

Advisory Committee notes of the August 10, 2009 meeting

Present:

Southeast

Northeast

Northwest

Central

Southwest

Diane Schmidt

Sarah McKinney

Sherry Miller

Kristi Hill

At Large

ISLR/Outreach staff

Jennifer Carrick

Jean Parmir

Pam Brodie

Margaret Murphy

ISLR/Outreach updates

Budget: The state funds that OSD receives were cut significantly, so the amount that OSD can provide to support Outreach is much less than in the past. In addition, this fiscal year includes an extra pay period (27 paydays instead of 26), and the interim budgets enacted at the beginning of the 2010 fiscal year meant that state agencies were funded at 70% during those weeks with no reduction in expenses. New school construction funding comes from tobacco settlement funds that were designated only for that purpose, and is distributed by the Ohio School Facilities Commission. That fund is used for construction of all schools in Ohio, and may not be used to offset budget deficits. The federal funds that OSD receives through the Ohio Department of Education were cut, but we received one-time federal stimulus money that offsets that. ODE has informed OSD that they want Outreach services to continue, and we are also pleased that the Regional Infant Hearing Programs were funded by the state.

Reductions in Outreach spending include staff reimbursement only for essential travel and the use of state vehicles whenever possible. We will not reimburse Advisory Committee members. We will keep current staff but will not fill vacant positions in the department. Those positions are one Interpreter Educator, one School-Age Consultant, and one secretary. We will limit the use of contracts and instead use staff members for tasks that had been done by contractors.

Fall workshop: We have reserved the Conference Center and Garden Gallery for October 3 for our fall workshop. We would like to have the workshop from 9:00-4:00 to allow people to earn 6 hours credit. We have been charging \$30 for one-day workshops but may increase that. AC members suggested \$35 to \$40 would be the maximum that many educational interpreters could afford. If a topic allows for a large audience, we could have 50-60 in the conference center if we do not have tables for the participants. With tables (classroom style), 40-45 is comfortable.

We are considering two options for that. (1) Jean is available and could present on Interpreters and IEPs on that date. Sara Paullin Casto has offered to assist. (2) OCRID is interested in collaborating to bring Dave Calvert and Judy Cain from Indiana for an educational interpreting workshop. We typically have early registration only for licensed interpreters. OCRID charges more for participants who are not affiliate chapter members. The AC suggested early registration for both licensed interpreters and members of OCRID at the same price. Interpreters who are not licensed and not members could register after the early-bird and pay a higher fee.

Mentoring program: Because we could not renew contracts, 6 interpreters who were working with mentors had their sessions shortened. We have 5 new applications for the next session. Margaret, Jean, and Sara Paullin Casto have taken mentor training using the Master Mentor Program approach. Margaret and Sara are working with Trudy Halker and Kelly Huff on how to use that style of mentoring.

While we regret having the disruption in of services, this is an opportunity to revamp our program, which has not changed in 4 years. Ideas from ISLR staff and the AC members include:

- having shorter sessions
- having fewer sessions
- offering nonmonetary compensation for mentors (e.g., free workshops)
- reconsidering the criteria for acceptance recommended at the last AC meeting
- having two types of services, one tailored to individuals to work 1-1 with a trained mentor and the other to supporting pairs/groups of peers mentoring each other with assistance and support

Support for peer mentoring would mean initial support and training from ISLR staff mentors, consultation as needed during the mentoring, and follow-up at specific times during the mentoring session. It might also include developing an online training assessment using Marty Taylor's Interpreting Skills books and the EIPA-PT rubric and on appropriate ways to provide feedback. Ideally, there would also be an in-person component where interpreters could practice these skills. One suggestion was to have two spring regional workshops, in the Southwest and Northeast, focusing on this topic. This could include a short morning session to provide background on the topic for those who were not part of the online forums. The online participants could then join the group and provide guidance for hands-on practice.

EIPA, ASL, and Internship programs: Most requests for the EIPA-Performance Test have come from out-of-state applicants. Since we will have limited ability to use contractors and will not be able to hire staff, proctoring these tests could strain our resources. We want to have opportunities to provide the tests to keep our skills fresh, so we will continue to accept out-of-state applicants, but are considering limiting the number per month. The EIPA-Written Test is currently not available because it is being revised and rewritten. The new version will then undergo psychometric analysis. The test will be offered again in September, 2009.

We will continue to offer family ASL classes but may not be able to offer as many sessions of classes and tutoring for OSD/OSSB employees who do not have job-performance requirements to improve their skill. Our recent family classes have been popular, with 18 students registered for the intermediate class that will begin this fall. We are investigating options for distance classes. One issue is that families are often not available at times when sites are open and have technical staff to assist.

Our ability to offer internships will be impacted by staff availability. In addition, with the demolition of some of the campus buildings all guest rooms are reserved for families of OSD students, so we are no longer able to offer accommodations to interns from out-of-town.

Other: Jean attended events sponsored by the Interpreters in Educational and Instructional Settings (IEIS) Member Section during the RID Conference. The Member Section has new officers and is working on locating a liaison for each state. Sarah McKinney will be the Ohio liaison. IEIS has been working on a new Standard Practice Paper for Educational Interpreting. It is ready for member feedback, but they are waiting until September when school opens so that more interpreters will have access to the email notification. They also worked with the RID Board to put together a "tool kit" which is available on the RID website. Two of the new officers submitted a motion to establish a new RID award, to be named the "Angela Jones Most Outstanding Educational Interpreter Award." If this award is approved, it would be awarded biannually at the RID Convention. There was not enough time during the RID business meetings to vote on all motions, and this one was not considered. Motions that were not voted on go to the board.

Discussion:

ISLR Services priorities and considerations: We would like to increase online offerings while maintaining some in person workshops. The in person events provide valuable opportunities for interaction and discussion among participants, and they are more available to interpreters whose online access is limited. Summer Institute is a priority, even if we can only have one day with staff presenters. Location might be an issue, especially since the construction work will be happening at OSD during the week. Mentoring is also a priority, with the focus on training for peer mentoring with ISLR staff support in light of reduced or no contract services.

We are interested in collaborating for events. Other organizations may be able to receive grants or corporate sponsorships that would not be available to a state agency. We can also ask for volunteers to assist with registration and other duties. We could give certificates of appreciation and list their names in *Signals*. ITP students might be willing to volunteer in order to earn practicum or community service hours. Since AC members are no longer being reimbursed for their expenses, we will allow them priority registration for events.

Committee Work 2009-2010 and Review of Goals for 2009-2009

Fill open positions: Jean received applications from Diane Schmidt for Northwest Region and Kristi Hill for Central Region. Kristi is hired through the same ESC as Sarah, but their programs, districts of service, and supervisors are different. We now have at least one member for each category. There are openings for a second representative from the Northwest and Southeast regions and At-Large.

Publicize EIPA: Having peer mentor training and assessment and feedback workshops that consider the EIPA-PT rubric may give more interpreters confidence in their ability to take the test. Out-of-state applicants pay a fee which goes into a rotary fund to be used for program-related expenses such as mailing and equipment for testing; the AC would like to investigate the possibility of using these funds as scholarships to defray testing costs.

Revise Guidelines: We will begin work on this at our October meeting.

Regional reports

Tammy Dearth, Southeast: No report.

Lisa Petrucci, Northeast: No report.

Carol Black, Northeast: No report.

Sarah McKinney, Central: The number of deaf/hard of hearing students is down, so there is less need for interpreting services. Sarah and another interpreter volunteered to reduce their hours to 60% and will also work for Sorenson part time. Another interpreter will work as a floater to team or cover classes as needed. One program for students to learn how to run a business received a grant to set up a coffee shop, and one deaf student is involved in that. In addition to the deaf/hard of hearing students, the interpreters will provide interpretation for a freshman who has auditory processing difficulty.

Kristi Hill, Central: The Delaware Area Career Center interpreters work with Ohio School for the Deaf students who are also receiving academic, sports, and/or residential services at OSD. Two years ago 17 OSD students attended programs. Last year there were 11. The school offers two-year programs for juniors and seniors. Enrollment comes from several districts and fluctuates. There is a staff person who provides "special needs" support. Kristi has a new supervisor who she has not yet met. There has been discussion about a Lead Interpreter position. The interpreters are able to get subs if they schedule time off in advance, but there is no coverage for last minute absences.

Diane Schmidt, Northwest: Overall enrollment is down in the Mansfield district. The deaf/hard of hearing program draws from 5 counties. Students are grouped K-3, 4-6, 7-8, and high school. There are typically 2-3 interpreters who work with them. The interpreters are in an hourly workers union which is under the teachers union. Their contracts are for one year at a time. One interpreter retired last year and was not planning to maintain her license. Diane will talk to her about getting a Long-Term Substitute license so she could sub as needed. The Richland County Rehabilitation Center has free ASL classes for families of children who are deaf/hard of hearing but few people have signed up.

Mary Roark, Southwest: No report.

Sherry Miller, Southwest: The Dayton district is transitioning to an academic calendar from their previous year-round calendar. They are experiencing budget cuts. Elementary and middle school deaf/hard of hearing students are in a K-8 building that was new last year. They have 3 deaf/hard of hearing classes, and there are 4 interpreters who work there. The interpreters now have an office with a phone. The principal is very supportive and has been taking sign classes. There is also a non-categorical preschool which expects to have 3 deaf/hard of hearing children. The teacher is learning signs. The new high school is ready and will have both academic and career classes in one site. There are no substitutes available, so coverage is difficult.

Jennifer Carrick, At Large: Jennifer works in the northeastern part of the state, primarily in Berea. Berea and neighboring districts have struggle with assessing new hires. They currently ask for a self-rating. Teachers sometimes notice and comment on the variation in skills. Jennifer will bring back information about the EIPA screening test that is available to districts. The interpreters in Berea are interested in the

EIPA for performance and hiring evaluations. They have been meeting with the administration about benefits. The interpreters who work in the high school work 7 hours and are eligible for benefits. The interpreters who work in elementary work 6.5 hours and are not eligible. The ESC pays subs, and the interpreters do their own contracts. Berea and Lakewood hire interpreters directly. Strongsville works through an agency and Elyria/Lorain go through the CSD. T

Next meetings:

October 24, 2009 and April 17, 2010

Meeting on the OSD campus from 9:00-3:00

January, 2010

An Adobe Connect meeting during the week at the end of the school day so interpreters can access a high-speed online connection at their work place.