



Minutes of the **Deaf and Hard of Hearing Education Task Force** will hold a meeting open to the public at the office of ACDHH, 100 N. 15th Ave., Suite 104, Phoenix, AZ Friday, May 15, 2015 at 10:00 am

**PENDING COMMITTEE APPROVAL**

I. Call to Order, Housekeeping, Introductions: (Family & Youth Resource Specialist, Jennifer Hensley)

Jennifer Hensley called the meeting to order at 10:05 am and reviewed housekeeping items.

Task Force Representatives Present: Lylis Olsen, Jennifer Reid, Vicki Bond, Jeremy Tuttle, Dan Brown, Fran Altmaier, JoAnn Benfield, Megan Graham-K, Larry Clausen, Sherri Collins, and Jennifer Hensley

Others Present: Carmen Green, Christine Milano, and Amerigo Berdeski

II. Review Past Minutes From 2/16/15 – (Deaf and Hard of Hearing Education Task Force)

Minutes were reviewed and accepted by Task Force Representatives.

III. Statewide Conference Update & Clarification – (Jennifer Hensley)

There will be a general community conference sometime in the fall of 2016 to be hosted by ACDHH.

IV. National Conference on Deaf Education - (Jennifer Hensley)

Educators across the country working on a conference for Deaf educators; ACDHH will be engaged with the family track. In addition, there may be an educational interpreter track also supported by ACDHH. Jennifer indicated she will be one of the planners for the National Deaf Education Conference (NDEC), to be held in Arizona next summer during 4<sup>th</sup> of July week. She will be contacting all present here today for help. The Conference will be a huge benefit to Arizona. This group works well with Bilingual ASL/English ECE Summit and will probably have some ECE emphasis as well.

Jennifer Hensley said she spoke with Sherri Collins regarding the need for Deaf education support for practitioners in Arizona and that the National Conference in 2016 is a temporary support. Jennifer will also be working with Professor Graham at Western Oregon University, to hopefully present at the Directors' Institute this fall, and begin working with ADE to begin a long-term solution to Deaf Education professional development ongoing in the form of a "Deaf Education Track."

V. The State of Educational Interpreters: National and Arizona – (Jeremy Tuttle & Vicki Bond)



Jeremy Tuttle and Vicki Bond reported on the minimum qualifications for interpreters to work in Arizona. Current qualification requires Arizona interpreters to be licensed under ACDHH.

Vicki Bond indicated that originally interpreters were exempt and educational interpreting fell to the Dept. of Education Title VII of Arizona Administrative Code. Currently, the state interpreter must have high school diploma, fingerprint clearance and can offer an EIPA score minimum of 3.5 and above or offer national certification. Certificate of Interpreting or Transliterations (test no longer available) or score of 3.0 or above of NAD (test no longer available). The tests ADE accepts do not include current testing available (NIC). Also, with ADE, there is a way that provides the ability for school districts to hire interpreters with a score under 3.5 who can work up to five years under this qualification. Beyond this, there are no qualifications for professional development and no monitoring. Therefore, the current standard has no “teeth”.

Discussion ensued how standards vary greatly throughout the U.S. Currently, Arizona is one of twenty-four states which has the 3.5 standard. Other state minimums are at 4.0. When EIPA was developed, it was determined that minimum qualifications be at 3.5. Otherwise, anything at 2.5 or below, communication is grossly communicated. Looking at 4.0 and above on an EIPA is considered the “Cadillac” of services to Deaf students. Those interpreters with 4.0 are usually nationally certified as well. Both California and New Mexico have a specialized license for interpreting which meets the 4.0 standard. With this, an interpreter can go to RID (Registry Interpreters for the Deaf) and obtain a certificate that puts a stamp on the interpreter’s skills to work effectively. This system is in ten other states with 4.0 and above on the EIPA. Currently in Arizona, there is no professional development and monitoring to indicate school districts are hiring qualified interpreters, which leads to questions in qualifications and standards being updated.

Jeremy discussed present qualifications held by educational interpreters. (See Handouts) He also indicated, if we do acquire the necessary certification, interpreters would need to meet the appropriate educational requirements of a Bachelor’s Degree.

Vicki Bond mentioned how it has always been a goal to reconsider the standard of educational interpreting. There are two ideas... one being under the Dept. of Education or to come back to ACDHH for licensing. Interpreters would be required to have a score of 4.0 or higher, pass a written exam and renew education hours annually. School districts could hire interpreters at this level. Putting it under RID would require interpreters to have a BA or an Associate Degree, an alternative pathway.



Vicki Bond continued, as it would be challenging to have a district handle an issue, ACDHH already has licensure and grievances in place to do so. We would model after New Mexico.

She indicated we would like to see the Task Force create a position paper and bring it to the ACDHH Board for approval. Upon approval, it would involve going to the Legislature and opening the statute. If we went into the statute, we would have time to work on it and get a license at 3.5, making sure the laws would have an impact in the educational setting. This would allow interpreters to work up to the 4.0 level. A mentoring program would be in place statewide as to improve their work and obtain a higher test score.

#### VI. Announcements & Comments – (TF Members Present & Public Observers)

In response to Larry Clausen's question about education being stripped out of the bill in 2000, Sherri Collins indicated it was a political difference of opinion back then but Angela Denning is now very open to the discussion. In addition, we now have developed a relationship with stakeholders over the years and learned from this process. The timing is much better than in 2000.

Licensure fees were discussed with Sherri Collins adding that we are funded 100 percent through the Relay fund. Vicki Bond indicated conversation was not present, nor was there a large presence for RID at that time.

Jennifer Hensley addressed the concern of interpreting for outside curricular activities vs. who EIP meetings. There would need to be a specific language to address this. Vicki Bond indicated General licensed interpreters would do this interpreting but this topic would also be included in the position paper.

Jeremy indicated there are gray areas with extra-curricular activities. Examples might include, taking an art class, involvement in a Latin Club or various competitions. This is important and should be included on IEP accommodations as well.

Dan Brown questioned the possibility if there's a push back. Vicki Bond responded and does anticipate this will occur. Vicki also said we would offer a mentoring program via webinar so rural areas could also attend.



Larry Clausen indicated that tribal areas are limited in their communications and wondered if there would be issues with this community. Jeremy Tuttle mentioned they are covered by the regional co-ops.

Dan Brown inquired about other professional development resources available outside of ACDHH. Jennifer Hensley indicated this could be tied to ADE. Our national interpreter conference usually has an educational track for interpreters. Vicki Bond will bring back a report as to what is available state-wide and nationally.

Discussion ensued with Jeremy Tuttle mentioning the K-12 Committee is looking at a state-wide training focused on decision-making. He will also be attending a summit on leadership in August, prior to the National RID Conference.

Sherri Collins informed the group that if educational interpreters were to be licensed by ACDHH, we do have special money set aside which could be implemented to improve their lab and Deaf/Blind training.

Jeremy Tuttle further discussed pay scales that would reward interpreters' professional development.

#### VII. Next Meeting Date and Tentative Agenda Items – (TF Members Present)

Jennifer Hensley will put PEPNET data on agenda for next meeting.

The group agreed the month of September looks good. Jennifer will email everyone with various dates during the week of September 7<sup>th</sup>.

#### VIII. Adjournment (Jennifer Hensley)

Jennifer Hensley adjourned the meeting at 11:25am.