Professional Issues Committee

Consortium for Language Access in the Courts

Draft Minutes

July 5, 2012

2:00 EDST

Call-In Number: 1-800-503-2899

Access Code: 8364050

Present: Brooke Bogue (NC), Carmel Capati (WI), Brenda Carasquillo (NJ), Paula Consuelo (NMCLA), Carola Green (NCSC), Kent Kelly (NCSC), Andrea Krlickova (NV), Kelly Mills (OR), Pam Sanchez (NM), Jennifer Singletary (WV).

Absent: Kesenia Boitsova (MD)**,** Alejandra Donath (CT)**,** Terry Ince (CA)**,** Katrin Johnson (WA), Maria Perez-Chambers (DE), David Sawyer (AL), Camille Wiggins (IN).

Approval of Minutes: Due to the inability to approve minutes during the transition period, minutes are being formally classified as notes for review until further notice. There were no comments on the meeting notes from June 7[th]and so Carola Green will notify Nikiesha Cosby (NCSC) to upload the notes to the site.

Existing Projects Update

Online Interpreter Courses: Pam Sanchez (NM) offered an update on the interpreter courses for 2012 and early 2013. The two consecutive classes were not held due to a lack of registrants. The fall schedule will have all of the courses available, including intermediate and advanced simultaneous interpreting and is scheduled to begin in September/October 2012. The NMCLA has also drafted a schedule for 2013 which features a beginners' interpreting class. (See Attachment A)

Paula Consuelo (NMCLA) gave an overview of class scores from the simultaneous interpreting class. The 10 enrolled participants completed the course on Monday, July 2.Two students did not reach the 85% completion of assignments threshold for passing, however, Paula is still waiting to hear if a power outage affected the submission of student homework or if the grades are final. The course average score is 88.79%, taking into account 1 student at 62% and another at 72%; all other participants scored over 90%.

Paula also reported on technical difficulties which students experienced and sought the committee's advice on potential solutions. Problems originally cited by participants as "technical" issues could be attributed to a lack of computer proficiency on the user's end.

Examples included a student who purchased a new headset for the class and was unable to get it to work properly while another student had difficulty minimizing windows during the online session. The NMCLA has a contract with the software developer to provide technical support relating to audio recording issues. The developer spent considerable time 1-on-1 solving student problems which proved to be time-consuming and costly. The NMCLA wants to continue to provide assistance to paying registrants but feels students need to have basic computer literacy to participate in the online courses.

To solve these kinds of issues, staff has drafted a troubleshooting guide for participants to follow which will be added to every interpreting exercise. They are also considering creation of a 'demo' module so that participants can ensure they have no technical problems on their end prior to the class. A newsletter is going out today (July 5th) featuring information on what people should expect during an online class. Information on skill and equipment requirements already appears in the flyer and on the website. The requirements are reasonable since court interpreters should have basic computer proficiency and Internet research skills as part of their profession.

Carmel Capati asked what could happen to registrants who lacked the required computer skills. Paula said refunds could be offered to such individuals, but the classes are based on number of registrants, which is why refunds have not been offered in the past. The committee suggested configuring a legal disclaimer ("We cannot go beyond a reasonable level of assistance …" etc.) for the registration form, so that potential participants could be made aware of these needs prior to registration. Another option might be to ask questions during the registration process pertaining to basic computer proficiency ("Do you have access to high-speed Internet?" "Do you have a compatible browser installed on your computer, and if so which one?") These questions might help determine whether a registrant has the required computer skills and awareness needed to navigate an online course.

The demo and self assessment processes will be in place for the fall classes. At the next meeting (August 16th), the committee will discuss the 2013 schedule and the beginners' interpreting class.

Potential Cross-State Collaboration on Certificate Programs: Paula gave an overview of the NMCLA's 20-week certificate program for justice system interpreters, which includes an internship component. The internship has several components, including online task preparation; a face-to-face interpreting session at the UNM School of Law; court observation; a UNM mock trial in a courtroom environment; interpreting at the Law Clinic; collaborative work with law students; etc. Paula asked if states would be interested in collaboration whereby NMCLA would offer the online course and individual states' could offer the internship.

Following questions from the committee, the nature of the internship was clarified: it is not a formal internship and does not include true interpreting by non-certified individuals, but does offer a beneficial training and acclimation opportunity for students. The issue that some states (such as Oregon) are prevented by statute from using non-certified interpreters was

acknowledged. Paula said participating states could tailor their own internship to follow the online course.

To further review this opportunity, the committee requested development of a brief proposal, elaborating on what an internship entails and the potential details of collaboration. Having this in paper format will allow committee members to review and to consider passing the information on to appropriate parties for consideration. Paula will prepare this document for the August conference call.

NCSC Webpage Redesign: Carmel Capati has been working with Laura Klaversma and Pam Burton of NCSC to review the public- vs. private-facing elements of the website. At this time, she and Laura reviewed proposed wireframes, which are page-display representations showing where new pages and links are to be created. The wireframes are not yet ready to share with the committee due to their complexity and the difficulty in following displayed information, but may be ready by the time of the August call. Work is still underway.

The LAAC has directed the PIC to review the Members-Only pages and to develop criteria for posting documents there versus the public site. The committee decided that two joint tasks need to be undertaken to conduct the review. First, a survey needs to be created to allow CLAC members to review the existing documents on the Members-Only page. Members will be asked to review their own state's documents, research link contributions and determine which already-posted documents can be made public. Second, all the documents on the proposed public site needs to be reviewed by a work group. A policy concerning future site uploads should be developed. Members wanted to ensure helpful information that program managers use frequently would not be split up in two separate locations (public and private) making it difficult to find.

The status of several types of documents was also discussed. The interpreter database and rater contact information should remain secure. Exam material can be public on the main page link of oral and written exams since it is already displayed in several locations and is therefore public already. Other document types still needs to reviewed for consensus on their status. The committee agreed that as much material as possible should be moved from the secure side to the public side, while being vigilant about sensitive information.

The volunteers for this work group currently include Carmel Capati, Brenda Carasquillo and Pam Sanchez. Carmel will e-mail the members of the committee who were absent from today's call to inquire as to their interest in joining the group as well.

Remote Interpreting (RI) Guide: Kent Kelly provided a brief update on the Remote Interpreting Guide. Kent met with Laura Klaversma this morning, and Laura inquired with Tom Clarke. Tom responded that he has provisionally identified the project's committee members, but they have not yet been contacted. He is planning to contact them in the near future.

Language Access Advisory Committee (LAAC) Update: Carmel gave a brief update on the LAAC as well. A communications plan was drafted and approved. The official listserv is still being developed at this time. The CCJ/COSCA summer meeting will be taking place in St. Louis, Missouri from July 22-25, and Consortium matters will be discussed there. The LAAC liaisons are waiting for the communication plan to be distributed, so that the regional conference calls can begin. There are projects that states may want to discuss and share ideas on and these calls would be a forum to do so. More information should be available by the time of the August call.

New Business: No new business discussed.

Next Business Conference Call: Monthly conference calls will continue throughout the transition process. The next conference call has been set for Thursday, August 16th, 2012 at 2 pm EST. An e-mail informing all committee members will be sent out plus reminders prior to the meeting. Due to an issue with conflicting and simultaneous conference calls on the same account, the call-in number remains the same but the new access code, 8364050, will continue to be used on future calls.