


# **Washington State Supreme Court Interpreter Commission**

**May 12, 2023**

**Meeting Packet**


**Washington State  
Administrative Office of the Courts  
1112 Quince Street SE  
PO Box 41170  
Olympia, WA 98504-1170  
Phone: 360-753-3365**

# **Interpreter Commission Meeting Agenda**

 <p><b>WASHINGTON COURTS</b></p>	<h2>Interpreter and Language Access Commission Quarterly Meeting</h2> <p>Friday, May 12, 2023, 8:30 AM to 11:45 AM  Join Zoom Meeting: <a href="https://wacourts.zoom.us/j/88447311672">https://wacourts.zoom.us/j/88447311672</a></p> <p>Meeting ID: 884 4731 1672</p>	
<b>AGENDA</b>		
<ul style="list-style-type: none"> <li>• Call to Order</li> <li>• Member Introductions &amp; Meeting Rules</li> </ul>	<b>Judge Michael Diaz</b>	
<p><b>Chair’s Report</b> (<i>Order Subject to Change</i>)</p> <ul style="list-style-type: none"> <li>• Approval of February 10, 2023 Minutes</li> <li>• Current Member Reappointments</li> <li>• NOTIS Ethics Panel Presentation</li>   <li>• New Commission Representatives Candidates Meet and Vote (breakout and return)</li> <li>• Interpreter Recruitment Model Presentation</li>   <p style="text-align: center;"><b><i>BREAK</i></b></p> <li>• Adoption of Proposed RCW Changes</li> <li>• Strategic Priorities Activity Report</li> <li>• Legislative Action Report <ul style="list-style-type: none"> <li>○ Senate Bill 5051 for 2024</li> </ul> </li> <li>• Interpreter Program Report</li> <li>• Reimbursement Program Report</li> </ul>	<p style="text-align: center;"><b>Judge Diaz</b></p> <p style="text-align: center;"><b>Judge Diaz</b></p> <p style="text-align: center;"><b>Dierdre Murano, Linda Noble, Rosemary Nguyen, and Milena Calderari-Waldron</b></p> <p style="text-align: center;"><b>Judge Diaz</b></p> <p style="text-align: center;"><b>Shane Feldman, Innivee Strategies</b></p> <p style="text-align: center;"><b>Donna Walker</b></p> <p style="text-align: center;"><b>AOC Staff</b></p> <p style="text-align: center;"><b>AOC Staff Judge Diaz</b></p> <p style="text-align: center;"><b>James Wells</b></p> <p style="text-align: center;"><b>Tae Yoon</b></p>	<p style="text-align: center;"><b>p.6</b></p>    <p style="text-align: center;"><b>p.12</b></p>       <p style="text-align: center;"><b>p.26</b></p>  <p style="text-align: center;"><b>p.60</b></p> <p style="text-align: center;"><b>p.82</b></p> <p style="text-align: center;"><b>p.92</b></p> <p style="text-align: center;"><b>p.93</b></p>

<ul style="list-style-type: none"> <li>September 9 ILAC Meeting Location</li> </ul>	<b>Judge Diaz</b> <b>AOC Staff</b>	
<p><b>Committee and Partner Reports</b>  <u>Issues Committee Meetings Report</u></p> <ul style="list-style-type: none"> <li>➤ Topics TBD with Judge Oaks</li> </ul> <p><u>Education Committee Meetings Report</u></p> <ul style="list-style-type: none"> <li>➤ NCREF Conference Presentation</li> <li>➤ 2023 Fall Judicial Conference Presentation</li> <li>➤ 2023 Judicial College Evaluation</li> <li>➤ Judicial and Court Officer Training Online</li> </ul> <p><u>Disciplinary Committee Report</u></p> <ul style="list-style-type: none"> <li>• Disciplinary Process Manual Status</li> </ul> <p><i>Liaison Reports (placeholder)</i></p>	<b>Judge Lloyd Oaks</b>  <b>Ashley Callan</b> <b>AOC Staff</b>  <b>Justice Helen Whitener or designee</b>  <b>OAH</b> <b>ODHH</b>	<p><b>p.95</b></p> <p><b>p.101</b></p>
<p><b>Commission Staff Report</b></p> <ul style="list-style-type: none"> <li>• Commission Manager’s Report</li> </ul>	<b>Kelley Amburgey-Richardson or designee</b>	
<p><b>Announcements:</b></p> <p>Plan for July New Member Orientation Training</p>	<b>AOC Staff</b>	
<p><b>Next Commission Meeting</b></p>	<b>September 8, 2023</b> <b>8:30 AM-12 PM</b> <b>TBD</b>	

# Meeting Minutes

 <b>WASHINGTON COURTS</b>	<b>Interpreter Commission Meeting</b> <b>February 10th, 2023</b> Zoom Videoconference 8:30 AM – 12:00 Noon PM
<b>Meeting Minutes</b>	

**Members:**

Judge Michael Díaz, Chair  
 Justice G. Helen Whitener  
 Judge Lloyd Oaks  
 Judge Edirin Okoloko  
 Jeanne Englert  
 Naoko Shatz  
 Ashley Callan  
 Kristi Cruz  
 Florence Adeyemi  
 Diana Noman  
 Iratxe Cardwell  
 Kelly Vomacka  
 Anita Ahumada  
 Michelle Hunsinger de Enciso

**Liasons:**

Vanna Sing  
 Tony Griego  
 Berle Ross

**AOC Staff:**

James Wells  
 Avery Miller  
 Robert Lichtenberg  
 Kelley Amburgey-Richardson  
 Tae Yoon

**Guests:**

Chela Fisk  
 Laura Friend  
 Miriam Currey  
 Soccoro Villeda  
 James Christianson  
 Karen Atwood  
 Kristina Howard  
 Maria Elena Montes de Oca Ricks  
 Lesey Jandoc  
 Jovi Lee  
 Christina Zubelli

**CALL TO ORDER**

**The meeting was called to order at 8:30 AM.**

**Approval of Previous Meetings Minutes—** Jeanne Englert moved to approve minutes as written. Kelly Vomacka seconded the motion. Minutes are approved unanimously.

**Welcome New Members—** The Commission welcomed the new translator representative Laura Friend, the president of Northwest Translator and Interpreters Society (NOTIS). She is excited to learn more about the courts and the particular challenges that come with court-related translations of documents.

- There is some discussion among the Commission of issues regarding translation of documents, especially with issues in Family Law final orders. Some members have been hearing about these concerns and members are involved in efforts to train judges and court staff to provide guidelines, best practices and make standards known to judges.

The Commission is still recruiting for a Deaf Community Representative that are interested in serving. AOC Staff inquired whether the recruitment of the CDI Representative should be expanded to seek candidates from other states Donna Walker suggested that the Commission bring the nominations from the RID and other interpreters that may apply to the next meeting and if outside expertise is needed, that the Commission consider contracting for their consultation. Kristi Cruz suggested that such a person should be someone from a non-unified court system in order to align guidance given Washington's non-unified system.

## CHAIR'S REPORT

### **Bylaws Adoption— Judge Lloyd Oaks**

Judge Oaks presented the final draft of the Bylaws for approval by the Commission. There were a few final changes made regarding efficient transition among members and staggering onboarding to ensure there isn't a large wave of turnover at once. With the Legislature in session, there was a need for flexibility and communicating via email to comment on the bylaws outside of the committee monthly meetings..

- Judge Oaks moved to adopt the bylaws as written. Iratxe Cardwell seconded. All Commission Members are in favor and the bylaws are adopted.

### **Strategic Priorities Finalization and Adoption— Judge Diaz**

Judge Diaz presented the final version of the strategic plan for the Commission. Several members provide updates on various aspects of their priorities and timelines.

- Kelley Amburgey-Richardson updated on the Administrative Office of the Courts' plans for improving data collection. There will also be an upcoming study done on interpreter compensation issues, to look at how we can improve retention of interpreters for court proceedings.
- Naoko Shatz discussed the issues of translation of pattern forms and ensuring such translations are accurate and usable.
- Florence Adeyemi discussed the intersections with the action plan from the Racial Justice Consortium and especially the issues of Legal Financial Obligations.
  - There is a definite need for ILAC representation on these issues, as there needs to be outreach to communities who are LEP, and legal assistance to them must include plans to provide language access services.
  - Justice Whitener suggests partnering with Minority and Justice Commission on outreach, especially for things like Trish Kinlow's Unified Payment Programs.

- Kelly Vomacka discussed the high costs of felony convictions for her clients and that even though there are new laws in effect, the relief efforts may not be reaching immigrant communities.
  - If there are language barriers, there may be other barriers to understanding the legal system, like how to get a suspended driver's license back and other personal legal rights and services information.
  - ILAC can offer support to the people doing the outreach and working in these areas to ensure that there is equal access and collaborate with our partners.
- Kelly Vomacka moved to adopt the strategic priorities plan. Kristi Cruz seconded. The plan passed with none opposed.

### **Update on Legislation—Judge Diaz**

On Senate Bill 5051, Judge Oaks extended gratitude to the Issues Committee for tackling the legislation. The bill was intended to address issues of people signing away rights to assets or child custody without understanding the language of the documents. A letter in opposition was sent to the Senate Law and Justice Committee to express some concerns regarding the lack of knowledge of the extent of the problem and efficacy in resolving it using in-person court interpreters. This may be an issue the new translation committee can take up. If the courts are able to capture data and verify the extent of the issue, they will be able to tailor a better solution.

On Senate Bill 5304, Bob updated the committee on the concerns raised about allowing third party testing of DSHS certified interpreters.

- There's concern about the existence or appearance of a conflict of interest by having third party agencies who employ interpreters develop the tests to be used to certify them. Several members expressed concern regarding this bill if it does not pass because the bill will not allow third-parties to self-certify their interpreters.

### **Online Member Orientation— Robert Lichtenberg**

- AOC staff are working on putting together an online orientation for new members of the Commission to be onboarded regarding past practices, best practices, the history of the Commission and its' role under the Supreme Court rules and statutes, as well as the policy and legal frameworks.
- These will be virtual trainings and announcement of dates will be coming soon.

### **Disability Justice Workgroup Funding Request Proposal— Judge David Whedbee**

Judge Whedbee presented to the Commission on the Disability Justice Taskforce's request for full funding to establish a two-year study comprising a needs assessment of issues on disability access in the courts. He requested a letter of support from the



Commission for the funding request. Judge Okoloko moved to approve the letter of support. Iratxe Cardwell seconded. The motion passed unanimously. AOC staff will work with Judge Diaz to draft a letter of support.

### **In-person/ Hybrid Commission Meeting and Community Forum—** Robert Lichtenberg

AOC offices at SeaTac will likely reopen at some point in 2023, but there is no definite date yet. Bob is working to lead the discussion regarding a Community Forum, to invite members of the public who want to engage with the commission.

- AOC staff are looking to ensure there is a focus of the forum and that we are able to do outreach to affected LEP communities and organizations working with them.
- Members are partnering with liaisons from the Access to Justice Board to discuss how to best conduct outreach to and engage LEP communities.

### **Interpreter Program Report—** James Wells

James updated on the recent Interpreter exam results and issues related to certification tiering. Certain languages may need to have specific criteria for becoming credentialed if they are unable to pass a credentialing exam or do not have a test instrument to determine their ability to work as “provisionally-credentialed” court interpreters. There is potential to do outreach and additional training for the near-passers who take the interpreter exam.

The issue was referred to the Issues Committee for further consideration.

## **COMMITTEE AND PARTNER REPORTS**

### **Issues Committee—** Judge Lloyd Oaks

In addition to the legislative updates, bylaws and strategic priorities plan described above, the Issues Committee has been examining additional issues arising from language access in the courts.

- The Committee examined the recruiting and credentialing of interpreters to face the shortfall of qualified interpreters in a few critical languages.
- There was also discussion of new modes and practices for interpretation in the courts post-Covid and how remote interpreting can be used to include more out of state interpreters due to unavailable state-approved resources.
  - In addressing this, the committee discussed amending the reciprocity process to allow out of state interpreters to be qualified more easily in WA courts.
  - In particular the committee discussed how the lack of national ASL testing for interpreters presented a challenge to adequately provide services to meet the needs of the Deaf, Deaf-Blind and ASL-using community.

**Education Committee— Ashley Callan**

- Ashley Callan reported on the activities of the Education Committee after Judicial College wrapped up. She made a request for ILAC funding for the Fall Judicial Conference for approximately \$2,000 as the conference presentation will address issues of access for jurors who need signed language interpreters.
  - There is also a request from the WSBA for a training on language access and interpreters. Kristi Cruz, Naoko Shatz and Judge Gipe are on the faculty for that.
  - The Education Committee is working on preparing a training for court staff and administrators on best practices for booking interpreters, as the public-facing desks are often the first interaction LEP individuals have with the courts and can impact how they are able to access the courtroom at all.

**Disciplinary Committee— Justice Whitener**

The Disciplinary Manual is still in the process of undergoing development and a final draft will be ready to be presented to the full Commission soon.

- The meeting packet contains information regarding a settled Complaint Action out of Yakima Municipal Court.

**Language Access and Interpreter Reimbursement Report— Tae Yoon**

AOC Staff Tae Yoon provided an update on the Language Access and Interpreter Reimbursement Program.

- There has been a large expansion of the program and there are now 108 courts participating. Nearly \$600,000 of reimbursement claims have been approved, with less than 10% denied.
- Staff are working on increasing communication and support between AOC and the courts and assisting new courts with technical development and information.

**The next meeting will be via Zoom on May 12, 2023 at 8:30 AM.**

**The meeting was adjourned at 12 PM.**

# Chair's Report

Karen Atwood  
PO Box 98533  
Des Moines, Washington 98198

February 16, 2023

Robert Lichtenberg  
Supreme Court Interpreter Commission  
PO Box 41170  
1206 Quince St SE  
Olympia, WA 98504-1170  
[Robert.Lichtenberg@courts.wa.gov](mailto:Robert.Lichtenberg@courts.wa.gov)

Dear Mr. Robert Lichtenberg:

I am here to express my interest in serving on the Interpreter and Language Access Commission as a Deaf Community Representative.

As a Deaf community leader, an advocate and activist for equal access and better rights to communication, I would like to assist in ways to improve with the courts to gain language access for all.

I thank you for asking and I look forward to working with you and the Washington State Court Interpreter Commission.

Sincerely,

Karen Atwood

Attachment: Resume

## *Karen M Atwood*

PO Box 98533  
Des Moines, Washington 98198

Email: [Bluerose0210@gmail.com](mailto:Bluerose0210@gmail.com) Text #: 206-679-6386 Phone #: 253-292-3190

Currently retired since 2009. Had worked a total of 28 years with the United States Postal Service and American Postal Workers Union. Been in the work force since 1972 at various jobs.

### **Qualifications:**

- Quick learner
- Results & process-oriented
- Motivational

### **Relevant Experience:**

Strong motivated volunteer, caregiver, leader, and advocate in the Deaf community.

### **Job experiences:**

- 1984 – 2009: United States Postal Service as a Clerk in Seattle, WA and union steward for American Postal Workers Union
- 1980 – 1984: Hearing Speech & Deafness Center as an Independent Living Skills Instructor to multiple handicapped adults.
- 1978 – 1979: Montana Industries in Miles City, MT as an Instructor to mental handicapped adults for job skills.
- 1974 – 1977: United States Postal Service as a Clerk in Seattle, WA

### **Education:**

- 1972 Graduate of Tye Senior High School in Seattle, WA
- 1974 Graduate of Seattle Central Community College

### **Experiences:**

- Advocate for Abused Deaf Women Advocacy Services
- Deaf interpreter for DeafBlind individuals
- Hosted several fundraising events for Deaf organizations.
- Hosted workshops and conferences [state, regional and national]
- Delegate to National Association of the Deaf conferences

**Affiliations:**

Had been and continue to be involved in number of organizations since 1972. Currently on board with Washington State Association of the Deaf, Washington State Deaf Senior Citizens, and LEAD-K [Language Equality and Acquisition for Deaf Kids].

My activism focuses on access issues and rights for Deaf, DeafBlind and Hard of Hearing individuals.

# NOURI MARRAKCHI, MA

Vancouver, WA 98693 | (503-925-5572 (VP) 720-694-7983 (Cell) | [nouri.marrakchi14@gmail.com](mailto:nouri.marrakchi14@gmail.com) |  
[linkedin.com/in/nouri-marrakchi](https://www.linkedin.com/in/nouri-marrakchi)

## Senior American Sign Language Instructor and Deaf Community Member

Dear Interpreter and Language Access Commission,

The opportunity to serve on Interpreter and Language Access Commission will help understand the importance of making sure that our Deaf, DeafBlind and others to have the better experience in court systems with providing the access to language they prefer to communicate in. The state and commission's dedication to the community, revolutionary communities, and excellent experiences within activism have heightened my interest in joining as a Deaf member on the commission role, where I can essentially be part of a culture that aligns with my principles and core values as an educator and an advocate for holistic learning, cultural diversity, cross-cultural communication, and inclusion.

My passion and determination to pursue excellence in everything I do and to see my advocacies catalyzing significant shifts in our society have always been my driving force. For the past 9+ illustrious years of my professional and academic experience, I have passionately taught American Sign Language to students, families, and communities. Moreover, I optimized individual student performance, broadening their worldview, inspiring them to nourish interest in their unique capabilities, and above all, instilling a sincere hope for a future that illuminates brighter as they bravely come forward.

The environment in which a young adult thrives is intrinsic to his/her success. As I mentioned earlier, one of my advocacies is educating the students and the community through training and workshops focusing on learning ASL, understanding the value of communication, and inclusion. I conduct these regularly to keep the community members abreast of the latest information and the impact of educating ourselves with values that unify. By making the community a partner for growth, I am setting up the young adults to be more capable of living the productive life they deserve and, ultimately, closer to their aspirations.

The theme of holistic student development and academic pursuits combined with real-world practice is exemplified not only in my teaching method but also in my educational background and learned skills in leadership. As such, I am clearly positioned to explore different perspectives and theories related to curriculum development, utilize improvements in societal concepts in solving systemic problems in education, and resolve significant issues of practice regarding opportunities and avenues for student success.

The commission's position is particularly appealing since it provides a gateway for me to empower hearing students to build bridge gap between both communities (Hearing and Deaf) to achieve academic excellence, provide leadership to enhance our communities, and, together with grit and tenacity, engage them in a journey towards inevitable success.

My attached curriculum vitae illustrates a statement of teaching interest, relevant training, and certifications. In addition, I would be happy to submit a complete teaching portfolio, syllabi for past and proposed courses, or other additional materials at your convenience. I look forward to hearing from the committee and wish you the best of luck in selecting the ideal candidate.

Sincerely,

**Nouri Marrakchi, MA**

# NOURI MARRAKCHI, MA

Vancouver, WA 98693 | (503)-925-5572 (VP) 720-694-7983 (Cell) | nouri.marrakchi14@gmail.com |

[www.linkedin.com/in/nouri-marrakchi](http://www.linkedin.com/in/nouri-marrakchi)

## Senior American Sign Language Instructor

**Highly respected and committed Senior American Sign Language (ASL) Instructor nurturing young people to achieve their fullest potential in a career filled with unbridled hope, boundless energy, and dedication. Innovative leader leveraging extensive mastery, training, and work experience involving a variety of settings, including public schools, universities, and virtual practice in overseeing youth of varying ages and capabilities. Devoted and amicable educator effectively guiding students in ASL fluency.**

- ✓ Astutely facilitated classes for 100+ students per year at Camas School District. The number continues to grow due to the demands of learning a new language, and the school is set to begin having dual credit courses available at the high school level.
- ✓ Visionary self-starter with a strong passion for offering the highest level of leadership by performing administrative duties or directorship functions across organizations while promoting accountability, due diligence, innovativeness, and diversity.
- ✓ Accomplished educator with a performance history of championing institutional culture by producing positive and measurable outcomes while setting high standards, surpassing expectations or demands, and furthering operational capacity per set goals.
- ✓ Service-oriented advocate with a track record of managing programs, special projects, and services, for numerous people within diverse communities, such as the deaf and hard-of-hearing populations, while securing access to resources and nurturing rights.
- ✓ Perceptive strategic thinker with a background in devising strategies, obtaining opportunities, and resolving conflicts while concluding office or ad-hoc obligations, assessing data or trends, and complying with the regulations and best practices.
- ✓ Personable individual who can thrive in a fast-paced environment by exemplifying excellent organizational skills, logical problem-solving style, time management competence, superb critical thinking capacity, keen attention to detail, and a firm work ethic.

### CORE COMPETENCIES

Educational Leadership | School Administration | Program Development | Curriculum Design | Statistics & Data Analysis | Academic Programming | Testing Strategies | Needs Analysis | Community Partnerships | Student Support & Engagement | Academic Administration | Student Learning Progress Assessment | Academic Program Review | Faculty Management | Process Implementation | Program Management | Strategic Direction | Diversity & Inclusion | Community Partnership | Curriculum Improvement | Online Learning Management | Strategic Thinking | Organizational Communication | Conflict Resolution | Crisis Intervention | Multicultural Education Equity | Curriculum & Instruction Development | American Sign Language (ASL)

### EDUCATION

**Master of Arts, Teaching ASL**, University of Northern Colorado, Greeley, CO

**Graduate Degree Program, Transition to Teaching**, Bethel College/ Goshen College, Mishawaka, IN and Goshen, IN

**Bachelor of Arts, Special Education**, University of Northern Colorado, Greeley, CO

### LICENSURE AND CERTIFICATION

**Colorado Secondary Education License, K-12 (Certified)**, Certification #: 24368422, Professional Teacher License

Endorsement: American Sign Language (ASL) | Expiry: April 2028

**Washington Career and Technical Education Conditional Teacher, (K-12 Certified)**, Certification #: 578711D

Washington Office of Superintendent of Public Instruction, Endorsement: Sign Language Interpreter | Expiry: June 2023

### PROFESSIONAL EXPERIENCE

**ASL Instructor, Dual Credit with Central Washington University ♦ Camas School District, Camas, WA** **August 2021 – Present**  
**Lead intensive classroom lectures, instructing a diverse group of 100+ highly talented 9<sup>th</sup> – 12<sup>th</sup> graders in ASL II and ASL III.**

- Design and implement lesson plans, instructional materials, and oral presentations specific to the abovementioned subjects.
- Strategically evaluate the progress of planning objectives and interpret results to ensure continuous improvement and learning.
- Conceptualize, plan, and coordinate club activities and events with student members of the ASL Club, including other colleagues.

**ASL Instructor ♦ Portland Community College, Portland, OR**

**January 2022 – Present**

- Hands-on involvement in the planning, implementation, and assessment of assigned curriculum components and scheduled modules in the program for ASL I and ASL II students to establish effective instruction delivery to meet the students' needs.



- Develop a positive environment of academic, professional excellence for students and a collaborative working environment for educational team members while leveraging gifts for teaching, leading, communication, and mediation to allow open discussions.

## **PROFESSIONAL EXPERIENCE continued**

---

**ASL Instructor, ♦ University of Colorado, Boulder, CO**      **January 2022 – Present**

***Spearhead the management of multifaceted academic functions to assist faculty and students in achieving educational goals.***

- Exemplify strategic and time-honored teaching methodologies by delivering clear, informative lectures on ASL I students, two sections with 19 students each class, while effectively probing, encouraging, and facilitating vibrant class discussions by building constructive discourse into lessons, asking open-ended questions, and leveraging effective techniques to track student progress.
- Foster intellectual growth, research, and creativity by providing strategic academic planning, administrative leadership, and evaluation for academic activities and faculty affairs related to assigned courses for the advancement of multidisciplinary learning.

**ASL Interpreting Studies (ASLIS), ASL Curriculum Director ♦ University of Louisville, Louisville, KY**      **August 2020 – June 2021**

***Developed outlines, evaluations, and training methods for enhanced student retention and implemented study methodologies.***

- Governed the direction, supervision, student development, and management of the day-to-day classes, including program coordination for various levels (ASL I – ASL VI), while advocating for diversity initiatives that will engage students and foster learning.
- Created and presented lectures, activities, and assignments to ASL I – V students for a rewarding, student-focused environment.

**ASL High School Instructor ♦ Weld County School District Re-1, Severance, CO**      **August 2019 – June 2020**

***Perceptively designed the instruction materials and tools and then refined the existing ones in the World Language Department at Elkhart Memorial High School needed to accurately measure student performance relative to the standardized learning outcomes.***

- Provided flexible, consistent, and timely assessments that foster independent learning and incorporate relevant developments.
- Created a well-rounded support system designed for the students to build their skills in communicating with members of the Deaf community through ASL; comprehensively taught the language to foster understanding and interaction with community members.

**ASLIS/ Graduate Teaching Assistant ♦ University of Northern Colorado, Greeley, CO**      **August 2018 – June 2020**

***Committedly facilitated classroom discussions and individual student consultations to ensure optimum topic comprehension and retention while initiating and developing various student activities to improve classroom experience and participation.***

- Established expertise in several subject areas; assisted and recommended key areas for improvement within the curriculum design.
- Further enhanced mastery in ASL I and II academic development by collaborating with other teaching assistants and colleagues in improvement projects for the subject's educational support programs, engagement programs, and student associations.

**Online ASL Instructor ♦ MSD Wayne Township School District, Indianapolis, IN**      **August 2017 – August 2019**

***Actualized academic initiatives that supported program-wide objectives while providing individualized online coaching support.***

- Utilized extensive experience and understanding of best practices to orchestrate academic activities that enable program growth.
- Researched and designed mentoring techniques that increased student knowledge, creativity, and critical thinking abilities.
- Established and maintained strong, long-lasting professional relationships that contributed to overall organizational success.

## **EARLIER PROFESSIONAL EXPERIENCE**

---

**American Sign Language High School Instructor ♦ Elkhart Community Schools, Elkhart Memorial High School, Elkhart, IN**

**Part Time Adjunct ASL Faculty ♦ Manchester University, North Manchester, IN**

**High School ASL Instructor ♦ Peru Community Schools, Peru, IN**

**ASL Lab Instructor ♦ McDaniel College, Westminster, MD**

**Practicum Student ♦ St. Vrain Valley School District, Mountain View Elementary School, Longmont, CO**

**Practicum Student ♦ Thompson Valley School District, Bill Reed Middle School, Loveland, CO**

**ASL Teacher Assistant and ASL Club Coordinator ♦ University of Northern Colorado, Greeley, CO**

## **ADDITIONAL RELATED PROFESSIONAL EXPERIENCE**

---

**Deaf Mentor, State of Indiana, Indianapolis, IN**

**Actor, Active Board Member, Part-Time Booking Agent, ImaginASL (Formerly Known as Rocky Mountain Deaf Theatre), Denver, CO**

**Screener/Evaluator for Interpreters, Pika Sign Language Interpreting Services**

**CEO, ASLZiNG Inc, Broomfield, CO**

**Summer Camp Leader, City of Westminster, Westminster, CO**

**Social and Development Coordinator, University of Northern Colorado, Greeley, CO**

**Boys Wing Staff**, Texas Lion Camp, Kerrville, TX

**Boys Camp Counselor**, Aspen Camp for the Deaf and Hard of Hearing, Snowmass, CO

---

### COACHING EXPERIENCE

---

**Volunteer Coach**, Wrestling Team for Westlake Middle School- Broomfield, CO

**Assistant Coach**, Wrestling Team at Kinard Middle School- Fort Collins, CO

---

### LECTURES AND CONFERENCES

---

**American Sign Language Teaching Association National Conference**, Salt Lake City, UT | June 28 – July 1, 2017.

**Social Studies, Stiches, and Snapchat: Understanding Educational, Medical, and Social Classifiers**, Greeley, CO | April 27, 2019

**American Sign Language Teaching Association (ASLTA) National Conference**, San Diego, CA | June 29 – July 3, 2019

---

### ACCOMPLISHMENTS AND RECOGNITION

---

**Presenter**, National Association for Bilingual Education Conference, Denver, CO | 2010

**Speaker**, University of Northern Colorado's University President Council: "What's Your Story: Narratives Through Language Learning, University of Northern Colorado, Greeley, CO | 2010

**Coordinator**, "Definitely Funny" Event, University of Northern Colorado, Greeley, CO | 2012

**Presented with George Luis Sodano Award for Outstanding Multicultural Program for "Definitely Funny"**, University of Northern Colorado, Greeley, CO | 2012

**Peru High School Most Impacted Teacher**, Peru Community Schools, Peru, IN | 2016



To whom may it concern:

I have a keen interest in the position of the WA Supreme Court Interpreter and Language Access Commission. I have been an interpreter since 2002 and became a CDI in 2008. I have worked in many court settings all over Washington state. I feel that my experiences and my knowledge that comes with it, I can contribute significantly to the commission. There have been many challenges and issues that I have seen and worked with. My desire is to see how I can help make and lead the great state of Washington providing the best accessible court system for the Deaf and DeafBlind.

Attached you will find my resume.

Thank you for your consideration.

With kind regards,

-John T. Plecher

# JOHN TAYLOR PLECHER

23303 LAKE VIEW DR B301  
 MOUNTLAKE TERRACE WA 98043  
 VP 206 462 4168, TEXT 206 280 9275  
[JPLECHER@GMAIL.COM](mailto:JPLECHER@GMAIL.COM)

## EDUCATION:

- Seattle University 1981 BA Psychology
- Edmonds College 1997 Computer Specialist
- ASL Interpreting School 2005 Certificate ASL interpreter
- RID 2008 Certified Deaf Interpreter

## SKILLS:

- CDI, Certified Deaf Interpreter since 2008.
- AOC Certified Court Interpreter since AOC/DSHS has been implemented.
- DB tactile and close vision interpreting for over 20 years.
- Expert sight translation: English to ASL

## EXPERIENCE:

- |   |                     |
|---|---------------------|
| Boeing Co employee  | 1982 - 2002         |
| Statewide Freelance Interpreter   | June 2005 – Present |
| <ul style="list-style-type: none"> <li>- Deaf Blind</li> <li>- Medical</li> <li>- Community</li> <li>- Education</li> <li>- DSHS</li> <li>- Legal /Court</li> </ul> |                     |
| DeafBlind Technical Assistive Specialist –  |                     |
| WATAP University of Washington  | 2013-present        |
| ODHH Telecommunication Department   | 2007-present        |

April 30, 2023

Dear Robert Lichtenberg,

Pursuant to the April 5, 2023 message from the Office of the Deaf and Hard of Hearing serving the Deaf, DeafBlind, DeafDisabled, Hard of Hearing, and Late Deafened community that "the Washington State Supreme Court is seeking a person who is Deaf, Deaf-Blind, or hard of hearing to become a member of the Court's Interpreter and Language Access Commission (ILAC) to provide guidance to the Court on policies and court practices affecting access to interpreters, court programs, and court services," my hopes raised for a chance to bring about change for a better future for an underserved population. My interest and motivation come from an upbringing being a child of an immigrant mother, experiencing the same discrimination and trauma, growing up learning how to keep going and do one's best. The timing could not be better. In my recent past, I served as a liaison for North America in the Panamerican Deaf association initiative, Union de Sordos de Américas y Caribe (USAC). The association is in the process of materialization through paperwork with the Mexican government, the country where the treasury holds the organizational account collecting membership dues and donations. As board members we worked together 2019 through 2023 to create, edit, and improve bylaws, articles, proposals, projects, and more, all of which were in official Spanish. The weekly meetings were held in Zoom video and we used each of our own sign languages along with interpretation. I also volunteered to interpret and to take notes during meetings.

My experience with policy and standard paper writing is with the Group of Legal Interpreters on White Papers (GLIWP) for RID, a committee overseen by Carla Mathers, the By-Laws of Washington ASL Teachers' Association (WAASLTA) as the secretary in the board, taking minutes every month and sometimes more often. During my assistant professorship at Gallaudet University, I dedicated almost 10 years with Committee E with the University Senate. We handled general pay increases, grievances, and merit increases. In the Department of Foreign Languages, Literatures, and Cultures, It was a department-wide responsibility to attend all meetings and participate in departmental reviews, and comply with the objective of the Gallaudet University to maintain accreditation. During my earlier undergraduate student years, I served to revise and put together the by-laws of the fraternity chapter of Sigma Phi Epsilon as member and then as president the year our fraternity chapter got approved by the university for on-campus activities. In addition to experience, the command of the English language is crucial and key in reading and writing policies, making suggestions for improvement of the language in statutes and in the guidelines for the AOC. May my candidacy further be considered upon the distinct truth that I am one of few CDIs with CLIP-R who also hold SC:L. To boot, my experience of nearly two decades interpreting in various scenarios of each court venue over 27 states: civil, criminal, administrative, mental health, and federal immigrations. My licenses in several states and registration on the state certified court interpreter rosters sometime include my foreign sign language credentials. Varied terminologies and systems used in different states and venues add to experience in how the trained, learned eye may read and write in the formal English language style and structure yet maintain precision and transparency. My goals are to ensure diverse Washingtonian Deaf communities with and without Limited English Proficiency (LEP) be justly served and provided with equitable access to due process by the provision of full access using native languages as needed and available.

May I hereby submit my letter of interest for the Certified Deaf Interpreter (CDI) position as Representative for the Washington State Supreme Court Interpreter and Language Access Commission (ILAC). The Interpreters' Commission to the Administrative Office of the Courts (AOC) of Washington State.

Thank you for considering my candidacy for the open position. Should there be any questions please do not hesitate to send them.

Sincerely,

Buck Rogers, MA, CDI, SC:L  
PhD & EdD studies  
Fields: Spanish & French, SLAA;

HEAL

## Curriculum Vitae 2023

### I. EDUCATION AND CREDENTIALS

EDD STUDIES IN HIGHER EDUCATION AND ADULT LEARNING, WALDEN U JUN 09 – JUN 19 (ABD)  
 PHD STUDIES IN SPANISH & FRENCH, ASL LINGUISTICS, DEAF LANGUAGE & CULTURE, SECOND LANGUAGE  
 ACQUISITION & APPLICATION, U OF MARYLAND, COLLEGE PARK. AUG 99 – DEC 05 (INCOMPLETE)  
 MA IN FRENCH AND SPANISH LANGUAGE & LITERATURE, GEORGE MASON U, FAIRFAX, VIRGINIA, JUN 98  
 BA IN FRENCH AND MATHEMATICS, GALLAUDET U, WASHINGTON, DC, JUN 95  
 CERTIFIED DEAF INTERPRETER, REGISTRY OF INTERPRETERS FOR THE DEAF, JUN 10 – PRESENT  
 SPECIALIST CERTIFICATE: LEGAL, REGISTRY OF INTERPRETERS FOR THE DEAF, FEB 16 – PRESENT  
 LEGAL INTERPRETER CERTIFICATES IN SPANISH SIGN, FRENCH SIGN, MEXICAN, VENEZUELAN, ... 19 – PRESENT  
 TRILINGUAL INTERPRETER TRAINER CERTIFICATE, NAT'L CONSORTIUM OF INTERPRETER ED. CENTERS, APR 16

### II. PROFESSIONAL EXPERIENCE

ASL INSTRUCTOR, SEATTLE CENTRAL COLLEGE, SEATTLE & HOME OFFICE VIDEO REMOTE, 17 – PRESENT  
 MULTILINGUAL INTERPRETER, DEPARTMENT OF HOMELAND SECURITY, US LOCATIONS, SEP 11 – PRESENT  
 MULTILINGUAL INTERPRETER, EXECUTIVE OFFICE OF IMMIGRATION REVIEW, US LOCATIONS, NOV 08 – PRESENT  
 COURT INTERPRETER, ALL VENUES AND VARIOUS JURISDICTIONS IN UNITED STATES, 07 – PRESENT  
 ASL MULTILINGUAL FREELANCE INTERPRETER, VISUAL LANGUAGE CONCEPTS, AROUND THE GLOBE, 97 – PRESENT  
 PRESENTER, ASL ETYMOLOGY, ON DEMAND AT ZABOOSH.COM, JAN 23  
 LSF-ASL INTERPRETER, [CONSORTIUM-L@CCES-LSF-POUR-TOUS.FR](mailto:CONSORTIUM-L@CCES-LSF-POUR-TOUS.FR) WEBINAR, SEPT 22  
 PARTAKER, PEREGRINACIÓN A SANTIAGO DE COMPOSTELA, PASTORAL DEL SORDO DE SEVILLA, GALICIA, AUG 22  
 TRAINER, SIGN LANGUAGE ETYMOLOGY, “TRADUCCIÓN E INTERPRETACIÓN LSM – ESPAÑOL”, GDL MX, APR 22  
 PRESENTER, SIGN LANGUAGE ETYMOLOGY, LSM TEACHERS IN “LITERACY FOR THE DEAF MEXICO”, APR – MAY 22  
 PRESENTER, SIGN LANGUAGE ETYMOLOGY, CINDY WOOD WORKSHOP ZOOM BY CWOOD.COM, MAY 21 – APR 22  
 LSF-ASL INTERPRETER, FRANCO-AMERICAN PARTNERSHIP IN DEAF EDUCATION, WEBINAR AT RIT, DEC 21  
 PRESENTER, SIGN LANGUAGE ETYMOLOGY, ZOOM HOSTED BY WAASLTA, OCT 20 – MAR 21  
 PRESENTER, SIGN LANGUAGE ETYMOLOGY RESEARCH, BUENOS AIRES ARGENTINA, DEC 18  
 ASL INSTRUCTOR, GOOGLE COMPANY, SEATTLE FREMONT & KIRKLAND, WA, APRIL 17 – JUNE 18  
 PRESENTER, ASOCIACIÓN DEPORTIVA Y RECREATIVA SILENTE DE JALISCO, GUADALAJARA, APR 17  
 ASL ADJUNCT FACULTY, CENTRALIA COLLEGE, CENTRALIA, WA, SEP 14 – JULY 17  
 ASL ADJUNCT FACULTY, PIERCE COLLEGE, PUYALLUP/FT STEILACOOM WA, JAN 15 – DEC 15  
 ASL ADJUNCT FACULTY, GEORGE WASHINGTON UNIVERSITY, WASHINGTON DC, JAN 10 – JUN 12  
 INTERPRETER, DISTRICT COURTS & POLICE, WASHINGTON DC METRO AREA, JUN 09 – JUN 14  
 INTERPRETER, INOVA & GEORGETOWN U HOSPITALS, WASHINGTON DC METRO AREA NOV 07 – JUN 14  
 PRESENTER, SIGN ETYMOLOGY, POTOMAC CHAPTER RID ANNUAL CONFERENCE, WASHINGTON DC, NOV 11  
 PRESENTER, SIGN ETYMOLOGY, RID NATIONAL CONFERENCE, ATLANTA GA, JUL 11  
 PRESENTER, FEDERACIÓN ANDALUZA DE ASOCIACIONES DE SORDOS, LINEA CONCEPCIÓN SPAIN, JUN 11  
 PRESENTER, AGRUPACIÓN DE SORDOS DE GRANADA Y PROVINCIA, GRANADA SPAIN, JUN 11  
 ASL ADJUNCT FACULTY, MONTGOMERY COLLEGE, ROCKVILLE MD, JAN 08 – JUN 11  
 TOUR GUIDE, SORDOVIAJES, DEAF TOURISTS FROM SPAIN, NYC-NF-TOR-NF-DC, JUN 10  
 PRESENTER, NSLIC NATIONAL CONFERENCE, ANAHEIM CA, MAY 10  
 PRESENTER, ASLTA NATIONAL CONFERENCE, PHOENIX AZ, NOV 09  
 PRESENTER, MANO-A-MANO CONFERENCE, PHILADELPHIA PA, JUL 09  
 PRESENTER, RAINBOW ALLIANCE OF THE DEAF, CHICAGO IL, JUN – JUL 09  
 INTERNATIONAL SIGN INTERPRETER, RAINBOW ALLIANCE OF THE DEAF, CHICAGO IL, JUN – JUL 09  
 PRESENTER, SORENSON & MADONNA UNIVERSITY, LIVONIA MI, JAN 09  
 ASL ADJUNCT FACULTY, N VIRGINIA COMMUNITY COLLEGE, ANNANDALE VA, AUG 08 – DEC 09  
 PRESENTER, POTOMAC CHAPTER RID CONFERENCE, BALTIMORE MD, NOV 08  
 POSTER PRESENTER, CONFERENCE FOR INTERPRETER TRAINERS, SAN JUAN PR, OCT 08  
 PRESENTER, EASTER SEALS CROSSING, INDIANAPOLIS IN, OCT 08  
 PRESENTER, REGION V RID CONFERENCE, SACRAMENTO CA, SEP 08  
 PRESENTER, REGION IV RID CONFERENCE, HOUSTON TX, JUL 08  
 PRESENTER, DISABILITY STUDIES SOCIETY, NEW YORK, NY, JUN 08  
 PRESENTER, NATIONAL COUNCIL OF HISPANO DEAF AND HARD OF HEARING, WASHINGTON DC, OCT 07  
 SPANISH TRANSLATOR & VIDEO EDITOR, WASHINGTON DC, AUG 06 – OCT 07  
 INTERNATIONAL SIGN INTERPRETER AT DEAFLYMPICS, SALT LAKE CITY UT, FEB 07  
 LSF / ASL INTERPRETER, FRENCH TV NEWS “L'OEIL ET LA MAIN”, WASHINGTON DC, AUG 06  
 INTERNATIONAL SIGN INTERPRETER, WORLD GAY GAMES VII, CHICAGO IL, JUL 06  
 INTERVIEWER, LIVES OF DEAF PEOPLE, MULTIPLE LOCATIONS IN MEXICO, COSTA RICA & ARGENTINA, APR – JUL 06  
 LSF / ASL INTERPRETER, REVOLUTIONS IN SIGN LANGUAGE STUDIES, WASHINGTON DC, MAR 06  
 LSF / ASL INTERPRETER, ASST DEPUTY TO FRENCH ASSEMBLÉE GÉNÉRALE, WASHINGTON DC, FEB 06  
 LECTURER TO ASST PROFESSOR, FRENCH & SPANISH AT GALLAUDET U, WASHINGTON DC, NOV 94 – JAN 06  
 INTERPRETER/GUIDE, GALLAUDET U GRAD STUDENTS, DEAF HISTORY TOUR, FRANCE, JUN – JUL 05  
 INTERPRETER, EMMANUELLE LABORIT “THE CRY OF THE GULL”, WASHINGTON DC, NOV 2004  
 CO-PRESENTER, WORLD CONGRESS FOR TEACHERS OF FRENCH, ATLANTA GA, AUG 04  
 INTERNATIONAL SIGN INTERPRETER, 5<sup>TH</sup> DEAF HISTORY INTERNATIONAL, PARIS FRANCE, JUL 03  
 INTERPRETER/GUIDE FOR GRADUATE STUDENTS, DEAF HISTORY TOUR, FRANCE, JUN – JUL 03  
 SUPERVISOR, SPANISH SIGN LANGUAGE STUDY ABROAD PROGRAM, TOLEDO & MADRID SPAIN, JUN 03  
 LSF / ASL INTERPRETER, INT'L DEAF PILOTS ASSOCIATION, FREDERICK MD, JUL 02  
 SPANISH & FRENCH TRANSLATOR, DEAF WAY II COMMITTEE, WASHINGTON DC, 01- 02  
 LSF / ASL INTERPRETER, 4<sup>TH</sup> DEAF HISTORY INTERNATIONAL, WASHINGTON DC, JUN 00  
 PRESENTER, LSF AND ASL COMPARISONS, GALLAUDET UNIVERSITY OPEN HOUSE, WEDNESDAYS JAN – MAY 01

LSF / ASL INTERPRETER, ASSOCIATION LAURENT CLERC WITH LAURENT CLERC TOMBSTONE, WDC, SEP 99  
 ASL TEACHER, FAIRFAX COUNTY PUBLIC SCHOOLS, JUN-JUL 98  
 INSTRUCTOR, ASL/ENGLISH, MIEUX VIVRE, PARIS FRANCE, MAY - JUN 97  
**TEACHER**, INSTITUT DÉPARTEMENTAL G BAGUER, PARIS FRANCE, MAY - JUN 97  
**TEACHER'S AIDE** OF FRENCH, GALLAUDET U, WASHINGTON DC NOV 94 - DEC 96  
**TEACHER'S AIDE**, INSTITUT DÉPARTEMENTAL G BAGUER, PARIS FRANCE, MAY-JUN 96

### III. RESEARCH

"SIGN LANGUAGE ETYMOLOGY" & "FOREIGN SIGN LANGUAGES", ROGERS, 08 - PRESENT  
 "THE GLOBAL DEAF COMMUNITY: DEAF PEOPLE IN LATIN AMERICA", ISSUES OF DEAF LIVES  
 IN ARGENTINA, COSTA RICA AND MEXICO, BERDICHEVSKY, ROGERS ET AL; 06 - 08  
 "FOREIGN SIGN LANGUAGE FOR DIALOGUES, VOCABULARY & GRAMMAR", ROGERS, MAR 05  
 "FRANCOPHONIE ET LA SURDITÉ", WEINBERG, TARABBO, & ROGERS; AUG 04  
 "FOREIGN SIGN LANGUAGE AS A FACILITATOR", BRADFORD & ROGERS; DEC 03  
 "USE OF LSF IN A FRENCH CLASSROOM AT GALLAUDET UNIVERSITY", MAY 2000  
 "INCORPORATING FOREIGN SIGN LANGUAGES IN THE INSTRUCTION OF WRITTEN FOREIGN  
 LANGUAGES TO DEAF STUDENTS", HITTTELBRAND, ROGERS, RAMIREZ, & RYAN; APR 2000  
 "INTEGRATING TECHNOLOGY IN FOREIGN LANGUAGE INSTRUCTION TO THE DEAF", ROGERS, AUG 98

### IV. LANGUAGE PROFICIENCY

CERTIFIED IN LENGUA DE SEÑAS VENEZOLANA (LSV), PROFICIENT, 2022- PRESENT  
 CERTIFIED IN LENGUA DE SEÑAS MEXICANA (LSM), PROFICIENT, 2018 - PRESENT  
 CERTIFIED IN LENGUA DE SEÑAS COLOMBIANA (LSC), PROFICIENT, 2018 - PRESENT  
 CERTIFIED IN LANGUE DES SIGNES FRANÇAISE (LSF), PROFICIENT, 1996 - PRESENT  
 CERTIFIED IN LSE (LENGUA DE SIGNOS ESPAÑOLA), PROFICIENT, 2007 - PRESENT  
 CERTIFIED IN NSS (NONSTANDARD SIGN), 2007 - PRESENT  
 BA & MA DEGREES IN FRENCH 1988-2003: PROFICIENT IN FRENCH  
 MA DEGREE IN SPANISH 1986-2004: PROFICIENT  
 COURSES IN LSE (LENGUA DE SIGNOS ESPAÑOLA) 2003: WORKING KNOWLEDGE  
 COURSES IN ITALIAN 1989-1990: WORKING KNOWLEDGE  
 SIGN COMMUNICATION PROFICIENCY INTERVIEW (SCPI, PERCURSOR TO ASLPI), SUPERIOR, 2000  
 IMMERSION IN LESCO (LENGUA DE SEÑAS COSTARRICENSE) 2006: WORKING KNOWLEDGE  
 IMMERSION AND INTERVIEW IN LIS (LINGUA DEI SEGNI ITALIANA) 2011: BASIC KNOWLEDGE  
 INTERVIEW IN LSQ (LANGUE DES SIGNES QUÉBÉCOISE) 2007: BASIC KNOWLEDGE  
 IMMERSION IN LSA (LENGUA DE SEÑAS ARGENTINA) 2006: BASIC KNOWLEDGE  
 PRIVATE TUTORING IN JAPANESE AND JSL (JAPANESE SIGN, 日本手話) 2004-PRESENT: BASIC KNOWLEDGE  
 PRIVATE TUTORING IN BRAZILIAN PORTUGUESE 2001-2003: BASIC KNOWLEDGE  
 PRIVATE TUTORING IN DUTCH AND NEDERLANDSE GEBARENTAAL, 1997-2001: BASIC KNOWLEDGE

### V. INTERPRETING LANGUAGES

AMERICAN SIGN LANGUAGE/ LIMITED ENGLISH PROFICIENCY/ NON-STANDARD SIGN LANGUAGE  
 TACTILE & ADAPTATIVE ASL FOR DEAF-BLIND/LIMITED-VISION  
 CONTACT SIGN LANGUAGE/BIMODAL SIGN COMMUNICATION/ORAL ENGLISH, SPANISH, FRENCH,  
 LENGUA DE SIGNOS ESPAÑOLA (LSE), LANGUE DES SIGNES FRANÇAISE (LSF), LENGUA DE SEÑAS MEXICANA (LSM); LENGUA DE  
 SEÑAS VENEZOLANA (LSV) SIGNS IN LATIN AMERICA & AFRICA WITH LSF, LSE ROOTS

### VI. TEACHING SUBJECTS

ASL INSTRUCTOR, SEATTLE CENTRAL COLLEGE CONTINUING EDUCATION, JAN 18 - PRESENT  
**ASL ADJUNCT PROFESSOR**, CENTRALIA COLLEGE, CENTRALIA, WA, SEPT 14 - MAR 17  
**ASL ADJUNCT PROFESSOR**, PIERCE COLLEGE, PUYALLUP, WA, JAN 15 - JAN 17  
**ASL ADJUNCT PROFESSOR**, GEORGE WASHINGTON U, WASHINGTON DC, JAN 10 - JUN 13  
**ASL ADJUNCT PROFESSOR**, MONTGOMERY COLLEGE, ROCKVILLE MD, JAN 08 - JUN 11  
**ASL ADJUNCT PROFESSOR**, N VIRGINIA COMMUNITY COLLEGE, ANNANDALE VA, AUG 08 - DEC 08  
**ASSISTANT PROFESSOR**, FRENCH & SPANISH, GALLAUDET U, WASHINGTON DC, AUG 03-JAN 06  
**INSTRUCTOR**, FRENCH AND SPANISH, GALLAUDET U, WASHINGTON DC, SEP 98 - DEC 01  
**TEACHER'S AIDE** OF FRENCH, GALLAUDET U, WASHINGTON DC, NOV 94 - SEP 98  
**LECTURER**, FRENCH AND SPANISH AT GALLAUDET U, WASHINGTON DC, JAN 97 - MAY 98  
 ASL TEACHER, FAIRFAX COUNTY PUBLIC SCHOOLS, JUN-JUL 98  
**TEACHER**, INSTITUT DÉPARTEMENTAL G BAGUER, PARIS FRANCE, MAY - JUN 97  
**TEACHER'S AIDE**, INSTITUT DÉPARTEMENTAL G BAGUER, PARIS FRANCE, MAY-JUN 96  
**ASL TUTOR** FOR PROFESSOR OF ENGLISH, GALLAUDET U, WASHINGTON DC, SEP 92 - MAY 93  
**TUTOR**, MATHEMATICS, FRENCH, & SPANISH, GALLAUDET U, WASHINGTON DC, SEP 92 - MAY 94

### VII. CONFERENCES, LECTURES AND WORKSHOPS

PRESENTER, SIGN LANGUAGE ETYMOLOGY, ZABOOSH.COM, MAR 22, JAN 23  
 PRESENTER, SIGN LANGUAGE ETYMOLOGY, CWOOD.COM, MAY 21, APR 22  
 PRESENTER, SIGN LANGUAGE ETYMOLOGY, ZOOM HOSTED BY WAASLTA, OCT 20 - JAN 22



PRESENTER, SIGN LANGUAGE ETYMOLOGY RESEARCH, BUENOS AIRES ARGENTINA, DEC 18  
 PRESENTER, ASOCIACIÓN DEPORTIVA Y RECREATIVA SILENTE DE JALISCO, GUADALAJARA, APR 17  
 PRESENTER, SIGN ETYMOLOGY, POTOMAC CHAPTER RID ANNUAL CONFERENCE, WASHINGTON DC, NOV 11  
 PRESENTER, SIGN ETYMOLOGY, RID NATIONAL CONFERENCE, ATLANTA GA, JUL 11  
 PRESENTER, FEDERACIÓN ANDALUZA DE ASOCIACIONES DE SORDOS, LINEA CONCEPCIÓN SPAIN, JUN 11  
 PRESENTER, AGRUPACIÓN DE SORDOS DE GRANADA Y PROVINCIA, GRANADA SPAIN, JUN 11  
 ATTENDEE & INTERVIEWEE, DEAF ITALIAN PROTEST VS LINGUAGGIO MANUALE GESTUALE, ROME ITALY, JUN 11  
 PRESENTER, NSLIC NATIONAL CONFERENCE, ANAHEIM, CA, MAY 11  
 PRESENTER, NSLIC NATIONAL CONFERENCE, ANAHEIM, CA, MAY 10  
 PRESENTER, ASLTA NATIONAL CONFERENCE, PHOENIX, AZ, NOV 09  
 PRESENTER, MANO-A-MANO CONFERENCE, PHILADELPHIA, PA, JUL 09  
 PRESENTER, RAINBOW ALLIANCE OF THE DEAF, CHICAGO, IL, JUN – JUL 09  
 PRESENTER, SORENSON & MADONNA UNIVERSITY, LIVONIA, MI, JAN 09  
 PRESENTER, POTOMAC CHAPTER RID CONFERENCE, BALTIMORE, MD, NOV 08  
 POSTER PRESENTER, CONFERENCE FOR INTERPRETER TRAINERS, SAN JUAN, PR, OCT 08  
 PRESENTER, EASTER SEALS CROSSING, INDIANAPOLIS, IN, OCT 08  
 PRESENTER, REGION V RID CONFERENCE, SACRAMENTO, CA, SEP 08  
 PRESENTER AT REGION IV RID CONFERENCE, HOUSTON, JUL 08  
 PRESENTER AT NATIONAL COUNCIL OF HISPANO DEAF AND HARD OF HEARING, WDC, OCT 07  
 ATTENDEE AT NATIONAL ARGENTINE DEAF ASSOCIATION CONFERENCE, BUENOS AIRES, JUL 06  
 PARTICIPANT IN LSM (MEXICAN SIGN LANGUAGE) TRAINING, JAN – APR 06  
 INTERPRETER AT REVOLUTIONS IN SIGN LANGUAGE STUDIES, LINGUISTICS, LITERATURE, LITERACY, MAR 06  
 ATTENDEE AT INTERNATIONAL DEAF FILM FESTIVAL, CLIN D'ŒIL, REIMS, JUL 05  
 ATTENDEE AT DR. SUZANNE ROMAINE'S "ENDANGERED LANGUAGES", WDC, NOV 04  
 CO-PRESENTER WITH MARK WEINBERG AND ANTOINE TARABBO AT 11 TH WORLD CONGRESS FOR  
 TEACHERS OF FRENCH: "FRANCOPHONIE ET SURDITÉ", ATLANTA JUL 04  
 LECTURER AT UMCP: "DEAF LANGUAGE AND CULTURE IN FRANCE", MAY 04  
 ATTENDEE AT GRADUATE-LEVEL LINGUISTICS: "ITALIAN SIGN LANGUAGE RESEARCH", MAY 04  
 ATTENDEE AT DEAF ACADEMICS AND RESEARCHERS CONFERENCE, FEB 04  
 ATTENDEE AT BROTHERS AND SISTERS DEAF CLUB 25<sup>TH</sup> ANNIVERSARY, LONDON, DEC-JAN 04  
 INTERNATIONAL SIGN INTERPRETER AND ATTENDEE AT 5<sup>TH</sup> DEAF HISTORY INTERNATIONAL, PARIS, JUL 03  
 PARTICIPANT IN SPANISH SIGN LANGUAGE WORKSHOPS BY EL GRITO (30 HRS), TOLEDO, JUN 03  
 PRESENTER OF LSF WORKSHOP MINI-SERIES AT GALLAUDET UNIVERSITY, JAN – MAY 03  
 PRESENTER OF LSF WORKSHOP, VEDITZ ASL TEACHERS' ASSN, FAIRFAX, VA, MAY 03  
 LSF WORKSHOPS ON LANGUAGE, LINGUISTICS & CULTURE 240 HRS, ALSF IN PARIS, JUN – DEC 02  
 PERFORMER AT WORLD FEDERATION OF THE DEAF CONFERENCE IN BRISBANE, AUSTRALIA, JUL-AUG 99  
 INTERPRETER AND ATTENDEE AT THEORETICAL ISSUES ON SIGN LANGUAGE RESEARCH 6, WDC, MAR 98  
 ATTENDEE AT COCHLEAR IMPLANT CONFERENCE & DEAF "PAF" PROTEST, PARIS, MAY 96

#### **VII. OTHER ACTIVITIES & SKILLS**

VISITS WITH DEAF EDUCATIONAL PROGRAMS: MEXICO 17; SPAIN, FRANCE, ITALY, & GREECE, 11; CAMBODIA & JAPAN, 09; MEXICO,  
 COSTA RICA, CUBA & ARGENTINA 06; FRANCE & SPAIN 96-04); AUSTRALIA, 99  
 WILD ZAPPERS DANCE PERFORMANCE: US, JAPAN & AUSTRALIA, 92 – 04  
 HOST, FRENCH DEAF THEATER 7 PERFORMERS, MY HOME AND VEHICLE, WASHINGTON DC, JUN-JUL 02  
 TRANSLATOR ENGLISH/FRENCH/SPANISH, DEAF WAY II COMMITTEE, 2000-02  
 ASL/ENGLISH TUTOR FOR FRENCH DEAF INTERNS AT GALLAUDET U, WASHINGTON DC, 2000-04  
**ASL TUTOR** FOR PROFESSORS OF ENGLISH, GALLAUDET U, WASHINGTON DC, SEP 92 – MAY 93  
**TUTOR**, MATHEMATICS, FRENCH, & SPANISH, GALLAUDET U, WASHINGTON DC, SEP 92 – MAY 94  
 DEAF PRESIDENT NOW, GALLAUDET STUDENT PROTEST & MARCH, WASHINGTON DC, MAR 88  
 PHOTOGRAPHY, FILMING & EDITING, WEB DESIGN, SUBTITLING, INSTRUCTIONAL TECHNOLOGY, MACINTOSH AND PC

#### **IX. AREAS OF DOCTORAL RESEARCH**

LANGUAGES, SIGN LANGUAGES, LINGUISTICS, LITERATURES, CULTURES IN FRANCE, SPAIN, 2 AMERICAS, 1800'S – PRESENT  
 DEAF EDUCATION, HISTORY, & CIVILIZATION IN FRANCE, SPAIN, EUROPE, AMERICAS, AFRICA 1700'S – PRESENT

## Review of RCW 2.42 and RCW 2.43

### Summary of changes

#### Purpose of the review of RCW 2.42 and RCW 2.42

Alignment of statutory verbiage with the current policies of the Commission, dead letter wordings due to court decisions nullifying the language, Federal and State regulations, and the current best practices that have evolved since the statute was last enacted.

#### Reorganization of sections.

Realigned the sections of each of the statutes to be parallel to the other for ease of reference.

#### Change in titles.

New wording to provide clarity regarding the subject of the regulation or title change to align with the subject of the regulation.

#### Addition of sections.

- RCW 2.42
  - ✓ added Conduct for Court Interpreters
  - ✓ added Testing and Credentialing
  - ✓ added Team interpreting. – GR 11.4
  
- RCW 2.43
  - ✓ added Privileged Communication
  - ✓ added Team interpreting. – GR 11.4

#### Removal of sections.

- RCW 2.42
  - ✓ RCW 2.42 Intermediary interpreters; Section removed but concept incorporated in proposed section 2.42.030 Appointment of Interpreters.
  - ✓ RCW 2.42.120 (4 and 5) Reference to police processes ruled to be unconstitutional by Washington State Supreme Court. *Patrice vs Murphy*.
  - ✓ Source of interpreters, qualifications currently in RCW 2.42.130; Section removed but concept incorporated in proposed section 2.42.030 Appointment of Interpreters.

#### Substantial Section Modifications.

- RCW 2.42
  - ✓ RCW 2.42 changes to "Definitions." Added definitions for several terms to modernize and add culturally appropriate terminology.
    - Some examples are "Deaf," "DeafBlind," "Hard of Hearing" and "Certified Deaf Interpreter," previously referred to as "Intermediary Interpreter."
  - ✓ RCW 2.42 modification of "Appointment of Interpreters": added good cause guidance for courts.

- RCW 2.42, 2.42.030 Appointment of Interpreters: Included identification of Deaf, Deaf Blind, or Hard of Hearing person's interpreter needs. This will align with the Federal requirements under Title II of the ADA
- RCW 2.43
- ✓ RCW 2.43 changes to "Definitions." Added definitions for several terms to modernize and add culturally appropriate terminology.
  - Some examples are "Credentialed interpreters," "Certified interpreter," "Registered interpreter," "Qualified interpreters," and "Team interpreting".
- ✓ RCW 2.43 modification of "Appointment of Interpreters": added good cause guidance for courts.

### Consistency.

The groups worked together to modernize and correct language where industry standards are similar in both statutes.

### Crossed references.

Crossed referenced between statutes to direct users to pertinent information and ease of use.

Respectfully submitted by Luisa Gracia

Current	New proposed and corrected language
Chapter 2.42 INTERPRETERS IN LEGAL PROCEEDINGS	Chapter 2.42 INTERPRETERS FOR DEAF, DEAFBLIND, AND HARD OF HEARING PERSONS
Sections	Sections
2.42.010 Legislative declaration—Intent.	2.42.010 Legislative intent.
2.42.050 Oath.	2.42.020 Definitions.
2.42.110 Definitions.	2.42.030 Appointment of interpreter.
2.42.120 Appointment of interpreter— Responsibility for compensation— Reimbursement.	2.42.040 Oath.
2.42.130 Source of interpreters, qualifications.	2.42.050 Waiver of Right to Interpreter
2.42.140 Intermediary interpreter, when.	2.42.060 Code of Conduct for Judiciary Interpreters
2.42.150 Waiver of right to interpreter.	RCW 2.42.070 Team interpreting
2.42.160 Privileged communication.	RCW 2.42.080 Testing and Credentialing of Interpreters
2.42.170 Fee.	2.42.090 Privileged communication
2.42.180 Visual recording of testimony.	2.42.100 Cost of Providing Interpreter — Reimbursement
	2.42.110 Visual and Audio Recording

New items highlighted in yellow.

Removed or relocated items in red font.

Current	New proposed and corrected language
Chapter 2.43 RCW INTERPRETERS FOR NON-ENGLISH-SPEAKING PERSONS	Chapter 2.43 RCW SPOKEN LANGUAGE INTERPRETERS
Sections	Sections
2.43.010 Legislative intent.	2.43.010 Legislative intent.
2.43.020 Definitions.	2.43.020 Definitions.
2.43.030 Appointment of interpreter.	2.43.030 Appointment of interpreter.
2.43.040 Fees and expenses—Cost of providing interpreter— Reimbursement.	2.43.040 Oath.
2.43.050 Oath.	2.43.050 Waiver of Right to Interpreter
2.43.060 Waiver of right to interpreter.	RCW 2.43.060 Code of Conduct for Judiciary Interpreters
2.43.070 Testing, certification of interpreters.	RCW 2.43.070 Team interpreting
2.43.080 Code of ethics.	RCW 2.43.080 Testing and Credentialing of Interpreters
2.43.090 Language assistance plan—Required for each trial court— Submission of plan to interpreter commission—Report.	RCW 2.43.090 Privileged communication
	RCW 2.43.100 Cost of Providing Interpreter — Reimbursement
	RCW 2.43.110 Language Access Plan

New items highlighted in yellow.

Please use the table below for suggested revisions. Please use one template for each RCW.

RCW # Section #	Current wording	Proposed changes	Comments and who made the changes

## **RCW 2.42 Proposed Revisions INTERPRETERS FOR DEAF, DEAFBLIND, AND HARD OF HEARING PERSONS**

For “Spoken Language Interpreters,” refer to RCW 2.43.

### **2.42.010**

#### **Legislative Intent**

It is hereby declared to be the policy of this state to secure the rights, constitutional or otherwise, of Deaf, DeafBlind, and Hard of Hearing persons, who are unable to readily understand or communicate in the spoken English language, and who consequently cannot be fully protected in legal proceedings unless Interpreters are available to assist them.

It is the intent of the legislature in the passage of this chapter to provide for the appointment of such Interpreters.

### **2.42.020**

#### **Definitions**

As used in this chapter, the following terms have the meanings indicated unless the context clearly requires otherwise.

1. “Certified Deaf Interpreter” means an Interpreter who is Deaf, has native or near-native fluency in American Sign Language (ASL), and has expertise in visual and tactile communication modalities to enhance meaningful participation in legal proceedings. A Certified Deaf Interpreter holds a Deaf Interpreter credential recognized by the Interpreter and Language Access Commission.
2. “Court-Certified Interpreter” means a visual or tactile language Interpreter who is hearing and holds a credential to interpret in legal proceedings, recognized by the Interpreter and Language Access Commission.

3. "Deaf" A person with a cultural identity that also includes the use of a visual or signed language and has some degree of hearing loss.
4. "DeafBlind" A person with a cultural identity that also includes the use of a visual, tactile, or signed language and has some degree of hearing loss and vision loss.
5. "Hard of Hearing" A person with an identity that includes some degree of hearing loss and includes the use of a visual or signed language.
6. "Judicial Officer" means the presiding officer or similar official of any court, department, board, commission, agency, licensing authority, or legislative body of the state or of any political subdivision thereof.
7. "Legal proceeding" means any proceeding in any court and in any type of hearing before any judicial officer or before an administrative board, commission, agency, or licensing body of the state or any political subdivision.
8. "Qualified Interpreter" means a visual or tactile language Interpreter who is either Deaf or hearing, whose credential is not recognized by the Interpreter and Language Access Commission, and who has been qualified on the record by the designated judicial officer for that specific interpreting event.
9. "Spoken Language Interpreters" refer to RCW 2.43.
10. "Team interpreting" means the use of 2 or more Interpreters as established by Supreme Court rule.



**2.42.030****Appointment of Interpreter**

1. If a Deaf, DeafBlind, or Hard of Hearing person is a party or witness at any stage of a legal proceeding, the court shall first identify the interpreter needs of the party or witness and then appoint and pay for the needed signed language Interpreter(s) from the list of credentialed Interpreters provided by the Administrative Office of the Courts. This may include but is not limited to Court Certified Interpreter(s), Certified Deaf Interpreter(s), or a team(s) of such Interpreters.
2. If the parent, guardian, or custodian of a juvenile brought before a court is Deaf, DeafBlind, or Hard of Hearing person is a party or witness at any stage of a legal proceeding, the court shall first identify the interpreter needs of the party or witness and then appoint and pay for the needed signed language Interpreter(s) from the list of credentialed Interpreters provided by the Administrative Office of the Courts. This may include but is not limited to Court Certified Interpreter(s), Certified Deaf Interpreter(s), or a team(s) of such Interpreters.
3. If a Deaf, DeafBlind, or Hard of Hearing person is summoned to jury duty, the court shall first identify the interpreter needs of the party or witness and then appoint and pay for the needed signed language Interpreter(s) from the list of credentialed Interpreters provided by the Administrative Office of the Courts. This may include but is not limited to Court Certified Interpreter(s), Certified Deaf Interpreter(s), or a team(s) of such Interpreters.
4. If a Deaf, DeafBlind, or Hard of Hearing person participate in a program or activity ordered by a court as part of the sentence or order of disposition, required as part of a diversion agreement or deferred prosecution program,

required as a condition of probation or parole, or therapeutic courts requirements, the court shall first identify the interpreter needs of the party or witness and then appoint and pay for the needed signed language Interpreter(s) from the list of credentialed Interpreters provided by the Administrative Office of the Courts, to interpret during the required program or activity. This may include but is not limited to Court Certified Interpreter(s), Certified Deaf Interpreter(s), or a team(s) of such Interpreters.

5. If a Court Certified Interpreter and or a Certified Deaf Interpreter is not readily available, and good cause is found, the court shall appoint and pay for a Qualified Interpreter and or a Qualified Deaf Interpreter. For purposes of this chapter, "good cause" includes but is not limited to a determination that:
  - a. Given the totality of the circumstances, including the nature of the proceeding and the potential penalty or consequences involved, the services of a credentialed interpreters are not reasonably available;  
**or**
  - b. The language of the Deaf, DeafBlind, or Hard of Hearing person is so nuanced a uniquely skilled Interpreter is needed, which is not listed on the current list of interpreters maintained by the Administrative Office of the Courts.
  
6. If good cause is found for using an interpreter who is not credentialed, the judicial officer shall:
  - a. inquire as to the Qualified Interpreter's and or a Qualified Deaf Interpreter's experience and qualifications and shall satisfy itself on the record that the appointed Interpreter is qualified to interpret the proceedings.
  - b. confirm with the party needing the Interpreter that the party can effectively communicate with the Interpreter, and

- c. confirm with the Interpreter that the Interpreter can effectively communicate with the party needing the Interpreter.
  - d. Having done so to the court's satisfaction, shall enter on the record that the appointed Interpreter is qualified to interpret the proceedings.
7. If the linguistic needs of a Deaf, DeafBlind, and Hard of Hearing person and or the needs of the courtroom are such that a team of Interpreters is required, the court shall appoint and pay for a team(s) of Interpreters following RCW 2.42.070

The Administrative Office of the Courts or Supreme Court may provide guidelines for the selection and use of credentialed and qualified interpreters in order to ensure that the highest standards of accuracy are maintained in all judicial proceedings.

## **2.42.040**

### **Oath**

1. Upon a Court Certified Interpreter and or Certified Deaf Interpreter obtaining recognized credentials, the Interpreter shall provide to the Administrative Office of the Courts a permanent oath affirming that the Interpreter will make a true interpretation of all communication between the court and the Deaf, DeafBlind, and Hard of Hearing person to the best of the Interpreter's skill and judgment.
2. Before beginning to interpret any legal proceedings or as may be necessary, the judicial officer shall require
  - a. Court Certified Interpreter and or Certified Deaf Interpreter to state on the record the Interpreter's name and credentials and inquire

whether or not they have filed a permanent oath with the Administrative Office of the Courts.

- b. If the Court Certified Interpreter and or Certified Deaf Interpreter does not have an oath on file, the judicial officer shall administer an oath.
  - c. Qualified Interpreter must be qualified on the record and administered an oath to affirm that the Interpreter will make a true interpretation of all communication between the court and the Deaf, DeafBlind, and Hard of Hearing person to the best of the Interpreter's skill and judgment.
3. The Administrative Office of the Courts shall maintain a record of the oath in the same manner that the list of certified Interpreters is maintained.

## **2.42.050**

### **Waiver of Right to Interpreter**

1. The right to an Interpreter may not be waived except when:
  - a. a Deaf, DeafBlind, and Hard of Hearing person
    - i. requests a waiver through the use of a Court Certified Interpreter or Qualified Interpreter on the record or
    - ii. makes such a request in writing, and
  - b. the judicial officer determines, on the record, that the waiver has been made knowingly, voluntarily, and intelligently.
  - c. Where such determination is made to waive Interpreter services, the court shall reserve the right to appoint an Interpreter as standby.
2. The waiver of an Interpreter shall not preclude the Deaf, DeafBlind, and Hard of Hearing person from exercising their right to an Interpreter at a later time.

**2.42.060****Code of Conduct for Judiciary Interpreters**

All Interpreters serving in legal proceedings, whether or not certified or qualified, shall abide by the Conduct of Professional Responsibility for Judiciary Interpreters established by Supreme Court rule.

**2.42.070****Team Interpreting**

The court shall appoint a team of interpreters as required by Supreme Court rule.

**2.42.080****Testing and Credentialing of Interpreters**

1. The Administrative Office of Courts shall:
  - a. work cooperatively with one or more national organizations specializing in sign language interpreting or sign language interpreting test administration to establish one or more suitable testing instruments that are approved by the Language and Access Commission to credential Deaf and hearing interpreters and
  - b. shall implement policies and procedures for the administration of testing and credentialing of sign language interpreters to interpret in legal settings and courthouses.

**2.42.090****Privileged Communication**

An Interpreter shall not be examined as a witness in regard to any interpreted privileged communication otherwise obtained in their professional capacity

following the Code of Professional Responsibility for Judiciary Interpreters as required by Supreme Court rule.

#### **2.42.100**

##### **Cost of Providing Interpreter - Reimbursement**

1. Interpreters appointed according to this chapter are entitled to a reasonable fee for their services and shall be reimbursed for actual expenses, including but not limited to mileage, parking, travel expenses, and overnight accommodations.
2. Subject to the availability of funds specifically appropriated for this purpose, the Administrative Office of the Courts shall reimburse the participating state court for language access services costs in accordance with terms of agreement established by the Administrative Office of the Courts, agreed to by the participating state court and in accordance with an approved Language Access Plan that complies with RCW 2.43.110 and:
  - a. the appointed Interpreter has credentials that are recognized by the Administrative Office of the Courts; or
  - b. when no credentialed Interpreter is available, the appointed Interpreter is qualified on the record by the judicial officer pursuant to this chapter.

#### **2.42.110**

##### **Visual and Audio Recording**

1. At the request of any party to the proceeding or on the judicial officer's initiative, the judicial officer may order the testimony of the Deaf, DeafBlind, and Hard of Hearing person and the interpretation of the testimony to be visually and audio recorded and be made part of the official record of the proceeding.

2. In any evidentiary hearing involving a felony offense, the judicial officer shall order that the testimony of the Deaf, DeafBlind, and Hard of Hearing person and the interpretation of the testimony be visually and audio recorded and be made part of the official record of the proceeding.

**RCW 2.43 Spoken language interpreters.**

For "Sign Language Interpreters" refer to RCW 2.42.

**RCW 2.43.010 Legislative Intent**

It is hereby declared to be the policy of this state to secure the rights, constitutional or otherwise, of persons who because of a non-English-speaking cultural background, are unable to readily understand or communicate in the English language, and who consequently cannot be fully protected in legal proceedings unless interpreters are available to assist them.

It is the intent of the legislature in the passage of this chapter to provide for the use and procedure for the appointment of such interpreters.

**RCW 2.43.020 Definitions**

As used in this chapter:

(1) "Judicial officer" means the presiding officer or similar official of any court, department, board, commission, agency, licensing authority, or legislative body of the state or of any political subdivision thereof.

(2) "Legal proceeding" means a proceeding in any court and in any type of hearing before any judicial officer or before an administrative board, commission, agency, or licensing body of the state, or any political subdivision.

(3) " Person with limited English proficiency " means any person involved in a legal proceeding who cannot readily speak or understand the English language, but does not include Deaf, DeafBlind and Hard of Hearing individuals who are covered under chapter [2.42](#) RCW.



(4) "Court credentialed interpreter" means an interpreter who is credentialed by the Administrative Office of the Courts in a spoken language as a Certified interpreter or Registered interpreter.

(5) "Certified interpreter" means an interpreter who holds the certified court interpreter credential recognized by the Administrative Office of the Courts in a spoken language.

(6) "Registered interpreter" means an interpreter who holds the registered court interpreter credential recognized by the Administrative Office of the Courts in a spoken language.

(7) "Qualified interpreter" means a spoken language interpreter not credentialed by the Administrative Office of the Courts and that has been qualified on the record for that specific interpreting event.

(8) "Sign Language Interpreters" refer to RCW 2.42.

(9) "Team interpreting" means the use of two or more interpreters as required by Supreme Court rule.

(10) "Language Access Plan" means a plan that is publicly available which contains the elements laid out in RCW 2.43.110.

#### **RCW 2.43.030      Appointment of Interpreter**

(1) Credentialed interpreters shall be appointed in legal proceedings involving participation of persons with limited English proficiency, unless good cause is found on the record.

For purposes of this chapter "good cause" includes but is not limited to a determination that:

(i) Given the totality of the circumstances, including the nature of the proceeding and the potential penalty or consequences involved, the services of a credentialed interpreter are not reasonably available; or

(ii) The current list of interpreters maintained by the Administrative Office of the Courts does not include an interpreter credentialed in the language spoken by the person with limited English proficiency.

(2) If good cause is found for using an interpreter who is not credentialed, the judicial or presiding officer shall make a preliminary determination that the proposed interpreter is able to interpret accurately all communications to and from the person with limited English proficiency in that particular proceeding. The determination shall be made on the basis of testimony or stated needs of the person with limited English proficiency.

(3) The judicial or presiding officer shall satisfy itself and state on the record that:

(i) The proposed interpreter is capable of communicating effectively in English and in the non-English language.

(ii) The proposed interpreter has read, understands, and will abide by the Code of Professional Responsibility for Judiciary Interpreters established by court rules. If the interpreter does not meet this requirement, they may be given time to review the Code of Professional Responsibility for Judiciary Interpreters.

(iii) The person with Limited English Proficiency can understand the interpreter.

If the proposed interpreter does not meet the criteria in (3) above, another interpreter must be used.

(4) The court shall inquire whether the interpreter can accurately interpret in either or both consecutive or simultaneous mode.

The Administrative Office of the Court or Supreme Court may provide guidelines for the selection and use of credentialed and non-credentialed interpreters in order to ensure that the highest standards of accuracy are maintained in all judicial proceedings.

### **RCW 2.43.040      Oath**

(1) Upon obtaining the interpreter credential with the Administrative Office of the Courts, credentialed interpreters shall take a permanent oath, affirming that the interpreter will make a true interpretation of all the proceedings and that the interpreter will repeat the statements of the person with limited English proficiency to the court or agency conducting the proceedings, in the English language, to the best of the interpreter's skill and judgment.

The Administrative Office of the Courts shall maintain the list of credentialed interpreters and a record of their oath in the same manner.

(2) Before any person serving as an interpreter for the court or agency begins to interpret, the judicial or presiding officer shall require the interpreter to state the interpreter's name on the record and whether the interpreter is a credentialed interpreter. If the interpreter is not a credentialed interpreter, the interpreter must be qualified on the record.

(3) Before beginning to interpret, every interpreter appointed under this chapter shall take an oath unless the interpreter is a credentialed interpreter who has taken the oath as required in subsection (1) of this section. The oath must affirm that the interpreter will make a true interpretation to the person being examined of all the proceedings in a language which the person understands, and that the interpreter will

repeat the statements of the person being examined to the court or agency conducting the proceedings, in the English language, to the best of the interpreter's skill and judgment.

**RCW 2.43.050 Waiver of Right to Interpreter**

(1) The right to an interpreter may not be waived except when:

(a) a person with limited English proficiency requests a waiver on the record; and

(b) the judicial or presiding officer determines, on the record, that the waiver has been made knowingly, voluntarily, and intelligently.

(2) The waiver for an interpreter may be set aside and an interpreter appointed at the discretion of the judicial or presiding officer at any time during the proceedings.

(3) The waiver for an Interpreter shall not preclude a person with limited English proficiency from exercising their right to an Interpreter at a later time.

**RCW 2.43.060 Code of Conduct for Judiciary Interpreters**

All language interpreters serving in a legal proceeding, whether or not credentialed, shall abide by a Code of Conduct for Judiciary Interpreters established by Supreme Court rule.

**RCW 2.42.070 Team interpreting**

The court shall appoint a team of interpreters as required by Supreme Court rule.

**RCW 2.43.080 Testing and Credentialing of Interpreters**

(1) Subject to the availability of funds, the Administrative Office of the Courts shall establish and maintain a credentialing program for spoken language interpreters, and administer comprehensive testing.

(2) The Administrative Office of the Courts shall work cooperatively with public or private educational institutions and with other public or private organizations to establish suitable training programs and engage in recruitment efforts to ensure the availability of credentialed interpreters. Training programs shall be made readily available in both eastern and western Washington locations.

(3) The Administrative Office of the Courts shall establish and adopt standards of proficiency, written and oral, in English and the language to be interpreted.

(4) The Administrative Office of the Courts shall conduct periodic examinations to ensure the availability of credentialed interpreters. Periodic examinations shall be made readily available in both eastern and western Washington locations.

(5) The Administrative Office of the Courts shall compile, maintain, and disseminate a current list of interpreters credentialed by the Administrative Office of the Courts.

(6) The Administrative Office of the Courts may charge reasonable fees for testing, training, and credentialing.

(7) The AOC may create different credentials and provide guidance for the selection and use of credentialed and non-credentialed interpreters in order to ensure that the highest standards of accuracy are maintained in all judicial proceedings.

## **RCW 2.43.090 Privileged communication**

An interpreter shall not be examined as a witness in regard to any interpreted privileged communication or otherwise obtained in their professional capacity following the Code of Professional Responsibility for Judiciary Interpreters as required by Supreme Court rule.

### **RCW 2.43.100 Cost of Providing Interpreter — Reimbursement**

(1) Interpreters appointed according to this chapter are entitled to a reasonable fee for their services and shall be reimbursed for actual expenses which are reasonable as provided in this section.

(2) In all legal proceedings and court mandated classes in which the person with limited English proficiency is a party, or is subpoenaed or summoned or is an interested family member or is otherwise compelled to appear, this person with limited English proficiency shall not bear responsibility for the cost of the interpreter.

(3) Subject to the availability of funds specifically appropriated for this purpose, the Administrative Office of the Courts shall reimburse the participating state court for language access services costs in accordance with terms of agreement established by the Administrative Office of the Courts and agreed to by the participating state court.

### **RCW 2.43.110 Language Access Plan**

(1) Trial courts organized under this title and Titles [3](#) and [35](#) RCW must develop and maintain a written language access plan to provide a framework for the provision of language access services for persons with limited English proficiency accessing the court system and its programs in both civil and criminal legal matters. Courts may use a template developed by the AOC in developing their language access plan.

(2) The language access plan must include, at a minimum, provisions designed to provide procedures for court staff and/or the public, as may be necessary, that shall address the following:

(a) Procedures to identify and provide the language needs of individuals with Limited English Proficiency using the court system.

(b) Procedures for requesting and appointing interpreters as required under RCW [2.43.030](#).

(c) Procedures for notifying court users of the right to an interpreter and the availability of interpreter services. Such information shall be prominently displayed in the courthouse in the five or more languages other than English that meaningful data indicates are predominating in the jurisdiction.

(d) A process for providing timely communication between non-English speakers and all court employees who have regular contact with the public and effective access to court services provided by the clerk's office and other court-managed programs.

(e) Procedures for evaluating the need for translation of written materials, and prioritizing and providing those translated materials. Courts should take into account the frequency of use of forms by the language group, and the cost of providing the forms by other means.

(f) A process for training judges, court clerks, and court staff on best practices in serving individuals with limited English proficiency in legal proceedings and how to effectively assign and work with interpreters and provide interpretation; and

(g) A process for an ongoing evaluation of the language access plan and a process to monitor the implementation of the language access plan.

(3) Each court, when developing its language access plan, must consult with judges, court administrators, court staff, interpreters, and members of the community, such as domestic violence organizations, pro bono programs, courthouse facilitators, legal services programs, and/or other community groups whose members speak a language other than English.

(4) Beginning January 1, 2025, and on a biennial basis thereafter, all courts must submit their most recent language access plan to the AOC.

(5) The AOC shall provide technical assistance to the trial courts in developing their Language Access Plan.

(6) Each court must provide a copy of its Language Access Plan to the Administrative Office of the Courts in accordance with criteria for approval recommended by the Interpreter and Language Access Commission for approval prior to receiving state reimbursement for interpreter costs under this chapter.

(7) The court shall make available on its website translated information that informs the public of procedures necessary to access a court's language access services program(s). The information shall be provided in five or more languages other than English that meaningful data indicates the predominant languages in the jurisdiction.



Updated 4-25-2023.

# Qualifying American Sign Language (ASL) Interpreters for Court Proceedings

## 2023 CLAC Conference

David Svoboda (AZ); Allison Gray (ME);  
Ksenia Boitsova (MD); Bob Lichtenberg (WA);  
Star Grieser (Chief Executive Officer RID)



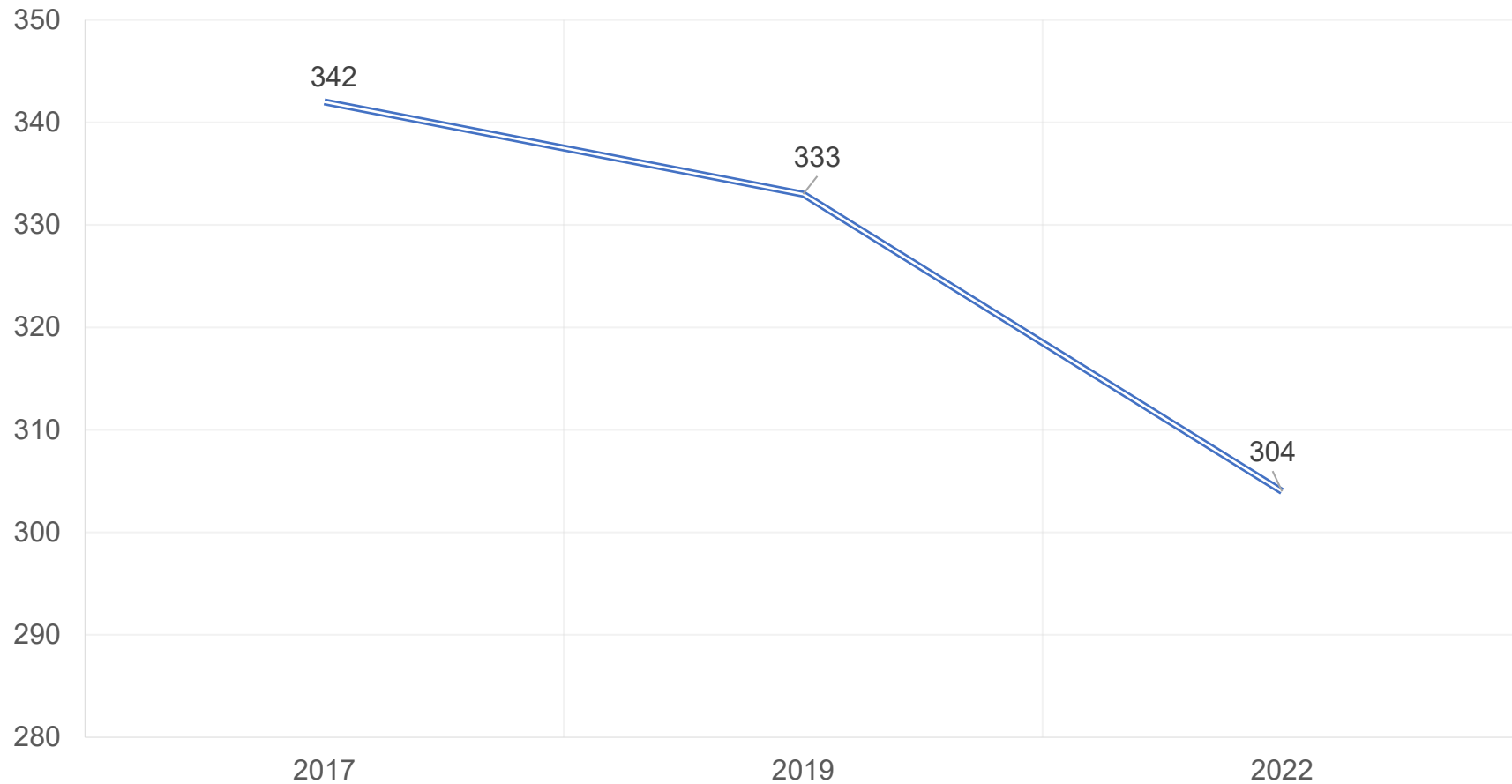
May 10, 2023

# Court ASL Interpretation – Background

- Special Certificate: Legal (SC:L) performance skills exam conducted by RID – in moratorium (since 2017)
- States must rely on other means to identify and qualify court ASL interpreters
- No other national tool currently exists to assess ASL interpreters in legal settings
- The supply of court qualified ASL interpreters is insufficient to meet demand
- The ongoing lack of a national assessment tool hampers efforts to qualify or credential new court ASL interpreters

# Decreasing Numbers of ASL Interpreters Holding an SC:L

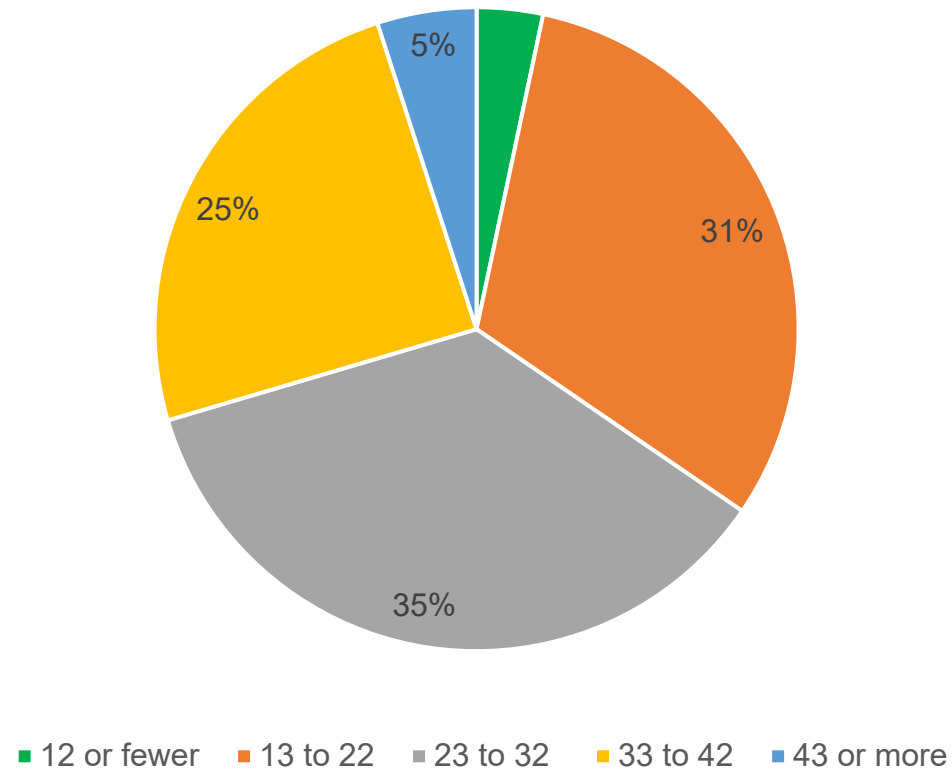
## ASL INTERPRETERS HOLDING AN SC:L



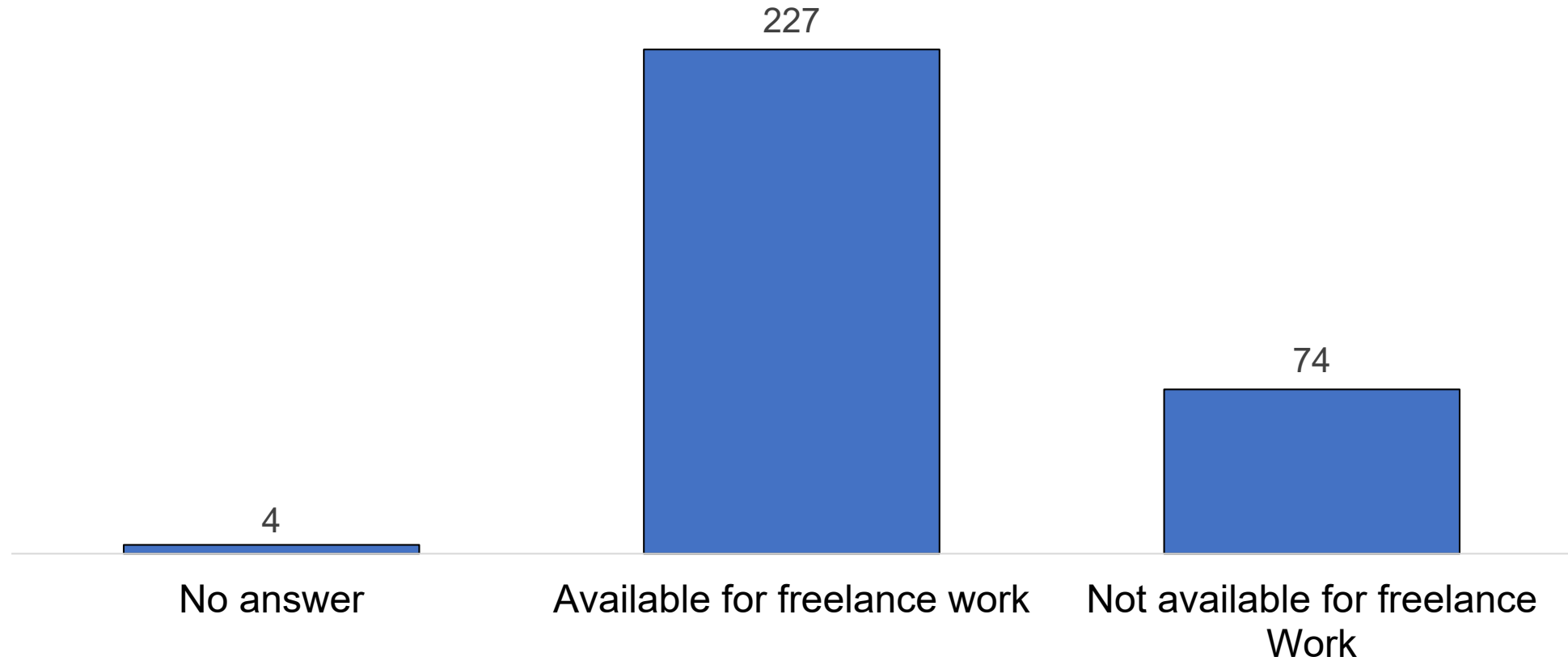
# Number of SC:Ls, by State

<b>35</b>	California
<b>21</b>	Maryland
<b>19</b>	Washington
<b>10 to 16</b>	Arizona, Colorado, Florida, Georgia, Maine, Massachusetts, Minnesota, Texas, Wisconsin
<b>5 to 9</b>	District of Columbia, Idaho, New Mexico, New York, North Carolina, Ohio, Oregon, Pennsylvania, Virginia
<b>4 or fewer</b>	Alabama, Alaska, Arkansas, Connecticut, Delaware, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, Oklahoma, Other, Rhode Island, South Carolina, Tennessee, Utah, Vermont

# Assumed number of years in the field based on date the passed their first RID exam:



# Number of Freelance ASL Interpreters



# Important Considerations – the ADA

- The Americans with Disabilities Act (ADA)
  - “Effective” communication requirement:
    - State courts are required to provide appropriate auxiliary aids and services to individuals with communication disabilities when necessary to ensure effective communication, including “qualified” sign language interpreters”:
      - who are able to interpret effectively, accurately, and impartially, using any necessary specialized vocabulary.
  - [www.ADA.gov](http://www.ADA.gov)





# Existing Approaches & Challenges

Since the moratorium on the national SC:L, state courts are using various approaches to identify and provide ASL interpreters for court proceedings:

- State with statutes mandating the SC:L
- States with a portfolio model approach
- States accepting interpreters who passed [BEI Court Interpreter Certificate](#) testing ([certification program only offered in TX](#))
- States with *NO* or *SHARED* authority over ASL interpreter credentialing



# Examples of State Court Responses

Arizona



Maryland



Maine



Washington



# ARIZONA (AZ)

- AZ Commission for DHH statutorily authorized to manage credentialing
- AZ recently rewrote rules to allow BEI CIC for Legal licenses
  - And any other test that may become available in the future
- AZ AOC allows ASL interpreters to take Written Exam for BEI in AZ
- New rules also eliminated top-level Legal licensure not based on SC:L or BEI
  - Approx. 50% reduction in number of Legal A licensed ASL interpreters
- VRI interpreters must be licensed in AZ by ACDHH

# MAINE (ME)

- Maine does not have and cannot support staff interpreters.
- In 2017, Maine revised its statutes, and the Maine Judicial Branch (MJB) issued an Administrative Order, to account for the moratorium on the SC:L (previously required under law)
- ASL interpreters are to be licensed in Maine, even for VRI, although [Maine law](#) allows certified interpreters from other states to be used for assignments up to 60 hours per year; after 60 hours, interpreters are expected to get licensed in ME.
- [Maine law](#) and [MJB AO 06-03 Guidelines for Determination of Eligibility for Court-Appointed Interpretation and Translation Services](#) consider an ASL interpreter “qualified” for court if they possess a SC:L and license or have “qualifications, certifications, or credentials” meeting the requirements to sit for the former written SC:L test, including sufficient training and monitoring, and have a license.

# MARYLAND (MD)

- RID – NIC certification is required in order to interpret in the MD courts
- Chronic shortage of ASL RID certified interpreters despite the recent pay raise
- Issued an RFP twice to solicit proposals to provide ASL and CART
- In the process of securing a consultant to help build a portfolio approach to ASL credentialing
- Effective 2025, the State will take over the licensing and credentialing processes of ASL providers

# WASHINGTON (WA)

- Interpreter Commission worked with state Office of the Deaf and Hard of Hearing (ODHH) to identify qualification standards for courts to use ASL interpreters in judicial proceedings because ODHH was given statutory authority to distribute list of interpreters to the courts.
- Statute did not specify SC:L certification, but ODHH and Commission agreed that interpreters holding SC:L credential and those with RID certification and passing score on SC:L written exam would be comparable in skills to interpreters with NCSC performance exam credential.

# Additional Challenges & Considerations

- The supply of court qualified ASL interpreters continues to diminish, as States struggle to “qualify” more themselves during the SC:L moratorium
- State courts may be unable to access current court qualified or credentialed ASL interpreters available from other states due to local licensing requirements
- Each state’s own staffing and financial resources may be insufficient to identify and train more ASL interpreters for court interpreting
  - State courts lack means and expertise to qualify interpreters themselves
  - Should we consider pipeline development programs similar to those for spoken languages?

# A Call for Quality & Consistency

State courts need a national credentialing and performance-based examination process for ASL interpreters to be able to ***identify and source enough qualified ASL interpreters***, as required by the ADA, to match the current need and meet the growing demand.



# A Proposal for Quality & Consistency

- Prior CLAC ASL Workgroup Report
- National RID SC:L Task Force Report
- RID Position on SC:L Exam Development
  - Total Cost of JTA
  - Total Cost of Exam Development and Ongoing Maintenance
  - RID Capacity to Administer Exam and NCSC Role

# A Proposal for Quality & Consistency

- Critical Consideration: Funding
- Proposed Funding Strategy
  - Job Task Analysis: Seed Funding from States
  - Exam Test Development: State Justice Institute Matching Grant with member state contributions plus dues increase
  - Exam Maintenance: CLAC Member Dues Increase to Cover Costs

# Recommendations

- Immediately establish a CLAC Workgroup to plan the creation of a new SC:L test, in collaboration with the RID, that:
  - Establishes that a performance-based exam is the model to use
  - Explores sources of funding to create a new SC:L
  - Identifies the role of the NCSC;
  - Identifies core elements of a suitable interim portfolio-model approach, and
  - Once the new SC:L is created, recommends certification by RID be required within a specified period of time after the test is deployed.

# Recommendations

Begin conversations now with NCSC and COSCA leadership for strategic guidance, while the CLAC Workgroup explores a feasible funding model for success.

Roundtable Partnering Conversations: COSCA, CASLI, RID, and the NCSC to fast-track test development.

Draft recommendations and resources on pipeline development & professional treatment for ASL interpreters, to increase awareness of needs and work opportunities and make work in the legal settings more attractive.

# Polls

- Does your state want a performance-based ASL Court Interpreter Exam?
- Would your state be able or likely to assist with funding the development of an exam?

# Be a Part of the Coalition to Qualify More ASL Interpreters for Court

## Contact any of us to continue this conversation:

- Bob, Washington: [Robert.Lichtenberg@courts.wa.gov](mailto:Robert.Lichtenberg@courts.wa.gov)
- David, Arizona: [dsvoboda@courts.az.gov](mailto:dsvoboda@courts.az.gov)
- Ksenia, Maryland: [ksenia.boitsova@mdcourts.gov](mailto:ksenia.boitsova@mdcourts.gov)
- Allison, Maine: [allison.gray@courts.maine.gov](mailto:allison.gray@courts.maine.gov)
- Brooke Bogue, NCSC: [bbogue@ncsc.org](mailto:bbogue@ncsc.org)





Registry of Interpreters for the Deaf, Inc.

# Restoring the Specialist Certification for Legal Interpreting

April 25, 2023  
Star Grieser, CEO, RID

## Overview of the Specialist Certification for Legal Settings (SC:L)

The [Specialist Certificate: Legal](#) (SC:L) was a credential offered for 18 years, from 1998 to 2016 and since 2016, the specialist certificate for legal credentialing program has been suspended.

Holders of this specialist certification have demonstrated specialized knowledge of legal settings and greater familiarity with language used in the legal system. Currently there are a little over 300 SC:L certificate-holders and each year that number is decreasing.

## Purpose of the SC:L

The purpose of the SC:L establishing standards for specialized professional practice by creating a fair, valid, and reliable credentialing process through which professionals can demonstrate their knowledge, skills and abilities: granting specialized certification to those who meet the standards; and communicating the value of the credential to consumers and other key constituencies. The goals of the SC:L are to:

- To provide employers of legal interpreters with the means of verifying the interpreters knowledge and skills for interpreting in high stakes situations.
- To provide a measure for those employers who do not hire SC:L interpreters a way of evaluating whether they are meeting consumer needs
- Protection for the consumers involved, risk mitigation for both the Deaf consumer and the courts, and
- Verification that the interpreter has participated in a given amount of training and mentorship/internship within the legal or court setting.

## Need for the SC:L

According to the [Legal Credentialing Task Force](#), there is a critical need for reinstating a specialist certification in legal interpreting, especially for interpreting within the court system. While the obvious is for the elimination of communication barriers within the courts, and for the protection of consumers of court interpreters, assuring appropriate language access for deaf, hard of hearing, deaf blind, late-deafened people is critical especially in high-risk settings as in State courts.



Registry of Interpreters for the Deaf, Inc.

- Consider that there is no currently national legal credential for specifically ASL and Deaf interpreters being administered at this time.
- Many courts are facing a critical shortage of qualified interpreters for their communication access needs. “The legal system’s requirements for its court officers to be familiar with its processes presents a significant barrier to entry to employment as an interpreter... Without a valid testing system many interpreters are not able to enter the field of legal and court interpreting”.
- “The demand for court interpreting services is increasing” ... “Courts are at a loss as to how to determine qualifications for ASL legal interpreters.”
- An interpreter without appropriate training presents a significant risk to the deaf, hard of hearing, deaf blind, late-deafened people’s linguistic presence ... and “also presents a significant risk to the courts”.
- The number of interpreters with an SC:L is decreasing, most likely due to interpreter retiring from the field, with no known relief or remedy on the horizon:
  - 2017 - 342 interpreters held an SC:L
  - 2019 - 333 interpreters held an SC:L
  - 2022 - 304 interpreters hold an SC:L

## Alternative legal credentials for ASL interpreters:

[The Texas Department of Health and Human Services offers a Board of Evaluation of Interpreters \(BEI\)](#) credential “[Court Interpreter Certificate](#)” which is a state level exam and presumably one specific to the state of Texas and its own state court processes

[Federal Court Interpreter Certification Examination](#) only assesses Spanish/English written and spoken languages and is a two-part exam (written and performance) that “include both formal and informal/colloquial language, technical and legal terminology, and special vocabulary or other specialized language use which is part of the active vocabulary of a highly articulate speaker.”

[National Center for State Courts Examination](#) is a also a two part exam ([written](#) and [oral](#)) that assesses a candidates knowledge of court-related terminology and processes and ethical and professional responsibilities but [currently does not assess](#) interpreting proficiency between English and American Sign Language.

Thus, other than the BEI Court Interpreting Certification which assesses interpreting specifically within the state of Texas, there is no sufficient legal/court interpreting knowledge and performance/oral examination available for all other 49 states and territories and districts.





Registry of Interpreters for the Deaf, Inc.

## In lieu of the SC:L

This spreadsheet, [state requirements for working in court and other legal settings](#), lists the state-by-state requirements for working in courts and in legal settings other than courts. This spreadsheet addresses the [Administration of Courts requirements for ASL interpreters working within their courts](#). Each state has its own Language Access Plan which spells out how courts address services to people who have limited English proficiency and who use languages other than English for their primary communication. As it pertains to Deaf people who use sign language as their primary mode of communication, in brief:

For interpreting in courts systems:

- 6 states *require* an SC:L; Arkansas, Arizona, California, Massachusetts, Michigan, and Utah\*

For interpreting in legal settings other than courts:

- 30 states have no special requirements
- 6 states require national certification or state licensure
- 2 states require an SC:L
- 6 states have their own specific requirements/testing/state registry requirements
- 3 states have varying requirements but do have at least minimal regulations
- 4 states, uncertain of their requirements

***The worst case scenario is that, beyond the minimum requirements for court interpreters of the hiring entity, an interpreter may not be participating in any additional training or studies to advance their knowledge and skills for interpreting in court and law enforcement proceedings.***

There are some training programs for legal interpreting (e.g. [Project CLIMB](#)), as well as a number of resources and workshops/webinars specific to interpreting in legal or court settings. Whether those programs or resources are sufficient or not is outside the scope of this report and would need additional research and analysis.

Completion of any legal interpreting training or internship program and specifically the award of a *certificate*<sup>1</sup> [of completion] do not necessarily indicate that the interpreter has attained, possesses, or is able to demonstrate a sufficient level of knowledge or skills needed to interpret in a court setting.

---

<sup>1</sup> The terms *certificate* and *certification* are often used interchangeably or conflated but in the world of testing, certification and psychometrics, they do not mean the same thing. A *certificate* is a document attesting to the successful completion of the requirements of a credentialing or training program. *Certification* is a voluntary, nongovernmental process by which an individual is determined by a certification or credentialing body to have successfully completed the requirements of said program.



Registry of Interpreters for the Deaf, Inc.

Again, individual assessment of other training programs for legal interpreting is outside the scope of this report.

### *States that require an SC:L<sup>2</sup>*

This list needs to be reconciled and updated. According to our [“Status of State Licensure of American Sign Language Interpreters”](#) table,

- California has regulations for interpreters working in courts, including must have an SC:L.
- Louisiana court interpreters must register and take the NCSC Oral Examination to become eligible to interpret in Louisiana courts
- Massachusetts requires state screening to work in Massachusetts courts, for even those holding an SC:L.
- Michigan requires certification or high-risk assignments (e.g. court). If an interpreter possesses a generalist certification, then must have 4 years of post-certification experience, or an SC:L for court settings.
- Pennsylvania has a legal interpreting requirement but we need to investigate this more.
- This [spreadsheet of “State Requirements for Working in Legal Settings”](#) indicates that Oregon requires the SC:L, as well<sup>3</sup>.

## **Restoring the SC:L**

On September 12, 2022, the [Legal Credentialing Task Force](#) submitted [recommendations](#) to the RID Board of Directors for the reimplementation of the SC:L program using either traditional summative assessments (standardized testing), formative assessments (portfolio) or a hybrid of both. In an expanded [report written by Star Grieser](#), the CEO of RID, developing the rating criteria and procedure, while being able to ensure inter-rater reliability for a portfolio-based assessment for the SC:L proved to be too complex given the small pool of potential raters and too demanding on RID staff resources as RID does not have a strong existing framework for portfolio-based assessments. The report determined that the creation of a knowledge and performance exam for use within the SC:L, perhaps combined with prerequisites such as internships/mentorships, completion of legal interpreting training programs, etc, would be the best approach to restoring our SC:L program.

### *Exam Revenue and Costs:*

In 2016, the RID Certification Committee recommended that RID sunset the exams for three certification programs, one of which was the SC:L, and that a cycle for new test development for

<sup>2</sup> This section needs to be revisited and updated as the table was published in 2015.

<sup>3</sup> This section needs to be reconciled with [this table](#).



Registry of Interpreters for the Deaf, Inc.

the SC:L begin. The best estimates at the time for test development expenditures for development of the SC:L from scratch was approximately \$450,000 per test. These funds do not exist in the association's cash or credit line reserves<sup>4</sup>.

However, there is some good news. due to the relatively consistent nature of the knowledge and skills needed and due to the low number of test-takers annually, it is possible to revalidate any previously published SC:L Job Task Analysis or Role-Delineation Study (RDS) for court and legal interpreters. It's also possible to revalidate the previously offered SC:L knowledge and written exams rather than build new exams from scratch. This is not a perfect solution, however, it could save us some money as we rebuild the assessments for the SC:L.

### *Historical Data for Exam Revenue:*

#### **Number of SC:L Exams Administered annually from 2009 to 2016:**

It is important to note that the total number of exams administered for the SC:L (both knowledge and performance) averaged at 100 exams per year between 2009 to 2016.

SC:L	2009	2010	2011	2012	2013	2014	2015	2016
Knowledge Total	81	81	44	45	31	32	39	55
Performance Total	58	42	36	61	25	37	53	79
<b>Total SC:L Exams Administered</b>	<b>139</b>	<b>123</b>	<b>80</b>	<b>106</b>	<b>56</b>	<b>69</b>	<b>92</b>	<b>134</b>

In comparison, the average number of NIC exams (both knowledge and performance) administered per year between 2009 and 2016 averaged 2,234 per year and, post-moratorium, now hovers at around 1500 total exams per year<sup>5</sup>.

### *Revenue and Expenses for the SC:L Exams from 2009 to 2016*

Between 2009 and 2016, the estimates for expenses were based on the percentages of SC:L revenue from overall exam revenues, as historical financial data did not separate the expenses for individual exams due to the shared overhead and operational costs of exam administration.

SC:L Revenue – Fiscal Year	2009	2010	2011	2012	2013	2014	2015	2016
Revenue	\$21,650	\$18,405	\$17,650	\$18,690	\$14,975	\$16,710	\$21,462	\$29,080
Estimated Expenses*	\$18,162	\$21,679	\$23,125	\$19,953	\$23,187	\$17,524	\$30,485	\$65,862
Estimated Net Income from SC:L	\$3,498	(\$3,274)	(\$5,475)	(\$1,263)	(\$8,212)	(\$814)	(\$9,023)	(\$36,782)
<b>Total SC:L Exams Administered</b>	<b>139</b>	<b>123</b>	<b>80</b>	<b>106</b>	<b>56</b>	<b>69</b>	<b>92</b>	<b>134</b>

Also, keep in mind that if knowledge and performance exams for an SC:L were administered today, there would be additional costs associated with use of the CASLI Exam System, our online exam platform.

<sup>4</sup> From Testing and Certification Risk Assessment, pg. 11

<sup>5</sup> Visit <https://www.casli.org/about-casli/exam-statistics/> for exact numbers of exams administered since 2017.



Registry of Interpreters for the Deaf, Inc.

## Testing Development Process and Budget

These are based on the Budget and Timeline for CASLI Exam Development of the CDI and NIC and adjusted for actuals. The process for exam development would be roughly the same, although since this is a specialist exam - or microcredential - the costs of development would be considerably lower.

### Job Task Analysis

The first step of the exam development process, this is a meeting of subject matter experts (SMEs) to delineate all of the specialized knowledge, skills, and abilities needed to work in a legal or courtroom setting. Once the KSAs are listed, a survey is sent to the ASL interpreting community and relevant stakeholders - employers/ consumers, etc. of legal or court interpreters - to validate the findings.

Costs:	Notes:	Estimated Costs
Consultation	Psychometrician Services - may also be part of a overall contracted set of services including all aspects of this project	\$20,000- \$30,000
Physical Space: Meeting Expenses 5 to 8 people	Travel, Hotel, Conference Room, Food and Beverage - roughly \$2500 per person. (if this is done virtually, the costs would be significantly reduced)	\$12,500 to \$20,000
SME Stipends	\$500-1000 per SME x 5 to 8 SMEs	\$5000-\$8000
Interpreter Expenses	\$200/per hour/ per interpreter Assume 3 full days for 8 hours per day with three interpreters.	\$14,400
Survey creation and filming	Two language models or interpreters to sign the survey, filming, editing, distribution	\$2,000 to \$6,000
	TOTAL:	\$54,000 - \$80,000

### Face-to-face Meeting Costs for Various Phases of Exam Development:

\$54,000 to \$80,000.

### Assessment Design Determination

Once JTA is completed the assessment design will determine how to measure what needs to be measured. E.g. If you're assessing the candidate's knowledge of legal terminology, a multiple-choice exam works. If you're assessing interpreting skills, then a performance-based test is appropriate.

Costs:	Notes:	Estimated Costs
Consultation	Psychometrician Services	\$10,000-\$20,000
Physical Space: Meeting Expenses 5 to 8 people	Travel, Hotel, Conference Room, Food and Beverage - roughly \$2500 per person. (if this is done virtually, the costs would be significantly reduced)	\$12,500 to \$20,000
SME Stipends	\$500-1000 per SME x 5 to 8 SMEs	\$5000-\$8000
Interpreter Expenses	\$200/per hour/ per interpreter Assume 3 full days for 8 hours per day with three interpreters.	\$14,400
	TOTAL:	\$41,900 to \$62,400

### Exam Development:

#### Step 1 Item Writing:

A knowledge exam with roughly 100 items on the final form, would need an item bank of 220-250 items from which to pull. Due to the historically low volume of test-takers, the SC:L exam would most likely need only one form per life cycle.

The performance exam with roughly 3 to 5 scenarios will require 8 to 10 potential scenarios in the item bank for use in the performance exam. Additional considerations for the performance exam is that it needs to be appropriate for both candidates with the NIC Generalist certification



Registry of Interpreters for the Deaf, Inc.

or the CDI Generalist certification (e.g. both Deaf and hearing candidates). Costs: \$42,000 to \$62,500

### **Step 2 Item Review**

Once the item writing process is completed, then a new group of SMEs would be brought to review the items to ensure appropriateness for the exams and check for errors and accuracy/relevancy. Costs: \$42,000 to \$62,500

### **Step 3 Exam Filming**

If the SC:L knowledge exam is a bilingual assessment (presented in both ASL and English) or consists of case studies presented in American Sign Language, then the filming costs and editing could cost between \$40,000 to \$60,000.

The SC:L Performance exam will definitely require filming. We would also need to film the vignettes/scenarios which involves finding a film company, appropriate actors for the scenarios, a language mentor, etc. which could be \$50,000 to \$80,000.

### **Step 4 Video Item Review/ Step 4.1 - Refilming/re-editing**

This is where a group of SMEs reviews the videos to ensure their readiness for the final exam forms. If there is any need for refilming, then this process also raises the costs of the exam development and impacts on the timeline for exam release by a factor of 4 to 6 months.

### **Step 5 Administrative Set-up**

CASLI staff load the exam's item banks into the [CASLI Exam System](#) and develop a form of the exam. If coding work is needed for the SC:L from our CES developers, this will add costs and delays, depending what the needs of the exam are. It could be as little as a few thousand dollars and a few weeks or as much as \$20,000 and 4 to 6 months.

### **Step 6 Form Assembly and Pilot Testing**

The form of SC:L knowledge or written exam is completed in the CES and the psychometrician and several identified SMEs are invited to alpha test and provide any feedback, catch and correct any mistakes previously overlooked.

### **Step 7 Beta Testing**

Once corrections or changes are completed, the test is deemed ready for roll out. The exam is released on the CES and SC:L candidates begin to take the exam. A pool of 50 finished exams is needed before the psychometrician and a scoring committee are able to evaluate and determine the cut score for the exams.



Registry of Interpreters for the Deaf, Inc.

### Step 8 Cut Score Study

Once we hit the 50-exam threshold, we convene a cut score committee of 5 to 8 SMEs to determine the cut score for the knowledge exams and scoring criteria for the performance exams. Costs:\$50,000 to \$80,000.

### Step 9 Rater Training for the Performance Exam

This starts after the cut score for the SC:L performance exam is determined. Raters are recruited, screened, hired and then will receive training in rating the SC:L. Once rater training is complete, then raters must perform periodic benchmarking to make sure that their rating remains consistent with the scoring criteria for the exam. Costs:\$50,000 to \$80,000.

### Step 10 Full Roll Out

The exams enter the maintenance phase. Annually or semi-annually, raters are benchmarked to ensure their rating remains consistent and on target. This will continue every year for the test's life cycle, which is roughly 10 years, before the whole test development or revalidation process begins again.

#### *Total Costs:*

Based on previous exam development experience, we assume costs of \$519,700 to \$822,200 for both the knowledge and performance exams for the SC:L.

These costs would be *significantly* reduced if:

- 1) We find the SC:L item banks with the answer key from the previous (1998) iteration and revalidate the item banks and scripts.
- 2) Meetings of SMEs for the JTA and various phases of exam development are conducted virtually rather than face-to-face..
- 3) The design and specifications for the SC:L exams are similar to those of the existing exams on the CASLI Exam System (no new coding or development would be needed).

Costs (For both parts of the exam together):	Notes:	Estimated Costs
Psychometrician Services		\$60,000-\$100,000
Contracted Project Manager	\$30,000 to \$45,000 per year for 3 years - part time work	\$90,000 to \$135,000
Job Task Analysis		\$54,000 - \$80,000
Exam Specification and Design		\$41,900 to \$62,400
Item Writing	Face-to-face	\$41,900 to \$62,400
Item Review		\$41,900 to \$62,400
Filing	For both the knowledge and performance	\$90,000 to \$140,000
CES Development		\$0 - \$20,000
Cut Score and Scoring Committee		\$50,000 to \$80,000
Rater Training		\$50,000 to \$80,000
	TOTAL:	\$519,700 to \$822,200

#### *Operational Resources:*

#### **STAFFING:**

Currently, CASLI, has a director of testing who works with the Testing Committee and psychometrician on exam development, a Local Testing Site Coordinator who recruits and trains



Registry of Interpreters for the Deaf, Inc.

LTAs and manages the technical aspects of the exam administration, and a testing specialist who assist both the director and manager and provides frontline customer service to exam candidates. The development of a specialty exam would require additional staffing for project coordination and tracking the many, many “moving parts” within the exam development process.

### **CASLI EXAM SYSTEM (CES):**

The CES is the online exam administration platform from we administer our NIC and CDI Multiple Choice Question Knowledge Exam (selective response exam), our Ethical Decision Making and Cultural Competence Case Studies (selective response exam), and two Performance Exams for the CDI and NIC (productive response exams) respectively.

CASLI can develop an unlimited number of either selective-response or productive-response exams on the CES. CASLI works with the software engineers who tailor the platform for the development of score reports for the exam - this could range from 10 to 40 hours or more (\$1,000 to \$8,000).

### **LOCAL TEST ADMINISTRATOR NETWORK:**

CASLI maintains a national network of more than 50 Local Test Administrators to administer the performance exams and to provide special accommodations for exam candidates upon approved request (e.g. ADA accommodations for an ASL-fluent proctor). CASLI’s selected response exams (knowledge exams) are primarily administered through a testing company, Meazure (formerly ScanTron) which provides access to over [1,000 approved test sites nationally](#).

### **RATING/RATERS:**

CASLI employs a pool of raters who are recruited based on subject-matter expertise, and are trained, benchmarked, and retrained to main calibration for psychometric validity of exams scores. CASLI can add more raters with specialty expertise to their pool of raters, and CASLI also handles all documentation and paperwork including onboarding/training, recordkeeping, and remitting payment for services rendered, etc.

### **SCORE REPORT/PASS-FAIL RATES:**

CASLI, as part of their operations, also [publishes statistics for exams and exam candidates](#) on their website. CASLI is currently working on adding exam statistics according to reported demographic breakdown (e.g. race, educational/training background, number of years in the field, etc.)



Registry of Interpreters for the Deaf, Inc.

## *Exam Maintenance*

Annually, CASLI creates a report of exam statistics for the psychometrician to review and make adjustments for regular exam maintenance. This process is to ensure ongoing validity and reliability of the exams.

## **Considerations for Exam Development and Maintenance**

- RID has existing expertise and knowledge or RID and CASLI Headquarters staff (explained above)
- RID has existing policies and procedures for exams and exam administration in place (we would not be reinventing any wheels)
- CASLI has a online exam administration platform, the CASLI Exam System, which can administer computer-based exams (explained above)
- CASLI has a contract for commercial test sites for the selected response (knowledge) exam and LTA Network in place to administer the constructed response (performance) exam (explained above)
- RID has a Certification Maintenance Program and our Professional Development Department already has the structure for recording of legal interpreting CEUs and thus recertification of SC:L-holders for every certification cycle.
- We would need additional staff to adequately focus on this project. A project manager can work with CASLI staff for operational support and guidance, additional staff/project manager would be needed to manage and coordinate this project, especially in the exam development phase.
- We would need funding. The SC:L is a low-volume exam. With roughly 100 test-takers per year, the fees for the exam - unless exorbitant - would not support the ongoing operations of the exam.
- Consider that there is a very limited number of Deaf and Black, Indigenous and People of Color (BIPOC) SC:L subject matter experts for the exam development and rating.

## *Recertification/Certification Maintenance*

### **Continuing Education/Recertification:**

RID already has a [Certification Maintenance Program](#) in place for the tracking of Specialist<sup>6</sup> Continuing Education Units (CEUs) required in addition to the generalist or professional CEUs required for the generalist (CDI, NIC, CI/CT, etc.) certification. Unless any recertification requirements to maintain the SC:L change, then streamlining the CMP for the SC:L should have a minimal impact on operations and costs for RID.

---

<sup>6</sup> An additional 2.0, or 20 hours per four-year cycle, of legal interpreter professional development is required for recertification eligibility.





Registry of Interpreters for the Deaf, Inc.

### **Ethical Practices System:**

RID has a disciplinary policy and grievance procedure in place for consumers or colleagues who witness a SC:L-holder violating the [Code of Professional Conduct](#) or engaging in unprofessional or unethical behaviors and wish to file a complaint. Consequences can range from a letter concern for the record to revocation of certification and ineligibility to reapply for certification. Our goal is also to establish reciprocity agreements with states with interpreter licensure for ongoing protection of our consumers. This integrity, accountability, and disciplinary program is an added layer of protection for all consumers of the interpreting services, including courts and legal agencies, and an added level of protection for the integrity of the certification itself.

### **Conclusion:**

RID is optimistic that the development of the SC:L is on the horizon for our organization. We are cautiously confident that we have the staff, the expertise, operational systems, and appropriate policies and procedures in place to administer the SC:L credentialing program for RID members who hold generalist certification from RID (e.g. the CDI and NIC). RID is also positioning itself to create a wall of autonomy between members of RID and all certification and related activities to prevent any undue influence on certification activities, costs, policies, or procedures - especially to prevent any conflict of interest or self-serving directives from members on our certification activities. This wall of autonomy would be in place to prevent any potential disruption to certification activities going forward.

RID needs financial resources to restore the SC:L certification program, including initial funds for exam development, reserves for ongoing maintenance, and savings for future iterations of the SC:L. This is an opportunity for collaborative and ongoing partnership with stakeholder organizations to provide financial support for restoring the SC:L certification program for protection of all consumers of legal interpreting services.

# Washington State Supreme Court Interpreter and Language Access Commission

## COMMISSION MEMBERS

**Honorable J. Michael Diaz, Chair**  
WA Court of Appeals, Division One

**Honorable Edirin Okoloko**  
Superior Court Judges Representative

**Honorable G. Helen Whitener**  
Appellate Court Representative

**Honorable Lloyd Oaks**  
District and Municipal Court  
Judges Representative

**Ashley Callan**  
Superior Court  
Administrators Representative

**Jennefer Johnson**  
District and Municipal Court  
Administrators Representative

**Jeanne Englert**  
Administrative Office of the Courts  
Representative

**Iratxe Cardwell**  
Interpreter Representative

**Diana Noman**  
Interpreter Representative

**Donna Walker**  
American Sign Language  
Interpreter Representative

**Kristi Cruz**  
Attorney Representative

**Michelle Hunsinger de Enciso**  
Public Member Representative

**Florence Adeyemi**  
Public Member Representative

**Kelly Vomacka**  
Public Defender Representative

**Anita Ahumada**  
Community Member Representative

**Naoko Inoue Shatz**  
Ethnic Organization Representative

February 8, 2023

Senator Manka Dhingra  
Senate Law & Justice Committee, Chair  
239 John A. Cherberg Building  
P O Box 40445  
Olympia, WA 98504

Senator Lisa Wellman  
224 John A. Cherberg Building  
PO Box 40441  
Olympia, WA 98504  
*Sent via email*

Re: ILAC Comments on Proposed Sub. SB 5051

Dear Senators Dhingra and Wellman:

On behalf of the State Supreme Court's Interpreter and Language Access Commission (ILAC), I thank you for allowing us to review an advance draft of the proposed substitute language to SB 5051 (substitute bill). I also thank you and your staff for working with our staff members, particularly Bob Lichtenberg, on that substitute bill. We value the collaborative and open-minded spirit in which your staff have proceeded.

In our prior letter to you dated January 26, 2023, ILAC acknowledged that the situation this bill attempts to address is valid and concerning. Like you, however, ILAC wants this bill to work both for those constituents accessing our courts and for the court system. So please take the following comments in that spirit.

First, our prior concerns remain. We still lack data capturing the scope of the problem. Further, it is not clear in the substitute bill that the State is committing to fund the court's costs when ordering a sight translation or to fund the AOC's newly assigned tasks. Finally, without knowing how commonly these concerns arise or how often courts will order sight translations, we still do not know the impact on the availability at all levels of our state courts.

Letter to Law and Justice - SB 5051

Page 2

That said, we appreciate the substitute bill's new focus on creating uniform and comprehensive translation of forms. We understand that some of that work has already been accomplished. As we stated in our prior letter, we believe this issue, to the extent we can get our arms around its scope, will be more economically and efficiently resolved in that manner.

To that end, we suggest that you change the term in the "Brief Description" of the bill title from "dissolution" to "domestic relations," so as to ensure the bill addresses the full breadth of this well-defined subject matter. The term "domestic relations" will include, not just dissolutions, but legal separations, parenting plans, establishment of child support, and modifications of the same, all of which are defined in Title 26 RCW.

Further, addressing the concerns with the "reason to know" standard, ILAC notes that a court could capture English language proficiency information at the onset of each case through the Confidential Information Form (CIF), which is currently filed by only one party at the beginning of each case but includes information about the other party. If the CIF was revised to include such information, was translated into the appropriate language, and required to be submitted by both parties separately along with any initiating family law form, such information would be available to judicial officers throughout the pendency of the case. Courts, clerks, and information technology specialists may need to collaborate to find the most effective way of "flagging" a case requiring an interpreter and/or translated language forms or letters. Legislation could support that process and those costs.

For individuals who communicate in sign language, English is a second language and understanding court forms can be a real challenge for many individuals. Using technology, court forms could be accessed and understood by sign language users through videotaped sign language renditions in American and foreign signed languages for use by Deaf ASL users and for Deaf persons where the individual is both deaf and uses a foreign-language sign language. This technology solution will require additional time and funding.

Because of the additional time and funding needed to achieve the most effective and workable solutions, we encourage you, the bill sponsors, and your Committee to work closely with the ILAC well in advance of the 2024 Legislative Session to submit for consideration a further revised bill. We look forward to the opportunity to further collaborate and address these critical language access needs.

If there are any questions or need for additional information, please contact ILAC's staff lead, Robert Lichtenberg, at [Robert.Lichtenberg@courts.wa.gov](mailto:Robert.Lichtenberg@courts.wa.gov).

Sincerely,



J. Michael Diaz, Judge  
Washington State Court of Appeals, Division 1

E-CC: Ashley Jackson, Legislative Assistant to Senator Dhingra  
Noah Burger, Legislative Assistant to Senator Wellman  
Brittany Gregory, Associate Director, Judicial and Legislative Relations, AOC  
Kelley Amburgey-Richardson, Manager, Supreme Court Commissions, AOC  
Robert Lichtenberg, Senior Program Analyst, ILAC, AOC

---

**BILL REQUEST - CODE REVISER'S OFFICE**

---

BILL REQ. #: S-1223.1/23

ATTY/TYPIST: KB:eab

BRIEF DESCRIPTION: Concerning language understanding of documents  
used in dissolution proceedings.

1 AN ACT Relating to language understanding of documents used in  
2 dissolution proceedings; and adding new sections to chapter 26.09  
3 RCW.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** A new section is added to chapter 26.09  
6 RCW to read as follows:

7 In any matter brought pursuant to domestic relations proceedings  
8 under this chapter:

9 (1) A court must provide translated standard forms to a limited  
10 English proficiency party or a deaf, deaf-blind, or hard of hearing  
11 party when the party requests translated standard forms, or when a  
12 court has reason to believe that the party may require translated  
13 standard forms. The court must provide translated standard forms  
14 pursuant to this subsection at no cost to the party.

15 (2) A court may order sight translation of standard forms to a  
16 limited English proficiency party or a deaf, deaf-blind, or hard of  
17 hearing party if the court has reason to believe that a party may  
18 require a sight translation of standard forms. The interpreter  
19 appointed for this purpose for a person with limited English  
20 proficiency must be an interpreter certified or registered by the  
21 administrative office of the courts pursuant to chapter 2.43 RCW or a

1 qualified interpreter registered by the administrative office of the  
2 courts in a noncertified language, or where the necessary language is  
3 not certified or registered, the interpreter must be qualified by the  
4 judicial officer pursuant to chapter 2.43 RCW. In the event the party  
5 who is deaf, deaf-blind, or hard of hearing relies on any form of a  
6 signed language, the interpreter appointed for this purpose must be  
7 an interpreter appointed pursuant to chapter 2.42 RCW. An interpreter  
8 appointed pursuant to this subsection must be provided at no cost to  
9 the party.

10 (3) A court must give special consideration on whether to order a  
11 sight translation of standard forms pursuant to subsection (2) of  
12 this section in matters involving the creation of a permanent  
13 parenting plan under RCW 26.09.184.

14 NEW SECTION. **Sec. 2.** A new section is added to chapter 26.09  
15 RCW to read as follows:

16 (1) By July 1, 2024, the administrative office of the courts  
17 shall:

18 (a) Develop and distribute standard forms for petitions and  
19 orders issued under this chapter, which must be made available online  
20 to view and download at no cost;

21 (b) Develop and distribute information regarding domestic  
22 relations proceedings under this chapter, which must be made  
23 available online to view and download at no cost. The information  
24 must include an explanation of how a judgment or order may be vacated  
25 or modified pursuant to RCW 4.72.010(4);

26 (c) Determine the significant non-English-speaking or limited  
27 English-speaking populations in the state. The administrative office  
28 of the courts shall then arrange for translation of the standard  
29 forms and information required by this section into the languages  
30 spoken by at least the top five significant non-English-speaking or  
31 limited English-speaking populations, and shall distribute a master  
32 copy of the translated standard forms and information to all superior  
33 court clerks, superior courts, and to the Washington supreme court's  
34 interpreter commission. Such materials must be updated and  
35 distributed if needed due to relevant changes in the law.

36 (2) All superior court clerks' offices shall make available the  
37 standard forms and information required under this section.

--- END ---



# Superior Court Judges' Association

**Jennifer A. Forbes**  
**President**

Kitsap County Superior Court  
614 Division St, MS 24  
Port Orchard, WA 98366-4683  
360-337-7140

**Samuel S. Chung**  
**President Elect**

King County Superior Court  
516 3<sup>rd</sup> Ave, Rm C-203  
Seattle, WA 98104-2361  
206-477-1417

**Rachelle E. Anderson**  
**Past President**

Spokane County Superior Court  
1116 W Broadway Ave  
Spokane, WA 99260-0350  
509-477-6006

**Shelley D. Szambelan**  
**Secretary**

Spokane County Superior Court  
1116 W Broadway Ave  
Spokane, WA 99260-0350  
509-477-5792

**Ken Schubert**  
**Treasurer**

King County Superior Court  
401 4<sup>th</sup> Ave N, Rm 2D  
Kent, WA 98032-4429  
206-477-1567

**Board of Trustees**

**Raymond F. Clary**

Spokane County Superior Court  
1116 W Broadway Ave  
Spokane, WA 99260-0350  
509-477-4704

**Chris Lanese**

Thurston County Superior Court  
2000 Lakeridge Dr, SW, Bldg 2  
Olympia, WA 98502-1045  
360-786-5560

**Adrienne Thomas McCoy**

King County Superior Court  
516 3<sup>rd</sup> Ave, Rm C-203  
Seattle, WA 98104-2361  
206-477-1933

**Edmund Murphy**

Pierce County Superior Court  
930 Tacoma Ave S, Rm 334  
Tacoma, WA 98402-2108  
253-798-3655

**Laura M. Riquelme**

Skagit Superior Court  
205 W Kincaid St, Rm 202  
Mount Vernon, WA 98273-4225  
360-416-1200

**Norma Rodriguez**

Benton/Franklin Co Superior Courts  
7122 W Okanogan Pl, Bldg A  
Kennewick, WA 99336-2359  
509-736-3071

**Josephine Wiggs**

King County Superior Court  
516 3<sup>rd</sup> Ave, Rm C-203  
Seattle, WA 98104-2361  
206-477-4933

February 7, 2023

Senator Manka Dhingra  
Senate Law & Justice Committee, Chair  
239 John A. Cherberg Building  
P O Box 40445  
Olympia, WA 98504

Senator Lisa Wellman  
224 John A. Cherberg Building  
PO Box 40441  
Olympia, WA 98504  
*Sent via email*

Dear Senators Dhingra and Wellman:

Thank you for the opportunity to provide input on the proposed substitute to SB 5051.

The SCJA's concerns from the original bill about the lack of data in support of the problem being addressed, the lack of funding accompanying these new mandates, the impact on other areas of court requiring interpreters, and the difficulty in discerning the "reason to believe" standard all remain.

The substitute language presents additional concerns as well. We have attempted to address them below.

In Section 1(1), a Court is required to provide "translated standard forms" upon request or when a Court has "reason to believe" that a party may require them. There are a number of questions that this section raises:

1. At what point is the Court required to embrace the "reason to believe" standard? Most judicial officers will not see a case until its end, when the parties have already spent time and money preparing their orders for presentation. Will this require them to begin anew?
2. What happens if the parties present agreed orders, and the Court then has 'reason to believe' a party may need translation – are the agreed orders rejected? Can the Court require the agreed, but perhaps non-standard, orders to be sight translated?
3. What entity is paying for the translated forms?

In Section 1(3), a Court is required to "give special consideration" on whether to order sight translation under the "reason to believe" standard if a judicial officer is entering a parenting plan. To put it plainly, this runs additional risk of judges embracing stereotypes or assumptions when ordering sight translation. We have previously shared with you how family law documents are presented by agreement and that the judicial officer will have no contact with a party – even when an agreed final order is presented.



February 7, 2023

Page 2

There is insufficient clarity as to what factors a Court must consider in this instance – the one in which the majority of orders likely appear – other than relying on a name. That is fraught with problems in both directions: both for the judge concluding that a person’s name suggests limited English proficiency or when the name makes no such suggestion, but that proficiency is lacking. The lack of guidance in what constitutes a “reason to believe” is a major problem to this bill’s implementation.

In Section 2 of the bill, AOC is tasked with providing forms and written guidance to the public by July 1, 2024. Much if not all of this work has already been accomplished. AOC provides litigants with family law forms in Korean, Russian, Spanish, Vietnamese, Filipino and Chinese ([Washington State Courts - Court Forms](#)). Any Superior Court or Court clerk in Washington can access these forms. Yet the bill requires AOC to survey the state for the top five languages of significant non-English speaking populations in the state. AOC is then required to provide translated forms in all of these languages to courts. It takes careful interpretation, review, and consensus before a translated form can be distributed, and at least some of these forms are updated nearly every year due to changes in the law. It is difficult to assess whether this language will require no work, new work, or whether it is a redundant requirement.

AOC is additionally tasked to “develop and distribute” information regarding domestic relations proceedings. RCW chapter 26.09 has over 50 subchapters, ranging from child support to relocation matters. This requirement raises important questions:

1. What information should be developed and distributed?
2. Does this cover all or just some sections of Chapter 26.09?
3. Who is developing the information to be provided?
4. What entity is paying for this work?

Currently, there are no funds appropriated in this bill to accomplish these ongoing tasks.

Regrettably, the changes included in the substitute – while in some instances worthy goals – present more complicated questions while not addressing the earlier concerns noted above and in our previous correspondence. It also appears to require work to be done that has already been accomplished.

The SCJA is willing to work with you and the Supreme Court’s Interpreter and Language Access Commission to better identify the problem before launching a “fix” that will have a major impact on current court operations. Superior Court judicial officers remain committed to providing non-English language proficient participants full and fair access to courts. Our judicial officers ensure this happens, to the best of their abilities, every day.

The SCJA respectfully requests that its amendment to the original bill (attached here again) be adopted by the Committee or alternatively that the bill be withdrawn this session to allow further discussion and planning.

Sincerely,



Judge Jennifer Forbes, President  
Superior Court Judges’ Association

CC: SCJA Board of Trustees  
Ms. Allison Lee Muller

## SENATE BILL 5051

AN ACT Relating to Language understanding of documents used in dissolution proceedings; and adding a new section to chapter 26.09 RCW.

NEW SECTION. **Sec. 1.** A new section is added to chapter 26.09 RCW to read as follows:

In any matter brought pursuant to domestic relations proceedings under this chapter, when a limited English proficiency party requests sight translation of written materials into a spoken message in the limited English proficiency party's language, or when the Court finds good cause to require sight translation, a court has reason to know that the party may require an interpreter has limited English proficiency or is deaf, deaf blind, or hard of hearing and relies on sign language to communicate, any orders being presented to the court for signature on behalf of that party, or by agreement of the parties, must include a certification from an interpreter that a sight translation of the order has been provided to the limited English proficiency party in the relevant language.

The interpreter appointed for this purpose for a person with limited English proficiency must be an interpreter certified or registered by the administrative office of the courts pursuant to chapter 2.43 RCW or a qualified interpreter registered by the administrative office of the courts in a noncertified language, or where the necessary language is not certified or registered, the interpreter must be qualified by the judicial officer pursuant to chapter 2.43 RCW. In the event the party who is deaf, deaf-blind, or hard of hearing relies on any form of a signed language, the interpreter appointed for this purpose must be an interpreter appointed pursuant to chapter 2.42 RCW. When requested, and upon reasonable advance notice, an interpreter must be provided for limited English proficiency litigants by the court for sight translation of the court's orders at no cost to the party for this purpose.

If specific funding in the amount of \$500,000 for the purpose of section 1 of this act is not provided by June 30, 2023, in the omnibus appropriations act to the state interpreter reimbursement program, then section 1 of this act is null and void.

# **Court Interpreter Program Reports**

# Court Interpreter Program Update

## Language Access and Interpreter Commission For 5/12/23 Meeting Test and Training Updates

### Ethics and Protocol Class

On March 30 and 31, the Court Interpreter Program held the Ethics and Protocol class. This is typically the final step for court interpreter to take before they receive their credential. Guests are also invited to attend the class. Over 50 people attended and 12 new interpreters received their credential in the languages below. We expect approximately 4 more interpreters who attended to complete some final administrative steps of their credential in the next few months.

1 Dari	1 Portuguese
1 French	1 Russian
1 German	5 Spanish
1 Japanese	1 Ukrainian

### Spring Exam and Training

This June we are offering a special oral exam session. This exam is being held for previous exam candidates who fall in the near-passer category as well as court staff who are in the credentialing process and individuals who wanted to take the exam during our normal administration last fall but were not able to attend. In March and April a special series of trainings were held for near-passers of the previous oral exam.

### Introduction to Court Interpreting

This June we will be holding an online webinar about the field of court interpreting. This will be an introductory webinar targeting people who are not yet in the process of becoming a court interpreter. The webinar will be led by a judge and credentialed court interpreters. Follow up activities are also being planned to take place after this webinar.

### Presentation for Sno-Isle TECH Skills Center Students

Interpreter Program staff conducted an informative presentation at the Snohomish County Superior Courthouse for students from Sno-Isle Tech Skills Center Interpreting Class, highlighting the court interpreter credentialing process and training opportunities. The outreach presentation to recruit new interpreters was a collaborative effort involving various stakeholders from the court system, including judges, court administration, prosecutors, public defenders, and other experienced credentialed interpreters.

# LANGUAGE ACCESS AND INTERPRETER REIMBURSEMENT PROGRAM

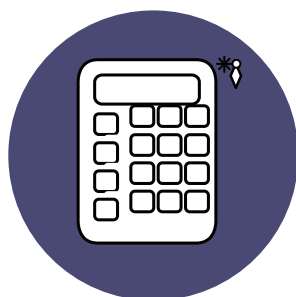
May 2023 Update

## PARTNERS , STATUS UPDATE , AND NEXT STEPS



### PARTNERS - PARTICIPATING COURTS IN FY2023

Total number of participating courts - 107



### STATUS UPDATE - FUNDS SNAPSHOT (as of 4/21/2023)

- Review of Q1 and Q2 invoices has been completed
- Total amount claimed by courts \$1,429,335
- Total amount approved after review \$1,334,708



### ALLOCATION OF ADDITIONAL FUNDS

- A total of \$428,000 has been additionally distributed to 30 participating courts
- Allocation based on Q1 & Q2 data
- Additional information solicited from applicable courts

"Thank you for the opportunity to participate in this partnership to provide improved interpreter access to the community."



### NEXT STEPS - OUTREACH TO NEW COURTS


- Early outreach efforts to recruit more courts into the program
- Upcoming meetings with AWSCA and DMCMA planned ahead



### NEXT STEPS - ENHANCING LANGUAGE ACCESS IN COURTS

- Interpreter Compensation Study
- Brochure on 'Becoming a Court Credentialed Interpreter'
- More languages added to the I-speak booklet
- Updated Language Access Posters for courthouses

# Committee Reports

 <p>WASHINGTON COURTS</p>	<p><b>Interpreter Commission Issues Committee Meeting March 10th, 2023</b> Zoom Videoconference 12:00 PM – 1:00 PM</p>
<p><b>Meeting Minutes</b></p>	

**Participants:** Robert Lichtenberg, James Wells, Tae Yoon, Avery Miller, Iratxe Cardwell, Ashley Callan, Kelly Vomacka, Judge Llyod Oaks, Naoko Shatz, Diana Noman


**Notes:**

- Robert Lichtenberg provided an update on the legislative session.
  - SB 5051 is likely dead in Committee.
  - SB 5304, regarding DSHS outsourcing interpreter testing to 3<sup>rd</sup> party agencies, has been revived. The new version would not allow those with financial interest to do the evaluations, which addresses the issue of conflict of interests. The committee considers sending a letter to DSHS to include AOC Interpreter Program as they refine testing parameters.
    - Judge Oaks asks if the committee should tell them we'd like to provide input or wait to comment once it goes to hearing in the opposite house.
    - DSHS testing is a step towards court interpreting, and members of the committee have seen cases of courts using DSHS certified interpreters, so the committee has an interest.
    - Naoko voices a concern with the use of non-certified/ registered interpreters as they are not subject to disciplinary proceedings. James notes that they're still subject to disciplinary proceedings, but without removal of credential there's less potential consequences.
    - Judge Oaks has noted interpreting issues in his courtroom and delays in finding interpreters. Also suggests inquiring with Judge Krupa about interest in these issues.
    - Iratxe brings up examples she has seen of defendants at the jail who's arraignments were delayed due to lack of Spanish speaking interpreters. Other members of the committee will look into this further.
  - There has been a request from WSBA for review rule to clarify the obligations for language assistance. Naoko volunteers to be involved and suggests rules 1.4, 1.7, 3.4, 3.5, 3.7, 5.1, 5.2 and 5.3 are good places to start.
  - Bob and James discuss the tiering issue and are working on getting a workgroup together. Diana asks that interpreters are invited to discuss.

- Bob and Judge Oaks will meet offline to discuss issues of interpreters not being properly utilized by courts.

**1 PM Meeting Adjourned.**



 <p>WASHINGTON COURTS</p>	<p><b>Interpreter Commission Issues Committee Meeting</b>  <b>April 11<sup>th</sup> , 2023</b>  Zoom Videoconference  12:00 PM – 1:00 PM</p>
<p><b>Meeting Minutes</b></p>	


**Participants:** Robert Lichtenberg, Katrin Johnson, Kelly Vomacka, Judge Oaks, Jeanne Englert, Tae Yoon, Iratxe and Luisa, Ashley Callan, James Wells, Donna Walker, Michelle Hunsinger de Enciso

**Notes:**

- For the minutes from the March 10th meeting, Ashley Callan moves to approve, Iratxe Cardwell seconds and the motion passes unanimously.
- Donna Walker presents on the workgroups who have been working on revising RCW 2.42 and 2.43. Donna and Luisa Gracia have spent a lot of time making sure the language of each revision is aligned.
  - Donna gives a high-level overview of changes to consolidate and streamline the language as well as remove certain sections. Donna raises the removal of the RCW regarding police proceedings RCW 2.42.120
  - The most effective practice occurring in courts is if there is always a hearing ASL- interpreter and a certified deaf interpreter. On the east coast, this is standard practice. This can be waived if someone feels they don't need a certified deaf interpreter, but would be the default.
  - Judge Oaks asks that the specific state or region be cited or other information offered to clarify the leadership on issues of interpretation
  - Additionally, the work group added a section on testing and credentialing as well. While there is not an accepted test on ASL, the language was kept general to allow for the credentialing and testing process for the future. The language is in RCW 2.42.080
- Luisa gives an overview of RCW 2.43 changes.
  - There was a section added regarding privileged communications and made changes to align the wording.
  - On the issue of appointment of interpreter, there's added wording on good cause and how it is established.
- In RCW 2.42.110, Ashley asks what the thought process between providing requirements re video recordings of ASL and audio recordings of spoken language interpreters.
  - In spoken languages, courts do consecutive interpreting so spoken language interpretation is provided on the record. The record must be in English. There are some recordings of the record that still pick up what the interpreter is rendering, so perhaps with some more sophisticated technology, you could have that, but not every court has this.

- Kelly raises questions of due process challenges, if there are issues of interpretation, but consecutive does take a lot of time. Kelly requests an opportunity to consider this more carefully before issuing a final order.
- Luisa clarifies that there are not many courts with a booth for interpreters, which is what technically should be done if you want to do a recording of the rendition. There are challenges to the technology as separate mics can create feedback.
- Ashley asks if we are doing video interpretation of ASL testimony, it should be done for spoken language interpretation as well and voices concern re GR 11.3 to say 'upon the request' and then trying to propose amending the statute that it's required for a deaf/ deaf blind/ hard of hearing person.
- Diana states that if any recording of the interpreter is to be done, it must be done with proper tech and equipment, as she's listened to audio of interpretation that shows very poor quality, and is extremely hard to hear interpreter's rendition, it's can be very difficult or unusable.
- Judge Oaks raises the issue of writing the cover letter to pass this along to the commission. The Issues Committee meets next on May 9<sup>th</sup> and the Commission meets on May 12<sup>th</sup>. Bob proposes having an extra meeting the week before May 5<sup>th</sup> so that it can be disseminated the week before the meeting.
- Kelley suggests that the materials will be due in June to the administrative office to the courts with the forms to request for legislative proposals and then will need to be refined before session.
- Judge Oaks requests all members to send him and Bob the full comments of what changes are and what potentially issues and concerns, to format as a letter. It will be circulated for comment before being sent to the commission.

**1 PM Meeting Adjourned.**

 <b>WASHINGTON COURTS</b>	<b>Interpreter Commission Issues Committee Meeting May 2, 2023</b> Zoom Videoconference 12:00 PM – 1:00 PM
<b>Meeting Minutes</b>	

**Participants:** Robert Lichtenberg, Kelly Vomacka, Judge Oaks, Tae Yoon, Iratxe Cardwell, Luisa Gracia, Ashley Callan, James Wells, Michelle Hunsinger de Enciso , Anita Ahumada, Kristi Cruz, Jenefer Johnson, Diana Noman

### Previous Meeting Minutes

- Minutes from April meeting were approved.

### RCW

- The Committee discussed the drafts of RCW 2.42 and RCW 2.43.
- There was a concern around the RCW making references to court rules or referring to items established by the Supreme Court. The current statute does use this kind of kind language and so changes may not be necessary.
- Payment language: 2.42 is explicit that courts will pay for interpreter services and specifies some items. 2.43 is not explicit who will pay but specifies it that it will not be the person needing the interpreter. This is a change from the current language around courts paying in criminal cases and litigants potentially being charged in civil cases.
  - Providing an exhaustive list could be a problem if we want it to be broad. Language such as “including but not limited to” could help with this issue.
  - Including court ordered programs could have a big budget impact.
  - Including parents and guardians in 2.43 for juvenile proceedings could be added and would not have a huge fiscal impact.
- Modifying the waiver language in 2.43 could be improved if more language was borrowed from 2.42.
- **MOTION:** The Committee approved a motion to present the new RCW language with amendments based on the discussion at this Issues Committee meeting to the full Commission.
  - Kristi Cruz abstained from this vote.

### Exam Validation Time-Frame

- The Committee discussed proposed changes in policy for the length of time the results of a written exam are valid for. Exam results for the court interpreter written exam results is currently six years from the time a test candidate takes the written exam.
- The proposed change would include moving the validation period to be tied to the most recent attempt of the oral exam rather than the written exam. There was a

concern that this could lead to a test candidate indefinitely extending the validity of the results.

- The discussion on this issue will continue at the next meeting.

DRAFT

## **ILAC Education Committee Update**

### **ILAC Meeting – May 12, 2023**

The ILAC Education Committee has been working on the following items:

1. We are sponsoring a session at the National Consortium on Racial and Ethnic Fairness in the Courts (NCREFC) in partnership with Commissioner Jonathan Lack (King County) and LaTricia Kinlow, the Tukwila Municipal Court Administrator. The title of the session is “Language Access in Judicial Environments and Implicit Bias and Trauma-Informed Training for Court Staff”. Bob Lichtenberg has been working with the presenters and has encourage ILAC Members to attend the NCREFC Conference in May.
2. James Wells has received the Language Access Basic Training modules created for the New Mexico Center for Language Access in partnership with the National Center for State Courts and the State Justice Institute. He has been modifying the content to include information specific to the Washington State Judiciary and building it into the AOC Articulate training website. The audience for the training is general court staff and the information provides an overview of the importance of language access in the Courts. We anticipate launching the training by the end of the Summer.
3. Several ILAC members conducted a training for the Washington State Bar Association. The training was very well received. Thank you to Kristi Cruz, Naoko Shatz and Luisa Garcia!
4. The Education Committee reviewed the evaluations from the Judicial Conference Interpreter session. Overall, the comments were positive, but the Education Committee acknowledged that it is nearly impossible to cover all of the essential materials about language access in the Courts in 90 minutes. The Education Committee will continue to work on what aspects of the in-training could be supplemented with required pre or post conference training modules.
5. We have been discussing strategies for providing a training for Interpreter Coordinators in the Courts. We hope to survey the Interpreter Coordinators to see what training they feel like they need or areas of interpreter coordination they would like to learn more about. Ashley is working with James to create a survey to help develop the training. It is anticipated this training would be conducted via Zoom or other remote platform and conducted over a noon hour.

## 2023 Judicial College Daily Feedback - Day 2

Please rate the following aspects of today's individual sessions.

	Working with Court Interpreters
This session enhanced my personal knowledge	4.29
The content of the session was relevant to my work	4.57
The instructional materials were effective and helpful	4.19
The session kept me engaged	4.31
<b>TOTAL AVERAGE</b>	<b>4.34</b>

### General Comments

The initial portion of the interpreter session presenting the concept of two types of interpreters and how to qualify those who aren't certified on the record could have been condensed a lot. The two guest speakers were more engaging.

Very good and thoughtful presentations.

### What was missing that you hoped would be covered?

I wish there were more practical tips on use of interpreters, especially use via screen.

Please provide electronic materials earlier.

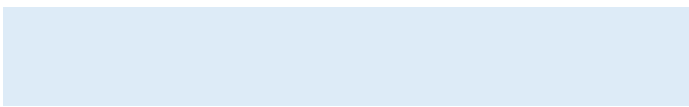
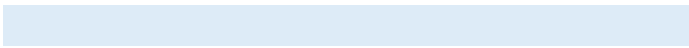
### What aspects of today's sessions did you find the most beneficial? (What did you learn that you can implement immediately?)


I found all of the speakers helpful and engaging.

The interpreter session was the best. It covered material beyond the obvious. And the 3 speakers were all excellent. This gave me a ton of clear direction.

The session on interpreters was practical and clear and will be used right away. Bench cards are very helpful.

Making interpreter work more effectively for everyone involved.



 <p>WASHINGTON COURTS</p>	<p><b>Interpreter Commission Education Committee Meeting February 15, 2023</b> Zoom Videoconference 12:00 PM – 1:00 PM</p>
<p><b>Meeting Minutes</b></p>	

**Present:** James Wells, Ashley Callan, Robert Lichtenberg, Jeanne Englert, Jennefer Johnson, Iratxe Cardwell, Kristi Cruz, Florence Adeyemi, Michelle Hunsinger de Enciso

**Notes:**


- The committee has a deadline of February 27<sup>th</sup> to send in a proposal for the National Consortium on Racial and Ethnic Fairness in the Courts Annual Conference.
  - Members discuss submitting a joint proposal with Latricia Kinlow surrounding court administrators or to do a separate proposal solely focused on language access.
  - Bob notes the importance of cultural competency for interpreters and the culture/ language specific issues that arise that only interpreters may be able to bring to the court's attention.
    - Iratxe Cardwell gives an example of LEP defendants at the jail who have not memorized their address because they don't speak the language and how often Judges don't understand that. This can make an interpreter's role difficult, because advocating for or explaining cultural issues is an entirely different role to play than interpreting.
  - Kristi Cruz suggests the language justice webinar from last year that was well attended and well received.
  - For next steps, Ashley requests James sends slides from the New Mexico programs, Bob will connect with Trish and communicate electronically to put a proposal together by the 27<sup>th</sup> deadline.
- The committee discusses new member onboarding.
  - Ideally, the committee wants to be able to provide materials to new members, more than just links to the bench cards or online manuals. Something more like an education module, that would guide them through necessary information.
  - There are always ongoing discussions when members join the commission, and providing information to get new members up to speed quickly, and so they know what the commission is currently doing and what it has been doing for the past few years.
  - Bob suggests that the module can function very similar to judicial/ court administrator education modules the committee has discussed previously. There are aspects that need to be tailored for specific audiences but a lot of the overall content will be the same.
  - Jeanne Englert offers to assist in synthesizing the material.



- The development should start small, with bite-sized modules to do proof of concept.
- The committee discusses a training put together for interpreter coordinators in webinar format.
  - Ideally, it should be an hour long training to go through best practices. A lot changed during the pandemic and in the new reality what are the best practices for scheduling/ zoom hearings/ remote interpretation etc.
  - Discussion of including a 'language simulation' ie beginning the training with panelists speaking a different language to prompt administrators to put themselves in the shoes of those coming in to the courthouse.
  - It's important LEP litigants have good experiences with court staff, clerks, bailiffs and anyone public facing, as that can impact justice access even before they go in front of a judge or commissioner.
  - Ashley suggests running with the idea of a training for court staff, shooting for April over lunchtime "Lunch and learn." The committee agrees.
  - AOC staff will develop an outline of synthesizing and compiling materials of previous training. Bob will circulate a proposal. James will send info from the New Mexico training to get ideas circulating.

**Next meeting March 15<sup>th</sup>.**

**Meeting adjourned at 1:00 pm.**

 <p>WASHINGTON COURTS</p>	<p><b>Interpreter Commission Education Committee Meeting March 15, 2023</b> Zoom Videoconference 12:00 PM – 1:00 PM</p>
<p><b>Meeting Minutes</b></p>	

**Present:** James Wells, Ashley Callan, Robert Lichtenberg, Jeanne Englert, Jennefer Johnson, Kristi Cruz, Donna Walker

**Notes:**

- The minutes of the February meeting are approved.
- James reports on the Interpreter Compensation, Scheduling and Related Issues Forum hosted by AOC at the end of February. Courts shared the difficulties they have been experienced with interpreter availability in addition to the following topics:
  - Courts are reporting that interpreters are being pulled away for work in other States and Courts along the I-5 corridor are competing with each other for interpreter resources.
  - AOC plans on conducting a interpreter compensation study to research this issue.
  - Interpreters are freelancers and contractors which complicates the issue. Court interpreter coordinators may need the education committee to work directly on education to target that. This might need to be considered as a commission strategic priority question.
- Regarding the issue of the proposed interpreter coordinator training for April, Ashley has been reviewing materials from past programs and considering what information court interpreter coordinators may need. The April date may not be a realistic timeline.
  - Jennefer suggested working with AOC to send out a survey to gather that information.
  - Ashley will work with James to send a survey out to the court administrator and interpreter coordinator list serves.
- The committee discussed the National Consortium on Racial and Ethnic Fairness in the Courts (NCREFC) conference, in May, which we've submitted a proposal for.
  - Some members will be going to the conference. The education proposal concerns language access and trauma informed practices, with Latricia Kinlow and Commissioner Jonathan Lack.
- For the Fall Conference, there has been \$4,000 raised for the presentation from Activating Change.
- James distributed the New Mexico training, which has some great materials for designing education modules. James is working on adapting the training for Washington Courts. He will continue to keep the education committee apprised


of this progress. The training will eventually be a tool for teaching all court employees the basics of language access to the courts.

- The committee has discussed the importance of language justice and would like to engage the public in the discussion, not just focus on judges and court administrators.
  - Kristi Cruz just completed a fantastic training through WSBA.
- The committee discussed the need to make sure that any modules and education videos are captioned appropriately.

**Next meeting April 19th.**

**Meeting adjourned at 1:00 pm.**

DRAFT

 <p>WASHINGTON COURTS</p>	<p><b>Interpreter Commission Education Committee Meeting April 19, 2023</b> Zoom Videoconference 12:00 PM – 1:00 PM</p>
<p><b>Meeting Minutes</b></p>	

**Present:** Bob Lichtenberg, James Wells, Tae Yoon, Ashley Callan, Jeanne Englert, Iratxe Cardwell, Jennefer Johnson

**Notes:**

- Ashley will make edits to the March meeting minutes. The updated minutes will be circulated for approval.
- James reports on the online Language Access Basic Training (LABT) modules. The content provided by New Mexico has been implemented into our own platform, which is still in progress. The platform allows for addition of specific content applicable to Washington state. The module is expected to be completed by July, 2023. Commission members discuss the following:
  - The LABT targets general court staff providing unified information on the basics of language access in courts without distinguishing between superior and limited jurisdiction courts.
  - Concerns are raised about the use of non-credentialed interpreters without going through the proper channel in accordance with the RCW. Some courts may not have a standard practice in place or a logging system to track interpreter events. In-person vs remote interpreting also impacts the decision to use non-credentialed interpreters. At another interpreter coordinator meeting, similar challenges were discussed where changes in payment policy or interpreter scheduling system were proposed.
    - Analyzing the percentage of non-credentialed interpreter usage through the Language Access and Interpreter Reimbursement Program data will provide a better understanding of the issue. The data collected can help identify reasons and find solutions. Sharing ideas among courts is also important in building strategies to address the issue.
- The committee discusses the National Consortium on Racial and Ethnic Fairness in the Courts (NCREFC) conference in May.
  - Bob reports that no work product has been received yet from Latricia Kinlow and Commissioner Jonathan Lack on The Language Access in Judicial Environments and Implicit Bias and Trauma-Informed Training for Court Staff.
  - Ashley mentions that the committee may be able to sponsor the NCREFC conference as one of the presenters, and will reach out to Judge Diaz.
- The Judicial College Evaluation received general positive feedback.

- Bob points out that ASL was not presented again due to time constraints, and suggests a more condensed presentation going forward to cover a wider range of topics.
- Ashely proposes inviting Judge Oaks, who is presenting next year, to the fall education committee meeting to plan earlier in the stage and determine which information can be condensed. We would work towards having presentations that reflect feedback for next year.
- Jeanne points out that presentations are typically information-based without much time for discussion, and suggests incorporating pre-reading and post follow ups, as well as making clear goals for the presentations.
- Ashley will not be able to attend the Supreme Court Interpreter and Language Access Commission Meeting on May 12<sup>th</sup>; Iratxe will present on behalf of Ashley.

**Next meeting \_\_\_\_\_.**

**Meeting adjourned at 12:57 pm.**