

**Washington State Supreme Court
Interpreter Commission**

December 7, 2018

Meeting Packet

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

COURT INTERPRETER COMMISSION

<p>Justice Steven C. González, Chair Washington Supreme Court</p> <p><i>Appointed by Chief Justice</i></p>	<p>Sharon Harvey Administrative Office of the Courts</p> <p><i>Administrative Office of the Courts Term expires 9-30-21</i></p>
<p>Eileen Farley Northwest Defenders Association</p> <p><i>Ethnic Organization Representative Term expires 9-30-19</i></p>	<p>Thea Jennings Washington State Bar Association</p> <p><i>Public Member Term expires 9-30-19</i></p>
<p>Luisa Gracia Camon</p> <p><i>Interpreter Representative Term expires 9-30-19</i></p>	<p>Diana Noman</p> <p><i>Interpreter Representative Term expires 9-30-21</i></p>
<p>Donna Walker</p> <p><i>American Sign Language Interpreter Representative Term Expires 9-30-19</i></p>	<p>Kristy Cruz Northwest Justice Project</p> <p><i>Attorney Representative Term expires 9-30-21</i></p>
<p>Judge Andrea Beall Puyallup Municipal Court</p> <p><i>District and Municipal Court Representative Term expires 9-30-20</i></p>	<p>Judge Theresa Doyle King County Superior Court</p> <p><i>Superior Court Representative Term expires 9-30-20</i></p>
<p>Fona Sugg Chelan County Superior Court</p> <p><i>Court Administrator Representative Term expires 9-30-21</i></p>	<p>LaTricia Kinlow Tukwila Municipal Court</p> <p><i>District/Municipal Court Administrator Representative Term Expires 9-30-19</i></p>
<p>Katrin Johnson WA State Office of Public Defense</p> <p><i>Public Member Representative Term Expires 9-30-19</i></p>	<p>Francis Adewale Spokane City Ofc of the Public Defender</p> <p><i>Public Defender Representative Term Expires 9-30-19</i></p>
<p>Elisa O. Young Office of Minority and Women's Business Enterprises</p> <p><i>Community Organization Representative Term Expires 9-30-2020</i></p>	<p>Staff</p> <p>Robert Lichtenberg, Program Coordinator/Commission Liaison robert.lichtenberg@courts.wa.gov</p> <p>James Wells, Interpreter Program Support james.wells@courts.wa.gov</p>

**Interpreter Commission
Meeting Agenda**



Interpreter Commission Quarterly Meeting

Friday, December 7, 2018

SeaTac AOC Main Conference Room,
18000 International Blvd. SW, Suite 1106

SeaTac, WA

8:45 am-11:45 am

Call-In Number: 1-360-704-4131 (toll-free for 6 callers)

AGENDA

<ul style="list-style-type: none"> • Call to Order 	Justice Steven González	
<ul style="list-style-type: none"> • Approval of October 19, 2018 Minutes 	Justice González	P.
<ul style="list-style-type: none"> • Chair's Report <ul style="list-style-type: none"> • Recognition of Departing Commission Member and Introduction of New Member • GR 11 Amendments • Interpreter Funding Task Force • Court Interpreter Forum Review • Committee Appointments • Ad Hoc Committee Charter and Members <ul style="list-style-type: none"> ▪ Outreach • DRAFT FY 19 Commission Strategic Plan • Proposed 2019 Meeting Dates 	Justice González Justice González Justice González AOC Staff Justice González Justice González Elisa Young Justice González Cynthia Delostrinos AOC Staff	P. P. P. P. P. P. P.
<ul style="list-style-type: none"> • Committee and Partner Reports <ul style="list-style-type: none"> • <u>Education Committee Meetings Report</u> <ul style="list-style-type: none"> • Report on Petition Request • 2019 Education Activities • <u>Issues Committee Meetings Report</u> <ul style="list-style-type: none"> • Committee Membership Update • By-Laws • Skagit County Memorandum • <u>Disciplinary Committee Report</u> <ul style="list-style-type: none"> • Grievance Investigation • Interpreter Compliance Status • Court Interpreter Mentoring Program 	Katrin Johnson Judge Andrea Beall AOC Staff Luisa Gracia Camón	P. P. P. P.

<ul style="list-style-type: none"> • Commission Staff Report <ul style="list-style-type: none"> • Commission Staff Updates • Interpreter Program Report 	AOC Staff	P.
<ul style="list-style-type: none"> • Adjourn 	Justice González	
Next Meeting: TBD-2019 (AOC SeaTac)		

Meeting Minutes



Interpreter Commission Meeting
Friday, October 19, 2018
Temple of Justice
415 12th Ave SW, Olympia, WA 98504

MEETING MINUTES

Members Present:

Justice Steven González
Judge Andrea Beall
Francis Adewale
Judge Laura Bradley
Eileen Farley
Maria Luisa Gracia Camón
Sharon Harvey
Thea Jennings
Katrín Johnson
LaTricia Kinlow
Dirk Marler
Linda Noble
Fona Sugg
Alma Zuniga

AOC Staff:

Cynthia Delostrinos
Robert Lichtenberg
James Wells

Guests:

Florence Adeyemi
Adrian Bradley
Maria Farmer
Emma Garkavi
Diana Noman
Dirk Marler
Alma Zuniga

Members Absent:

Judge Teresa Doyle
Donna Walker
Elisa Young

CALL TO ORDER AND INTRODUCTIONS

The meeting was called to order by Justice Steven González.

APPROVAL OF July 25, 2018 MEETING MINUTES

Minutes were approved with modification.

CHAIR'S REPORT

BJA Court Interpreting Funding Taskforce Update

- Justice González recently met with a representative from the Washington Association of Prosecuting Attorneys (WAPA). The representative was enthusiastic. They invited members from the Interpreter Commission to attend the next WAPA meeting on December 6, 2018. WAPA was interested in sending out a survey to determine the challenges in providing interpreters and would like help crafting the survey. A corresponding survey could also go out to the Washington Defender's Association (WDA). The support from prosecutors and defenders could be more effective when it comes to working with the Legislature instead of each group persisting on their own.
- The budget has been finalized by the Supreme Court and will proceed to the Legislature. Funding for court interpreter services was the highest priority.
- The business community may be able to lend support to the budget request. Companies, such as Microsoft, often look for certified interpreters for their own internal meetings. Growers in Eastern Washington may also use certified interpreters.

Petition Regarding New Member Appointment

The Commission discussed the rules and process for membership on the Commission and compared them with other entities:

- The bylaws of the Commission state that a member cannot serve more than two terms in succession. It does not reference how long of a break an individual would need before serving in another seat on the Commission.
- In some entities, voting for membership can be done by email while in others they cannot. Some members at the meeting felt that voting by email does not promote discussion.
- Kristi Cruz was asked to serve again on the Commission in a different seat after a two year break.

In September 2018, a motion was made and seconded to annul all email voting for nominating new members.

Motion: Annul all email voting that took place in September 2018 regarding the nomination of new Commission members.

The Commission discussed the motion:

- During the nomination and approval process in September 2018, some members of the Commission misunderstood certain aspects of the email voting. Specifically, Commission members expressed that they did not understand that the voting was both for nomination and approval of the candidates.

- The date of the September 2018 meeting was changed to October 2018, which was after some Commission members' terms expired.
- Creating new bylaws for the Commission during a full Commission meeting would be ineffective and the issue would be assigned to a committee. Some issues that would be reviewed could include: the process of voting by email, the rules regarding former members returning to the Commission and ensuring GR 11.1 aligns with the Commission bylaws.
- The Commission rules require that nominations be approved by Commission members before the Chair passes the nominations on to the Chief Justice for a final decision.
- There were concerns that there was not a proper recruitment process for the attorney position and that there was a lack of transparency in the process.
- The different types of seats on the Commission may require processes for nomination. Potential candidates for some seats, such as those for judicial officers and court administrators, are all nominations that come from those particular organizations. Other seats, such as those for interpreters and public representatives, come from a broader pool.
- No motions were raised at the previous meeting regarding the nominees.

The motion failed with three votes in favor and six against.

The Commission discussed the process for future nominations.

- There was a consensus that there should not be a ban on returning members.
- The required interval may vary on the type of seat. Some seats are sponsored by organizations and there can be difficulty in finding volunteers.
- Recommendations from current members are important in finding good candidates.
- The rules should be clear and avoid any unfair possibilities.
- How the bylaws are written could shape the perspective that members have about their role. Members could obtain a broader view of the Commission work or be more protective of the interest group that they represent.

Introduction of New Members

- Sharon Harvey is the new AOC representative. She has been with the AOC for four and a half years and previously worked at the AOC in Maryland. As an attorney, she frequently worked with Spanish-speaking clients.
- Kristy Cruz would be returning to the Commission as an attorney representative.
- Fona Sugg is beginning a new term based on the recommendation from her association.
- Thea Jennings is continuing her position for another year. There had been an earlier miscalculation that indicated her seat was to expire this year.

Interpreter Representative Position

The two nominees introduced themselves:

- Diana Noman: Certified Interpreter in Russian and Arabic. She has worked in various capacities as an interpreter for 20 years. She grew up in a number of counties, living in multilingual settings. She is a member of the Northwest Interpreters and Translators Association (NOTIS) and has served on the board in the past and was also the previous Vice President of Interpreters United.
- Florence Adeyemi: A court registered interpreter in Yoruba and has also interpreted in Hausa and Krio. She has been working in court settings since 1989. She has served on the board for the Seattle Women's Commission and is a member of National Association of Judiciary Interpreters and Translators (NAJIT) and NOTIS.

The two nominees excused themselves from the room while the Commission discussed the nominations. The Commission discussed confusion during the online voting process. Ms. Noman submitted her application and her nomination was approved by online voting via email. The application process for the interpreter position had been reopened after the initial deadline and Ms. Adeyemi's application was received at that time.

After the candidates returned, Justice González explained that the discussion by the Commission had been about process and not the qualifications of the candidates. There was some technical confusion during the voting process where Ms. Noman was initially chosen. The Commission was moving forward with that initial vote and Ms. Noman would be appointed as the new interpreter representative. Ms. Adeyemi was encouraged to apply when a new position opened or serve as an ad hoc member if a vacant position becomes available.

Awards

Justice González awarded departing members Linda Noble, Dirk Marler and Alma Zuniga for their work on the Commission.

Petition Regarding Interpreter Education

Several court interpreters submitted a petition to the Interpreter Commission about interpreter education. The Commission discussed the five requests:

1. *Add a third spoken language interpreter representative to the Interpreter Commission.*

Discussion on this point included:

- The petitioners feel that the current number of spoken language representatives is not sufficient.
 - The Supreme Court may be hesitant in adding an additional seat to the Commission at this time. The Commission was recently expanded so additional seats would have an impact on the Commission's budget.
 - A different seat could be modified into an interpreter seat when the term of that person's seat expires.
 - An interpreter's input is critical for the work of the Commission. However, it is not solely an interpreter advocacy group and there is concern about advocacy causing the Commission to stray from its mission and its role within the judicial branch.
 - Creating a third interpreter seat could ensure sufficient interpreter representation at the meetings in case other interpreter members are unable to attend the meetings due to work.
 - A member of the Commission expressed that people impacted by the policy that the Commission is involved with should be represented by holding public member positions.
2. *Ensure that each committee — Education, Issues and Disciplinary — has a member who is a spoken language interpreter.*
Discussion on this point included:
- The Interpreter on the Education Committee should be part of a professional organization.
3. *Require the Education Committee to be in charge of approving continuing education credits for interpreters.*
Discussion on this point included:
- The Education Committee could consult interpreters or professional organizations in reviewing credits.
 - The Education Committee should devote time to creating education opportunities that satisfy the number of credits interpreters need.
4. *Give priority to spoken language interpreter applicants who have a letter of recommendation from our court interpreters' professional association, Northwest Translators and Interpreters Society (NOTIS), a chapter of the American Translators Association (ATA).*
5. *Allocate funds for a Professional Standards and Ethics Manual for Washington State's court interpreters such as the one for California Courts. Currently, there is no such ethics manual for Washington State's court interpreters, which makes it especially difficult for novice and non-credentialed interpreters to understand and fulfill their professional responsibilities.*

Discussion on this point included:

- Since the code of conduct is being updated, this could be a good time to create a manual that is appropriate for Washington State. California may provide help in creating this manual.

There was insufficient time to fully discuss all of the petition items, so the tasks were distributed between the following committees:

- Issues Committee will review items 2 and 4
- Education Committee will review items 3 and 5
- The entire Commission will review item 1

Ms. Camón wanted to acknowledge that Maria Farmer and Adrian Bradly, members of NOTIS, were attending the meeting.

Forum Panel

The Commission discussed the logistics of the Interpreter Forum. They reviewed the comments submitted by interpreters who had submitted an RSVP.

Bench Card

- The bench card should be finalized by the end of the year.
- The committee noticed that the oath for spoken languages and sign language interpreter is different, but the wording could be changed to be less specific about the medium of communication.

COMMITTEE REPORTS

Education Committee

Recent work of the Education Committee included:

- Sponsoring a session at the Fall Judicial Conference on language access in juvenile court settings. There were two local speakers and two speakers from out of state. The session and slides was recorded and will be uploaded online.
- Creating a tip-sheet for court staff working with interpreters in dependency cases.
- Submitting proposals for 2019 conferences. The session for District and Municipal Court Judges Association (DMCJA) conference would be similar to the session given at the 2017 Fall Judicial Conference but expanded for a wider audience. There would be a session that covers sign language and other

communication accommodations at the Court Administrators Conference. This session would be very practical and include hands-on demonstrations.

Issues Committee

The Commission reviewed the recent topics brought to the Issues Committee:

- An interpreter who was 1% away from passing the written exam asked to take the oral exam. Right now the Issues Committee recommends not accepting the request since they need more information on how other states handle this situation.
- An interpreter who had been suspended for not meeting their biannual compliance requirements wrote a letter explaining that they have decided not to keep their registered credential because they felt that the continuing education requirements were too expensive and burdensome to maintain based on the amount of work they do in court.
- A court had asked if they were allowed to use a suspended interpreter if they feel that the interpreter is qualified. When courts are notified that an interpreter has been suspended, the notification includes information about whether the interpreter is suspended due to not meeting compliance requirements or for a more serious issue such as a criminal violation or violating the code of ethics.
- The updates to GR11.1 and GR11.2 have been submitted to the Supreme Court Rules Committee for review. The review time varies depending on the type of review and whether or not the changes are put out for public comment.

Disciplinary Committee

- AOC staff gave an update on the status of interpreters who had not met their compliance requirements for the 2016-2017 reporting period. The Disciplinary Committee reviewed the statuses of non-compliant interpreters in August, 2018. Some interpreters were given extensions while some were suspended. These interpreters were given deadlines on when to come back into compliance or face suspension or revocation of their credentials.
- The Committee received a grievance alleging an ethics code violation. The Committee found that there was enough evidence to investigate. A packet of materials was sent to the interpreter under investigation using certified mail and an email to request more information. The interpreter has until October 30, 2018 to respond.

COURT INTERPRETER PROGRAM REPORTS

Commission Manager's Report

- The Gender and Justice Commission is working on an updated gender bias study, which was last done in 1989. This is a partnership between the National Center for State Courts (NCSC) and Washington State. The results will influence other states. Race and poverty are central topics that will be investigated.
- The Minority and Justice Commission is working on a jury diversity study and applied for a community engagement grant through the National Center for State Courts. The Commission is partnering with Pierce County Superior Court to look at why minorities and people who live in predominantly low income communities do not show up for jury duty.
- Ms. Delostrinos is working with Jeanne Englert to develop a Language Access Plan for the AOC. She is also looking at creating a diversity, equity and inclusion plan for the AOC.

AOC Interpreter Program Reports

Reimbursement Program Formula

The AOC will look at how the funding is allotted to the courts through the reimbursement program. Each year, the courts in the program receive a contract with a new allotment based on the past two years of interpreter usage. One issue with this approach is that it does not give an incentive to courts who implement cost saving measures to become more efficient.

2018 Exams and Trainings Update

Oral Exams

- Three locations: Shoreline, Spokane and Olympia
- About 47 interpreters were expected to take the certified oral exam this year:

Language	Number of Candidates
Arabic (Levantine)	1
BSC	1
Filipino (Tagalog)	4
Korean	1
Mandarin	5
Russian	5
Spanish	29

Ethics and Protocol Class

- The next class will take place on November 2, 2018 at the Seattle Municipal Court.
- The languages of the people receiving their credential include: Armenian, Farsi, Japanese, Spanish, and Urdu

Action Items
<i>Issues Committee</i> – Review Commission bylaws regarding membership and nominations.
<i>Issues Committee</i> – Review items 2 and 4 on the petition.
<i>Education Committee</i> – Review items 3 and 5 on the petition.
<i>Commission</i> – Review item 1 on the Commission
<i>Katrin</i> – Connect Ms. Garkavi to Ms. Englert about contacting businesses to support the Task Force work.
<i>Katrin</i> – Share link of the video of the interpreter session at the Fall Judicial Conference.

DRAFT

Chair's Report



DISTRICT AND MUNICIPAL COURT MANAGEMENT ASSOCIATION

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PAST PRESIDENT Paulette Revoir

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Prevoir@lynnwoodWA.gov

November 29, 2018

Interpreter Commission
Justice Steven Gonzalez, Chair
1112 Quince Street SE
Olympia, WA 98504

Re: DMCMA representative

Dear Justice Gonzalez,

The DMCMA representative to the Interpreter Commission, LaTricia Kinlow, has resigned this role as of December 31, 2018. We would like to nominate Frankie Peters, from Thurston County District Court, as our new representative. I believe this appointment runs through December 2019.

Please let me know if you need any additional information. .

Thank you for your consideration.

Sincerely,

Margaret Yetter
DMCMA President

cc: Cynthia Delostrinos, Manager, Supreme Court Commissions
Robert Lichtenberg, AOC
Frankie Peters, Thurston County District Court
Jennifer Creighton, Thurston County District Court

FRANKIE PETERS

Address: 1408 Arab Dr. SE, Tumwater, WA 98501

Cell: 360-451-3356 • frankiejpeters@gmail.com

OBJECTIVE

Having the opportunity to serve on the Washington State Interpreter Commission as a representative of the District and Municipal Court Management Association, and using my knowledge and experience to become a key member of a focused team working together to improve access to justice across our state.

EXPERIENCE

New Visions Program

Position Duties:

- ❖ Assisting in the hiring and supervising of staff and managing the day to day operations of a group home facility, to ensure program guidelines and State regulations are being followed.
- ❖ Weekly updates and trainings with all employees - providing updates and informational feedback including the discussion of ideas and problem solving in a single or group environment.
- ❖ Establishing work plans with employees, as well as daily routines to ensure program efficiency.
- ❖ Creating intake documents and assist in the integration of new youth to the program.
- ❖ Working directly with youth with behavioral and emotional disabilities.
- ❖ Encouraging growth, providing counseling, creating a productive and safe environment, as well as being a resource to the youth and staff.

Residential Supervisor - August 2008 to November 2010

Thurston County District Court

Position Duties:

- ❖ Filing Criminal and Infraction cases in JIS, and maintaining and updating case files.
- ❖ Calendaring court hearings for the public and attorneys, and processing court calendars.
- ❖ Working directly with the public and assisting them with court processes, procedures, and case information.
- ❖ Creating workflow/flowcharting of all court business processes.
- ❖ Primary staff trainer for Laserfiche and LincDoc systems.

Court Assistant I - November 2010 to November 2013

Thurston County District Court

Position Duties:

- ❖ Working as Judge's Clerk during court sessions with duties to include: screening court calendars, setting court dates, preparing court ordered forms, entering protection orders, filing documents, vacating orders, entering case dispositions and any/all other needs or resources for the court proceeding.
- ❖ In custody desk rotation - assessing case status, scheduling, and maintaining of daily calendar
- ❖ Assisting with other duties to include final hearing reports, calendar reports, and case research.
- ❖ Continued resource for Laserfiche and LincDoc troubleshooting.

Court Assistant II - November 2013 to August 2014

Thurston County District Court

Position Duties:

- ❖ Lead and Trainer for the Clerk Assistant II team.
- ❖ Interpreter Coordinator; scheduling, calendaring, and processing of all court interpreter needs
- ❖ Calendaring of all hearing types, including the scheduling of hearings with Victims, Defendants, Attorneys and Prosecutors in relation to Motion and Trial filings.

Courtroom Coordinator - August 2014 to March 2016

- ❖ Processing of all Criminal and Infraction Appeals.
- ❖ Running frequent trainings, meetings, and providing updates to team to ensure all policies, procedures and practices in the court are being followed.
- ❖ Weekly calendar reviews to ensure accuracy and efficiency in JIS and the court environment.
- ❖ Assisting in the changing and updating of court policies and procedures, including the implementation of new programs to improve the court.
- ❖ Processing of all Criminal and Infraction Appeals.

Administrative Office of the Courts

Business Process Engineer - March 2016 to April 2018

Position Duties:

- ❖ Business Analyst for the Courts of Limited Jurisdiction Case Management System project
- ❖ Project Subject Matter Expert for the business practices and procedures of the Courts' criminal, infraction, and coordinator departments along with the probation departments.
- ❖ Conducted Business Process Reviews with over 50 courts and probation departments across Washington State
- ❖ Presented project topic items and facilitated discussion for the CLJ-CMS Court User Work Group
- ❖ Lead for the CLJ-CMS project Probation Focus Group
- ❖ Held detailed discussions with Court Managers, Clerks, and Probation Officers in identifying current business processes for the departments/courts, and communication regarding project business requirements as relating to both the court and probation departments
- ❖ Active member of the CLJ-CMS Organization Change Management Team
- ❖ Provided BA assistance to other projects to include the Enterprise Data Exchange and Enterprise Data Repository, with business input for JIS Standard Elements, JIS Standard Queries, and EDE/EDR Data Exchanges

Thurston County District Court

Deputy Court Administrator – April 2018 to Present

Position Duties:

- ❖ Supervisor for the Criminal/Traffic Department and Court Coordinators
- ❖ Acting Court Administrator in absence of current Administrator
- ❖ Implementation of new programs to improve the court and provide better access to justice.
- ❖ Coordinates public record requests
- ❖ Works with Court Administrator in identifying and defining organizational roles of departments and positions.
- ❖ Identify and enact court policy and procedure changes to better assist the court and public.
- ❖ Works directly with Court Coordinators in establishing best practices with regards to interpreter communication and scheduling, court calendaring, policy and procedure updates, attorney communications, and case management.

EDUCATION & AWARDS

WASHINGTON STATE UNIVERSITY, Pullman, WA (2004-2008)

BA of Liberal Arts in Criminal Justice

BS of Liberal Arts in Psychology

Degrees 2008

Courses: Criminal Justice, Court Processes, Criminology, Criminal Law, Social Psychology, Adult/Child Psychology, Sociology, Political Science, Experimental and Analytic Psychology Methods

Continued Education: Active enrollment in NCSC-ICM Court Management Program

CAPITAL HIGH SCHOOL, Olympia, WA (2000-2004)

International Baccalaureate Program

IN THE MATTER OF THE SUGGESTED AMENDMENTS TO GR 11.1—PURPOSE AND SCOPE OF INTERPRETER COMMISSION AND GR 11.2—CODE OF PROFESSIONAL RESPONSIBILITY FOR JUDICIARY INTERPRETERS

DATED at Olympia, Washington this 28th day of November, 2018.

Johnson
Madsen, J.
Owens, J.
Stephens, J.

Fairhurst, C.
Wiggins, J.
Conzalez, J.
Ken M. Ald, J.
Ju, J.

1 **GR 11.1:**

2
3 a) Purpose and Scope. This rule establishes the Interpreter Commission
4 (Commission) and prescribes the conditions of its activities. This rule does not modify or duplicate the statutory
5 process directing the Court Interpreter Program as it is administered by the Administrative Office of the Courts
6 (AOC) (chapter 2.43 RCW). The Interpreter Commission will develop policies for the Interpreter Program and the
7 Program Policy Manual, published on the Washington Court's website at www.courts.wa.gov, which shall
8 constitute the official version of policies governing the Court Certified Interpreter Program.

9
0 (b) Jurisdiction and Powers.

1 ~~All court interpreters who are credentialed by the State of Washington AOC in either a certified or registered~~
2 ~~language category are subject to the rules and regulations specified in the Interpreter Program Policy Manual~~
3 Every interpreter serving in a legal proceeding must comply with GR 11.2, the Code of Professional Responsibility
4 for Judiciary Interpreters, and is subject to the rules and regulations specified in the Court Interpreter Disciplinary
5 Policy Manual.
6

7 The Commission shall establish three committees to fulfill ongoing functions related to issues, discipline, and
8 judicial/court administration education. Each committee shall consist of at least three Commission members and
9 one member shall be identified as the chair.

0
1 (1) The Issues Committee is assigned issues, complaints, and/or requests from interpreters for review and
2 response. If the situation cannot be resolved at the Issues Committee level, the matter will be submitted by
3 written referral to the Disciplinary Committee.

4
5 (2) The Issues Committee will also address issues, complaints, and/or requests regarding access to interpreter
6 services in the courts, and may communicate with individual courts in an effort to assist in complying with
7 language access directives required by law.

8
9 (3) The Disciplinary Committee may sanction any interpreter serving in a legal proceeding for a violation of GR
0 11.2, the Code of Professional Responsibility for Judiciary Interpreters, and has authority to decertify or deny
1 certification of credentials to interpreters based on the disciplinary procedures for: (a) violations of continuing
2 education/court hour requirements, (b) failure to comply with the ~~Interpreter Code of Conduct~~ Professional
3 Responsibility for Judiciary Interpreters (GR 11.2) or professional standards, or (c) violations of law that may
4 interfere with their duties as an interpreter in a legal proceeding. The Disciplinary Committee will decide on
5 appeal any issues submitted by the Issues Committee.
6

7 (c) Establishment. The Supreme Court shall appoint no more than 15 members to the Interpreter Commission,
8 and shall designate the chair of the Commission. The Commission shall include representatives from the following
9 areas of expertise: judicial officers from the appellate and each trial court level (3), spoken language interpreter
0 (2), sign language interpreter (1), court administrator (1), attorney (1), public member (2), representative from
1 ethnic organization (1), an AOC representative (1), and other representatives as needed. The term for a member
2 of the Commission shall be three years. Members are eligible to serve a subsequent 3-year term. Members shall
3 serve on at least one committee and committees may be supplemented by ad hoc professionals as designated by
4 the chair. Ad hoc members may not serve as the chair of a committee.
5

6 (d) Regulations. Policies outlining rules and regulations directing the interpreter program are specified in the
7 Interpreter Program Manual. The Commission, through the Issues Committee and Disciplinary Committee, shall
8 enforce the policies of the interpreter program. Interpreter program policies may be modified at any time by the
9 Commission and AOC.
0

1 (e) Existing Law Unchanged. This rule shall not expand, narrow, or affect existing law, including but not limited to
2 chapter 2.43 RCW.

3
4 (f) Meetings. The Commission shall hold meetings as determined necessary by the chair. Meetings of the
5 Commission are open to the public except for executive sessions and disciplinary meetings related to action
6 against a certified an interpreter.

7
8 (f) Immunity from Liability. No cause of action against the Commission, its standing members or ad hoc members
9 appointed by the Commission, shall accrue in favor of a certified court interpreter or any other person arising
0 from any act taken pursuant to this rule, provided that the Commission members or ad hoc members acted in
1 good faith. The burden of proving that the acts were not taken in good faith shall be on the party asserting it.
2

CODE OF CONDUCT FOR COURT INTERPRETERS-PROFESSIONAL RESPONSIBILITY FOR JUDICIARY INTERPRETERS

(a) PREAMBLE

As officers of the court, interpreters must maintain high standards of professional conduct that promote public trust and confidence in the administration of justice. The purpose of this code is to establish standards of conduct that interpreters must abide by in order to preserve the integrity and independence of the judicial system. It establishes core ethical principles of interpreter conduct in all aspects of their profession.

~~PREAMBLE. All language interpreters serving in a legal proceeding, whether certified or uncertified, shall abide by the following Code of Conduct:~~

(b) SCOPE

The text of each rule is authoritative, while the comments provide important guidance in understanding the rules.

(c) APPLICABILITY

All interpreters serving in the judicial system must abide by this Code of Professional Responsibility.

(d) COMPLIANCE

~~A Language Interpreters who violates any of the provisions of this code is are subject to a citation for contempt, disciplinary action and/or any other sanction that may be imposed by law. The purpose of this Code of Conduct is to establish and maintain high standards of conduct to preserve the integrity and independence of the adjudicative system.~~

~~(a) A language interpreter, as an officer of the court, shall maintain high standards of personal and professional conduct that promote public confidence in the administration of justice.~~

(e) DEFINITIONS

(1) Source language – the original language of the writer or speaker.

(2) Target language – the language of the receiving reader or listener.

(3) Register – the degree of formality of language.

(4) Sight translation – the rendering of a written document directly into a spoken or signed language, not for purposes of producing a written document.

(f) CANONS

~~(b) A language interpreter shall interpret or translate the material thoroughly and precisely, adding or omitting nothing, and stating as nearly as possible what has been~~

stated in the language of the speaker, giving consideration to variations in grammar and syntax for both languages involved. A language interpreter shall use the level of communication that best conveys the meaning of the source, and shall not interject the interpreter's personal moods or attitudes.

(1) ACCURACY

Interpreters must reproduce in the target language the closest natural equivalent of the source language message without altering it by means of addition, omission, or explanation.

Comment

(1)[1] Interpreters are obligated to conserve every element of information contained in the source and target languages. In doing so, they fulfill a twofold duty: (1) to ensure that legal proceedings reflect in English precisely what is said or signed by Limited English Proficient individuals and (2) individuals with limited English proficiency on an equal linguistic footing with those who are fully proficient in English.

(1)[2] Interpreters are required to apply their best skills and judgment to render, as faithfully as reasonably possible, the meaning of what is said or signed, preserving the style and register of speech, and the ambiguities and nuances of the source statement.

Everything must be interpreted, even if it appears nonresponsive, obscene, rambling, or incoherent. This includes false starts and apparent misstatements. However, verbatim, "word for word," or literal interpretation is inappropriate if it distorts the meaning of what is said or signed.

Spoken language interpreters should convey the speaker's tone without reenacting or mimicking the speaker's emotions or dramatic gestures. Sign language interpreters, on the other hand, should employ visual cues, including facial expressions, body language, and hand gestures, which are structural elements of sign languages.

(1)[3] Interpreters have the duty to immediately address any situation or condition that impedes their ability to accurately interpret. Examples include, but are not limited to, linguistic ambiguities, unfamiliar terms, inaudible speech, inability to see a speaker, background noise or distraction, and pace of speech.

(1)[4] The obligation to preserve accuracy includes the interpreter's duty to correct any substantive errors of interpretation as soon as possible. Interpreters should be prepared to accept feedback, including challenges to their interpretation, in a professional and impersonal manner.

(1)[5] Due to the difficulty of extemporaneously interpreting recordings (such as 911 calls), the practice of doing so in court should be discouraged at all times. Rather, proper transcripts and corresponding written translations should be prepared in advance. If ordered by the presiding officer to interpret a recording in court, interpreters should comply but state, on the record, that they cannot guarantee the accuracy of the interpretation.

(1)[6] Interpreters should refrain from sight translating documents for the record. Rather, written

translations of documents offered in an evidentiary hearing should be prepared in advance. If ordered by the presiding officer to sight translate such documents, interpreters should comply but state, on the record, that they cannot guarantee the accuracy of the sight translation.

(1)[7] The ethical responsibility to interpret accurately includes being prepared for assignments. Interpreters are encouraged to obtain documents and other information necessary to familiarize themselves with the nature and purpose of an assignment. Prior preparation is described below; it is especially important when testimony or documents include highly specialized terminology and subject matter.

Preparation may include but is not limited to:

- (i) reviewing relevant documents, such as criminal complaints, police reports, briefs, witness lists, jury instructions, prior depositions, etc.;
- (ii) asking interpreters previously involved in the case for information on language use or style;
- (iii) asking attorneys involved in the case for additional relevant information.

(2) COMPETENCE

Interpreters must not knowingly accept any assignment beyond their skill level. If at any point, before or during an assignment, they have ~~(c) When a language interpreter has any reservations about their ability to satisfy an assignment competently, they must~~ the interpreter shall immediately disclose this convey that reservation to all the parties and, if applicable, to the court. If the communication mode or language of the non-English speaking person cannot be readily interpreted, the interpreter shall notify the appointing authority or the court.

In their professional capacity, interpreters must not give legal or other advice or engage in any activity that may be construed as a service other than interpreting or translating.

Comment

(2)[1] Interpreters are duty bound to inquire about the assignment in advance and assess their competence to render services.

(2)[2] Interpreters are not qualified to give written or oral counsel about a legal matter that could affect the rights and responsibilities of the person receiving the advice. GR 24 sets forth what constitutes the practice of law.

(2)[3] Interpreters should maintain and expand competence in their field through professional development. Professional development includes steady practice, professional training, ongoing education, terminology research, regular and frequent interaction with colleagues and specialists in related fields, and staying abreast of new technologies, current issues, laws, policies, rules, and regulations that affect their profession.

(2)[4] Interpreters should know and follow established protocols for delivering interpreting services. When speaking in English, interpreters should speak at a volume that enables them to be heard throughout the courtroom. They should interpret in the first person and refer to themselves in the third person.

(3) HONESTY AND INTEGRITY

Interpreters have an inviolable duty to provide honest services in which their behavior upholds the values outlined in this code. They must accurately represent their credentials, training, and relevant experience. Interpreters must not engage in conduct that impedes their compliance with this code or allow another to induce or encourage them to violate the law or this code.

Comment

(3)[1] It is essential that interpreters present a complete and truthful account of their credentials, training, and relevant experience prior to an assignment so that their ability to satisfy it competently can be fairly evaluated.

(4) IMPARTIALITY AND NEUTRALITY

Interpreters must faithfully render the source message without allowing their own views to interfere. They must refrain from conduct that may give an appearance of bias and must disclose any real or potential conflict of interest to all parties and the court, if applicable, as soon as they become aware of it.

Comment

(4)[1] Interpreters should strive for professional detachment. They should uphold impartiality by avoiding verbal and nonverbal displays of personal attitudes, prejudices, emotions, or opinions. Interpreters must faithfully render all statements, even those they find personally objectionable, without allowing their own views or opinions to interfere.

(4)[2] As officers of the court, interpreters serve the court and the public, regardless of whether publicly or privately retained. Interpreters must uphold neutrality by avoiding any behavior that creates the appearance of favoritism toward anyone. Interpreters should maintain professional relationships with persons using their services; discourage personal dependence on the interpreter, and avoid participation in the proceedings in any capacity other than providing interpreter services. During the course of the proceedings, interpreters should not converse with parties, witnesses, jurors, attorneys, or friends or relatives of any party, except in the discharge of their official functions.

(4)[3] Interpreters must not serve in any matter in which they have an interest, financial or otherwise, in the outcome, unless a specific exception is allowed by the judicial officer for good cause and noted on the record. Interpreters must not solicit or accept gifts or gratuities from any of the parties, even as a social courtesy, in order to maintain the appearance of neutrality. Interpreters must disclose to the

parties and/or the court any circumstance that creates a potential conflict of interest, including but not limited to the following:

- (i) the interpreter is a friend, associate, or relative of a party, witness, victim, or counsel;
- (ii) the interpreter or the interpreter's friend, associate, or relative has a financial interest in the case at issue, a shared financial interest with a party to the proceeding, or any other interest that might be affected by the outcome of the case;
- (iii) the interpreter has served in an investigative capacity for any party involved in the case;
- (iv) the interpreter has previously been retained by a law enforcement agency to assist in the preparation of the criminal case at issue;
- (v) the interpreter is an attorney in the case at issue;
- (vi) the interpreter has previously been retained for employment by one of the parties.

The existence of any one of the above-mentioned circumstances should be evaluated by the parties and the court but should not automatically disqualify an interpreter from providing services. If an actual or perceived conflict of interest exists, the appropriate authorities should determine whether it is appropriate for the interpreter to withdraw based upon the totality of the circumstances.

~~—(d) No language interpreter shall render services in any matter in which the interpreter is a potential witness, associate, friend, or relative of a contending party, unless a specific exception is allowed by the appointing authority for good cause noted on the record. Neither shall the interpreter serve in any matter in which the interpreter has an interest, financial or otherwise, in the outcome. Nor shall any language interpreter serve in a matter where the interpreter has participated in the choice of counsel.~~

(5) CONFIDENTIALITY Interpreters must not divulge privileged or other confidential information obtained in their professional capacity. They must refrain from making any public statement on matters in which they serve.

~~—(e) Except in the interpreter's official capacity, no language interpreter shall discuss, report, or comment upon a matter in which the person serves as interpreter. Interpreters shall not disclose any communication that is privileged by law without the written consent of the parties to the communication, or pursuant to court order.~~

Comment

(5)[1] Privileged communications take place within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, and a doctor and patient. The law often protects against forced disclosure of such conversations. Interpreters are bound to maintain the confidentiality of all privileged communications.

(5)[2] Interpreters are also routinely privy to communications that, while not necessarily privileged by law, are conveyed in confidence. In order to preserve the integrity of the judicial process, interpreters have an ongoing duty to refrain from disclosing information obtained in their professional capacity. This

duty is consistent with CJC 2.10.

~~(f) A language interpreter shall report immediately to the appointing authority in the proceeding any solicitation or effort by another to induce or encourage the interpreter to violate any law, any provision of the rules which may be approved by the courts for the practice of language interpreting, or any provisions of this Code of Conduct.~~

~~(g) Language interpreters shall not give legal advice and shall refrain from the unauthorized practice of law.~~

[Adopted effective November 17, 1989. Original Rule 11.1 was renumbered as Rule 11.2 effective September 1, 2005; amended effective April 26, 2016.]

INCREASED FUNDING CRITICAL TO PROVIDING FUNDAMENTAL ACCESS TO QUALIFIED INTERPRETERS

The Washington Judiciary is requesting \$2.1 million for the state Interpreter Reimbursement Program to allow more courts in all parts of the state to access funding.

INCREASED DEMAND, INSUFFICIENT LOCAL RESOURCES

State funding has been flat since 2008, yet a recent study of Washington courts found that the costs of providing interpreters is increasing. Increased funding will help additional courts, especially rural and small courts, access the Interpreter Reimbursement Program and support interpreter recruitment and testing to increase the number of qualified interpreters.

DUE PROCESS AND PROTECTION OF LEGAL RIGHTS

Individuals face severe and costly consequences affecting their safety, health, families, property, and finances if they're unable to access qualified interpreter services when they need to. Providing qualified interpreters from the beginning of a case can resolve minor legal issues before they become bigger ones.

LIFE-ALTERING CONSEQUENCES

Without access to qualified interpreters, victims often face many negative impacts such as emotional stress, delayed response or no assistance, and conflicts of interest. For victims who are seeking resolutions to high-risk situations, such as a protection order, a court interpreter can be a matter of life and death.

THE FACTS



59%

A recent survey revealed that 59% of courts experienced delays in proceedings when interpreter services were needed and unavailable.

165

The number of languages courts are facing has increased 30%, with one court reporting 165 languages.

50%

Approximately 50% of courts report exceeding their interpreter budgets. Small and rural courts often face a shortage of qualified interpreters in their communities, which can lead to unexpected interpreter travel costs that break the bank.



Without an interpreter, my clients would not be able to address the court or understand what was happening. It is crucial for interpreting services to be available — especially in court — which is already an intimidating setting and communication is particularly important.

DOMESTIC VIOLENCE COMMUNITY ADVOCATE



www.courts.wa.gov

CONTACT Jeanne.Englert@courts.wa.gov (360) 705-5207



Interpreter Services Funding Task Force 2019

Funding Request Talking Points

Increase State Funded Interpreter Program

1. The judicial branch is requesting \$2.1 million for the state Interpreter Reimbursement Program so that more courts throughout the state receive financial help to hire qualified court interpreters. Interpreter services are fundamental to justice, providing the ability for all participants to meaningfully participate in court proceedings.
2. Funding for court interpreters is meant to be a partnership. The legislature established funding for the Interpreter Reimbursement Program in 2008 as a partnership between local courts and the State to provide 50% funding for interpreter services.
3. The program currently provides limited funds to only 20% of Washington courts. It's time to reaffirm our commitment to this partnership.
4. Increased funds will help additional courts, especially rural and small courts, access the program and support interpreter recruitment and testing to increase the number of qualified interpreters.

Increased Demand, Insufficient Local Resources

5. State funding has been flat since 2008, yet a recent study of Washington Courts found that the costs of providing interpreters is increasing. The number of languages courts are facing has increased 30% percent, with one court reporting 165 languages.
6. Small and rural courts often face a shortage of qualified interpreters in their communities, which can lead to unexpected interpreter travel costs that break the bank.

Due Process and Protection of Legal Rights

7. Individuals can face severe consequences affecting safety, health, families, housing, and finances if they're unable to access qualified interpreter services at the needed time in court. Availability of qualified interpreters from the beginning of a case can resolve minor legal issues before they become bigger ones.
8. A recent survey of Washington courts revealed that 59% of courts experienced delays in proceedings when interpreter services were unavailable. Delays cost the courts, community, and individuals. Delays may increase staff, attorney, and jail costs. Individuals may lose work days, struggle to find additional child care, or spend more time incarcerated.
9. Delays can be especially challenging for persons who are low income or who have health and mobility challenges.



Interpreter Services Funding Task Force 2019

Frequently Asked Questions and Answers

Funding Request

The Administrative Office of the Courts (AOC) and the Board for Judicial Administration (BJA) seek \$2.1 million to provide increased funding for interpreters in the courts. This request prioritizes funding to rural and small courts in the first year to ensure equal access to services.

The State Interpreter Reimbursement Program provides up to 50% reimbursement for interpreter costs. Courts must have an updated language access plan in place and use qualified interpreters to receive reimbursement funding. Funding will also provide additional recruitment, testing, and training opportunities to increase the interpreter pool so that courts have greater access to qualified interpreters.

Who needs/benefits from interpreters?

Individuals who have limited English proficiency or are deaf or hard of hearing have a constitutional and statutory right to interpreters. Hearings are inherently unfair without good communication.

Interpreter services aren't just for criminal defendants. For a family facing a housing crisis, a parent who is in court for a custody hearing, or a domestic violence victim seeking a protection order, access to timely interpreter services is crucial.

Why should the state pick up the tab when the local governments are already paying for interpreter services?

Local governments are struggling to pay for interpreter costs. No new courts have been able to apply for state interpreter reimbursement funds since the program's inception in 2008. The courts that do receive funding routinely exhaust state funds within the first seven months of the fiscal year.

Some courts report \$10,000 – \$14,000 interpreter costs for one hearing requiring multiple interpreters. These unanticipated costs can be difficult for small and rural courts, and may impact other local services.

Services can be inconsistent between courts without a reliable source of funding. State dollars ensure money is spent on qualified interpreters.

When they first established the funding in 2008, the Legislature recognized that interpreter funding is a partnership between state and local governments. We want to continue this partnership.

Why should funding be provided to AOC instead of directly to local courts?

- The AOC Interpreter Reimbursement Program is an effective method of distributing state fund to courts.
- Quality interpretation benefits all court participants. Credentialed court interpreters must be used when available for the court to receive state dollars.
- Courts involved in the State Interpreter Reimbursement Program have implemented cost-saving and quality-ensuring practices such as web-based scheduling, multi-court payment policies, and self-help kiosks. Increasing funding for the program would encourage more courts to do the same.

Why aren't funds being requested to increase video interpreting or telephonic interpreting?

While some courts have successfully utilized remote video interpreting, others experience challenges depending on capabilities and services. Telephonic interpreters are not typically qualified court interpreters, reception may be spotty, and something may be missed when you cannot see the individual.

Why should public dollars pay for interpreters when parties can afford them? For example, why should the court pay for an interpreter for a Toyota CEO?

Courts are not funding interpreters for wealthy individuals. In the majority of cases, individuals are indigent.

RCW 2.43.040 instructs courts to pay all interpreting costs in criminal cases, mental health commitment proceedings, and all other legal proceedings initiated by government agencies. It further requires courts to pay all interpreting costs in civil matters for persons with limited English proficiency who are indigent.

How many languages are courts dealing with?

- The need for different language interpreters varies across the state.
- While Spanish is the most interpreted language in Washington, 36% of courts provided interpreter services for over ten different languages.
- One court reported services for 165 languages.
- Courts involved in the State Interpreter Reimbursement Program reported a 30% increase in the number of languages addressed in their courts over the last eight years.
- More languages require more resources to locate and pay for services.

What is a credentialed interpreter and why is it important?

Washington State's court interpreter certification process ensures minimum standards for interpreter competency in linguistic and interpreting skills and legal knowledge which leads to greater confidence and consistency of interpreter services across the state.

Accurate interpretation allows judges to make the best decision and for court orders to be understood and enforced.

Notes from Commission Forum

October 19, 2018

1. Test Preparation Training

Training for the test vs training to interpret: which is the better approach; would skill-building training plus practicum experiences help people prepare better for the test rather than doing prepared exercises, etc.?

Should contain legal terms in both source and target languages (Nicotra)

Scholarships for test preparation (Gonzalez)

2. CEUs online:

Many CEU classes offered online are repeats and long-term interpreters need more advanced trainings at a lower cost, especially registered language interpreters; Terminology classes in English still require interpreters to find the word in their language (why is this an issue?). Too expensive an approach when all you take home is a list of specialty words in English.

3. Objection to “**subjectivity**” of the OPI; no ‘back translation’ so what kind of skill is being evaluated other than language fluency.

4. List of all interpreters working in courts should identify who is not AOC-credentialed and require that they take a prep course before being considered “qualified” enough to be “qualified” by a judge. (raise the competency floor a bit....without granting “credentials”).

- Mentoring for Basic Skills, Procedures, and Ethics

5. What to do about referrals from agencies? Do we send a letter notifying courts that agencies are not necessarily sending “certified” people if the person is not AOC-credentialed.? Is this a court interpreter coordinator training issue? Requirement that all confirmed assignments confirm interpreter credential via AOC list?

- Matter for judges also: if not verified as AOC-credentialed and not properly qualified on the record, can lead to abuse of discretion findings on appeal.

6. Training to judges/terp coordinators: procedures for document and case preparation materials review by interpreters for motions, instructions, text documents introduced into evidence, etc.

- Use of “practice tips” advisory on a monthly basis through court interpreter coordinator and court admin listservs such as covering how to prepare interpreters for cases, how to find rare languages, how to screen interpreters referred by referral agencies; better working conditions such as chairs or use of simultaneous-consecutive recording equipment for better rendering of statements in court by interpreters, etc,
- Translated Forms to save time/\$\$ from having to be sight-translated into the record

10-19-18 Forum Notes

Page Two

7. Gonzalez- Majul: DSHS not using AOC-credentialed interpreters in dependency cases.
8. Office of Administrative Hearings practices: Telephonic Trials with four hour blocks! GR 11.3 violations must exist...no chance to see materials or information about case in advance.
9. Referral of Simul-Consecutive Technology Use by Interpreters to Issues Committee
10. Trish: Followup with SeaTac re: interpreter invoices
11. Did we get the remaining issues listed by Diane Schneider but not commented on by her at meeting?

**CORTE DE DISTRITO DEL CONDADO DE SNOHOMISH
EXPLICACIÓN DE DERECHOS Y PROCEDIMIENTO DE LA CORTE**

División Cascade División Everett División Evergreen División South

Está previsto que usted comparezca para una lectura de cargos porque se le acusa de haber cometido un crimen. El propósito de una lectura de cargos es informarle el o los cargos y las penas máximas y mínimas aplicables, para informarle sus derechos constitucionales y para que quede registrado que se declaró "culpable" o "no culpable".

Si se declara *no culpable*, se le va a fijar una fecha de juicio dentro de un plazo de 90 días a partir de la fecha de la lectura de cargos. Si está detenido(a) por este cargo, su juicio va a ser fijado dentro de un plazo de 60 días. Cuando usted se declara *culpable*, renuncia a su derecho a juicio y la corte debe concluir que usted es culpable. Va a tener una oportunidad para hacer una declaración acerca de su caso antes de que se le aplique la sentencia.

Si está detenido(a) cuando se le leen los cargos, puede solicitar que la corte le deje en libertad bajo palabra de comparecer. Si la corte le concede su solicitud, usted está obligado(a) a cumplir con cualesquiera condiciones fijadas por dicha corte, incluyendo futuras comparecencias en la sala de corte. Si la corte no le concede su solicitud y no lo(a) deja en libertad bajo palabra, se va a requerir que usted pague una fianza, permitiéndosele salir no bien la pague. Si no comparece para el juicio u otras audiencias de la corte, se le va a confiscar la fianza y se va a librar una orden de arresto para que lo(a) detengan.

Si está detenido(a) en custodia o si su puesta en libertad está sujeta a condiciones, las Reglas de la Corte requieren que se efectúe una lectura de cargos a más tardar 15 días después de la fecha de la querrela o citación y que la notificación sea entrada en la corte. De lo contrario, la lectura de cargos deberá llevarse a cabo a más tardar 15 días después de esa comparecencia inmediatamente después de la presentación de la querrela o citación y notificación. Toda parte que objete la fecha de lectura de cargos fundamentándose en que no está dentro de los límites de tiempo prescritos debe declarar dicha objeción ante la corte en el momento que se lleva a cabo la lectura de cargos. Toda parte que no plantee una objeción tal como se requiere pierde el derecho a objetar, debiendo estar la fecha de la lectura de cargos terminantemente establecida como la fecha en la cual se le leyeron efectivamente los cargos al(a) acusado(a).

DERECHOS CONSTITUCIONALES

Las Constituciones de los Estados Unidos de Norteamérica y del Estado de Washington le otorgan los siguientes derechos:

1. **Que se suponga que usted es inocente.** Como acusado(a) en un asunto criminal, se supone que usted es inocente. La fiscalía debe demostrar el o los cargos en contra suyo más allá de cualquier duda razonable.
2. **A ser representado por un(a) abogado(a).** Usted tiene derecho a ser representado(a) por un(a) abogado(a) durante la lectura de cargos, en toda oportunidad que sea interrogado(a) y en todas las comparecencias ante la corte. En todos los casos usted puede contratar un(a) abogado(a) privado para que le represente, si así lo desea. Si no tiene dinero para pagar los honorarios de uno(a) privado(a) y se le acusa de haber cometido un crimen que es punible con pena de cárcel, la corte le va a asignar uno(a) para que le represente a expensas de los contribuyentes.
3. **A permanecer en silencio.** Usted puede rehusarse a declarar nada relacionado con su caso a ninguna autoridad que lo(a) esté procesando ni a la policía ni a esta corte. Toda declaración que usted haga podrá y será usada en contra suyo(a) en el juicio. También puede rehusarse a testificar en la corte; el hecho de no hacerlo no puede ser considerado como evidencia en contra suyo(a).
4. **A tener un juicio con jurado.** Si usted se declara "no culpable", su caso va a ser sometido a juicio ante un jurado de seis personas. Si no desea que su caso sea sometido a juicio ante un jurado, puede renunciar a su derecho a juicio con jurado y que su caso sea sometido a juicio ante un(a) juez(a) sin un jurado.

HE LEÍDO Y ENTIENDO MIS DERECHOS

Firma	Nombre y Apellido		
Calle / Casilla de Correo	Ciudad	Estado	Código Postal
Fecha de Nacimiento	Teléfono		



Washington Supreme Court Interpreter Commission

Strategic Initiative Charter

STAKEHOLDER OUTREACH SUB-COMMITTEE

I. Title:

Interpreter Commission Stakeholder Outreach Sub-Committee

II. Authority:

General Rule 11.1(c), Interpreter Commission, WCR

III. Goal(s):

The overarching goal of the Outreach Sub-Committee is to partner with limited-English speaking community members and individual representatives so that they can:

- a) Be aware of the role and authority of the Commission;
- b) Increase the public trust and confidence in the ability of courts to provide timely and competent language access services in courthouses;
- c) Engage in language preservation and pride partnerships so that community members in languages of lesser diffusion have opportunities to become trained interpreters in legal settings; and
- d) Create an effective framework for language supports and service delivery partnerships between local courts and language communities in the court's service region

IV. Charge, Deliverables and End Date:

The role of the Interpreter Commission Outreach Sub-Committee is to create public trust and confidence in the delivery of interpreting services in court proceedings, encourage language preservation, pride, and heritage by working with non-English speakers in local communities, and to connect local court jurisdictions with language communities in its region. In doing so, the Committee shall consider various activities to further that purpose. The Committee may:

- a. Partner with organizations and programs proactively identifying and addressing language needs
- b. Conduct "functional" workshops with certified interpreters and community members
- c. Conduct focus groups to identify local barriers;
- d. Invite certified interpreters to get involved with sharing their stories in their own communities
- e. Develop short information commercials that can be shared in multi-media formats
- f. Partner with current AOC program to identify where the program could co-exist
- g. Partner with current schools and after school programs on doing events or workshops with families
- h. Partner with churches and community centers in distributing educational information regarding language preservation
- i. Provide access to a compilation of resources that address language preservation (access to possible online resources) and specific language data for the state of Washington
- j. Develop enhanced branding strategies to increase confidence
- k. Enhance website content to assist certification efforts.
- l. Use social media tools to share Commission and interpreter certification information
- m. Create new outreach materials such as fact sheets and brochures
- n. Create video vignettes about Commission and process for interpreter certification
- o. Create quarterly e-newsletter for stakeholders

This charter shall expire on (date to be determined by Commission).

V. Membership:

Following is a recommended membership list. Final membership will be determined by the Chair of the Committee.

Chair: Elisa Young, Interpreter Commission

Membership: Eileen Farley, Interpreter Commission

Kristi Cruz, Interpreter Commission

- Representative, DMCMA Representative
- Representative, AWSCA Representative

- Martha Cohen (or other) Court Interpreter Services, King County
- Youth Education Program staff, AOC
- AOC Commission Staff

VI. Entities to Consult or Coordinate with:

- Washington Supreme Court Interpreter Commission
- Superior Court Administrators
- District and Municipal Court Administrators
- Administrative Office of the Courts
- Washington Center for Court Research
- Office of the Superintendent of Public Instruction
- Washington State Minority and Justice Commission
- Office of Civil Legal Aid
- Office of Public Defense
- Washington Association of Prosecuting Attorneys
- Access to Justice Board

VII. Staff Support:

The Sub-Committee shall be provided support by:

- AOC Staff, Supreme Court Interpreter Commission
- AOC Staff, Supreme Court Commissions

VIII. Budget:

Support for travel and meeting expenses shall be provided from funds allocated to the Interpreter Commission by the Administrative Office of the Court.

Adopted: _____

Supreme Court Commissions

2019 Strategic Priorities

Commission: Interpreter Commission

Chair(s): Justice Steven González

Staff: Robert Lichtenberg

Mission: The mission of the Interpreter Commission is to ensure equal access to justice and to support the courts in providing access to court services and programs for all individuals regardless of their ability to communicate in the spoken English language

2019 Priority Projects	Deliverables (What will be accomplished in the process?)	Projected Timeline	Assigned Committee, Task Force, or Workgroup
<p>1. Language Access Plans: Reviews and Updates</p>	<ul style="list-style-type: none"> • Develop review criteria for trial court LAPs consistent with RCW requirements. • Provide technical assistance to courts on LAPs • All courts in reimbursement program have LAPs with procedures identified • Assist with creation of AOC LAP 	<p>Commission approves criteria by 2/1/19;</p> <p>March 1-March 21</p> <p>Courts submit revised LAPs by 4/30/19</p> <p>TBD</p>	<p>Ad hoc workgroup of Commission members (K. Cruz serves as lead)</p> <p>AOC staff using in-person training or consultation to individual courts and possible webinar approach</p> <p>AOC Staff</p>
<p>2. Court Officer and Court Staff Education</p>	<p>2019 Conferences:</p> <ul style="list-style-type: none"> • Judicial College • Court Administrators conferences-AWSCA (confirmed) and DMCMA (pending) • Interpreter Coordinator/Court Court Administrators Training 	<p>January</p> <p>May and June 2019</p> <p>June 2019</p>	<p>Commission's Education Committee</p>

	<ul style="list-style-type: none"> • Access to Justice Conference 	June 2019	
3. Interpreter Funding Task Force and BJA Budget Request	<ul style="list-style-type: none"> • Coordinate information and communications between AOC management, BJA staff, Interpreter Commission members and court stakeholders regarding the BJA's Interpreter Services Funding Budget Proposal • Provide information upon request to Commission chair or BJA representatives 	Ongoing from January 2019 until end of 2019 Legislative session.	AOC staff, Interpreter Commission members, and BJA representatives
4. Outreach to Limited-English Speaking Communities	<ul style="list-style-type: none"> • Outreach to LEP communities to become more informed about their language barrier experiences in courts and to engage communities in supporting the BJA Legislative Funding Request 	<ul style="list-style-type: none"> • Beginning in January 2019, identify communities to become engaged with and create ongoing dialogue with LEP community groups on language access issues in courts. • Engage communities to support the BJA request 	Interpreter Commission ad hoc Outreach Committee and AOC staff
5. Evaluate Commission's Authority Over Non-credentialed court interpreters	<ul style="list-style-type: none"> • Recommendation to Commission on actions needed if authority is required, such as possible statutory language. 	<ul style="list-style-type: none"> • Recommendation to be made at the second Commission meeting in 2019 	Commission's Issues Committee

Committee Reports



Interpreter Commission- Education Committee
November 14, 2018 (12:00 p.m. – 1:00 p.m.)
Teleconference

MEETING MINUTES

Members Present:

Katrin Johnson
Francis Adewale
Maria Luisa Gracia Camón
Eileen Farley
Fona Sugg

Members Absent:

Donna Walker

AOC Staff:

Cynthia Delostrinos
Robert Lichtenberg
James Wells

Guests:

Kristie Cruz
Diana Noman

CONFERENCE PROPOSAL UPDATES

Judicial College 2019

- The AOC education group edited some presentation slides to make them a better fit with the orally-presented information.
- The faculty will include Judge Shadid and Estudillo. Committee members suggested that there should be an interpreter as part of the faculty, but this has not been confirmed.
- Supplemental material based on a recent case about qualifying interpreters on the record needs to be added to the printed materials associated with this presentation..
- The session will last 75 minutes.
- Most of the time should be spent on practical information. Only a limited amount of time should be dedicated to looking at federal and state legal requirements since these can be introduced with references for the audience to look up later.
- The audience will not get physical copies of the slides but they will get a digital copy.
- There was concern about slide 27 and the interpreter's role as a cultural broker. It is important for the judges to know the role of the interpreter and what the interpreter code of conduct indicates on this topic.

Session proposal for 2019 Superior Court Administrators' (AWSCA) Conference

- This proposal was approved for inclusion in the Conference and will address how to provide reasonable accommodations based on a person's disability-related communication difficulties. AOC staff are working with faculty on materials.

Session proposal for District/Municipal Court Administrators 2019 conference

- A proposal identical to the AWSCA proposal has been submitted but has not been reviewed yet.

Session proposal for District/Municipal Court Judges 2019 conference

- The proposal was not accepted. The feedback given was that these judges would have already gotten this info from a recent fall conference.
- It was proposed that this could be a standing webinar for judges that could be available on demand. Judge Beall could be a possible presenter.

NEW BUSINESS

Request from Interpreters that Education Committee Approve Continuing Education Credits

- A group of interpreters submitted a petition to the Interpreter Commission that included a request that the Education Committee be involved in approving continuing education credits for interpreters.
- Katrin had a meeting with interpreters from the Northwest Translators and Interpreters Society (NOTIS) to discuss the work of the Education Committee.
 - The role of the Education Committee is limited to judicial and court staff education and the General Rules governing the Commission's scope and authority would need to be modified to add this new responsibility. The Education Committee would probably not have enough time to give the education of interpreters the proper amount of attention.
 - In light of that information, the interpreters requested that the AOC create a separate advisory committee to review CEUs for approval.

Request from Interpreters to Allocate Funds for a Professional Standards & Ethics Manual for Interpreters

This issues is outside the scope of the Education Committee. The Committee encourages the AOC to allocate funds and resources to develop such a tool.

Request from District/Municipal Court Judges for webinar

The association rejected the proposal that was submitted. However, they recommended creating a webinar on this topic rather than have a session. The Committee discussed the logistics of creating a webinar:

- The AOC has used Adobe Connect to create webinars in the past.
- The Committee would mostly be responsible for creating the content. The presenters could come from outside of the Committee and AOC staff.
- Webinars can be live and/or recorded.
- The first step is to look at existing webinars and see what kind of features and other options are available.
- The webinar could be broken down into modules based on certain topics.
- If appropriate, the webinar could be made available to groups outside of judges, such as attorneys.
- Costs: Funding would come from the AOC. Staff would need to be able to maintain the content. There may be costs of hiring an expert presenter or hiring a videographer.
- Making the webinar available for education credits.

Training Needs for Court Staff

At the interpreter forum on October 19, a few concerns were brought up about court staff, including:

- Courts hiring non-credentialed interpreters through agencies.
- Courts not providing interpreter information about an assignment to help prepare the interpreter.

In many courts, court interpreter coordinators have many other roles besides working with interpreters and they often do not get the same training that court administrators receive. It may be better to have a specialized conference, webinar, tip sheets to reach this audience. A previous court interpreter coordinator conference was held a few years ago which was recorded and is available on Inside Courts. Another conference could be held with updated sessions that address the concerns brought up at the interpreter forum.

Action Items
<i>Katrin and AOC staff</i> – Follow up after the meeting to ensure the faculty for the Judicial College is aware of the interpreter code of conduct.
<i>Committee Members</i> – Review slides and submit any additional comments by email.
<i>Katrin and AOC staff</i> – Review example webinars for ideas and to see what feature are available.
<i>AOC staff</i> – Look into holding a Court Interpreter Coordinator Conference next summer.
<i>AOC Staff</i> – Send link of the previous Court Interpreter Coordinator Conference to the Education Committee.



Interpreter Commission - Issues Committee
Tuesday, November 6, 2018 (12:00 p.m. – 1:00 p.m)
Teleconference

MEETING MINUTES

Members Present:

Judge Beall
LaTricia Kinlow
Thea Jennings

AOC Staff:

Robert Lichtenberg
James Wells

Members Absent:

Elisa Young

Guests:

Sharon Harvey
Kristi Cruz

Call to Order

- Meeting minutes from previous meeting could not be approved because there were not enough members present who attended the last meeting.

Request to be Ad Hoc Member

A previous Commission member is requesting to serve on the Issues Committee as an ad hoc member. The Committee reviewed the bylaws and considered some of the issues regarding membership and reappointment to the Commission without a break in service.

Ad hoc members are typically added when the Committee is considering issues where the ad hoc member has expertise and their membership is for a finite period of time. The Committee felt the previous member can be invited as an ad hoc member specifically for the upcoming discussion of the Commission bylaws and other relevant issues in the future.

Commission Membership Bylaws

There was not a clear decision at the previous Commission meeting about how comprehensive the review of the bylaws should be. If the review of the bylaws is limited in scope, then the review could be done by the Issues Committee. If a more comprehensive review was needed, then a separate ad hoc committee would be more appropriate.

Members of the Committee can review the current bylaws before the next Committee meeting, keeping in mind the issues brought up at the October Commission meeting. The Committee will then consider if the bylaws should have a short review or a comprehensive review and make a recommendation at the December Commission meeting.

Complaints

Assignment of Russian interpreters to Ukrainian speakers

The AOC had received a complaint that a court has been requesting Russian interpreters for parties who had already been identified as being speakers of Ukrainian. The court would be contacted to see how common a practice this is and what efforts they go through to find a Ukrainian interpreters before assigning Russian interpreters.

Improper Qualification of Interpreters

A complaint was received last year regarding a judge not using the correct procedure in qualifying interpreters on the record and not correcting interpreters when they did not engage in best practices. To investigate the complaint, the Committee would need to have the necessary details to locate the court record.

At the time it was felt that there was insufficient information to find the correct record and that the investigation could require a transcription that would be costly. It was felt that the judicial conference, updated language access plan, and other education opportunities would provide the necessary education and change the practices in the court.

Another review of the available information found there should be sufficient information to locate the record. A full transcription would not be necessary and listening to the audio should be enough to verify and confirm the issues in the complaint.

Complaint about Telephonic Interpreter Use

A court had received a letter from a public defense attorney about a change in their practices that led to using more telephonic interpreters. The Committee discussed the rules about the use of telephonic interpreters. There was not enough information in the available documents to have a complete picture of the situation. Additional information and documents would be requested.

Judge Beall – Respond to the interpreter asking to become an ad hoc member.

Issue Committee Members – Review the current bylaws with the issues from the previous Interpreter Commission meeting in mind: dates of service for former member returning to Commission, adding a third spoken language interpreter, adding a registered interpreter.

Ms. Kinlow – Contact the court that has been reported to not be qualifying interpreters properly to obtain the court record for the event referenced in the complaint.

AOC Staff – Provide information about the expanded members and their terms to Judge Beall for her review before the next meeting

AOC Staff – Contact the court that is requesting Russian interpreters for Ukrainian speakers and find out if this is a standard practice and what efforts they are going to find Ukrainian interpreters.

AOC Staff – Get the letter from the defense attorney who sent a letter to the court that is reportedly using telephonic interpreter improperly.

DRAFT

APPENDIX A

WASHINGTON STATE COURT INTERPRETER COMMISSION

BY-LAWS

Membership Terms: The Washington State Court Interpreter Commission is comprised of eleven (11) members who are appointed by the Washington Supreme Court for three (3) year terms. Membership, as set forth in General Rule 11.1, shall consist of one (1) judicial officer from the appellate and each trial court level; two (2) interpreters; one (1) court administrator; one (1) attorney; two (2) public members; one (1) representative from an ethnic organization; and one (1) AOC representative. Terms shall be sufficiently staggered, as set forth below, to ensure that no more than one-third of the membership transitions each year.

The following four membership classifications shall be appointed by the Supreme Court for terms beginning January 1, 2009 through September 30, 2011, and every three (3) years thereafter:

- Ethnic Organization Representative
- AOC Representative
- Superior Court Representative
- Appellate Court Member

The following four membership classifications shall be appointed by the Supreme Court for terms beginning October 1, 2009 through September 30, 2012, and every three (3) years thereafter:

- Interpreter Member I
- Public Member I
- Court Administrator Member
- Attorney Member

The following four membership classifications shall be appointed by the Supreme Court for terms beginning October 1, 2010 through September 30, 2013, and every three (3) years thereafter:

- Interpreter Member II
- Public Member II
- District or Municipal Court Representative

Term Limits: Individual members, with the exception of the Appellate Court member and AOC representative, are permitted to serve no more than two (2) consecutive three year terms. The Appellate Court member, who is appointed to serve as ex officio Chair, may serve for an unlimited number of consecutive terms at the pleasure of the Supreme Court.

Absences/Membership Resignation: If any member of the Interpreter Commission misses three successive meetings without explanation and a reasonable excuse, he/she will be deemed to have resigned from the Commission and his/her position shall be deemed vacant, whether or not his/her term has expired. Such resignation shall not preclude subsequent reappointment should the individual member be available to serve at a later date. The Commission Chair, and his/her designee, shall have the sole discretion to determine excused and unexcused absences.

Membership Vacancies: Vacancies on the Interpreter Commission shall be filled by appointment of the Supreme Court upon majority recommendation of the Commission. The Commission shall make every effort to solicit the names of viable and interested nominees to fill vacancies from associations and/or community groups having representation on the Commission.

Skagit County District and Municipal Courts

Memorandum

Date: October 9, 2018

Re: Interpretation Services

The Skagit County District and Municipal Courts work with several companies to provide interpretation services. Too often, regularly scheduled interpreters appear for a calendar, and are excused without the need for their services. To avoid this, we will begin using the Language Line as a first line resource for routine hearings such as pre-trial and trial setting.

For any hearing needing an interpreter in person, including but not limited to motion, guilty plea, and sentencing, please notify the court in as much time as possible to schedule an interpreter in person. If there is not enough time to have an interpreter scheduled, the hearing will be continued to the earliest date possible.

Anacortes Municipal Court

municipalcourt@cityofanacortes.org

Burlington Municipal Court

bcourts@burlingtonwa.gov

Mount Vernon Municipal Court

mvcourts@mountvernonwa.gov

Skagit County District Court

districtcourt@co.skagit.wa.us

* Burlington Municipal: The 1st, 2nd and 3rd Wednesday at 8:30 a.m. will continue to have a regularly scheduled Spanish interpreter.

* District Court: The 2nd, 3rd and 4th Wednesday at 8:30 a.m. will continue to have a regularly scheduled Spanish interpreter.

* Mount Vernon Municipal: Every Tuesday at 8:30 a.m. will continue to have a regularly scheduled Spanish interpreter.

Matthew S. Mearns
Mountain Law, PLLC
306 South First Street
Mount Vernon, WA, 98273

Skagit County District Court 600 S. 3rd Street Mount Vernon, WA, 98273	Mount Vernon Muni. Court 1805 Continental Place Mount Vernon, WA, 98273	Burlington Muni. Court 311 Cedar St #A Burlington, WA, 98233
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Attn: Judges

November 1, 2018

RE: Interpreter Policy

Dear Judges:

It has come to my attention that the District and Municipal Court will no longer provide certified interpreters for non-English and non-Spanish speakers at regular pretrial and trial assignment calendars. In crafting this policy, the Court did not consult with any attorney from my office.

Furthermore, our office only found out when a clerk at the City of Burlington referenced the new interpreter policy in contacting one of my colleagues. Having no idea what the clerk was talking about, my colleague followed up and eventually got a copy of a memorandum dated October 9, 2018. To my knowledge, the Court never directly mailed our firm any copy of that memorandum.

RCW 2.43, and GRs 11, 11.2 and 11.3 require an AOC-certified interpreter for all hearings unless the Court follows very specific procedures to qualify non-certified interpreters. Furthermore, GR 11.3 sets out very specific rules that a court must follow to use a telephonic interpretation service. It appears that the Court's new interpreter policy does not follow those rules.

First, the Court's new policy does not put on the record good cause for using a non AOC-certified interpreter as required under RCW 2.43.030(1)(a). It is my position that previous money spent on interpreters when defendants fail to appear is not sufficient cause to deprive a defendant an AOC-certified interpreter. The ability to communicate confidentially and effectively is necessary for me to represent any client. When those clients are statistically more likely to face immigration consequences stemming from the proceedings, the need for confidential and effective communication is even more urgent. *C.f. State v. Aljaffar*, 198 Wn. App. 75, 85-86 (2017) *review denied*, 188 Wn.2d 1021 (2017) (noting that immigration consequences, combined with severity of potential punishment precluded court from finding good cause for using non AOC-certified interpreter at trial).

Second, the telephonic service the Court plans to use will not be sufficient to act as qualified interpreters under RCW 2.43.030. To be a qualified interpreter, the interpreter must read, understand, and abide by the code of ethics for language interpreters established by court rules. RCW 2.43.030(2)(b). My understanding is that the Court intends to use Language Line, and those interpreters have not read the code of conduct or ethics for court interpreters.

Third, I am concerned that the Court may not have considered the procedural requirements for using telephonic interpreters under GR 11.3. It does not appear that the court has considered the need for confidential attorney-client consultation using interpreter services. Furthermore, it does not appear that the Court has considered the requirement that any written documents must be read aloud into the record and translated fully for the non-English speaking participant. This requirement for telephonic interpretation will undoubtedly use more time than the Court has anticipated.

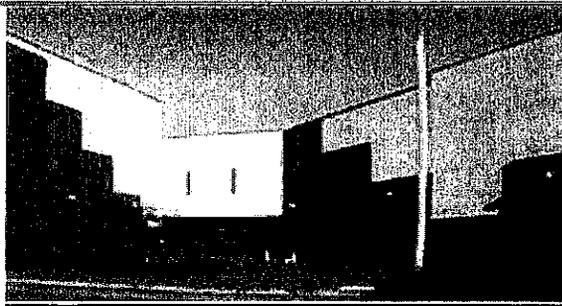
If the court does not provide a certified interpreter for all scheduled hearings for non-English speaking defendants, I will ask that the court articulate good cause for proceeding with a telephonic interpreter, and note on the record that the Court has not made any record of any attempt to secure a certified interpreter. I will then ask that the Court verify that the telephonic interpreter has read, understands, and will abide by the code of ethics for language interpreters as required under GR 11.3. I will also request the interpreter for a confidential attorney-client consultation. If the court cannot guarantee the confidentiality of that consultation without clearing the courtroom, I will request that the courtroom be cleared so I can communicate confidentially with my client. Additionally, to comply with GR 11.3, I will read all forms my client must sign into the record and have the interpreter translate them for my client.

This Court has appointed me to conscientiously and ardently represent my clients, and to protect their rights. For non-English speaking clients, those rights include the ones given to them under RCW 2.43 and GRs 11, 11.2, and 11.3. Therefore, it is my duty to my clients to object to these new procedures and point out every deficiency. I strongly urge the Court to reconsider this new policy.

Best Regards,



Matthew S. Mearns



SKAGIT COUNTY DISTRICT COURT

Larry E. Moller Building

600 S Third St / PO Box 340

Mount Vernon WA 98273-0340

(360) 416-1250 Fax (360) 416-1251

November 15, 2018

Matthew S. Mearns
Mountain Law, PLLC
306 South First Street
Mount Vernon, WA 98273

Re: Interpreter Policy

Mr. Mearns,

The District and Municipal Courts each have a Language Access Plan (LAP). The LAP is the interpreter policy for each court and it has not changed. The memorandum dated October 9, 2018 attempted to put in place a procedure that we have now determined does not coincide with our policy. We have taken remedial action and are distributing a corrective memorandum.

We appreciate your letter in that it brought to our attention areas that our new procedure did not coincide with our LAP, however it appears that some facts may have been misunderstood. I would like to take this opportunity to clarify what the intention of the court was with the original memorandum. First, while it was not mailed to you by the Mount Vernon Municipal Court, it was mailed to your office by the Burlington Municipal Court. In your letter, you wrote that the District and Municipal Courts were no longer providing certified interpreters for non-English and non-Spanish speakers at regular pretrial and trial assignment calendars. In fact, the court cancelled the stand by Spanish interpreter at the in custody calendar only. A Spanish interpreter remained on the schedule for regular pretrial and trial assignment calendars at the municipal courts.

The Language Line will continue to be used for brief non-evidentiary proceedings in accordance with our policy. As we discussed on the telephone, it is not reasonable to require the court to have an interpreter in person present for the daily jail arraignment calendar, as there is not adequate time to secure an interpreter. The court does take into consideration the need for confidential attorney-client communication. When the jail arraignment calendar is held at the SCCJC you may use a private location such as the DC Video Court Studio to have confidential attorney-client consultation. Please notify the jail staff when you need to utilize the studio. There should be no need to request that the courtroom be cleared.

We do not believe it is reasonable to require the court to have a Spanish interpreter on stand by for in custody hearings scheduled at the SCCJC Tuesday afternoons and Friday mornings. Our experience over several months found that the Spanish interpreter was frequently excused without their services being required. In accordance with our policy, each court will make an attempt to secure a certified interpreter. If a certified interpreter is not available, the Language Line will be used to continue the hearing until the next available date and time when a certified interpreter is available.

It was never the court's intention to use a telephonic interpreter for motion, guilty plea or sentencing hearings. The intention was to use a telephonic interpreter for brief, non-evidentiary hearings such as continuances. We do want to manage our resources wisely. We will continue to find ways to do so while providing equal and fair justice to all. We will also continue to work with counsel and appreciate your input.

Sincerely,



Warren M. Gilbert
Presiding Judge

Enclosure: Corrective Memorandum

Skagit County District and Municipal Courts

Corrective Memorandum

Date: November 15, 2018

Re: Interpretation Services

A concern was raised regarding our recent memorandum dated October 9, 2018. We have determined that the procedure outlined in the memorandum did not coincide with our Language Access Plan (LAP), which is our policy on interpretation services.

The court is taking remedial action. The Language Line will not be used as a first line resource but rather reserved for brief non-evidentiary proceedings.

The attorney will not be required to notify the court when they plan to enter a guilty plea. In an effort to manage our resources responsibly, the court would appreciate as much notice as possible if the attorney is aware that their client who needs an interpreter will not be present at the hearing. This will allow the court to cancel the interpreter if possible.



**Interpreter Commission- Discipline Committee
November 9, 2018 (12:30 p.m. – 1:00 p.m)**

- Teleconference

MEETING MINUTES

Members Present:

Judge Theresa Doyle
Maria Luisa Gracia Camón
Dirk Marler
Thea Jennings
Diana Noman
Linda Noble
Alma Zuniga

AOC Staff:

Robert Lichtenberg
James Wells

Grievance against Interpreter

- The Committee reviewed the rules of the Disciplinary Policy Manual to ensure enough members were present to discuss the grievance and move forward.
- The Committee discussed the history of communication with the interpreter. The interpreter has provided no mitigating information so far.
- The Committee reviewed evidence regarding the grievance. There were no recommendations to dismiss the grievance and each member agreed there was enough evidence to enter findings of fact and render a conclusion with respect to the grievance.
- The Committee will offer the interpreter a settlement that would include the voluntary surrender of his credential. The exact details of what would be in the settlement will be decided at a later time.
- The Committee will contact the Office of Attorney General for to provide counsel before waiting for a response from the interpreter about the settlement. The Attorney General's office can also look rules of the Committee and ensure the correct procedure has been followed.

Action Items

AOC Staff – Draft finding that the Committee ruled there was a preponderance of the evidence allowing the grievance to move forward.

AOC Staff – Contact Attorney General's office to identify legal counsel.

AOC Staff – Work with Judge Doyle on the next steps for moving forward.

AOC Staff – Set up Doodle Poll for next meeting.



**Interpreter Commission- Discipline Committee
November 26 2018 (12:00 p.m. – 1:00 p.m)**

- Teleconference

MEETING MINUTES

Members Present:

Judge Theresa Doyle
Maria Luisa Gracia Camón
Thea Jennings
Katrin Johnson
Diana Noman

AOC Staff:

Robert Lichtenberg
James Wells

Compliance Status Update

The Committee reviewed the status of each of the interpreters who had not met the bi-annual reporting requirements for the 2016-2017 compliance cycle.

- Interpreters previously suspended would have their credentials revoked if they had not completed their requirements or contact the AOC.
- One interpreter who had been suspended but completed some of the requirements would be given one more month to finish her requirements. Her credential would be revoked if it the requirements were not met at that time.
- Interpreters previously given extensions would be given a three month suspension. Their credentials would be revoked if it the requirements were not met at that time.
- One long-serving interpreter who has a serious medical condition and been in regular contact with the AOC would be granted inactive status. The interpreter expressed that he would like to interpreter again, but was not able to predict when his condition would improve.

The Committee discussed some of the communication strategies with interpreters who are not in compliance:

- Interpreters are typically contacted by email and by sending letters to their physical addresses. Phone calls are made on a case-by-case basis.
- The letters going to interpreter after this meeting should clearly state the consequences of not complying.
- When interpreters are given suspensions or have their credentials revoked, they are sent letters and given time to receive the letters before the courts are notified.

Action Items

AOC Staff – Send letters out to the interpreter discussed during this meeting.

AOC Staff – Research which Committee should discussed updates to the Inactive Status policy and email the Disciplinary Committee.

DRAFT

Court Interpreter Program Reports

Mentoring Program proposal

Quick Overview:

Registered interpreters, unlike certified interpreters, are never tested on their interpreting skills. Nevertheless, they are required to perform to the same standards in court proceedings as certified interpreters. The Mentoring Program is designed to address this disparity through intensive training. Training sites would exist in different areas of the state. In addition to improving the skills of Registered interpreters, this program could serve as a resource to train non-credentialed interpreters who interpret in Washington Courts.

Course title:

Mentoring Program

Proponent:

Luisa Gracia Camon. Instructor and Certified Court interpreter.

Problem seeking to address:

Disparity of demonstrated interpreting skills.

Certified interpreters are required to pass an interpreting exam in 3 modes (simultaneous interpreting, consecutive interpreting, and sight translation).

Registered interpreters are not required to demonstrate the same interpreting skills yet they are required to work in court with the same level of skills as those of a certified interpreter.

Registered interpreters have to pass an Oral proficiency interview which tests them on their language proficiency - not interpreting skills.

Target Audience

- **Newly registered interpreters** – undergo this mandatory mentoring program as a required step to obtain the Registered credential and they will earn sufficient continuing education credits for a full reporting cycle.
- **Already registered interpreters** – will be grandfathered in but are welcome to participate and will obtain sufficient continuing education credits for a full reporting cycle.
- Other participants could undergo in the mentoring program.
- **Non credentialed interpreters** – non-credentialed interpreters (most commonly in languages for which the certification and registered tests are not available) who work in Washington Courts would be encouraged to participate.

Upon completion of the mentoring program interpreters will receive a certificate of completion from AOC.

AOC will notify court interpreter schedulers around the state of the list of graduates.

A list of graduates *might* also be posted on the Court Interpreter Program's web page.

This program will be a great opportunity to improve the interpreting quality for all the participating interpreters, and provide a useful list of interpreters to courts statewide. Courts will be able to have more confidence in the experience and qualifications of the interpreters they hire.

Policy Change

The requirements for earning the Registered credential are governed by the WA Court Interpreter Program's Policies, which are adopted by the Interpreter Commission. Requiring that newly Registered interpreters participate in this program will require a change to existing policies.

- Newly registered interpreters

Mandatory training.

Must be completed within the first year of passing exams to obtain the credential.

Course completion would result in enough credits for the first continuing education reporting cycle.

- Currently registered interpreters

Optional training.

Course completion would result in enough credits for one full continuing education reporting cycle.

Program overview

- Objectives

Ensure Registered interpreters develop and demonstrate competencies in interpreting skills, knowledge and application of legal terminology and procedure.

The training will cover interpreting skills, procedure, protocol and legal terminology.

Upon completion, interpreters should be able to demonstrate the skills needed for court assignments.

- Course description

This training is specific for interpreters that want to work in court.

Duration

Mentoring program: 12 weeks.

- 6 two-hour in person sessions – will take place in a court.

- 6 webinar sessions – online. As of now webinar sessions are instructor lead. It would be advisable to pre-record those sessions and allow the interpreter to complete the session at his/hers own pace. Having the same sessions would not only reduce the price but most importantly will provide the same information to all the interpreters.
- One full-day training on ethics (already provided by AOC to newly Registered and newly Certified interpreters)

Content	Description
Language	English- neutral
Legal terminology	Glossary & Resources
<ul style="list-style-type: none"> • Procedure 	Identify part of the process /trial
<ul style="list-style-type: none"> • Forms 	Court forms
<ul style="list-style-type: none"> • Statutes and Rules 	RCWs, Rules of Criminal Procedure, Rules of Civil Procedure, Rules of Evidence
Interpreting skills	
<ul style="list-style-type: none"> • Consecutive 	From 1 minute up to 15 minutes
<ul style="list-style-type: none"> • Simultaneous 	From 0 minutes up to 15 minutes
<ul style="list-style-type: none"> • Sight translation 	Court forms
Ethics	Court Interpreter Ethics and Protocol (AOC). Full day class
Other Courts	Visit to other courts
Self-work	Homework and self-study

Participant will demonstrate his/her skills during class and by submitting other exercises.
Attendance is mandatory, participant should complete 10 sessions and submit 83 % of exercises.

- Train the trainers

Use staff interpretes.

By using staff interpreters from other courts this training could be offered in other areas than that of King County.

In case we are not able to find staff interpreters in a particular geographical area, we could identify interpreters that can start training candidates for mentoring.

One of the participants of the Mentoring Program – 1st group was trained in person in Clark County. This required cooperation with the staff interpreter in the area.

Trainers should undergo training for mentors before training other interpretes so that the training is homogeneous all over the state.

Trainers will obtain enough credits to satisfy the requirements for a full reporting cycle for the training and the instruction.

In order to make it easier for the courts to allow their staff interpreters to allocate certain number of hours per week to train, it will be advisable that those hours count towards interpreter required hours and the court should be reimbursed in the event the court belongs to the group of courts that obtain reimbursement.

Trainer Requirements:

- Certified interpreter.
- Minimum of 5 years of continuous experience working in courts and legal settings.
- Bachelor's degree would be desirable.
- Attend one session of 4 hour of training for trainers.
- Observe webinar sessions - 2 hours.
- Demonstrate instruction skills in class – 2 hours.
- Trainer will be observed by other trainer and will receive feedback.

Cost	Curriculum Development – will be based heavily on currently available resources. 15-20 hours	(\$2,000)
	Instruction – in-person class, preparation & instruction time, 8 hours	(\$1,000)
	Instruction – webinars, preparation & instruction time. 1 week x 8 hours	(\$1,500)
	Total	\$ 4,500

• Training for interpreters

Participants will obtain enough credits to satisfy the continuing education credit requirements for a full reporting cycle for the training.

Interpreter Requirements:

- Credentialed interpreter – Registered.
- Bachelor's degree if possible when they are not credentialed or certified.
- Attend Mentoring program: 12 weeks.
 - 6 in person sessions – will take place in the court
 - 6 webinar sessions – online
- Demonstrate skills during class and other exercises.
- Attend at least 5 in person sessions and 5 webinar sessions and submit 83 % of required homework.

Cost	Curriculum Development – will be based heavily on currently available resources. 20 – 24 hours	(\$2,000)
	Instruction – in-person class, preparation & instruction time, 20 hours	(\$2,000)
	Instruction – webinars, preparation & instruction time. 6 weeks x 6 hours. This portion not be required once the sessions are pre-recorded only updates will be charged.	(\$2,500)
	Total	\$6,500

Advantages

Registered interpreters will obtain training in those skills that are necessary for working in court. The interpreter program could implement this as a pilot program to see how it works.

- Awareness of interpreting modes. - expectations in the courtroom.
- Improve interpreting quality - Accuracy – Transparency.
- Familiarity with the **code of conduct**.
- Courtroom experience – observation.
- Proper use of legal terminology.
- Create and prepare resources for future interpreting needs.
- Development of community among interpreters.
- **Language neutral** training - this is applicable to interpreters of all languages.
- Creates better parity in interpreting accuracy based on the language.
- Uses web technology to bring together participants from **different geographic areas**. – The first mentoring program was incorporating this option and SMC cooperated with Vancouver WA Court for that purpose.
- Washington State has several highly experienced interpreting instructors, so it will be possible to have a local pool to draw from for instruction.
- This program will be a great opportunity to improve the interpreting quality for all the interpreters, especially given the significant number of interpreters that assist over the phone in many courts.
- This could be the initial way to have certain control over non-credentialed interpreters.

Testimonials

This program has already occurred 3 times in Seattle Municipal Court. 20 interpreters have participated, who were a combination of Registered and non-credentialed interpreters. The program consisted of 6 in-person trainings and 6 webinars. The following are comments provided by participants at the conclusion of the program:

- ... helped me so much to prepare for becoming a Court Interpreter and improving my interpreting skills in general. In addition, I feel proud to be an interpreter... **Non-Credentialed Interpreter.**
- ...I gained a better understanding of the whole trial process and learned about each step in more detail. Also going through some of the terms and laws (RCW) before starting my interpretation gave me a better knowledge and more insight to the issue in hand... **Non-Credentialed Interpreter.**
- ...this is a very dignified job that I should take very seriously, and improve myself nonstop with all kinds of material I can get my hands on... **Registered Turkish interpreter.**

- ...This is an extremely useful program and I believe that it should be introduced on the national level as it will allow to ensure better quality of interpreting and thus contribute to the fair justice. **Non-Credentialed Ukrainian interpreter.**

Online Skills Building Course for Filipino/Tagalog Court Interpreters

End Report

Instructors: Dr. Pia Arboleda, Filipino/Tagalog Language Expert; Kelly Varguez, M.Ed.
Interpreting Instructor

Course Description and Objectives: The Online Skills Building Course for Filipino/Tagalog Court Interpreters is the only online court interpretation training course in Filipino offered in the United States to date. This course was taught from April-June of 2018 and was designed for Filipino interpreters who had previously taken the Bilingual Interpreting Exam and who were close to passing. The Washington State Administrative Office of the Courts and the California Judicial Council spearheaded course development by envisioning course design and recruiting instructors and participants. Specifically, Carmen Castro Rojas from the California Judicial Council Testing Program envisioned a course with at least 50% of instruction occurring in the target language. She also conceptualized individual consults for students with each instructor to assist students in developing study plans for the Bilingual Interpreting Exam.

Objectives

- Participants will sight translate and consecutively and simultaneously interpret more completely and accurately
- Participants will analyze their own work to identify strengths and weaknesses
- Participants will use accurate and current Filipino/Tagalog terminology in their renditions
- Participants will make a plan for continued study and exam preparation

Technology Tools

- Zoom Video Conferencing Service (www.zoom.us)
- Canvas Learning Management System (canvas.instructure.com)

Course Design

Course participants received the following:

- An opportunity to attend ten two-hour real time webinars, which were recorded and shared in the event participants could not attend or needed to review
- Three Filipino/Tagalog mock certification exams
- Nine weeks worth of language-specific interpreting exercises in all three modes of interpretation
- An extensive Filipino/Tagalog legal glossary
- An opportunity to meet one-on-one with instructors at the conclusion of the course.

Logistics

- Weekly, students received a web link via email to attend a live webinar, taught using the Zoom Video Conferencing Service.
- During webinars, instructors led discussions on topics including:
 - Skills Building Tips
 - Oral Exam Design and Strategy
 - Current Filipino/Tagalog Terminology, General and Legal
 - Common Court Interpreting Deficiencies and How to Improve
 Students performed interpreting exercises for the group and received feedback on their performance.
- After the webinar, students would access the course on the Canvas Learning Management System; perform the practice exercises in sight translation and consecutive and simultaneous interpretation; and comment on their experience, posting questions when they had them

Course Implementation: The course began in April of 2018. At the start of the course, 23 Filipino/Tagalog interpreters from the states of Washington and California were enrolled. 19 of the 23 participated consistently throughout the course in both the live webinars and weekly self-paced assignments.

Live vs. Self-paced Aspects of the Course

Interpreting is a complex endeavor requiring guidance and feedback from qualified trainers as well as sustained individual practice and performance analysis. This course allowed participants to spend time on all of these areas.

Live webinar sessions allowed for the following:

- Skills practice
- Immediate feedback
- Rapport building
- Clarification of participant questions

Self-paced practice with materials posted on the Canvas Learning Management System allowed for the following:

- Skills practice
- Self-analysis
- User-friendly access to downloadable practice exercises
- Additional lectures
- Opportunities to view live session recordings for additional practice and review

Though online trainings of this nature lack the familiarity of a traditional face-to-face format, this course offering makes up for that in the following ways:

- It brings together instructors and participants from a variety of geographic locations who, due to such distances, may have otherwise been precluded from attending or teaching
- It spreads instruction out over 10 weeks, allowing participants to internalize terminology and material in a way they likely would not in a typical weekend-long, face-to-face session
- It allows individuals with diverse work demands to participate
- Distance instruction reduces the financial burden of travel and lodging costs for participants, potentially making training more accessible to higher numbers of interpreters

Participant Deficiencies and Improvements

Throughout the course, participants performed exercises in sight translation, consecutive interpretation and simultaneous interpretation. These performances occurred before the group in live webinars and individually during solitary practice time. Some notes on participant deficiencies at the start of the course:

- Participants lacked specific terminology both in English and Filipino.
- Participants were hesitant to speak and interpret for the group.
- Participants who took the initial mock exam described their own performance as “abysmal” and “inadequate” and reported non-passing scores.
- Participants reported deficiencies with simultaneous and consecutive modes in particular.
- Participants lacked understanding of oral exam design and scoring criteria.

Some notes on participant improvements:

- Participants demonstrated an increased understanding of when to use Tagalog-rooted words and when it is acceptable to use Spanish-rooted or English terms.
- Participants became more willing to perform for the group. Even the most reluctant to interpret in front of their peers did so when called on by instructors.
- Participants reported an improvement in performance on the final mock exam as compared to the initial mock exam.
- Participants reported an increase in confidence in their skills.
- Participants demonstrated an increased understanding of oral exam construction and test taking strategies.

Individual Consults

As participants progressed through the course, many noted continued need for improvement in the three main modes of interpretation. This is consistent with observations of other groups of interpreter training participants; they often leave trainings with an acute sense of how much more there is to learn. This held true for participants who chose to have an individual consult with instructors. Six course participants signed up for individual consults with each instructor.

Instructors noted the following:

- When asked to comment on the effectiveness of the course in general, participants responded positively.
- Participants valued the opportunity to receive language-specific feedback from a speaker of their language.
- Participants expressed appreciation for practice exercises and the explanation of scoring units and exam strategies.
- All participants concluded individual consults with an effective study plan in mind; one participant had even organized study sessions with two colleagues who had also attended the course.
- The experienced interpreters who had individual consults felt the practice exercises and formalized Filipino glossary validated their current practices.
- The novice interpreters who had individual consults felt the glossary and terminology discussions provided valuable guidance at this stage of their careers.

Lessons Learned

Instructors Kelly and Pia consider this a successful first launch with potential for improved instruction and continued course offerings. They worked well together and felt that live webinar sessions were effective both when the two instructors were present and when instructors taught the group individually. The essential element for successful live sessions in the instructors' estimation is a clear component of language-specific feedback on participants' interpreting performances.

For subsequent course offerings, instructors will keep or enhance the following features of the course:

- The use of Canvas Learning Management System and Zoom Meetings as participants report finding these tools user-friendly and effective.
- The use of lecture content, mock exams and practice exercises in all three modes of interpretation
- Opportunities for participants to interpret in real time to receive feedback from instructors and colleagues.
- Continued collaboration between instructors Pia, the Filipino language expert and Kelly, the working court interpreter

Instructors will do the following to improve the course:

- Reduce the amount of live session minutes spent on discussion of specific terminology and individual court experiences.
- Increase the amount of live-session time spent on interpreting practice
- Create a system to quantify who has interpreted for the group and for how long.
- Quantify terminology improvement through the addition of multiple-choice or

short-answer terminology quizzes

- Communicate directly with participants when terminology deficiencies or patterns of reduced participation are noted.
- Improve attrition rate by contacting both participants and state sponsors as soon as lack of attendance or participation are noted.

Participant Feedback

The following section summarizes the survey results conducted at the end of course. There were a total of 11 respondents. The survey was qualitative and had 5 questions.

Areas of the course that were considered 'effective' are as follows:

- *Sufficient practice assignments* (n=4)
- *Sample documents and audio materials of sample cases* (n=4)
- *Interaction between instructors and participants* (n=3)
- *Knowledge and patience of the instructors* (n=4)
- *Filipino/Tagalog glossary* (n=3)
- *Interpretation techniques* (n=2)
- *Bilingual English/ Filipino instruction*. One respondent thought "*the combination of a seasoned, certified interpreter and an academician*" in running the course was effective.

When asked about the areas for improvement, 6 of 11 respondents thought the course did not require improvement. 2 respondents felt in-classroom instruction could improve the course but with one saying, "*For me, the best thing is the classroom setting but the online class is the next best thing.*" One respondent felt there was excessive chatter from other participants and one respondent thought the glossary could be standardized through "*the collaboration of experienced Tagalog certified interpreters and other authoritative legal minds within the justice system.*"

The third question was *Of everything you learned as a result of this course, what do you consider to be most important? Why?* Respondents replied that the following were most important:

- *Scoring units* (n=2)
- *Expanding Filipino/Tagalog vocabulary* (n=2)
- *Practice with a language expert on hand, study tips, sample scripts and materials.*

These modules helped participants gain more confidence in their court interpretation skills, and gave them a guide to practice both for the exam and for actual use in the courtroom.

When asked *How has your interpreting practice changed as a result of this course?*, 6 of 11 respondents reported improved interpreting practice. Respondents found the "chunking" technique and the shadowing exercises very helpful. Others have remarked that their attention to detail has improved and their confidence level has increased. Among the comments are, "*I improved and am now able to focus and interpret with ease.*"; "*If not for this course, I (may)*

have given up on the idea of becoming certified.” and “My attention to details; it improved my rendition without hesitation and increased my speed in simultaneous interpretation.”

Here are some of the samples of their overall rating and final feedback for Kelly and Pia:

It was a real pleasure being in their class. Kelly and Pia were both very professional and they definitely knew their stuff. I would recommend Kelly's class to anyone interested. Having Pia's expertise in Tagalog was really, really helpful for me. That they are pioneer in the development of the Tagalog review material. And they are most instrumental in the development of qualified Tagalog interpreters. Thank you.

They are awesome and work together perfectly. Very knowledgeable in their field.

Great job guys! You make me feel like I can talk freely about my weaknesses and thus improve my skill through your advice.

They're both excellent teachers ! Pia and Kelly, thank you for your TIME, TALENTS & TREASURES... This first- ever course or program, a "trail blazer tool" among the Filipinos (aspiring to become an interpreter) will give a better direction along the complex journey on how to become a certified court interpreter.

When asked to respond to three additional questions on the online format of the course, 5 participants gave their feedback. One hundred percent of respondents to the additional questions indicated they liked the fact the course was online. One respondent pointed out that *“having this be an online offering widened the scope of who could participate, exponentially.”* Equally, one hundred percent indicated they were successfully able to use Zoom Meetings and the Canvas Learning Management System to attend webinars and access practice exercises respectively. One respondent called both online tools *“Elegant, robust, and easy to navigate and use.”*

In summary, the respondents were grateful for the opportunity and the training they have received from the course.

Conclusions: Providing quality training to interpreters of languages of lesser diffusion in the U.S. is uniquely challenging. Instructors struggle to fill classes; participants seldom receive materials specific to their particular language; state language access offices contend with complicated logistics in recruiting instructors and participants. The online model employed in this case allowed for a unique opportunity to launch a course for Filipino/Tagalog interpreters. The model allowed for the participation of a Filipino/Tagalog language expert and an experienced interpreting instructor from different geographical regions. It allowed for the inclusion of 23 interpreters across the states of Washington and California. Rather than condense the entire training into an intensive face-to-face weekend session, participants were able to explore the topics over a ten-week period. The online model enabled interactions that would have otherwise been impossible due to time and economic constraints.

Instructors Kelly and Pia believe some participants from this group are within striking distance of a passing score on the exam. More importantly, they see evidence that participants know how to improve their use of proper terminology and sound study techniques, which will lead to skills development over time. Participants received the course enthusiastically and gratefully.

Participants have indicated that they will recommend taking this course to their colleagues, and would be happy to participate in subsequent and further training on court interpretation, as well as medical and social services interpretation should a course be offered.

Kelly and Pia are thankful for the opportunity to have worked with the group and look forward to continued collaboration and contributions to the Filipino/Tagalog interpreting community. In empowering court interpreters, this course has, in a small but significant way, supported efforts for language access and enhanced legal representation for the Filipino community.

Attachments:

Survey Results

https://docs.google.com/document/d/17xZa0I_wvpStvFAqy1-H7o55Y0d-Asy_sL2qLX0eZb8/edit?usp=sharing

Legal Glossary:

https://docs.google.com/document/d/11-LNqD-ZyLDK_qH3WD_GvmJkb5k2SfWQcUigP4UDC/Lo/edit?ts=5b1f4e4f

1. What was the most effective part of this course?

Participant Responses:

- All of them
- Interaction with instructors /classmates
- The practice assignments were extremely helpful in building skill and confidence.
- The techniques for interpreting and the Filipino/Tagalog glossary
- The practice exercises, the glossary, and most of all the instructors.
- The most effective part of the course was the interaction of the two teachers(Kelley and Pia) among the students. The combo of a well-seasoned certified interpreter and an academician and linguist,"LIVE", teaching the group, using the materials provided by the Judicial Council was so effective.IT addresses the needs of a new as well as long time interpreter on how to passed the extremely difficult court interpreter oral exam.
- The glossary which we never had before
- Enough Practice. Combine instruction English and Filipino
- Vocabularies Sample docs Recorded sample cases
- The weekly exercises that Kelly provided for us.
- The knowledge and patience of the instructor in dispensing there knowledge of the material and the system introduce by the instructors.
- Sample scripts, study tips, resources, learning from one another

2. What are your suggestions for changes that would improve this course?

Participant Responses:

- Nothing
- Everything was good!
- I felt that there was WAY too much unnecessary "chatter" on our group calls. While I do enjoy and appreciate levity, I feel that there was way too much time wasted on our calls on joking around. We can make much better use of our time by moving efficiently and staying on task with minimal distractions.
- not sure
- Nothing at this time.
- The Glossary, perhaps make it a project to standardized the meaning or rendition of words or phrases. Perhaps with the collaboration of those experienced Tagalog certified interpreters and other authoritative legal minds within the justice system.
- More power to you!!! There was no class or training like this before. Hoping and praying for more skills building workshops in the future.
- In person class
- They all did great
- I cannot think of anything. For me, the best thing is the classroom setting but the online class is the next best thing.
- None
- Limit talk of participants to a certain time. Some can talk the whole time of the live meeting and we miss out on more important discussions

3. Of everything you learned as a result of this course, what do you consider to be most important? Why?

Participant Responses:

- Everything

- Improving my confidence when the Oral Exam comes. This will ultimately accomplish my goal to be Certified.
- Scoring units. It allows me to focus on rendering words and phrases that I believe may be scored rather than worrying about getting the entire interpretation perfect.
- Expanding my Filipino/Tagalog vocabulary. I struggle with my Filipino/Tagalog vocabulary particularly with the simultaneous interpreting.
- Practice and having a language expert on hand to provide proper translations/interpretations especially because we have very limited resource materials.
- The most important thing I learned as a result of this course was the SCORING UNITS :categorized in grammar, language interference and vocabulary...
- Pointers and techniques to improve consecutive interpreting skill.
- Improve vocabulary
- I need to learn a lot
- That doing all the exercises and practicing it are the best ways for me to pass the exam.
- The resources of material and instruction from the instructors.
- Study tips and scripts because these are pretty much what we will encounter at the actual court scene

4. Of all the exercises and activities performed in and out of class, which was most challenging for you? Why?

Participant Responses:

- Consecutive
- The simultaneous exercise. It was difficult for me to catch up.
- Simultaneous Interpreting. I need to build speed and efficiency by practicing.
- Simultaneous interpreting exercises. I am challenged with the cadence of my Filipino/Tagalog renditions, given the time pressure.
- Consecutive interpretation exercises. I need to improve my note-taking skills and improve my retention.
- The consecutive, because of long utterances... Simultaneous, especially the 120 wpm pace...
- Consecutive interpreting. The number of words and accurate order that would make correct translation.
- Consecutive interpretation by listening on head phones. Legal terms
- Consecutive sample... they re longer and difficult to remember somerimes
- The simultaneous exercises. I always find myself being behind and when I get behind, I just wanted to stop doing the exercise.
- the retention of lengthy consecutive material to be interpreted
- Consecutive but now I am able to interpret long sentences because of the tips

5. How has your interpreting practice changed as a result of this course?

Participant Responses:

- Improved a lot
- It has given me more knowledge on how I can improve my Oral Exam score. It also gave me the necessary tools on how to effectively practice.
- I use chunking to get the idea of a sentence before interpreting. In the past, I would listen word for word and get lost.
- I improved and now able to focus and to interpret with ease compared to my interpreting prior to my attending the course.
- It has improved 100% because I have not practiced in a long time. If not for this course, I have given up on the idea of becoming certified.
- As a result of this course, it improved my attention to details; it improved my rendition without hesitation and increased my speed in simultaneous interp.

- More confidence in my daily routine assignments
- Learned different techniques like “chunking” “don’t get hung up on mistakes, move on”
- Better
- Knowing that I do not have to interpret word for word really helps. The shadowing exercises is also really helpful.
- Yes.
- I think I have improved quite a lot but I still need to learn and practice some more

Additional Survey Questions

Did you like the fact that this course was offered online?

Participant Responses:

- Yes, i like the course offered online considering that I am a family man and busy at work as well. Course online was perfect.
- Yes, having this be an online offering widened the scope of who could participate, exponentially. With today’s existing technology, this course was tailor made for the online format.
- Yes, I like the fact that the course was offered online. It was so convenient at our own after-work time .
- Yes
- Yes

Were you successfully able to use Zoom for webinar attendance?

Participant Responses:

- Yes Zoom was easy to use and very useful in communicating with teachers and students.
- Zoom is an excellent choice of technology for the delivery of the class. Elegant, robust, easy to navigate and use.
- Yes, I was successfully able to used Zoom for webinar attendance.
- Yes
- Yes

Were you successfully able to use Canvas to access and use practice exercises?

Participant Responses:

- Canvass was excellent giving me a chance to access lessons. Thank you both. Good research and teachings. I wish we met you both 10 years ago.
- Yes, Canvas is an excellent choice of technology for the delivery of the class. Elegant, robust, easy to navigate and use, as well.
- Yes, I was able to use Canvass to access and use practice exercises.
- Yes
- Yes