require language access through statute, court rule or policy. Local policies can often carry more weight than federal law in a non-unified state, and can serve as a launching point as you build a case for funding.



Build allies in court staff and judges. Court administrators can be "cheerleaders" for language access with judges and staff. Judges can help develop policies and resources, lead judicial education sessions and serve as an example to their peers. Building local allies is key since many courts in non-unified states have to appeal to local county authorities for funding.



Educate, educate, educate!

Education is a major step towards achieving greater compliance and making decision makers understand WHY language access deserves funding and how being proactive NOW can avoid future litigation. Know all of the state and federal policies and rules that govern language access so you can educate others and advise on the full scope of what is or is not required. Audiences that require education on language access include:

- **Your AOC office.** Having support from AOC leadership and other divisions can set the stage for quicker approval of funding proposals and puts language access issues on the radar of other divisions, which leads to more effective implementation (*e.g.*, judicial education planning, probation training).
- **Judges.** Judges who see the ease of providing an interpreter and better courtroom outcomes can become advocates of providing language services in the courtroom.
- **Court personnel.** Court staff are the gateway to the courtroom, so it is critical to make sure they understand what language access is and when Title VI applies.
- **The state legislature.** State representatives need to be educated about Title VI and the language access needs of your state in order to make better informed decisions about statewide interpreter policies and budget appropriations.

What funding sources are available? How to spend the money?

In non-unified states, there are several funding sources that one can pursue to achieve greater language access compliance. The choice depends on the political climate of your state, decision-making culture within your Administrative Office, and the state's relationship and level of authority over local courts and staff. Whichever entity you decide to pursue, come with your argument prepared and your proposed funding solution!

Your office can:



Present a plan to the state legislature for a specific appropriation for funding; or
Propose a state statute that specifies funding priorities or creates special funds.



Request that a portion of the Supreme Court's/AOC's general operating budget be allocated for a specific purpose, such as interpreter certification and training.



Organize or facilitate regional court partnerships to help local courts share interpreter resources with one another and help with interpreter costs.



Pass the cost of the certification program onto interpreters through fees for orientation and exams, being listed on the registry, continuing education, recertification, etc.

Examples of funding and implementation solutions:

- Working to obtain a permanent language access coordinator position
- Reimbursing courts for using interpreters on the court interpreter registry at a full or partial rate
- Hiring a scheduler/interpreter to manage a centralized interpreter work station to provide remote interpreting services to local courts
- Giving courts data regarding interpreter usage to help them make a case to county boards for funding
- Using the Supreme Court's general operating budget to create or purchase resources for courts (e.g., judicial benchcard, multilingual signage, simultaneous interpreting equipment)
- Using the Supreme Court's general operating budget to purchase remote interpreting equipment for local courts
- Negotiating a statewide remote interpreting contract to reduce costs for individual local courts
- Using the Supreme Court's general operating budget to travel the state and offer judicial and court personnel trainings
- Hiring translators or an outside vendor to translate statewide court forms, helpful resources for litigants, and portions of the state court's website
- Identifying strategic partnerships for discrete funding of interpreter services (e.g., non-indigent criminal, juveniles, domestic violence through VAWA grant funding)
- Building partnerships with community organizations to sponsor interpreter certification fees

Economic and Efficient Use of Court Interpreter Services

“Duty” Interpreters – Languages and Days:

Russian – available every Monday, Wednesday and Friday ALL DAY

Chuukese – available every Friday ALL DAY

Somali – available every Friday between 9am and 2pm (hours are adjustable in advance if necessary)

How much can you save?

When to establish Duty Days?

SOMALI 3 Month COST ANALYSIS

BEFORE DUTY DAYS \$9,900.00
AFTER DUTY DAYS \$8,340.00

Cost savings--three month period \$1,560.00
Average savings per month **\$520.00**

VIETNAMESE 3 Month COST ANALYSIS

BEFORE DUTY DAYS \$25,973.00
AFTER DUTY DAYS \$23,023.00

Cost savings--three month period \$2950.00
Average savings per month **\$983.00.**

Russian TOTALS A.M.

set before 9 AM	23	15%
P.M.		
set after 2 PM	7	4%
set after 3 PM	2	1%
Mondays	26	17%
Tuesdays	33	21%
Wednesdays	18	12%
Thursdays	32	21%
Fridays	47	30%

Economic and Efficient Use of Court Interpreter Services

Feedback

Example Memo to the Courts:

DATE

Good afternoon!

As you may be aware, Court Language Access Services has piloted "duty" days for certain high-use languages. Chuukese, Vietnamese, and Russian duty days have added some predictability to scheduling, and has allowed us to provide the highest quality interpreters while using limited state resources more efficiently.

Would you take a quick moment to send us any comments from your courts about how these duty days have affected your court operations that we may not have anticipated? Your feedback is invaluable to us in determining if we should pursue additional duty days for other high-use languages, for example, Somali duty days.

We look forward to receiving your comments, hopefully by October 3. Thank you very much!

Court Languages Access Services

Economic and Efficient Use of Court Interpreter Services

**SAMPLE - Freelance Interpreter
OJD Payment Authorization Terms
Friday Duty Days
All Oregon Judicial Department (OJD) Circuit Courts**

Trial Period: The OJD will schedule the independent contractor every other Friday, beginning *DATE* through *DATE*.

Friday Duty Day will be a
(Somali, Russian) *4 hour minimum*, 9:00 AM – 2:00 PM.
(Chuukese, Vietnamese) *7 hour minimum*, 8:30 AM-12:00 PM and 1:00 PM -4:30 PM.

The interpreter will check-in at *TIME* at the courthouse of the first assignment.
The interpreter will have a one-hour break for lunch, determined by scheduled hearings.
In the case of no confirmed, on-site interpreting assignments, the interpreter will be available via a landline telephone for the entire *7 /4-hour minimum*, with a lunch break.

Hourly rate: \$/hour

Minimum Hours:

The *7 hour / 4 hour* minimum may occasionally be modified to meet the court's scheduling needs

Travel:

(for *7-hour minimums*) Travel will be from City on Thursday evening with lodging,
(for *7 hour and 4 hour* minimums) Return to City on Friday afternoons.

Travel Time: \$/hour

Mileage: Mileage will be reimbursable for stated mileage at current government rates

Availability During Minimum: The interpreter will be exclusively available to the OJD during Friday Duty Day, whether in-person or via telephone. The interpreter will remain readily available to the OJD by mobile phone for minimum, normally during the hours of *Time AM - Time PM*. The interpreter must check phone messages at least every hour, or during regular court breaks, whichever is shorter.

Release: After the last scheduled hearing is finished, and if it is before the minimum is completed, the scheduler may release the interpreter from Friday Duty Day or require the interpreter to remain on site through the minimum.

Lodging: OJD direct bill lodging on Thursday evening will be provided for Duty Day hearings scheduled before 10:00 AM on Fridays in accordance with State of Oregon travel policies, using direct billing, and the most efficient use of state resources.

Telephonic Interpreting: Telephonic interpretation will be done via a landline telephone. The interpreter will remain readily available to OJD by phone for *four/seven* hours, normally during the hours of *time AM – time PM*.

Economic and Efficient Use of Court Interpreter Services

Confirmation of Friday Duty Day Assignments: The OJD will confirm with the interpreter of Friday Duty Day assignments by Thursday, 3:00 PM, via email. The confirmation will notify the interpreter of:

- 1) In-person interpretation scheduled and hotel reservation, 7 hour minimum applies; or
- 2) In-person interpretation scheduled and no hotel reservation, 7 hour minimum applies; or
- 3) Telephonic-only interpretation scheduled via land line, to remain available to the OJD during 7 hour minimum applies; or
- 4) No hearings scheduled, but to remain available to the OJD via land line during 7 hour minimum applies; or
- 5) By Wednesday, 12:00 PM, no hearings anticipated for the week; Interpreter cancelled by phone, no minimum applies.

SAMPLE

ECONOMIC AND EFFICIENT USE OF LIMITED COURT INTERPRETER RESOURCES

PRESENTED BY: MARA SIMMONS (AR)

STANDARD INTERPRETER DAY

Standard Interpreter Day (SID), interpreter block day or whatever you prefer to call it is designed to use interpreter resources as efficiently as possible. It is set for a particular language need. Cases that are not in the language of the SID should be scheduled separately. Organizing the SID allows the courts to save time and other resources since it maximizes the benefit of the interpreter while minimizing the cost involving the service. The SID will take care of the majority of the short routine proceedings. It is not a substitute for emergency hearings, jury trials, bench trials or other types of hearings that should be set on a separate date, due to the more involved nature of said proceedings.

CRITERIA FOR STANDARD INTERPRETER DAY

INTERPRETER DEMAND IN A PARTICULAR COURT	If the court finds a need for an interpreter in the same language on a daily or weekly basis, it should be considered as a possible high frequency need. If there is one case in the morning, one in the afternoon and perhaps two days later another case, this should be looked into closely to see if it can all be handled on the same day. Depending on the court's docket there may be a possibility of hearing the cases in one day or splitting the types cases into two different days; e.g., all criminal cases in one day, civil in another.
DISTANCE OF COURT FROM CERTIFIED/ QUALIFIED INTERPRETER	How far is the court from a certified/qualified interpreter? Consider these areas an "interpreter desert" – in the same concept as a "food desert" – where courts are resigned to using unqualified local individuals if services are not reasonably available.
COSTS OF CONTRACTING INTERPRETER SERVICES	Is there travel involved? Consider the costs involved in bringing an interpreter for one case at a time rather than for several cases at once. Most interpreters are paid a minimum hourly fee, travel time and/or mileage. Once the interpreter is in court, if the cases are called on a timely basis the interpreter's hourly minimum is utilized efficiently, plus travel and mileage expenditures are reduced significantly.

ECONOMIC AND EFFICIENT USE OF LIMITED COURT INTERPRETER RESOURCES

PRESENTED BY: MARA SIMMONS (AR)

SETTING STANDARD INTERPRETER DAYS

The court administrator, judge or person in charge of requesting interpreters is the most qualified to determine the types of cases that have needed an interpreter; if the scheduling of cases can be consolidated into one day; what time to schedule the interpreter and how long will the interpreter be needed. The court should consider what the volume has been to date and then see if the SID should be set for one day a week, twice a month, once a month, etc. For example, if the court has arraignments on Mondays and they know they have needed interpreters every time, an interpreter could be assigned every Monday for the length of time it would take to arraign the average number of LEP individuals. It could be the first Monday of the month at 9:00 am for 2 hours. The time set for interpreter cases depends on what types of cases, will be heard how quickly the cases are heard, and if the court is able to or willing to call the interpreter cases all at the same time. Some courts will prefer to call the cases from the docket as they appear on the docket. This practice will keep the interpreter in the courtroom longer since the interpreter is usually paid by the hour. But if the Court will call all the interpreter cases at the same time (or as close to it as possible) it expedites the interpreter services and saves money. There is the occasional jurisdiction in which the court does not want to call the LEP individuals' cases out of order first, due to the possible perception of giving preferential treatment. If this is the case in your jurisdiction, suggest that the LEP interpreter cases be called towards the end of the docket. The time set for the interpreter will depend on whether the court will call the cases at the beginning or towards the end of the docket.

Court administrators or schedulers should verify the type of case, approximately how long each case will take and request the interpreter according to their best estimate. The length of time the interpreter is requested for the SID should be adjusted according to how the needs of the court change by decreasing or increasing the time interpreter is contracted.

Once the date is set, the court will need to set all interpreter cases of that type on the day and time set for the SID. It will take several months to have the cases catch up to the new SID. Cases that were set before the implementation of the SID will need to have a separate interpreter request.

CONTRACTING THE SERVICES OF THE INTERPRETER

The court administrator, judge or person in-charge of requesting interpreters should contract the interpreter services well in advance of the SID. This assures that the interpreter will be available for the SID days. If necessary, a contract, may be entered into with a given interpreter.

ECONOMIC AND EFFICIENT USE OF LIMITED COURT INTERPRETER RESOURCES

PRESENTED BY: MARA SIMMONS (AR)

NOTIFYING COURT USERS ABOUT SID

A memo from the court notifying law enforcement and attorneys that an interpreter will be available in that court on that particular day should be posted in the courthouse's bulletin or an alternative method. If it is a misdemeanor court or traffic court, a memo may be sent to law enforcement, asking officers to set any case that they suspect may need an interpreter on that particular day. Attorneys should also be notified that if the client will need an interpreter, it should be set for the SID established by the court.

Having the majority of possible interpreter needs on the SID avoids wasting resources when an interpreter has been contracted for one case and the LEP does not show up, or in the event that the individual speaks English and does not need an interpreter. When a court has a set SID, there may be as few as 6 or as many as 12 interpreter cases on the docket, if two of the cases are no-shows and one speaks English, the interpreter is still providing language access to the majority of the LEP on the docket; thus utilizing the services efficiently.

ECONOMIC AND EFFICIENT USE OF LIMITED COURT INTERPRETER RESOURCES

PRESENTED BY: MARA SIMMONS (AR)

SAMPLE MEMO TO SET UP STANDARD INTERPRETER DAY WITH NEW COURT

Dear _____:

Thank you for agreeing to participate in the Standard Interpreter Day with our office. As per our agreement, it has been decided that your court will benefit by having a Spanish interpreter on the 2nd Tuesday of every month. As part of the agreement, the court will set all interpreter cases on those days and Court Interpreter Services will schedule and provide the Spanish interpreter for your court. Please keep in mind that if you have a need for a hearing or trial on a date that does not fall on the 2nd Tuesday of the month, that date has to be requested separately. Also, if you need an interpreter in a language other than Spanish you must enter that request independently of the SID.

Please send us the *actual dates, time and estimated length of time you will need the interpreter*, and once we receive them we will enter them into the system and then send you a screenshot of what we have confirmed for your review. If you would like to make any changes, please let us know as soon as possible.

Please Provide the Following Information:

NAME OF JUDGE:

COURT ADDRESS:

REQUESTED BY: *(your name)*

TELEPHONE:

LANGUAGE:

DATES: *(List the actual dates here. Do not enter any date your court will be closed)*

DAY OF WEEK: *(e.g.: 2nd Tuesday of the Month)*

TIME: *(Interpreter should arrive in your court)*

ESTIMATE # OF HOURS INTERPRETER WILL BE NEEDED: *(one hour increments)*

We appreciate your participation with the Standard Interpreter Days; it is the most efficient way to utilize the limited interpreter resources that we have.

If you have any questions, do not hesitate to call or write me.

Sincerely,

**2016 CLAC Conference
Hotel Monteleone, New Orleans, LA
Tuesday, May 24, 2016**

**Oral Exam Exit Surveys Express Lesson
What Do They Show Us About How Interpreters Successfully Prepare For Oral Exams?**

What are Exit Surveys?

1. Assessments of what candidates are doing to prepare for oral exams
2. Insight into candidates strengths and weakness and why they pass or fail exams
3. Possible barometers of successful training strategies
4. Indication of candidate's commitment to achieve certification

Purpose of Exit Surveys

1. Learn what candidates are doing to prepare for the oral exam
2. Evaluate training methods to determine their effectiveness
3. Check if candidates are using the most effective test preparation methods
4. Suggest changes to their prep training to improve results

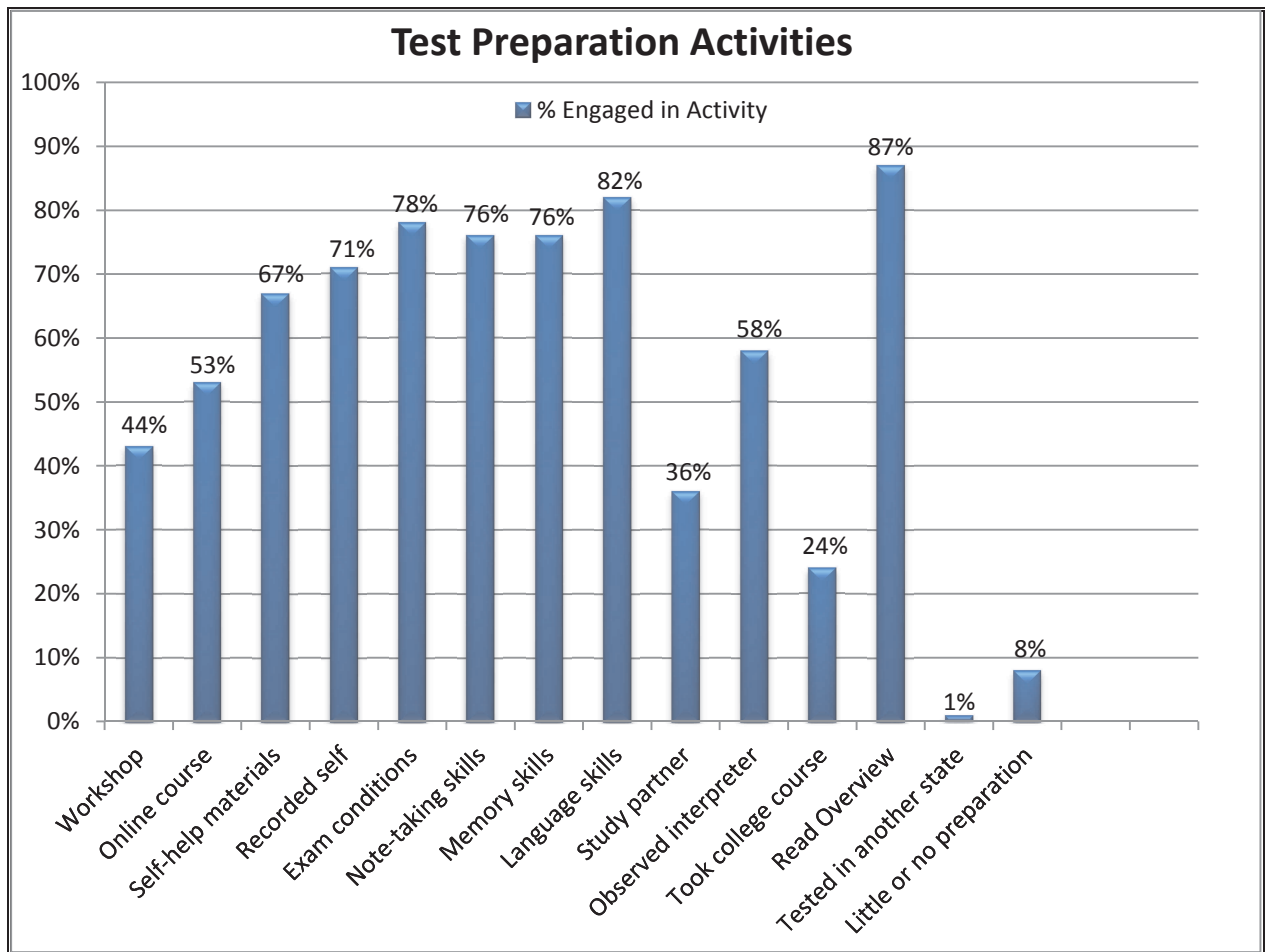
Using the information obtained in Exit Surveys

1. Establish a correlation between training methods and test results: what works, what doesn't
2. Suggest how candidates can improve their training to achieve better results
3. Provide insight into exam performance and help explain results to candidates
4. Determine suitable subject matter for training and skill-building workshops
5. Design a work plan for candidates to improve performance and achieve positive results
6. Compare and asses candidate's performance over time

Pennsylvania's 2015 Survey & Results

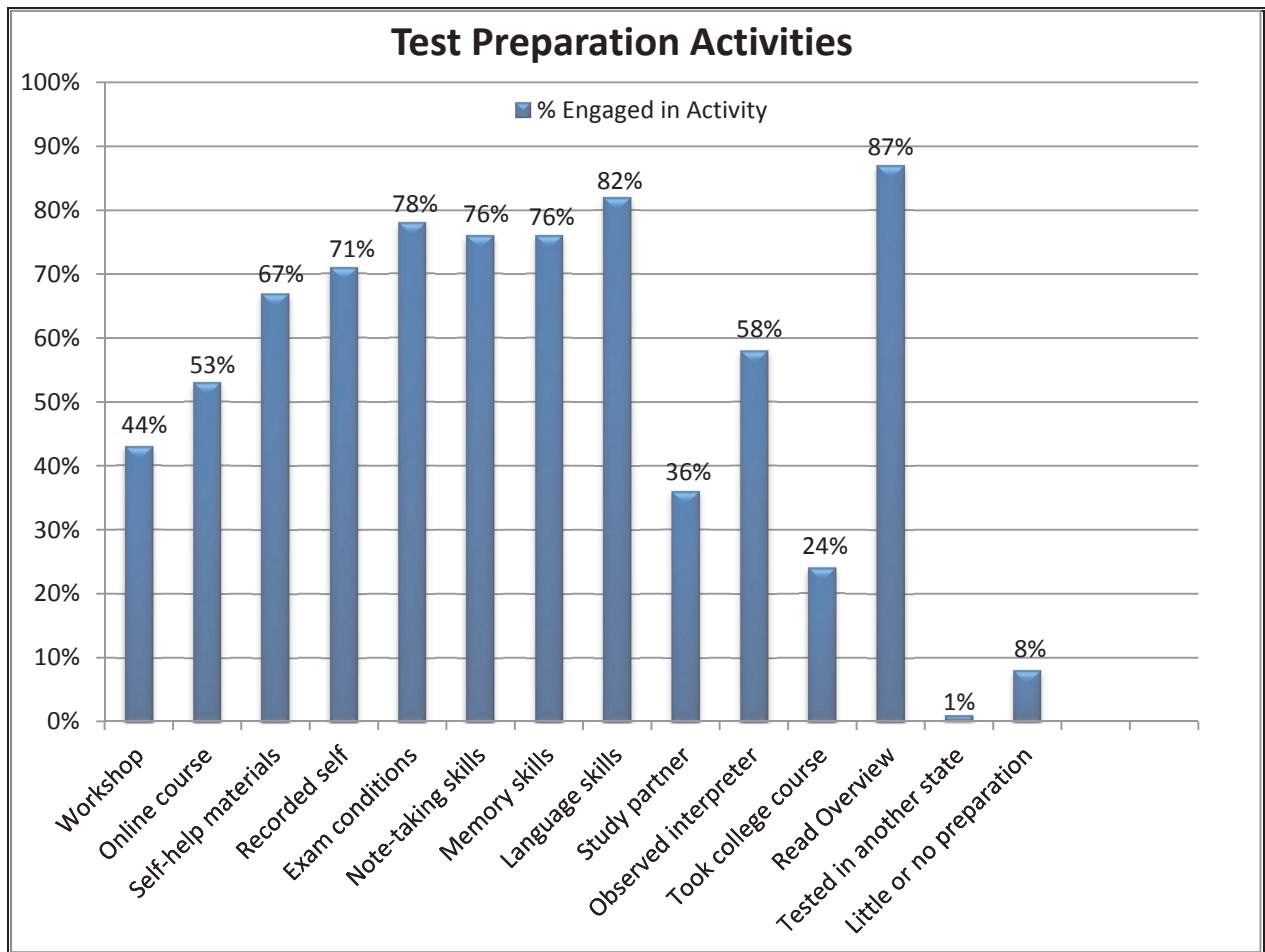
1. Graphic shows the percentage of candidates that engaged in each activity in preparation for the oral exam. Most effective methods to improve chances of a positive outcome in oral exam:
 - a. Record and critically evaluate your practice sessions
 - b. Practice under simulated exam conditions
 - c. Improve note-taking and short and long term memory skills
 - d. Take workshops and online training
 - e. Practice your English and FL skills with monolingual speakers
 - f. Observe certified interpreters in court
2. Table shows the activities candidates engaged in from the most to the least common in preparation for oral exams and their test results.

Pennsylvania 2015 Oral Exams Preparation Survey Results



1. Attended skill-building workshop(s)
2. Took an online course(s)
3. Bought self-help practice materials (recordings, exercises, practice tests)
4. Recorded and critically evaluated their performance
5. Practiced under simulated exam conditions
6. Worked on improving note-taking skills
7. Worked on improving short and long term memory skills
8. Practiced and improved English and foreign language skills
9. Studied with a partner or formed or joined a study or support group
10. Observed and followed certified interpreters in court
11. Attended a college or university interpreting or language course(s)
12. Read the Overview of the Oral Examination booklet
13. Took an oral exam previously in another state
14. Took the test cold with little preparation

Pennsylvania 2015 Oral Exams Preparation Survey Results



1. Attended skill-building workshop(s)
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History

Oregon has been presenting the Written Exam Prep Workshop since 2014. Prior to 2015 the Written Exam was the first step in the certification process, followed by the Orientation to Interpreting in the Oregon Courts which was offered to those who passed the Written Exam.

Starting in 2015, Oregon offered the Orientation first, followed by the Written. The Written Exam was used as a screening tool for potential candidates, whereas now, the Orientation serves that purpose.

Lessons Learned:

1. The order of pre-oral examination activities matters. Offering the written exam (screening tool) *after* the "Orientation to Interpreting in the Oregon Courts" program brings more invested candidates, but an overall smaller pool of oral examinees. Candidates have a better understanding of what it means to be a court interpreter prior to taking any exams.
2. The Written Exam should be held soon after the prep workshop. In 2016 Oregon held the workshop in late January, and held the exam one month later. This allowed time for candidates to study and to decide if they were ready to take the exam.

Workshop Info

6-hour workshop (two 15-minute breaks, one hour lunch)

75 minutes spent on each of the following topics

- Level Headed Test Preparation
 - How to study
 - Focus on areas you need to improve on
 - Review answer sheet (how to fill out properly)
 - Strategies for answering multiple choice questions
 - Strategies to study for each section (sentence completion, synonyms in context, synonyms/antonyms, idioms, court related sentence completion and terms, sequence, and ethics)
- Courtroom Procedure and Legal Terminology
- Idioms, Synonyms and Antonyms
- Ethics and Ethical Scenarios

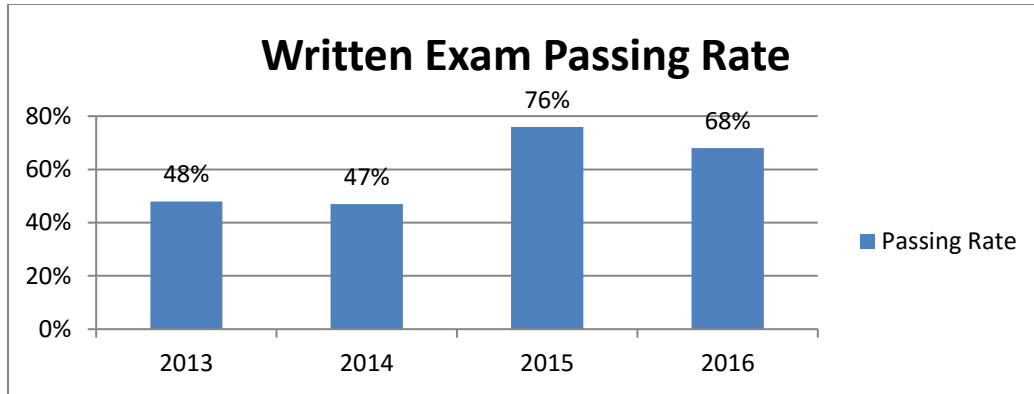
Additional materials provided

- Flowcharts for court processes
- Glossary of Commonly Used Court and Justice System Terminology
- List of commonly used English idioms

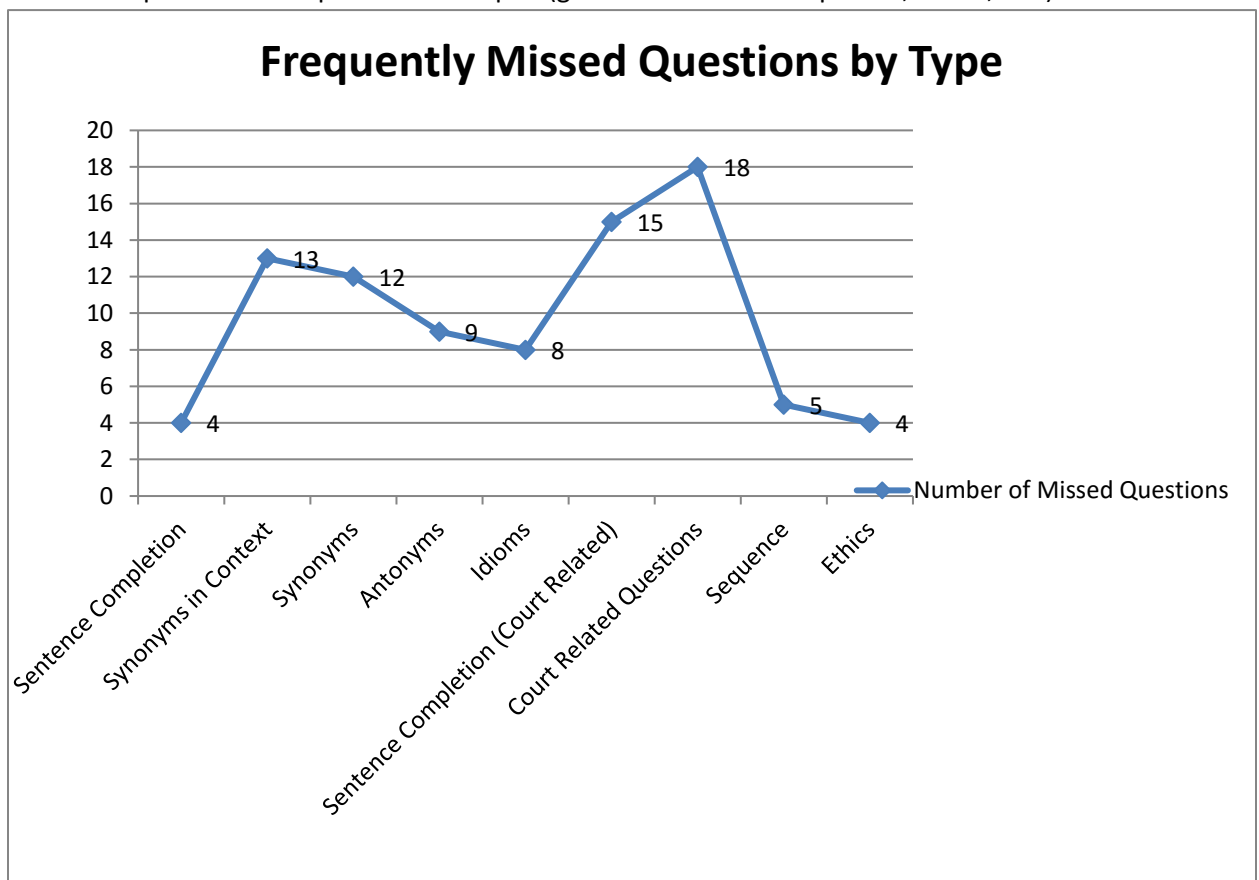
Results/Analysis

- Offering the Orientation to Interpreting in the Oregon Courts as the first step in the certification cycle has made the most impact on Oregon's Written Exam results

- The Written Exam Prep is an added bonus to those who are committed to pursuing the credential, especially helpful to non-native speakers, but has not yet shown to make a significant difference in the Written Exam passing rate.



- Analysis of Oregon’s Written Exam results has shown that examinees have the most difficult time with court related terms, and sentence completion related to court terms. More time should be spent on this topic vs. other topics (general sentence completion, ethics, etc.)



How to help candidate pass the Pre-screening/English written exam?

To improve interpreter-candidates passing rates consider the following ideas:

- 1) Gather and analyze data on past test scores.
 - a. Look for areas with the lowest scores.
 - b. Consider gathering demographic data of test candidates (e.g., native language, the level of education in each language, the age of arrival in the US, the number of books read during the past six months, etc.).

- 2) Offer an Orientation Workshop or a concise version of the same before offering the written exam.
 - a. Design workshop looking to provide information that candidates will need to pass each exam. For example, tailor day one to address information that candidates need to be more successful pass the written English exam while day two could cover information that candidates need to know to test for the oral performance exam. Include a “What does the exam look like?” section.
 - b. Consider sending preparation materials to candidates prior to the training (e.g., Media Guide to the Idaho Courts, Code of Professional Responsibility for Interpreters, vocabulary and glossary building specific exercises, etc.). Use free online resources to improve candidates level of English (e.g. www.freerice.com)
 - c. Consider creating and administering a Pre-workshop Assessment to candidates. The same should be short and simple to grade. Grading can be done by faculty or the participants themselves, depending on time allotted for exercise.

- 3) Allow time (at least two weeks) between the O/W and follow up training or testing. It is suggested that you allow a month between the O/W and the written exam. During such time consider offering additional training and assistance to candidates.
 - a. Idioms and Vocab- training. Hour-long webinar to address idiomatic expressions and general vocabulary. At the end of the O/W assign follow-up work that candidates should complete in preparation for the webinar. Faculty should review homework during the webinar, provide additional training materials (e.g., exercises, mock exams, etc.) and answer questions related to the homework.

Information gathered to assist test preparation of interpreter candidates. The same is based on trainings currently offered by the Idaho Supreme Court Training and Certification Program.

- b. Test taking techniques. 45-minute long webinar specific testing techniques for the exam. Review test format, instructions and question types. Allow candidates to view an answer sheet and show them how to correctly fill in/delete any answers. Provide testing tips to improve passing rates (e.g., do not leave any question unanswered).

Information gathered to assist test preparation of interpreter candidates. The same is based on trainings currently offered by the Idaho Supreme Court Training and Certification Program.

LOS ANGELES SUPERIOR COURT



LANGUAGE ACCESS SERVICES C. O. R. E. COMMUNITY OUTREACH RECRUITMENT EFFORTS

COMMITMENT

THE LOS ANGELES SUPERIOR COURT LANGUAGE ACCESS SERVICES DEPARTMENT PROVIDES MEANINGFUL LANGUAGE ASSISTANCE FOR ALL LIMITED ENGLISH PROFICIENT COURT USERS AND INDIVIDUALS WHO USE A SIGN LANGUAGE.

CHALLENGES

- ❖ INCREASED RESOURCE GAPS CREATED BY RETIREES
- ❖ SHORTAGE OF QUALIFIED INTERPRETERS
- ❖ COMPETITION WITH PRIVATE SECTOR AND FEDERAL AGENCIES
- ❖ LIMITED BUDGET
- ❖ NO OVERNIGHT REMEDY

COLLABORATIVE CURES



- ❖ PROACTIVE COMMUNITY OUTREACH
- ❖ DEVELOPING MEDIUM TO LONG TERM STRATEGIES
- ❖ ENGAGING AND EDUCATING THE COMMUNITIES ABOUT THE PROFESSION
- ❖ BUILDING DEPARTMENTAL AND AGENCY PARTNERSHIPS
- ❖ REACHING THE TARGET AUDIENCE

- ✚ **HIGH SCHOOLS (2), COMMUNITY COLLEGES (4) AND UNIVERSITIES (1)**
 - **JOB FAIRS – ARMENIAN, FARSI & ARABIC**
 - **LAW DAY PROGRAMS**
 - **CAREER DAYS**
 - **INTERPRETATION EXTENSION PROGRAMS – CHINESE, MANDARIN, JAPANESE AND VIETNAMESE**
 - **ESL INSTRUCTORS/BILINGUAL EDUCATION DEPARTMENTS**

- ✚ **INTERPRETER AND LANGUAGE NEUTRAL EXTENSION PROGRAMS**
 - **SOUTHERN CALIFORNIA SCHOOL OF INTERPRETATION**
 - **UCLA – KOREAN, MANDARIN & CANTONESE**

- ✚ **FAITH-BASED GROUPS**
 - **MISSIONARIES***
 - **CATHOLIC CHARITIES OF LOS ANGELES, EMPLOYMENT COACHES (ARABIC & ARMENIAN)**

- ✚ **INTERAGENCY NETWORKS***
 - **PUBLICATION IN THE LOS ANGELES COUNTY EMPLOYEE RETIREMENT ASSOCIATION (LACERA)**
 - **PUBLICATIONS IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT TEACHERS ASSOCIATION**
 - **DEPARTMENT OF SOCIAL SERVICES**
 - **REFUGEE RESETTLEMENT AGENCIES (ARABIC & ARMENIAN)**
 - **LARGE NUMBER OF HIGHLY EDUCATED INDIVIDUALS WITH COLLEGE AND POST GRADUATE DEGREES**

- ✚ **PRIVATE AGENCY PARTNERSHIPS**
 - **AIRLINES (FLIGHT ATTENDANTS) ***
 - **MILITARY (VETERANS ASSOCIATION)**

- ✚ **COURT-WIDE INTERNAL INFORMATION COMMUNICATION**
 - **SPREAD THE WORD TO FAMILY AND FRIENDS**

- ✚ **SELF-HELP CENTERS**
 - **COLLABORATE WITH “NEIGHBORHOOD LEGAL SERVICES OF NORTHERN CALIFORNIA” TO MAKE PRESENTATIONS TO THE VOLUNTEER INTERPRETERS**
 - **GENERAL ADVICE ON MUST HAVE SKILLS NECESSARY FOR SUCCESS IN THE FIELD, EMPLOYMENT OPPORTUNITIES WITH THE COURTS: SALARY AND CAREER PATHS**



Join us Friday at 4:45 p.m.
in the Britannia Room for an
Introduction to Court Interpreting



JUDICIAL COUNCIL
OF CALIFORNIA
COURT INTERPRETERS PROGRAM

**Become a California
court interpreter.**

It's a great
**opportunity—
in any language!**

For more information:
www.courts.ca.gov/interpreters

MANDARIN

TIPS ON BECOMING A CERTIFIED CALIFORNIA COURT INTERPRETER

- Learn more about the courts and the judicial system.
 - I. *Attend proceedings in the California trial courts to gain familiarity with them. Keep a lookout for cases with interpreters in any language.*
 - II. *Take community college courses on court-related topics like government, the Constitution, or criminal law.*
- Develop your language and interpreting skills.
 - III. *Study legal vocabulary in Mandarin and English.*
 - IV. *Take classes in linguistics, communications, public speaking, and interpreting.*
 - V. *Look for volunteer interpreting opportunities to build your experience.*
- Visit www.courts.ca.gov/interpreters for self-study ideas, including skill-building exercises.
- When you have expanded your knowledge of the courts and developed your interpreting skills, ask the superior courts near you about contracting as a provisionally qualified court interpreter while you pursue certified status. (Full-time certified court interpreters earn a minimum of \$68,000 a year.)
- For more information on preparing to become a certified court interpreter and for links to courts in your area, visit www.courts.ca.gov/interpreters.

**Become a Certified Court Interpreter.
It's a great opportunity—in any language!**



ADMINISTRATIVE OFFICE
OF THE COURTS

COURT INTERPRETERS PROGRAM

Oral Proficiency Interview (OPI)

SAMPLE Answers to Frequently Asked Questions (to be customized by states)

What is an OPI?

An OPI (oral proficiency interview) is a performance test that measures how well you speak a language by assessing your proficiency level in that language against a set of pre-established criteria.

How is an OPI administered?

OPIs are administered entirely in the language being tested. They are administered by a live person either over the phone or face-to-face. Certain vendors also administer OPIs via Interactive Voice Response (IVR) and/or by computer automated systems.

What can I expect on exam day?

On the day of the OPI, you will come to the designated location where you will be escorted to a private room with a telephone landline or computer. A staff person will check your identification and connect you via phone or computer with the appropriate test administrator.

What kind of identification should I bring the day of my exam?

A valid state-issued or government-issued form of photo identification, such as a driver's license or passport, in order to verify your legal name.

What happens during the exam?

The OPI is structured in a conversational format where a rater will ask you a variety of questions ranging in topic from personal interests to your opinions on global matters. The questions should gradually increase in complexity as the interview continues. Take the time to really listen to the interview questions and provide descriptive answers using several sentences. The test itself takes about 20 minutes to complete.

Will I be tested on interpretation skills or legal terminology?

No. An OPI is strictly a measure of your general language proficiency ability.

How can I prepare for an OPI?

Improving your level of fluency in a language takes time and it is unlikely that you would be able to improve your proficiency in a language in a short amount of time. However, to prepare for the OPI, it may be helpful to practice speaking about a range of topics in the language that will be tested.

How are OPIs rated?

All OPIs are scored by raters who have received extensive training on the scoring level criteria and who are fluent, native-like speakers of the language. Some vendor OPIs are independently scored by two raters and then cross-checked, while others use one rater per OPI and choose to cross-check a pre-established percentage of all exams.

Raters use a pre-established set of criteria consisting of different descriptions of levels of proficiency. To score at the highest level, a candidate is required to demonstrate a full range of grammar and vocabulary.

How can I improve my OPI score if I did not pass the first time?

Since the OPI is a test of your language proficiency, improving your score will be challenging. It is recommended that you wait at least six months prior to attempting the exam again. Take this time to speak as much as you can in the target language, while practicing your ability to provide full descriptions with rich narration.

Do dialectal differences or my accent influence the score I receive?

Raters are trained to accept variations in dialect so long as word usage is standard vocabulary that would be found in a dictionary. Similarly, your accent should not influence your score, unless it interferes with the raters' ability to understand what you are saying.

How much does an OPI cost?

Between \$50 - \$140 depending on the vendor.

ALTA Language Services Available Languages for Oral Proficiency Interview Testing*:

✚ Albanian	✚ Czech	✚ Ibo	✚ Romanian
✚ Amharic	✚ Danish	✚ Ilocano	✚ Russian
✚ Arabic	✚ Dari	✚ Indonesian	✚ Samoan
✚ <i>Arabic Dialects:</i>	✚ Dutch	✚ Italian	✚ Serbian
✚ Arabic (Egyptian)	✚ English	✚ Jamaican Patois	✚ Sinhala
✚ Arabic (Iraqi)	✚ Ewe	✚ Japanese	✚ Slovak
✚ Arabic (Lebanese)	✚ Fante (Akan)	✚ Kazakh	✚ Somali
✚ Arabic (Moroccan)	✚ Farsi	✚ Korean	✚ Spanish
✚ Arabic (Saudi Arabian)	✚ Finnish	✚ Kurdish (Kurmandji)	✚ Swahili
✚ Arabic (Sudanese)	✚ French	✚ Kurdish (Sorani)	✚ Swedish
✚ Arabic (Yemeni)	✚ French Canadian	✚ Latvian	✚ Tagalog
✚ Armenian	✚ Fulfulde (Fulani)	✚ Laotian	✚ Tajik
✚ Baluchi (Western)	✚ Ga	✚ Lithuanian	✚ Tamil
✚ Bambara	✚ German	✚ Macedonian	✚ Thai
✚ Bengali	✚ Greek	✚ Malayalam	✚ Tibetan
✚ Bosnian	✚ Gujarati	✚ Nepali	✚ Turkish
✚ Bulgarian	✚ Haitian Creole	✚ Norwegian	✚ Turkmen
✚ Burmese	✚ Hausa	✚ Pashto	✚ Twi (Akan)
✚ Cambodian	✚ Hebrew	✚ Polish	✚ Ukrainian
✚ Chinese (Cantonese)	✚ Hindi	✚ Portuguese	✚ Urdu
✚ Chinese (Mandarin)	✚ Hmong	✚ Punjabi (Eastern)	✚ Uzbek
✚ Croatian	✚ Hungarian	✚ Punjabi (Western)	✚ Vietnamese
			✚ Wolof
			✚ Yoruba

*Languages listed are current as of April 2016

Language Testing International (LTI) Available Languages for Oral Proficiency Interview Testing*:

✚ Afrikaans	✚ French	✚ Kazakh	✚ Slovak
✚ Akan-Twi	✚ Ga	✚ Kikongo-Kongo	✚ Somali
✚ Albanian	✚ Georgian	✚ Korean	✚ Spanish
✚ Amharic	✚ German	✚ Krio	✚ Swahili
✚ Arabic	✚ Greek (Modern)	✚ Kurdish	✚ Swedish
✚ Armenian	✚ Gujarati	✚ Lao	✚ Tagalog
✚ Azerbaijani	✚ Haitian Creole	✚ Malay	✚ Tajik
✚ Bengali	✚ Hausa	✚ Malayalam	✚ Tamil
✚ Bosnian	✚ Hebrew	✚ Mandingo-Bambara	✚ Tausug
✚ Bulgarian	✚ Hiligaynon	✚ Nepali	✚ Telugu
✚ Burmese	✚ Hindi	✚ Pashto	✚ Thai
✚ Cambodian	✚ Hmong-Mong	✚ Persian-Farsi	✚ Turkish
✚ Cantonese	✚ Hungarian	✚ Polish	✚ Turkmen
✚ Cebuano	✚ Igbo	✚ Portuguese	✚ Uighur
✚ Chavacano	✚ Ilocano	✚ Punjabi	✚ Ukrainian
✚ Chinese-Mandarin	✚ Indonesian	✚ Romanian	✚ Urdu
✚ Czech	✚ Italian	✚ Russian	✚ Uzbek
✚ Dari	✚ Japanese	✚ Serbian/Croatian	✚ Vietnamese
✚ Dutch	✚ Javanese	✚ Sindhi	✚ Wolof
✚ English	✚ Kashmiri	✚ Sinhalese	✚ Yoruba

*Languages listed are current as of April 2016