

Breakout Discussion Notes LAAC Meeting | October 12, 2022

ACTIVITY 1: LEARNING ABOUT EACH OTHER AND OUR WORK TOGETHER

Guiding Questions:

1. If you are joining this state-level work now, what questions do you have and what considerations would you bring to this group?

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- What is the expected outcome for LEP people and school districts from the work in this group.
- This is a good example of how we need interpreters to understand each other. We need more bilingual staff to help create a sense of belonging.
- Our group talks about other access issues that also face some of our students, such as deaf students, who also are dual language speakers. Would like to know what the previous workgroup has done in this area later, if we can. Thanks.
- Important to look at the whole state and the bigger picture. Federal laws apply to all districts, even those exempted from the state law. It would be helpful for us to have an orientation time to look at what was done and charge moving forward.
- We are trying to solve these issues for Washington state as a whole, including rural areas; need to think of the needs of smaller districts, even those that are excepted from the law. Those communities are more at risk of not having needs met. Make sure we think about how we can serve everyone.
- Heard parent perspective and experience. The struggle finding available interpreters and having teachers understand the need for an interpreter. Is there a specialized set of skills that an interpreter needs in this setting? Are there enough interpreters to provide access? Even in big urban districts.
- Need to understand that district staff/school staff often have dual roles.
- Challenge: changing district culture, understanding professional interpretation and standardizing roles.
- Educating district staff about language access and the importance of that. Huge need to educate that it is a right.
- Our group talked about the past work, the journey of the Language Access Workgroup, what we need to focus on in this group and touched upon language access standards in different settings like medical
- Importance of having good data and following established best practices and standards. Need to keep the community involved, centered

ACTIVITY 2: TOPIC-FOCUSED GROUPS

Guiding Questions:

1. What info we would all like to have to begin/continue the work of this committee? What do you feel like you don't know that you would like more information about?

Room 1

- We need to start with an unfinished item from the previous workgroups-- we need a baseline of what services are available now at what schools & districts
- Then we need to learn about existing training programs elsewhere in the US, most of which are virtual & anyone can participate
- Many interpreter trainings are done online now

Room 2

- Bad experience with interpreters working poorly and deciding for us
- Would like to know if we are going to have more conversations about how we are going to improve language access but there are a lot more topics than interpretation that are really core
- The parent should be informed in other ways not just interpreters. It's a problem if they are not informed what is happening on a daily basis with their kids
- It would be very helpful to have pre-translated materials for those participants who have don't have English as a first language
- The meeting needs to be productive for that the technical kinks need to be worked out
- Need to understand the differences in the roles between community members and committee members
- Schools haven't had anything ready for parents, interpreters, translated documents. There were a lot of parents who spoke other languages and children were asked to interpret and they didn't know how and did not tell the truth
- I would like to know whether there are pre-existing language access delivery models from other districts that we would like to emulate, or whether we will be creating our own. For example, I have made recommendations to our district about implementing multi-tiered language access delivery models, but I'd like to know if there is already existing literature or recommendations on this topic.

Room 4

- It is necessary for school districts to have several procurement models available: direct contracting with interpreters, subcontracting interpreters through a broker/intermediary (language company), part-time or full-time employee interpreters for languages of high demand. As well as different delivery modalities according to the needs: on site interpreting and remote interpreting (OPI, VRI and RSI). Over-the-phone interpreting, video remote interpreting and remote simultaneous interpreting.
- Even when we procure a language through a phone provider ahead of time, doesn't mean that they will show up.
- In-district Language Specialists
 - Spokane, has 7 language specialists that work for their district in the 7 most common languages spoken in their district. There are different levels of certification among the 7 individuals. They have 32,000 students in their district. This would not be feasible for small district that could not afford to hire language specialists.
- School District

- Touch on the different type of procurement models are available for school districts, virtual, phone, in-person.

Room 5

- College training program needed
 - As we need more interpreters trainings we need to develop collaboration with different colleges and universities to offer MORE of these trainings.
- We need more updates from the previous committee's work
 - We would like to also know what training programs are currently available, and in different locations. The previous ones were offered in Spokane and in Tacoma. One of our members lives in North Seattle, so it was difficult for her to take part in the training.
- What is the goal for the committee...
 - Many of us are first time committee members, so we would like to know what we have for our goals of this committee.

Room 6

Specific question considered: What materials, information, etc. would contribute to establishing shared knowledge that is helpful in considering two of the topics:

(e) training for interpreters;

(f) credentialing requirements for interpreters, including a code of professional conduct?

- ASTM Standards for interpretation and translation
- Landscape of interpreting - How much do interpreters make?
- How to foster conditions that promote appropriate pay for the work: such as the category under which interpreters are listed such as in the Washington Administrative Code (WAC)
- What the national professional organizations for interpreters in the education sector have done: AAITE; NAETISL
- What the national certifications require for spoken language interpreters in the medical field: NBCMI and CCHI
- Should look at other states to see what has been done there - for example, Massachusetts

Possible resources:

1. 2013 Office of Financial Management Study of Procurement of Interpreter Services (Report to the Legislature)
2. ASTM Standard Practice for Language Interpreting (F2089 - 15)
3. The Interpreting Marketplace: A Study of Interpreting in North America. Commissioned by InterpretAmerica
4. AAITE website
5. NAETISL website
6. ASTM 3516-22 Standard Guide for Testing Interpreting Performance