

# **The Educational Interpreter's Niche in RID from the Affiliate Chapter Presidents Perspective: Survey Results**

*Submitted by the Educational Interpreter Committee*

The Educational Interpreter Committee (EIC), in collaboration with the Interpreters in Educational and Instructional Settings (IEIS) member section conducted two surveys during their 2007-2009 term; a survey of both RID affiliate chapter presidents and interpreters working in educational settings. The purpose of the surveys were, respectively speaking, to: learn what affiliate chapter presidents know about and were doing for educational interpreters and to discover what educational interpreters know about and found value in RID affiliate chapters.

The EIC has learned a great deal about conducting surveys as well as survey-takers. Survey Monkey was the tool used to develop both surveys. We did not require answers to the survey questions; respondents were allowed to opt out of any question. Respondents skipped questions on both surveys. With that said it is important to look at what the data says as well as what it does not say.

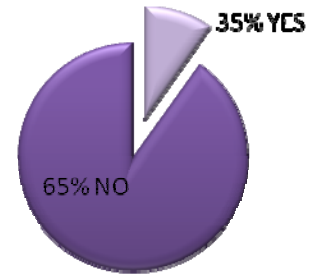
The affiliate chapter presidents' survey was distributed through each of the RID region representatives and through the chapter presidents' listserv. Participation included 37 respondents.

## **Affiliate Chapter Survey Results** 37 surveys completed

What is the name of your state Affiliate Chapter?

*All Affiliate Chapters provided their chapter name.*

Does your Affiliate Chapter have an educational interpreter committee, member section or special interest group?



NOTE: Of the Affiliate Chapters with an educational interpreter committee (35%), 62% of those Affiliate Chapters did not have a chair for the committee.

What are the responsibilities of the educational interpreter representative or chair?

- Keep Board informed of educational interpreter issues
- Is a clearinghouse for information related to educational interpreting
- Recruit new members
- Network opportunities particularly in rural areas
- Work with State Departments of Education on issues related to educational interpreting
- Two Affiliate Chapters did not know what the Educational Interpreter committee did

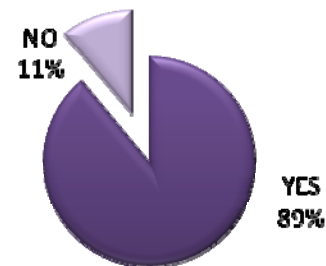
What percentage of your membership classifies themselves as educational interpreters (EI)?

- 7 States estimated 0-25%
- 9 States estimated 25%-50%
- 8 States estimated 50% -75%
- 4 States estimated 75% -100%
- 9 States did not know

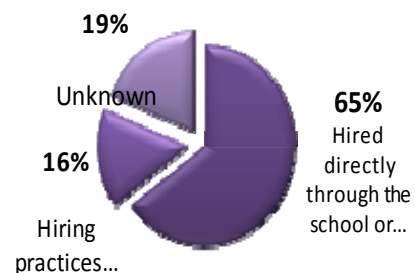
Approximately what percentage of educational interpreters in your state are members of your Affiliate Chapter?

- 11 Affiliate Chapters estimated their EI membership to be approximately 0-25%
- 4 Affiliate Chapters estimated their EI membership to be approximately 25%-50%
- 5 Affiliate Chapters estimated their EI membership to be approximately 50% - 75%
- No Affiliate Chapters estimated their EI membership to be above 75%
- 17 Affiliate Chapters did not know what percentage of their membership works in an educational setting.

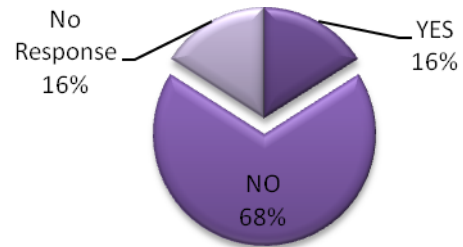
Does your Affiliate Chapter provide workshops related to the profession of educational interpreting, i.e. state/federal laws, IEP meetings, EIPA preparation?



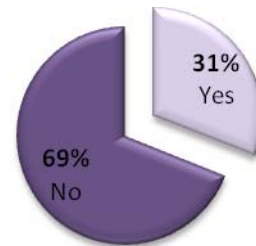
How are K-12 educational interpreters hired in your state?



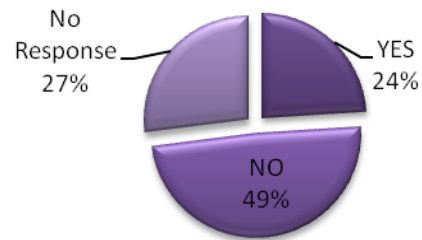
Has your Affiliate Chapter been contacted to provide support, in-services to interpreters in the K-12 setting?



Does your chapter have any contacts with school administrators?

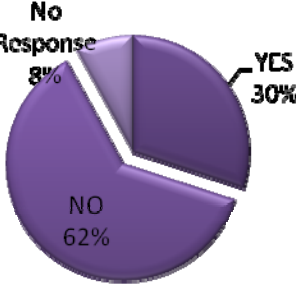
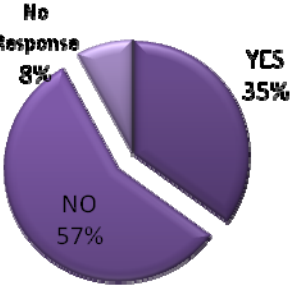


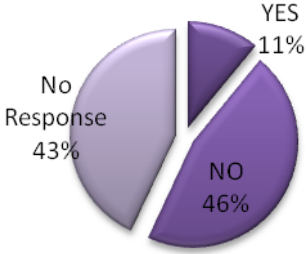
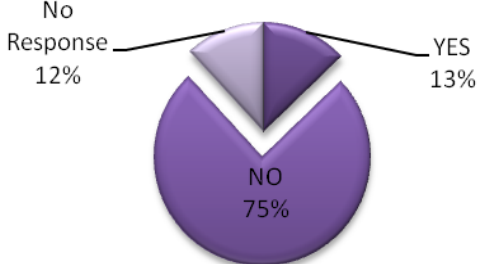
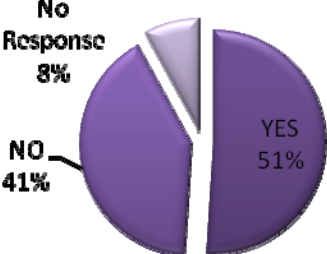
Does anyone on your Affiliate Chapter Board or educational interpreter committee participate in any committees related to the education of Deaf children, i.e. task forces, advisory boards, or parent/consumer organizations?

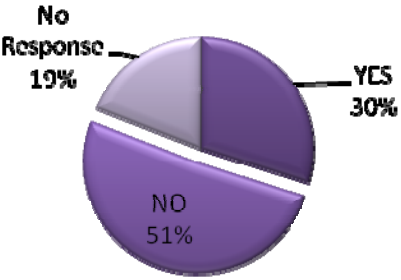


How familiar are you with legislation pertaining to special education?

<u>NCLB</u>	
Familiar	49%
Somewhat Familiar	46%
Not Familiar	8%
No Response	5%
<u>FERPA</u>	
Familiar	32%
Somewhat Familiar	24%
Not Familiar	41%
No Response	3%
<u>IEDA</u>	
Familiar	62%
Somewhat Familiar	32%
Not Familiar	3%
No Response	3%

<p>Does anyone on your Affiliate Chapter board or educational interpreter committee have formal representation on:</p>	<p><b>STATE LEGISLATIVE COMMITTEES</b> related to educational interpreting</p> <table border="0"> <tr><td>YES</td><td>16%</td></tr> <tr><td>NO</td><td>30%</td></tr> <tr><td>Do not have in state</td><td>41%</td></tr> <tr><td>No Response</td><td>13%</td></tr> </table> <p><b>STATE DEPARTMENT OF EDUCATION COMMITTEES</b> related to educational interpreting</p> <table border="0"> <tr><td>YES</td><td>32%</td></tr> <tr><td>NO</td><td>43%</td></tr> <tr><td>Do not have in state</td><td>16%</td></tr> <tr><td>No Response</td><td>9%</td></tr> </table> <p><b>STATE COMMISSIONS/BOARDS FOR DEAF AND HARD OF HEARING</b></p> <table border="0"> <tr><td>YES</td><td>43%</td></tr> <tr><td>NO</td><td>30%</td></tr> <tr><td>Do not have in state</td><td>16%</td></tr> <tr><td>No Response</td><td>11%</td></tr> </table>	YES	16%	NO	30%	Do not have in state	41%	No Response	13%	YES	32%	NO	43%	Do not have in state	16%	No Response	9%	YES	43%	NO	30%	Do not have in state	16%	No Response	11%
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<p>Does anyone on your Affiliate Chapter board or educational interpreter committee have collaboration with state or school for the Deaf outreach workers?</p>	 <table border="0"> <tr><td>YES</td><td>30%</td></tr> <tr><td>NO</td><td>62%</td></tr> <tr><td>No Response</td><td>8%</td></tr> </table>	YES	30%	NO	62%	No Response	8%																		
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<p>Does anyone on your Affiliate Chapter Board or educational interpreter committee collaborate with parents of students who utilize educational interpreting services?</p>	 <table border="0"> <tr><td>YES</td><td>35%</td></tr> <tr><td>NO</td><td>57%</td></tr> <tr><td>No Response</td><td>8%</td></tr> </table>	YES	35%	NO	57%	No Response	8%																		
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<p>If your state recognizes the EIPA for state standards, regulations or licensure, what score is considered to be the minimum standard?</p>	<p><i>NOTE: 57% of the Affiliate Chapter States that responded have EIPA regulations or licensure. Of these, the EIPA standard is:</i></p> <table data-bbox="868 373 1079 493"> <tr> <td>4.0</td> <td>26%</td> </tr> <tr> <td>3.5</td> <td>64%</td> </tr> <tr> <td>3.0</td> <td>10%</td> </tr> </table>	4.0	26%	3.5	64%	3.0	10%
4.0	26%						
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<p>If your state recognizes the EIPA for state standards, regulations or licensure, do they also require the EIPA-WT (written test)?</p>	 <table data-bbox="954 577 1258 829"> <tr> <td>YES</td> <td>11%</td> </tr> <tr> <td>NO</td> <td>46%</td> </tr> <tr> <td>No Response</td> <td>43%</td> </tr> </table>	YES	11%	NO	46%	No Response	43%
YES	11%						
NO	46%						
No Response	43%						
<p>Does anyone on your Affiliate Chapter board or educational interpreter committee collaborate with teachers of the deaf associations in your state?</p>	 <table data-bbox="889 945 1364 1207"> <tr> <td>YES</td> <td>13%</td> </tr> <tr> <td>NO</td> <td>75%</td> </tr> <tr> <td>No Response</td> <td>12%</td> </tr> </table>	YES	13%	NO	75%	No Response	12%
YES	13%						
NO	75%						
No Response	12%						
<p>Does your state have licensure laws for:</p>	<table data-bbox="868 1360 1380 1480"> <tr> <td>All Interpreters</td> <td>9 states</td> </tr> <tr> <td>Educational Interpreters</td> <td>4 states</td> </tr> <tr> <td>Community Interpreters</td> <td>6 states</td> </tr> </table>	All Interpreters	9 states	Educational Interpreters	4 states	Community Interpreters	6 states
All Interpreters	9 states						
Educational Interpreters	4 states						
Community Interpreters	6 states						
<p>Does your state department of education have standards or regulations specifically for educational interpreters?</p>	 <table data-bbox="933 1606 1258 1858"> <tr> <td>YES</td> <td>51%</td> </tr> <tr> <td>NO</td> <td>41%</td> </tr> <tr> <td>No Response</td> <td>8%</td> </tr> </table>	YES	51%	NO	41%	No Response	8%
YES	51%						
NO	41%						
No Response	8%						

<p>Does your state have published guidelines for educational interpreters?</p>	 <p>A 3D pie chart with three segments. The largest segment, colored dark purple, is labeled 'NO 51%'. A smaller segment, colored medium purple, is labeled 'YES 30%'. The smallest segment, colored light purple, is labeled 'No Response 19%'. Lines connect the labels to their respective segments.</p>
<p>Identify the top three concerns that educational interpreters have brought to the attention of your state Affiliate Chapter in the past two years?</p>	<p>The top 3 concerns noted were:</p> <ol style="list-style-type: none"> <li>1. To be recognized as professionals within the field</li> <li>2. Need for professional development</li> <li>3. For the educational system to have a greater understanding of the roles and responsibilities of the educational interpreter</li> </ol>
<p>What has your state Affiliate Chapter done to address these concerns?</p>	<p>The majority of responses related to the offering of workshops specifically designed for interpreters working in K-12. A few other responses that were interesting were affiliate chapters hosting town meetings with school administrators and one state offering free membership for a year to educational interpreters.</p>
<p>What unique activities (special membership rates, newsletters, listserv, mentoring, etc.) is your state Affiliate Chapter doing for educational interpreters that would be interesting to other state Affiliate Chapters?</p>	<p>Of the 37 chapter president respondents, 20 answered the question. A sampling of unique activities were:</p> <ul style="list-style-type: none"> <li>• Scholarships</li> <li>• Educational interpreter link on AC website</li> <li>• Newsletters with educational interpreter issues and announcements</li> <li>• Special forum on AC website for educational interpreters to "chat", network, address situations, etc.</li> <li>• discounted membership rates</li> </ul>

Final Note: Those completing the survey were also offered the opportunity to respond to open ended question related to how the EIC and the IEIS could support affiliate chapters and the interpreters working in educational environments. Comments pertaining to this question have been presented to both committees for review and consideration.