



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Mentoring Educational Interpreters

1. **Purpose:**

"This legislation was intended to support public schools across the state, including rural and remote locations, in locating and accessing personnel who meet the state interpreter standards, as well as providing mentoring services to those hired who do not currently meet the standards."

2. **Description of services provided:**

"The primary investment is the interpreter coordinator who will act as the program point of contact, and lead the project execution. This position will be responsible for developing the program structure, best practices, supervising mentees, collecting and consolidating status reports, reporting milestones, debriefing the state of the program to stakeholders, assigning mentors to mentees and acting as a subject matter expert in best practices for accomplishing the goals set forth in HB1109 Section 501 (4)(p)."

3. **Criteria for receiving services and/or grants:**

The recruitment of an interpreter coordinator, recruitment of mentors for educational interpreters, development of impact/success measures, regular reporting to stakeholders on progress and best practices.

Beneficiaries in 2019-20 School Year:

Number of School Districts: 16

Number of Schools: 18

Number of Students: Many interpreters serve in an itinerant capacity and work with several different students in a given day, interpret for whole school events, interpret for multiple students in any given week. An estimate would be 18-40 deaf students received interpretation from an educational interpreter involved in the mentoring program during our 2019-20 program. In addition, since interpreters provide the deaf student's thoughts and answers in spoken English to all their peers, the entire class benefits from interpretation, not just the deaf student. It is challenging to quantify the number of students because potentially it is every student in each of the 18 schools.

Number of Educators: One interpreter may work with four to eight teachers in any given day, not including contact with principal, paraeducators,

office staff, or any other adult in the building who needs communication with the deaf student. Estimate 72-144.

Other: *Name other...* *Enter total number of "other"*

Number of OSPI staff associated with this funding (FTEs): 0

Number of contractors/other staff associated with this funding: 1

FY20 Funding: State Appropriation: \$225,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$225,000

4. **Are federal or other funds contingent on state funding?**

No

Yes, please explain.

If state funds are not available, the state will not be eligible...

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	\$225,000	\$170,255

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators
FY20	155	632	1,187	178

7. **Programmatic changes since inception (if any):**

For the 2020-21 program, the following changes will be made:

- Program began in September instead of November due to contracts already being in place for all but one of the contractors
- Added one hour monthly 1:1 meetings with each educational interpreter and their American Sign Language (ASL) instructor
- Added one hour monthly meetings with each Mentor and ASL instructor
- Changed weekly ASL classes from two hours to one and one-half hours
- Increased 1:1 meetings with each educational interpreter and their Mentor from two to three hours monthly

- Purchased a GoReact license so all program participants can utilize this tool for recording their work and receiving feedback
- Modified classroom observations from in-person to joining the virtual classroom to observe the interpreter
- Provided workshops every few months for all involved in the program as well as any other working interpreter in Washington state
- Provided multiple weekly workshops from March – July for all Washington state interpreters impacting approximately 60-90 interpreters each week
- Contracted with a new ASL instructor

8. **Evaluations of program/major findings:**

- Educational interpreters need mentorship, accountability, and support
- Educational interpreters need to know who they report to in their district and have clear expectations of dress, ethics, and boundaries
- The mentoring opportunities for interpreters who have achieved a 3.5 on the EIPA are very limited
- Of the educational interpreters who took the EIPA during the 2019-20 school year, six of them achieved a 3.5 or above
- Many educational interpreters desire professional development as seen in our consistent numbers of interpreters who attended two to three weekly workshops from March – July

9. **Major challenges faced by the program:**

- COVID-19 halted the majority of our spring in-person observations
- We have room for more applicants than apply for the program. There seems to be no incentive to join for an interpreter who does not see the importance in their EIPA score. If their district does not require the program, the interpreter may not see the value in improving their skills. There is currently no deadline to achieve this state standard. We need legislation to pass a bill providing a deadline. Currently, interpreters can continue to interpret if they show they are working “toward” standard of the EIPA. This means too high a number of interpreters who have been interpreting for 20 plus years continue to provide poor quality service to their students and the districts are not required to demand mentorship or achievement of the state standard.
- The attendance requirements are approximately 20 hours a month and some interpreters quit the program because of this load

10. **Future opportunities:**

- Provide additional workshops with Cheryl Reminder from Rochester Institute of Technology (RIT)/National Technical Institute of the Deaf (NTID)
- Provide additional workshops by our deaf ASL instructors open to all Washington state educational interpreters

11. **Statutory and/or budget language:**

Budget Proviso: Section 501(4)(p) \$225,000 of the general fund-state appropriation in fiscal year 2020 and \$225,000 of the general fund-state appropriation in fiscal year

2021 are provided solely for OSPI to develop or expand a mentoring program for persons employed as educational interpreters in public schools. Funds provided under this section may only be used for recruiting, hiring, and training persons to be employed by Washington Sensory Disability Services who must provide mentoring services in different geographic regions of the state, with the dual goals of: providing services, beginning with the 2019-20 school year, to any requesting school district; and assisting persons in the timely and successful achievement of performance standards for educational interpreters.

12. **Other relevant information:**

Click or tap here to enter text.

13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

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