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
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

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<th>Meet Minimum Qualifications</th>
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Interpreter Recruitment

6-8 vacancies
Year round, ongoing posting
Referral by DHOH Counselor/Coordinator
Screening
Interview at DHOH site
Select 1-3 per year

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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

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.
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
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 Educator 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 Serraon, WOD Team
Dr. Melissa Christie
Debbie Bemis
Interpreter Working Group
Kristin Olsen
Jonathan Muñoz
CPS Team
Dr. Sean Vernig, CDE
Cindy Lolong-Perez
Bernadette O’Donnell
Lindsey Wong