

Report on progress of interpreting grant

January 1, 2000

The New York State Department of Education Grant, "Preparation of Educational Interpreters," awarded to NTID and Monroe County #1 Board of Cooperative Educational Services (BOCES) in December 1998, is now entering its second year. The grant is funded for approximately five years and is intended to rectify the problems of unqualified and insufficient numbers of pre-K-12th grade interpreters in New York.

During the first year, the center for the grant was established at NTID with Marilyn Mitchell as director, and four Regional Sites for the Professional Development of Educational Interpreters were created:

Monroe #1 BOCES (Western Site), Sam Infantino, Coordinator

Capital Region BOCES (North/Central/Hudson Valley Site), Karen Lefebvre, Coordinator Board of Education, Office of Interpreting Services (NYC Site), Beth Prevora, Director & Cathy Markland, Program Coordinator Suffolk County Community College (Long Island Site), Sallie Bruno, Coordinator. Two Interpreter Preparation Program locations were established:

Corning Community College, Ray Parks, Coordinator (AAS Degree)

LaGuardia Community College and City College, Jo Ann Kranis, Coordinator (2+2, BA Degree)

Separate from the grant, a panel was convened by the State Education Department and Vocational and Educational Services for Individuals with Disabilities (VESID). The goal of the panel is to determine the appropriate and recommended certification requirements for interpreters to work in the pre-K-12th grade settings in NYS. The panel's work will continue throughout the grant, making recommendations for State become a Certified Educational Interpreter.

The goals for Year Two for the Regional Sites for the Professional Development of Educational Interpreters are to:

continue to locate and survey the interpreters in their locations,

establish locations and train proctors and production assistants for the purpose of assessing the performance and knowledge of at least 75% of the interpreters working throughout the state,

assess interpreters on a priority basis,

input, import, and update data on interpreters into the database,

update the web site as needed,

create the Prescriptive Plans for interpreters to guide them to appropriate training that the knowledge and skill assessments determine is needed, and

continue to develop, package, and make available professional development modules through distance education, assigned readings, on-site workshops, one-on-one mentoring, etc.

The goals for the Interpreter Preparation Programs for Year Two are to:

continue to review existing curriculum,

develop new curriculum,

collaborate with existing academic systems within the state,

recruit faculty,

recruit students through outreach activities,

develop and equip language labs, and

pilot selected courses.

For more information about the Preparation of Educational Interpreters Project, go to www.nyedinterp.net, or contact Mitchell, (716) 475-6711 (V/TTY).