

***Access, Equity,
and Efficiency:
Education Interpreting
at the SCCOE***



Yasmeen Husain

Equity, Access, and Support: Education Interpreting at the SCCOE

YASMEEN HUSAIN
CHAMPIONS FOR LEADERSHIP
MAY 31, 2018





A Dime Novel for the 21st Century

WE NEVER SLEEP



AMERICA'S FIRST FEMALE DETECTIVE

Professional Background

Work Experience

- Student services, Social Emotional Learning (SEL), program development

Strengths

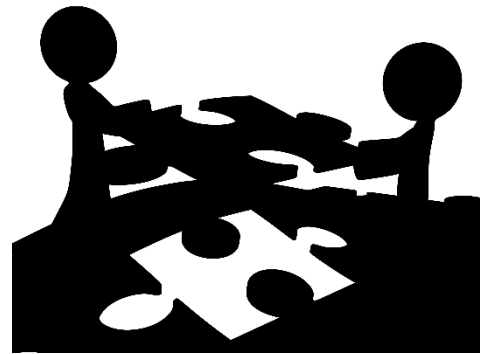
- Connectedness
- Input
- Context
- Individualization
- Futuristic



Professional Development Goals at the COE



High standards for self
High support for others



Collaboration



Reflection
Problem Solving
Improvement

Project Goals:

Alignment with COE Mission and Vision

Ensure student **equity, access** to best DHOH teaching practices and learning environments

Support DHOH site Administration

Provide Professional Development for Ed Interpreters to make the COE a **premier employer**

Strategize recruitment and retention processes to improve **organizational effectiveness**



The Assignment

Accountant I/II Recruitment

1-2 vacancies

Post Position for 15 days

Screening

Written Exam

Panel Interview

Final Interview

Selection in 6 Weeks

Closing Date	Total Applications	Meet Minimum Qualifications
9/13	33	12
10/14	35	21
3/15	41	14
12/15	87	18
12/16	106	16
8/17	87	14

Interpreter Recruitment

6-8 vacancies

Year round, ongoing posting

Referral by DHOH Counselor/Coordinator

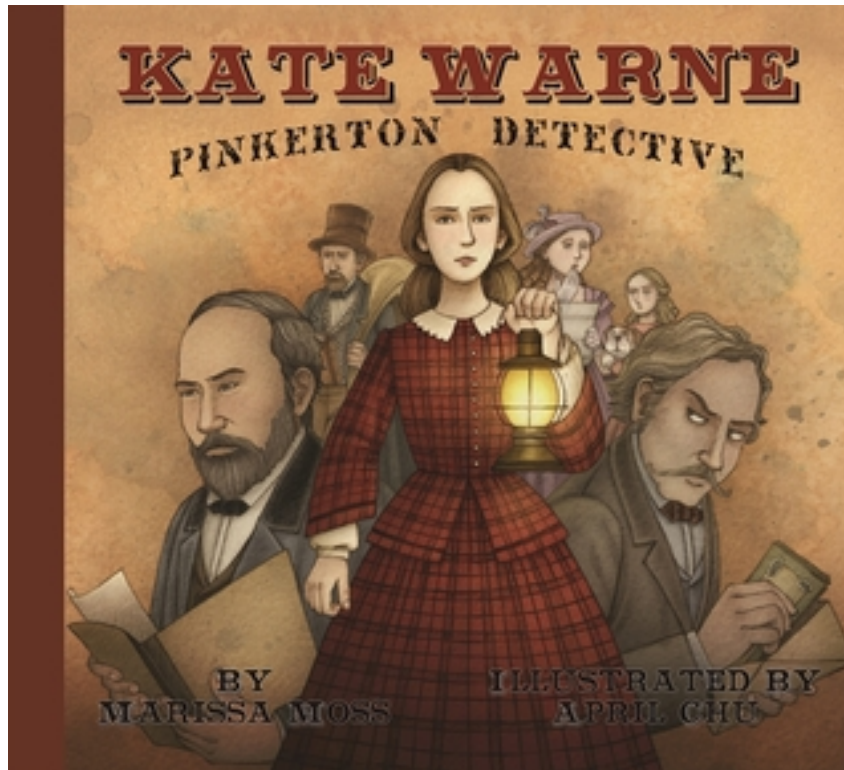
Screening

Interview at DHOH site

Select 1-3 per year

Closing Date	Total Applications	Meet Minimum Qualifications
4/13	4	3
10/16	14	4
4/16	4	0
2/17	6	9

The Investigation



Why has there been a historic vacancy for Education Interpreters at the SCCOE since 2008?

What barriers prevent qualified Interpreters from applying?

What is the impact of shortage on current Interpreters and students?

Background and History

What is the job of an Education Interpreter at the COE?

To perform highly specialized functions in the **interpreting/transliterating** classroom lectures, instructional materials, media, **mainstream classroom instruction**, informal conversation discussion, interpreting and tutoring **Deaf and Hard of Hearing students** in assigned academic or elective subject areas. (Classified job description)

In the words of an Interpreter...

“Our hands are the teacher’s voice and our voice is the student’s hands. Interpreters open a world of education for deaf students in a mainstreamed world.”

Education Interpreter, Working Group
Member, Dartmouth Middle School



Impact of Education Interpreter Deficit

- Constant challenge to meet student needs
- Education Interpreters are spread thin on a daily basis
- No time for collaboration and problem solving meetings
- No time for mentoring, coaching, professional development



Deaf students in mainstream classrooms are getting their education from an Education Interpreter. If the Interpreter is not effective or absent, that child is not receiving an education.

Talia Chapman

Adjunct Professor, American River College

Education Interpreter Coordinator, Monterey Trail High School

Research and Resources



- Registry of Interpreters Office in Washington, D.C.
- Gallaudet University in Washington DC
- California Department of Education
- Ohlone College, American River College, Cal State Fresno, Cal State Northridge

Deaf/ Hard of Hearing Students in California

- 1 out of 2000 students is deaf
- **1 out of 500 students is hard of hearing**
- 14,000 Deaf/HOH students are behind their peers on standard assessments
- 90% have hearing parents
- **45% are in mainstream classrooms with the use of hearing aids and other amplification devices, and Education Interpreters**

Legislative Analysts Office,
<http://www.lao.ca.gov/Publications/Report/3498#Introduction>

National Institute of Deafness and Other Communication Disorders
(NIDCD)<https://www.nidcd.nih.gov/health/statistics/quick-statistics-hearing>

Our students need effective Ed Interpreters!

- Estimated 85% are English Language Learners (ELL). Parents have few resources to advocate for themselves or child.
- Parents do not sign. Communication at home difficult.
- Deaf Plus – hearing loss, Autism spectrum, cognitive impairments

Elementary: Oster

- 55 students in grades PreK – 5
- 5 Interpreters, 23 Paraeducators
- 14 Deaf Plus

Middle School : Dartmouth

- 22 in grades 6-8
- 5 Interpreters, 1
- 7 Deaf Plus

High School: Leigh

- 36 in grades 9-12
- 12 Interpreters
- 8 Deaf Plus

Policies and procedures need to be updated to support shifting culture in deaf community.



SCHOOL FOR THE DEAF AND DUMB, CAIRO.

1800's



1950's

Legislation and Accountability

Endrew F. Decision (March, 2017)

The Individuals with Disabilities Education
Act (IDEA)

Free Appropriate Public Education (FAPE)

SUPREME COURT OF THE
UNITED STATES Syllabus
ENDREW F., A MINOR, BY
AND THROUGH HIS
PARENTS AND NEXT
FRIENDS, JOSEPH F. ET AL. v.
DOUGLAS COUNTY SCHOOL
DISTRICT RE-1 CERTIORARI
TO THE UNITED STATES
COURT OF APPEALS FOR
THE TENTH CIRCUIT No. 15-
827. Argued January 11, 2017—
Decided March 22, 2017

2018 and Beyond



Effective Human Resources
Practices

+

Best Special Education
Practices

=

**Professional Learning
Community**

Engaged students, teachers,
Interpreters, administrators

Needs Analysis and Problem Solving

SCCOE Deaf Hard of Hearing Working Group

- Collaboration with Site Principal and Counselor
- Listening to needs of Elementary, Middle, and High school Interpreters

California Department of Education State Wide Task Force

- Participated in regional meeting
- Pooling resources
- Feedback from Deaf Community
- Access to statewide professional development
- Feedback to inform statewide policy

Barriers



SOLUTIONS

Barriers



Cannot pass Interpreter Assessment

Graduates from training programs need 2-4 years of experience to qualify

Salary too low

Duties are unclear

Feel unfit to be language models

National and statewide problem

Solutions and Accomplishments

Education Interpreter
professional development
introduced at the COE

Human Resources + DHOH +
Special Education



Mentoring/Coaching Plan for “Pre-Qualified” Education Interpreters

Identified cohort of 4 Educative Associate and Substitute Interpreters

Implemented plan to help pass EIPA (Education Interpreter Performance Assessment)



Secured Special Education funds to live stream 4 Weekend Video Conferences offered by Boys Town National Research Hospital in Omaha, Nebraska

Partnered with Solano County Office of Education to cut video conference cost in half

Individual and Small Group Coaching Plan for Spring/Summer 2018



Secured \$10,000 + of Education Effectiveness Funds to cover coaching and training fees

- Domains of the EIPA for Younger Children
- Peer Mentoring
- Vocabulary and Language Development via ASL
- Individual Coaching Sessions

Professional Development for *Continuing* Education Interpreters

Created mid-year PD workshops

Cindy Farnham – February 22
Angela Funke – February 23

Access to Statewide Training/workshops

CAL-ED Conference –Deaf Education Professionals
4 Day EIPA Retreat, Riverside, CA
Deaf Plus Conference, Fresno, CA

Very positive response from new and experienced Interpreters!



Outcomes

Building the Brand: COE provides excellent support to Education Interpreters

Effective collaboration: COE is an active partner, shares resources

Equal Access: COE advocates for and meets the needs of every student



“I have reasons to believe that Santa Clara [County Office of Education] may very well serve as a state model for developing and retaining educational interpreters.”

Sean Virnig, PhD
Associate Director
State Special Schools and Services Division
California Department of Education

Thank you!



Dr. Demerris Brooks, Alice
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