

# A National Call to Action

Access to Justice for Limited English Proficient Litigants  
Creating Solutions to Language Barriers in State Courts



Training

Funding Strategies

Best Practices

Remote Interpreting

Collaboration

Outreach Efforts



State Justice Institute



# A National Call to Action

## Access to Justice for Limited English Proficient Litigants: Creating Solutions to Language Barriers in State Courts

July 2013

Language  
Access Plans

Data Collection  
and Monitoring

Funding  
Strategies



**State Justice Institute**



# NCSC

National Center for State Courts

Remote  
Interpreting

Credentialing  
Programs

Outreach  
Efforts

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**Additional Resources can be found at: [www.ncsc.org](http://www.ncsc.org)**

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## Preface and Acknowledgments

Our American system of justice cannot function if it is not designed to adequately address the constitutional rights of a very large and ever-growing portion of its population, namely litigants with limited English proficiency (LEP). While significant advances have been made, the National Center for State Courts (NCSC) is increasingly aware of such problems with the system as courts continue to ask the NCSC for assistance in developing, improving, or expanding their resources for LEP individuals.

Nearly 300 judicial leaders from 49 states, 3 territories and the District of Columbia gathered in Houston, Texas on October 1–3, 2012 for the first National Summit on Language Access in the Courts. The Summit was sponsored by the Conference of Chief Justices (CCJ), the Conference of State Court Administrators (COSCA) and the NCSC. The Summit, this report and follow-up activities have been made possible by a grant from the State Justice Institute (SJI) to the NCSC.

The court and community leaders at the Summit demonstrated a commitment to providing language access services as a fundamental principle of law, fairness and access to justice. They participated in state team exercises to identify priority areas to improve language access in their states' courts. They developed action plans identifying specific steps to ensure meaningful access to timely, quality language assistance to LEP persons who come into contact with their states' courts. It was inspiring to see so many judicial leaders from around the country come together to forge a clear vision for how state courts can proactively develop common solutions to common problems.

As President of the National Center for State Courts, I wish to extend gratitude and appreciation to all those who contributed to the planning and success of the Summit, this report, and the activities supporting this grant project:

- The Board of the State Justice Institute for its generous support and guidance in the Summit;
- The Summit Advisory Committee: Chief Judge Eric Washington, Chief Justice Wallace Jefferson, Sue Dosal, Rosalyn Frierson, and Judge Patricia Griffin;
- The numerous presenters at the Summit's many plenary sessions, workshops and roundtables; and
- The NCSC staff who helped to make this SJI funded project a success. I would like to express a special thank you to Kay Farley, Executive Director of the Government Relations Office, for her dedicated efforts to the convening of the Summit and to Tina Vagenas, Director and Chief Counsel of Language and Access to Justice Initiatives, for her commitment to making this Call to Action come to fruition. Following, in alphabetical order, is a list of staff and volunteers who contributed greatly to the project: Pam Burton, Robert Boag, Tom Clarke, David DiMattia, Gene Flango, Valerie Gardner, Carola Green, Dan Hall, Mary Hogan, Alisa Kim, Laura Klaversma, Lorri Montgomery, Pam Petrakis, Deirdre Roesch, Jesse Rutledge, David Sayles, Stacey Smith, Patricia Stanley, Jacquie Ring, Lee Suskin, Georgia Vagenas, and Chelsea Woodall.

Mary McQueen  
President, NCSC



Limited English Proficiency individuals, throughout our nation, look to state court systems to resolve some of the most important issues and controversies in their lives. State court systems recognize the importance of having processes in place to prevent language barriers from intruding into the process of justice. In 2011, the NCSC, with SJI funding and support, launched an initiative to help jurisdictions achieve their goals of providing effective LEP services. Because NCSC is aware that providing these services is a challenge, especially in light of court funding crises and logistical challenges, the Center has been conducting a multi-component project aimed at addressing this issue. The SJI funded project consists of the following parts: 1) a pre-summit assessment of courts; 2) the National Summit on Language Access in the Courts; and 3) the National Call to Action (this report); and 4) the Call to Action distribution and promotion. This National Call to Action is intended to be used by jurisdictions to improve their LEP services. It provides a roadmap of considerations and vital information, which were obtained from both the national assessment and the Summit.

### **This report includes the following parts:**

**Chapter 1** provides an overview of the pre-summit assessment completed by the states and presents highlights of the most significant findings. In the Summer of 2012, the NCSC conducted the pre-summit assessment of courts to determine the current status of LEP services and the existing needs of state courts. The resulting responses were used to inform the Summit agenda and goals.

**Chapter 2** of this report provides an overview of the National Summit on Language Access in the Courts. From October 1-3, 2012, the NCSC hosted the Summit, which was attended by over 300 delegates representing nearly every state, three U.S. territories, and Washington, D.C. During the Summit, leading national experts presented cutting edge topics; attendees shared best practices and concerns; and state teams identified their top “Priority Areas” and developed “Action Steps” for their jurisdictions. This chapter provides a description of the highlights of the plenary sessions, workshops, and team exercises. In addition, this chapter presents the Priority Areas that the state teams identified as the main areas of concern in their team exercises.

**Chapter 3** presents a series of “Action Steps” that jurisdictions can follow to improve their LEP services. The Action Steps were derived from the Priority Areas and the state Action Steps that the state team delegations identified and formulated during the Summit team exercises. The Actions Steps cover the Priority Areas, including language assistance need identification, oversight, data collection and monitoring, education of court personnel, training and certifying interpreters, collaboration, remote interpreting, legal requirements, and funding.

A detailed discussion and in-depth analysis of the Steps is provided in Chapter 3. Listed below are the nine Action Steps:

**Step 1: Identifying the Need for Language Assistance**

Establish data collection and analysis procedures to assist with the identification of need for language assistance at all points of contact.

**Step 2: Establishing and Maintaining Oversight**

Establish oversight over language access programs through the development of a state or district language access plan, creation of an oversight body, and/or creation of a language access coordinator position.

**Step 3: Implementing Monitoring Procedures**

Implement procedures for monitoring and evaluating language assistance services.

**Step 4: Training and Educating Court Staff and Stakeholders**

Establish programs to train courts, justice partners, and stakeholders on language access services, requirements, and mandates.

**Step 5: Training and Certifying Interpreters**

Develop procedures to enhance the availability of qualified interpreters and bilingual specialists through recruitment, training, credentialing, and utilization efforts.

**Step 6: Enhancing Collaboration and Information Sharing**

Establish procedures to enhance the sharing of information and resources on national and regional levels.

**Step 7: Utilizing Remote Interpreting Technology**

Utilize Remote Interpreting Technology to fulfill LEP needs and ensure quality services.

**Step 8: Ensuring Compliance with Legal Requirements**

Amend procedural rules to ensure compliance with legal requirements.

**Step 9: Exploring Strategies to Obtain Funding**

Develop and implement strategies to secure short-term and long-term funding for language access services.

In order to achieve equal access to justice for all, every litigant, victim and witness must have a complete understanding of what is happening in the courtroom. However, if language barriers intrude into the process of justice and prevent essential communication and understanding, some of the basic strengths and values of our justice system are negated. The Conference of Chief Justices, the Conference of State Court Administrators, and the National Center for State Courts have long recognized the key role that language access services play in the administration of justice, and the need to work collaboratively on advancements in the language access area, including through their previous work with the Consortium for Language Access in the Courts.

In our state courts today, the extent of the need for language interpretation services is staggering. Between 1990 and 2010, the number of LEP individuals in the United States grew by 80%, which represents 25.2 million people or 9% of the total U.S. population.<sup>1</sup> Those numbers are expected to continue to grow. In light of this, dramatic and comprehensive action must be taken. For individuals to be afforded equal justice, and for courts to achieve their mission of providing equal justice accessible to all, court systems must develop viable systems to provide competent interpretation services to limited and non-English speakers.

State courts have recognized that systems must be put in place to address this current and growing challenge. Progress has been made, including courts' efforts to provide language services. Also, through the work of the Consortium for Language Access in the Courts, there are 30 certification tests for interpreters in 20 languages and program resources available to courts as of December 2012. However, more needs to be done at the national level and through inter-jurisdictional collaboration.

At the National Summit on Language Access in the Courts, it was more than apparent that state courts are committed to working together to find solutions to improve access to justice for LEP litigants. Nearly 300 court leaders from 49 states, three territories and the District of Columbia convened for a three-day meeting to share successful strategies and evidence-based practices, plan system improvements, identify their primary areas of concern, and discuss strategies to pursue greater consistency across the states on policies related to interpretation in the state courts.

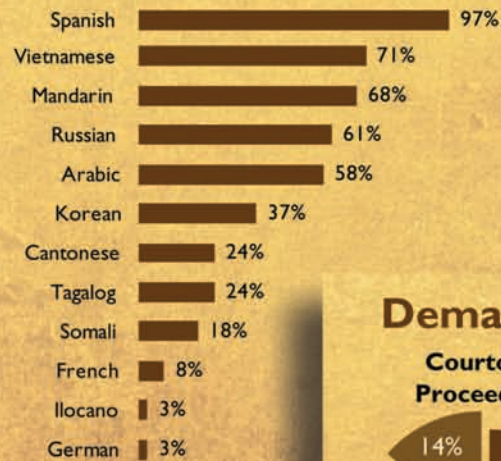
This National Call to Action draws upon the problems, solutions, and priorities revealed at the Summit and from the pre-summit assessment. It provides a roadmap of logical solutions to the issues that states identified as priorities in order to improve services for LEP litigants in their courts.

<sup>1</sup> LEP Data Brief: Limited English Proficiency Individuals in the United States: Number, Share, Growth, and Linguistic Diversity, Migration Policy Institute, p.3 (December 2011) (Migration Policy Institute, LEP Data Brief), <http://www.migrationinformation.org/integration/LEPdatabrief.pdf>  
See also, <https://www.census.gov/2010census/data/>

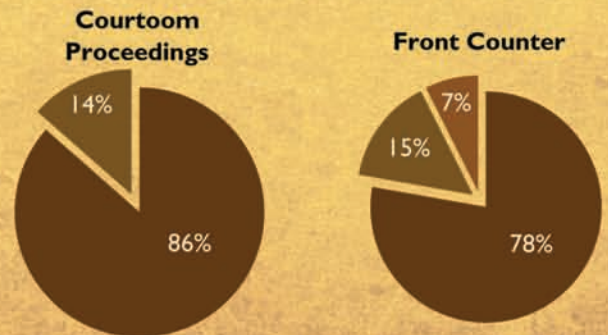


# Chapter I: Pre-Summit Assessment

## Frequently Needed Languages



## Demand on Court Personnel



## Remote Interpreting



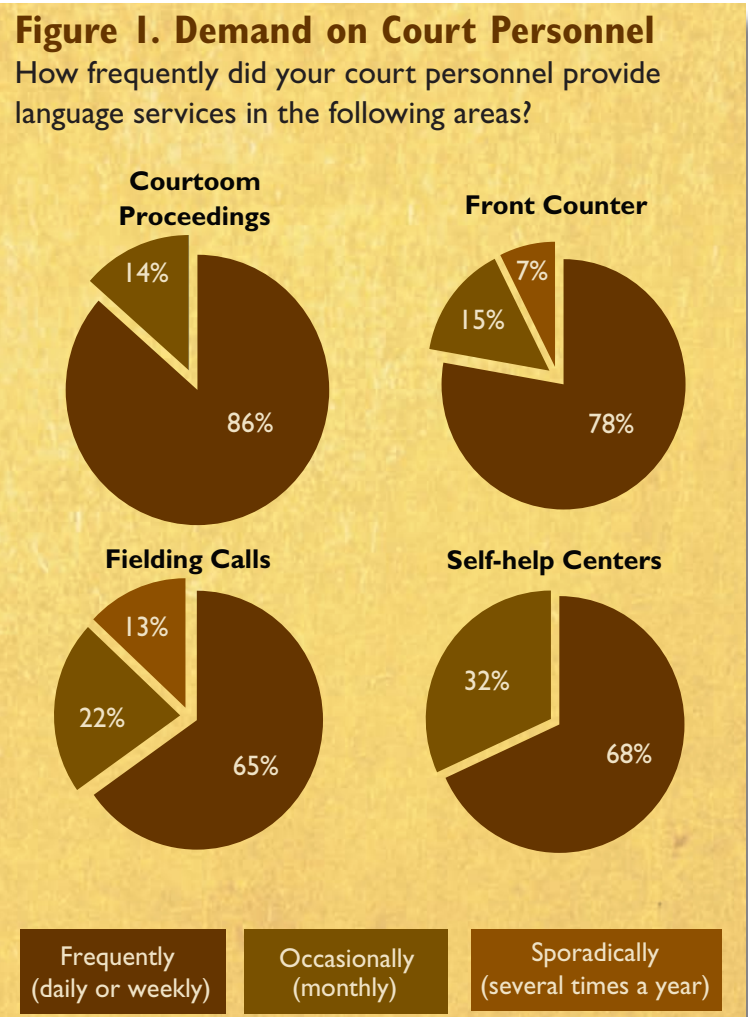
In August 2012, prior to the Summit, the NCSC pre-summit assessment tool was distributed electronically to state courts in each jurisdiction throughout the United States, the territories, and the District of Columbia. The purpose of the assessment was two-fold. First, it assisted members of the “State Teams” to prepare for the Summit by helping them identify potential issues upon which to focus the action plans they were asked to develop at the Summit. Second, the assessment results informed the development of the Summit agenda and goals.

The assessment tool was designed to identify the primary areas in which jurisdictions are most concerned. The assessment presented questions regarding the following areas: the frequency of need for language access; the most frequently requested languages, data collection, training, funding, notice of available services, credentialing, remote interpreting, and possible national initiatives that would benefit jurisdictions.

What follows are highlights of some of the assessment results, which could be helpful to jurisdictions in improving their language access services.

## Demand on Court Personnel

In order to determine the demand on court personnel, states were asked how frequently personnel provide language services in the following areas: a) courtroom proceedings, b) front counter in clerk’s office, c) fielding telephone calls from the public, and d) self-help centers. As Figure 1 shows, the demand to provide LEP services is high. Over 86% of respondents report that court personnel are providing language services in courtroom proceedings frequently on a daily or weekly basis. Also, 78% of respondents state that they provide frequent services at the front counter in the clerk’s office. Approximately 68% of respondents reported that they provide frequent services at self-help centers, while 65% reported frequently providing services by fielding telephone calls.



### Most Frequently Needed Languages

States were asked to identify the six most requested languages in their jurisdiction. Respondents identified twelve languages ranging from Spanish to Ilocano. (See Figure 2.)

In a related follow-up question, respondents reported on how frequently they provided services for each of the languages they identified. (See Figure 3.) They selected from the following, “frequently” (daily or weekly), “occasionally” (monthly), or “sporadically” (several times a year).

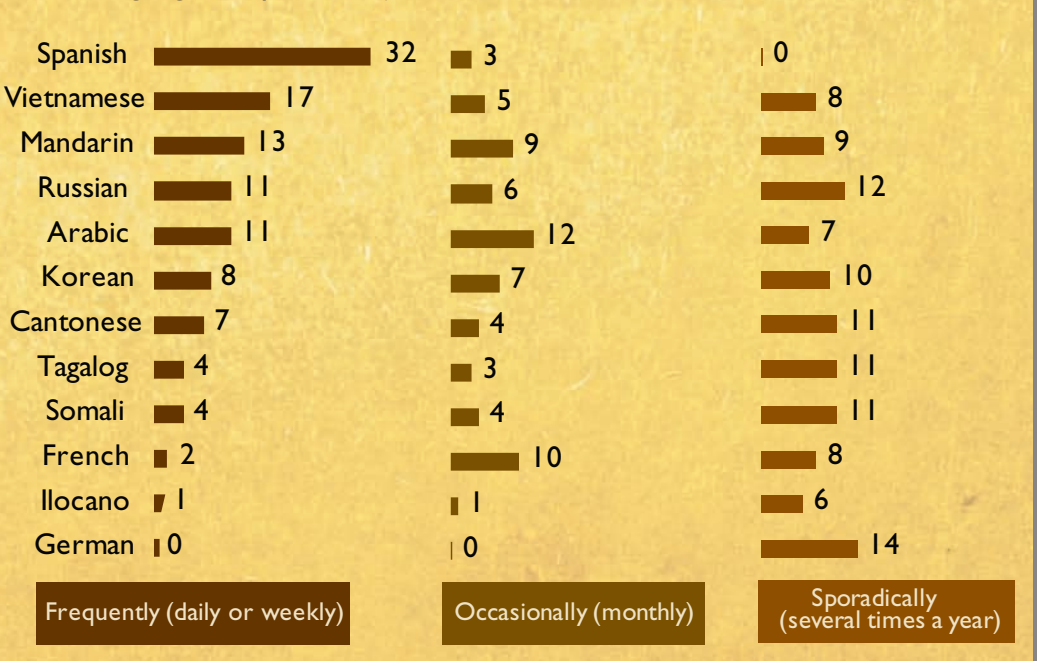
As shown in the adjacent tables, Spanish and Vietnamese are the top most frequently provided languages that are provided “frequently,” either on a daily or weekly basis. Other languages, such as German and Ilocano are provided “sporadically” only several times a year. However, it is important to note that while some languages are not needed frequently, when the need arises courts must be equipped to provide effective LEP services. This presents challenges when, for example, interpreters for those languages are not available, or forms and instructions are not translated into the particular language.

**Figure 2. Most Frequently Needed Languages**



**Figure 3. Frequency of Services Provided for the Most Needed Languages**

For each of the languages identified, how frequently would you say services in the language are provided jurisdiction-wide?

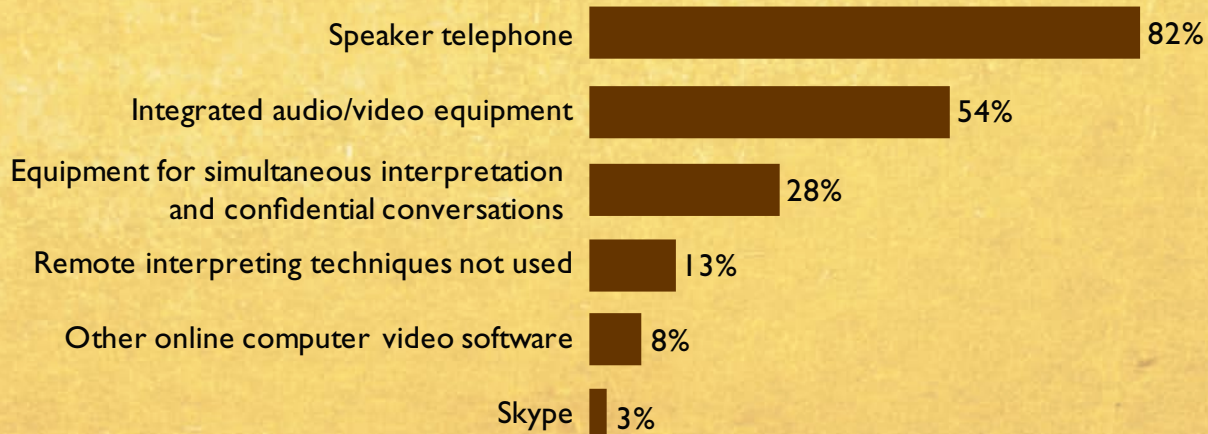


## Remote Interpreting

The assessment asked respondents what type of remote interpreting is used in their courts. The most commonly used technique is the speaker telephone, with 82% of respondents replying they utilize speakerphones for interpreting. Fifty-four percent (54%) of the respondents stated that they use integrated audio/video equipment. Twenty-eight percent (28%) replied that they use specialized telephone equipment that allows simultaneous interpretation and confidential conversations between a party and their attorney. (See Figure 4.)

### Figure 4. Remote Interpreting

Do your courts use remote interpreting techniques? Check all that apply.



## Recommended National Initiatives

The assessment asked respondents a series of questions regarding whether certain initiatives would be beneficial to them if established. Over 93% of respondents replied that it would be beneficial if national reciprocity guidelines were established. Likewise, there was very strong support for the creation of a national bank of translated brochures, forms, and other materials that can be adapted by jurisdictions, where over 90% of respondents replied that it would be beneficial. Respondents also expressed support for the establishment of standard data elements and a national credentialing program.

### Figure 5. Recommended National Initiatives

Would it be beneficial if the following were established?

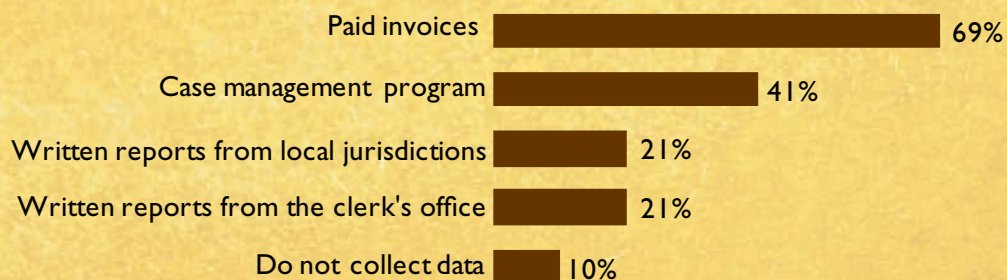
	% Yes
National reciprocity guidelines	93.9%
National bank of translated brochures, forms, and other materials that can be adapted	90.9%
Standard data elements	84.8%
National credentialing program	78.4%

## Tracking and Collecting Data

In order to gather information on how jurisdictions track data relating to language access services, the survey asked respondents to indicate the sources from which they collect data and also to provide specific examples of those sources. Predominately, respondents utilize paid invoices to track data. The second most used source of data is from case management programs. Respondents also gather information from written reports from clerk's offices and local jurisdictions. (See Figure 6.)

### Figure 6. Tracking Data Related to Language Access Services

If you collect data, what are the sources of your data? Check all that apply.



When asked to provide specific sources, examples given by respondents included:

- Daily activity logs/interpreter logs maintained in each jurisdiction;
- Staff court interpreter reports, telephone interpreting service invoices and written requests for LOTS (languages other than Spanish) interpreters;
- Information submitted to a database by local jurisdictions;
- Surveys of local districts;
- Centralized statewide calendars;
- Fiscal expenditure reports;
- Appointment, request for services and/or payment, and time sheet;
- Official request forms for interpreting and translating services;
- The court interpreter program developed a request for payment form which is completed by interpreter and court staff after each interpreting event. The form contains a box for each of the data items to be collected mentioned above;
- Language interpreter center; and quarterly reimbursement forms from counties for eligible interpreter services.

In a related question, the assessment asked respondents to identify from a list all of the types of data they collect, analyze and/or use. The top data included the language used, the total cost for the interpreted event, and the date of the interpreted event. Respondents also collect information on the name of the interpreter, the location of the interpreted event, the case number and name, the party or court who requested the interpreter, and travel related expenses including mileage. (See Figure 7.)

### Figure 7. Types of Data Collected

What data related to language access services are collected, analyzed, and/or used by you?  
Check all that apply.



The assessment asked respondents to provide specific examples of other data, which was not provided on the list. Respondents provided additional types of data that they collect, analyze and/or use, including:

- Proficiency level of interpreter;
- LEP individual who needs the service, (i.e., juvenile, parent, defendant, witness);
- At the state level, we collect the number of events and languages by select categories, as well as the state funds expended for court interpreting services;
- Certification/registration status, employment status, and event type;
- Type of court/proceeding;
- Hours of interpreter use (certified and non-certified); and
- Type of case.

## Interpreter Credentialing and Related Issues

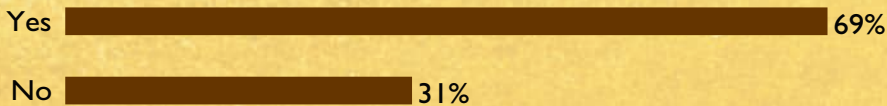
Next, the assessment asked respondents a series of questions relating to credentialing interpreters and to providing credentialed interpreters throughout their jurisdictions in rural areas and for less commonly encountered languages. As shown below in Figure 8, over 80% of the jurisdictions responding to the survey credential interpreters. Out of those jurisdictions, over 68% categorize interpreters based on test scores into different levels of qualification, such as “qualified,” “registered,” “master,” etc. (See Figure 9.)

### Interpreter Credentialing and Qualification

Figure 8. Does your jurisdiction credential interpreters?



Figure 9. Does your jurisdiction categorize interpreters based on test scores into different levels of qualification (such as qualified, registered, master, etc.)?



The states were then asked two follow-up questions on challenging circumstances related to providing credentialed interpreters. The states were asked whether their credentialed interpreters provide telephonic interpreting to other courts within their jurisdictions, for example in rural courts or harder to access areas within their jurisdiction. Seventy eight percent (78%) of respondents stated that their credentialed interpreters provide telephonic interpreting to other courts within their jurisdiction.

### Figure 10. Using Credentialed Interpreters Telephonically

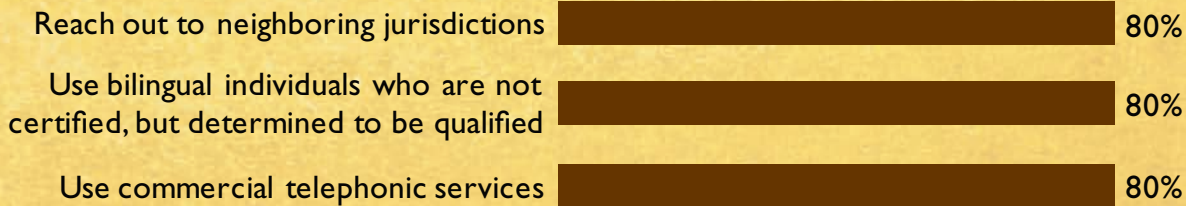
Do your credentialed interpreters provide telephonic interpreting to other courts (for example, rural courts) within your jurisdiction?



The assessment then asked how jurisdictions address needs for less commonly encountered languages. Respondents answered that they use commercial telephonic services, and they reach out to neighboring jurisdictions. Additionally, in those situations, they may employ bilingual individuals who are not certified, but are determined to be qualified.

## Figure 11. Addressing Less Frequently Needed Languages

How does your jurisdiction address language access needs for court users in less commonly encountered languages? Check all that apply.



Jurisdictions provided additional specific examples of how they address needs for less commonly encountered languages, such as:

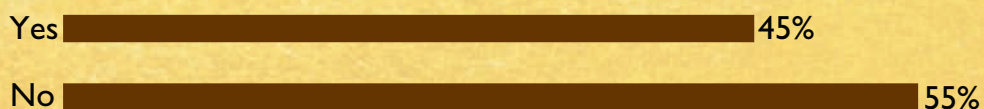
- Use remote interpreting from another court within and/or outside the state;
- Solicit community members who speak target language to serve as interpreters;
- Use interpreters from other states, accessed through the Council of Language Access Coordinators listserv and/or other states' interpreter registries;
- Always try to provide an in-person interpreter;
- Use interpreter services agencies; and
- Recruit and train bilingual individuals.

## Community Outreach

The assessment also asked respondents questions regarding their jurisdiction's community outreach efforts. Almost half of the respondents stated that their jurisdiction has an outreach program with entities working with LEP communities, such as churches and resettlement centers, to secure their assistance in publicizing language access services. (See Figure 12.)

## Figure 12. Community Outreach

Does your jurisdiction have an outreach program to entities working with LEP communities to secure their assistance in publicizing language access services?





Over 61% of respondents replied that they have reached out to entities in the community that interact with LEP persons in order to seek their input on court policies and procedures related to language access services. (See Figure 13.)

### Figure 13. Community Outreach

Have you reached out to entities in the community that interact with LEP persons to seek their input on court policies and procedures related to language access services?



### Funding

Next, the assessment gathered information on the sources of funding for language access programs. Half of the respondents (50%) stated that funding for their language access program is provided by local governments for local courts. (See Figure 14.) The assessment then asked if funding is included in the judicial branch, specifically whether it is a separate line item in the budget. Thirty-eight percent (38%) replied that it is a separate line item in the judicial branch budget. However, 23% responded that funding is not included in the judicial branch budget. (See Figure 15.)

### Funding

Figure 14. Is funding for the language access program provided by localities for local courts?

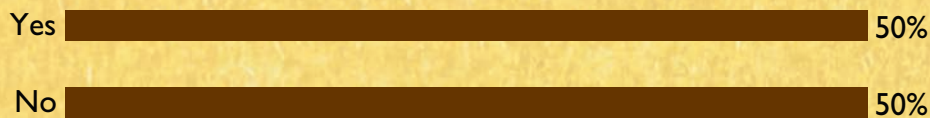


Figure 15. If funding is included in the judicial branch budget, is it a separate budget line item?



In the following question, the states were asked whether respondents have ever received grant funding for their language access programs. (See Figure 16.) Thirty-six percent (36%) replied affirmatively that they have received or are currently receiving grants for their programs. However, the majority of respondents, 64%, responded that they have never received grant funding.

### Figure 16. Funding

Do you, now or in the past, receive grant funding for your language access program?



# Chapter 2: The Summit



# The Summit

On October 1-3, 2012, nearly 300 judicial leaders from 49 states, 3 territories and the District of Columbia gathered in Houston, Texas for the first National Summit on Language Access in the Courts. In doing so, they demonstrated their support for implementing language access services in their own jurisdictions, their commitment to justice, and their recognition that language barriers must be eliminated in order to promote access to justice in the courts. Throughout the Summit, judicial leaders identified the challenges faced in providing quality access services and then engaged in workshops to identify ways of meeting those challenges and creating solutions.



The Summit kicked off with keynote addresses from several national figures who have made significant strides in the area of language access. The keynote speakers inspired the Summit participants to make the changes necessary to meet this challenge and provided participants with the framework to achieve their goals.

The Summit was designed not only to educate and provide vital information to the participants, but also to engage full active participation of each attendee in problem solving and creating action plans. The agenda was divided into three parts: 1) plenary sessions to provide essential background information; 2) workshops to promote the exchange of information and ideas; and 3) state team exercises to facilitate the identification of priorities and development of action plans. The complete agenda is attached as Appendix A. Resources and program materials relevant to each workshop can be found at [www.ncsc.org](http://www.ncsc.org).

*“We recognize that the courts, more than any governmental entity, have to provide interpreter services because it is fundamental to our core mission to resolve disputes peacefully and to protect individual rights.”*

*Chief Judge Eric T. Washington in his welcoming remarks at the opening session.*

## Plenary Sessions

The Summit presented three plenary sessions during which national experts explained the importance of providing language access services, ways in which those services can be provided, and strategies for implementation thereof. In the first plenary session, *Understanding the Legal Context*, the presenters provided a broad overview of providing language access services under federal and state constitutions, laws and regulations. See Chapter 3, Action Step 8: Ensuring Compliance with Legal Requirements.

In the plenary entitled *Essential Components of a Language Access Plan (LAP)*, presenters described how a language access plan provides the framework for a jurisdiction to work towards access to justice through effective implementation of language access programs in the court. Presenters provided a roadmap of the components of an effective LAP, including setting realistic goals and expected outcomes, developing strategies to identify LEP persons, establishing methods of providing assistance, providing training to staff, providing notice to LEP persons on the availability of services, and monitoring the effectiveness of the provision of these services.

The third plenary session focused on *Remote Interpreting: A Business Solution*, which was an issue that the state respondents identified as a top priority. With technology growth, remote technology options have been improving and are becoming a viable option when in-court interpreting is not available. National experts explained how remote video interpreter services could provide a business solution to court challenges by meeting the dual goals of both improving the quality of interpretation services and controlling the costs of providing those services.



*“[A]s a matter of the related fundamental right to access to the courts, the Boddie Court held, absent a countervailing state interest of overriding significance, persons forced to settle their claims of right and duty through the judicial process must be given a meaningful opportunity to be heard.”*

*Mr. Robert Peck, President of the Center for Constitutional Litigation, summarizing his review of constitutional case law and Title VI of the Civil Rights Act of 1964.*

## Workshops

After the plenary sessions provided important overview and context for the discussions to follow, the participants engaged in a series of break-out workshops. Attendees learned from national experts and engaged in in-depth discussions with their colleagues, exploring effective steps that states and territories have taken to provide language access services and analyzing potential solutions.

The design and scheduling of the workshops allowed state teams to divide up in order to participate in all of the workshops that would be beneficial to their states. Six workshops were scheduled for each time slot. For those topics that were identified as being of most interest to the states, the workshops were repeated so that participants had the opportunity to attend the sessions. This technique kept the size of the sessions small to allow for maximum interaction and participation.

The following workshops were presented at the Summit:

- Strengthening a Language Access Plan
- Collaborative Approaches
- Developing Interpreter Resources and Credentialing Program
- Addressing the Immigrations Status, Culture, and Language Connections in Planning
- Management of Remote Interpreting Technology
- Training Judges and Court Personnel
- Planning for Technology Projects
- Training Interpreters
- Translation of Documents
- Data Collection and Analysis
- Managing Interpreter Staff and Contractors
- Providing Services Outside of the Courtroom
- Funding and Authorization for Interpreter Programs



Throughout the workshops, participants explored a wide range of topics and priority areas, from examining the application of language access plans in their own court systems to exploring training strategies and new technology available. Below is a summary of the highlights of the workshops.

### **Language Access Plans**

The participants engaged in a round table discussion in the *Strengthening a Language Access Plan* workshop, during which they discussed the specific components of an LAP. They received immediate feedback on implementing plans in their own jurisdictions and input on strengthening existing plans. In the workshop titled, *Addressing the Immigration Status, Culture, and Language Connections in Planning*, panel members illustrated how understanding the magnitude, sources, and complexity of the language assistance needs in state courts across the nation requires increasing knowledge about not only the particular languages of their LEP population but also the immigration status and cultural composition. The panel identified techniques, tools, and resources for addressing the immigration status/culture/language nexus in LEP assistance planning.

### **Training (Court Personnel and Stakeholders) and Management Issues**

The Summit presented several workshops regarding training on language access. In the *Training Judges and Court Personnel* workshop, panelists focused on the importance of training on language access, cultural competency, and all aspects of compliance with LAP plans. The presenters shared effective approaches for training of judges, court staff, and other stakeholders. They explained that while training is needed for judges and court administrators, training is important for staff at all levels within the courts, and for attorneys, law students, as well as other justice partners.

On a related topic, the Summit included a workshop on *Managing Interpreter Staff and Contractors*. This workshop focused on managing interpreter staff and contractors, including calendaring and scheduling. The presenters discussed the processes for determining whether to use staff or contract interpreters and the differences between managing employees and contractors. Additionally, the speakers discussed best practices for an evaluation process, responding to complaints, and employing disciplinary procedures.

### **Training and Credentialing Interpreters**

The Summit also presented a workshop on the fundamentals of *Training Interpreters*. Presenters shared recommendations and best practices for providing training and continuing education for interpreters, including external training programs, such as on-line training classes and partnerships with colleges and universities. The presenters also provided models for continuing education requirements and discussed the pros and cons of mandatory continuing education requirements.

In the *Developing Interpreter Resources and Credentialing Program* workshop, the discussion focused on program administration and management issues needed to ensure quality interpretation, including recruiting, training, and certifying court interpreters, particularly related to languages of lesser diffusion. The speakers discussed the importance of identifying qualified resources for court interpreting services.



## Technology

In the *Management of Remote Interpreting Technology* workshop, panelists discussed policy issues and procedural changes that must be considered to implement remote interpreting, best practices for managing the use of technology, overcoming resistance to the use of remote technology, and training users and stakeholders on the use of technology. In a related session, the focus was on *Planning for Technology Projects*. The speakers discussed making the case for a technology project and how the initial investments in infrastructure can benefit in long-term savings, designing a project, conducting demonstration projects, preparing cost-benefit analyses, and obtaining project funding.

## Providing Services Outside of the Courtroom

This workshop focused on *Interpreter Services Provided Outside of the Courtroom*, in the clerk's office, in hallways, and at court-ordered programs/services. The presenters discussed best practices related to public encounters, including courthouse signage and training staff on how to handle requests for language access services.

## Translation of Documents

While much of the recent attention has been on court interpreter services, *Translation of Documents* is also a critical component of language access. The presenters and attendees shared the processes they used to standardize the forms and documents that were translated and to determine into which languages the standardized forms and documents were translated. The presenters also discussed policies, procedures, and shared best practices for responding to requests for the translation of other documents.

## Monitoring and Data Collection

Another vital component of providing language services is *Data Collection and Analysis*. This workshop focused on the importance of how to determine what data to collect and how to use it to manage language access programs. Data collection is an essential tool in justifying funding for interpreter services and assessing future program needs.

*“The presenters discussed the processes for determining whether to use staff or contract interpreters and the differences between managing employees and contractors.”*

## Regional and National Collaboration

*Collaborative Approaches* were explored for expanding interpreter resources for the courts by working collaboratively with other entities or across jurisdictions to pool financial and staff resources and to share administrative responsibilities.

## Funding

The presenters shared strategies for *Funding and Authorization for Interpreter Programs* for securing resources to support language access services and programs and metrics for determining projected costs for providing language access services.

## Team Exercises: Identifying Priorities and Developing Action Plans

In the team exercise component of the Summit, participants from each jurisdiction met as a team to develop Action Plans. They participated in state team exercises to identify priority areas and steps that they will take to improve language access services in their own courts. Attendees developed action plans identifying specific steps to ensure meaningful access to timely, quality language assistance to LEP persons who come into contact with their states' courts.

First, participants identified the priorities that were most needed to provide quality language access services to LEP persons in their jurisdictions. Then, they identified specific action steps they would implement in their jurisdictions. After identifying the priorities and developing action plans, participants identified the entity or individual responsible for execution, potential barriers, potential solutions and completion dates by which they would address each of their priorities. The most common priority areas, along with the number of states identifying an individual priority, are shown in the adjacent table.

### PRIORITY AREAS

Training Judges, Clerks and Interpreters	40
Identifying the Need for Language Access Services	33
Utilizing Remote Interpreting Technology	29
Oversight & Establishing Language Access Plans	28
Translating Forms and Documents	25
Providing Notification on Provision of Services/Signage	24
Exploring Funding Strategies	16
Monitoring/Evaluating the Program & Interpreters	13
Ensuring Qualified Interpreters & Certification	12
Reviewing Compliance with Legal Requirements	7

#### Additional Priorities Mentioned:

- Collaborating to Increase Resources
- Hiring Bilingual Employees/Staffing
- Establishing National Certification Guidelines
- Providing Services Outside the Courtroom



# Chapter 3: Action Steps



# Action Steps

## A Road Map to a Successful Language Access Program

This chapter serves as a road map consisting of nine Action Steps, which states can use as a guide to implement or improve their language access programs. The nine Action Steps presented below and detailed in this chapter have been developed based on the priority areas and intended action plans articulated by the state delegates during the “State Team Exercise” workshops at the Summit. Court leaders at the Summit identified these areas as the most important priorities in moving forward to improve their language access services. During the team exercises and workshops, states shared their successful strategies, evidence-based practices, and priority areas. In the previous chapter of this report, the “Priority Areas” are listed, along with the frequency with which states reference the area as a priority. By using both states’ successful practices as well as national standards as a guide, we have formulated strategies to pursue greater consistency across the country on policies related to interpretation in state courts.

### **ACTION STEPS:**

#### **Step 1: Identifying the Need for Language Assistance**

Establish data collection and analysis procedures to assist with the identification of need for language assistance at all points of contact.

#### **Step 2: Establishing and Maintaining Oversight**

Establish oversight over language access programs through the development of a state or district language access plan, creation of an oversight body, and/or creation of a language access coordinator position.

#### **Step 3: Implementing Monitoring Procedures**

Implement procedures for monitoring and evaluating language assistance services.

#### **Step 4: Training and Educating Court Staff and Stakeholders**

Establish programs to train courts, justice partners, and stakeholders on language access services, requirements, and mandates.

#### **Step 5: Training and Certifying Interpreters**

Develop procedures to enhance the availability of qualified interpreters and bilingual specialists through recruitment, training, credentialing, and utilization efforts.

#### **Step 6: Enhancing Collaboration and Information Sharing**

Establish procedures to enhance the sharing of information and resources on national and regional levels.

#### **Step 7: Utilizing Remote Interpreting Technology**

Utilize Remote Interpreting Technology to fulfill LEP needs and ensure quality services.

#### **Step 8: Ensuring Compliance with Legal Requirements**

Amend procedural rules to ensure compliance with legal requirements.

#### **Step 9: Exploring Strategies to Obtain Funding**

Develop and implement strategies to secure short-term and long-term funding for language access services.

# Action Step 1: Identifying the Need for Language Assistance

**Establish data collection and analysis procedures to assist with the identification of need for language assistance at all points of contact.**

**A**s part of the state planning exercises, thirty-three states and territories at the Summit noted the importance of establishing or improving procedures for identifying the need for language assistance. Action Plans included steps for using demographic information to assist with forecasting potential language needs as part of the LAP development process, as well as establishing data collection and analysis protocols and systems to review actual language use and services in the courts. Additionally, states highlighted the need to refine processes for court staff and justice partners to identify the need for language assistance at different points of court contact, and to establish ways in which court users can self-identify as LEP.



## Identifying Potential Need for Language Assistance in the Courts

To assist with the development and implementation of a comprehensive LAP, it is fundamental to assess both actual need and potential need for language assistance in the courts. Utilizing county-level and statewide demographic data can assist states with planning for anticipated or potential services. Demographic data may illustrate trends in growth or decline of specific language groups, which can assist states with planning efforts, such as possible recruitment and training of interpreters or bilingual staff in particular languages, and the development of translated materials or signage.

States can utilize various data sources to assess potential need for language assistance, including the following:

- Demographic data provided by the U.S. Census Bureau and American Community Survey;
- Information provided through national surveys, such as those conducted by the Migration Policy Institute;<sup>2</sup>
- Information provided by state and county community partners and governmental agencies, such as the Department of Health, the Department of Education, and community agencies serving immigrant and refugee populations; and
- State-wide or county-level surveys of court staff and justice partners.

## Processes for Identification of Need at All Points of Contact

To ensure that language services are provided and to improve overall analysis of need, courts should look at processes to enhance their ability to identify the need for services at all points of contact in the court. Protocols for identification addressing all courtroom locations, as well as points outside of the courtroom, such as clerk counters, self-help centers, and information desks would greatly enhance the courts' ability to

<sup>2</sup> For more information on the Migration Policy Institute, see: <http://www.migrationpolicy.org>

identify language services needs. As some states noted during the action planning process, it is particularly important to create protocols to assist the early identification of language need. To do so may require collaboration with law enforcement, legal counsel, or other justice partners, all of which may encounter an LEP individual prior to court involvement.

One approach for identifying the specific need for language assistance is through the use of “I Speak” cards in which court users can point to the language they speak. Use of telephonic language services can help with identification of the language services needed. A voir dire process may also be used in later stages of a court event. During the voir dire, a judge may use a specific line of questioning (often provided in bench cards) to assess a court user’s command of English. Additionally, states can encourage LEP court users to self-identify by explaining language services through multilingual pamphlets, posters, and online materials.

### **Data Collection and Analysis of Language Services Provided**

In addition to identifying the need for language assistance, states should also focus on tracking actual use of language services inside and outside of courtroom events. Many court systems use case management systems to track court records and case-specific information. To monitor the provision of language services, courts may choose to incorporate language-specific fields in case management systems to track requests for an interpreter or translated material.



Information to be tracked may include the following:

- Language requested/needed;
- Type of proceeding or event;
- Length of proceeding or event;
- Location of event (county, specific court or justice partner location, and/or specific point of contact inside court);  
and
- Services provided (interpreter, bilingual staff, telephonic assistance, translated material).

As noted above, to fully identify the provision of language services, states may choose to collaborate with justice partners, such as law enforcement, court-appointed counsel, and other community-based programs that may serve LEP court users, such as domestic violence agencies and child protective services. Courts may also track data affiliated with vendor-provided services, such as telephonic interpreting services provided by an outside entity. Because population demographics can shift at both state and county levels, processes should be put in place

to continually analyze data for language use and services provided in the court. The analysis of data on an ongoing basis can assist courts with the evaluation of their LAP and can contribute to the improvement of services provided.

### Summit Highlights: Individual State Action Steps

- A number of state teams at the Summit included action steps focused on improving data collection methods for identifying the need for language assistance.
- Several teams noted plans to distribute surveys to judges, attorneys, and court staff to identify need, as well as to record existing services.
- States highlighted the need to define data elements and enhance case management systems to capture language assistance needs and services provided.
- Some states noted a desire to improve systems through coding, flagging, or other means to improve early identification of need.
- One state included a plan to work with community organizations to conduct a demographic assessment of language trends.



## Action Step 2: Establishing and Maintaining Oversight

Establish oversight over language access programs through the development of a state or district language access plan, creation of an oversight body, and/or creation of a language access coordinator position.

Many states and jurisdictions at the Summit highlighted the importance of establishing oversight over language access services provided in courts, noting this as a fundamental component to ensuring effective language access.<sup>3</sup> To establish oversight, a number of Action Steps were detailed, including the development of a state Language Access Plan, the revision or updating of existing plans, the creation of an oversight committee, and the establishment of a language access coordinator position. Language Access Plans for individual courts can also be helpful in promoting enhancement of language access services by those courts.



### Developing a Language Access Plan

A Language Access Plan provides internal and external audiences with documented procedures and policies intended to establish or improve meaningful access for LEP court users. The plan should provide a strategic framework with realistic goals and outcomes.

During the development stage, there are a number of important factors that need to be considered to ensure the creation of a useful plan for providing language assistance for LEP court users. Some considerations that may assist the development include the following:

- **Determination of state-wide or jurisdiction-wide needs** - To determine needs, states may choose to conduct a “four-factor analysis,” which includes (1) the identification of a prospective number of LEP court users in specific languages; (2) consideration of frequency of contact for LEP court users in various court settings and events; (3) an assessment of the nature and criticality of a specific court activity or event; and (4) the identification of resources available and all corresponding costs.<sup>4</sup>
- **Identification of key stakeholders and collaborative partners** - To ensure that the LAP meets the needs of prospective LEP court users, key stakeholders and collaborative partners such as judges, attorneys, interpreters, court management, justice partners, and representatives from community organizations serving the LEP public may be invited to participate in the plan’s development.
- **Assessment of resources needed to develop the LAP** - In addition to identifying resources needed to implement plan goals, it is essential to identify resources needed for the development stage, which may include allocating staff and funding resources for meetings and the development of materials.

<sup>3</sup> At the Summit, twenty-eight of the states and territories emphasized the importance of strong oversight over their language assistance program. Oversight was the number one priority for fourteen states and the number two priority for another five states.

<sup>4</sup> For more information on the “four-factor analysis,” see: <http://www.lep.gov/faqs/faqs.html>.

## Key Components of a Language Access Plan

As noted above, a LAP must include realistic goals and expected outcomes. Information included should outline specific policies and processes to provide meaningful services to LEP court users.<sup>5</sup> Key components include, but are not limited to, the following:

- The process for identifying court users in need of language assistance, including a description of how data is routinely collected and analyzed;
- The various language services to be provided, such as signage, translation, interpreters, and bilingual staff;
- A description of initial and ongoing training efforts for judges, court staff, and justice partners;
- Procedures for notifying LEP court users of available services;
- Ongoing processes for monitoring and evaluating services and updating the LAP accordingly;
- Information on the position or program charged with implementation and management of the LAP;
- Information on the stakeholders and collaborative partners involved in development and oversight;
- Timelines, objectives, and milestones;
- Description of staff and funding resources needed for initial implementation and for ongoing management; and
- Identification of issues and/or obstacles and strategies to address these.

## Establishment of Oversight Bodies

States may choose to establish a Language Access Office, a specific language access coordinator position, and/or a committee comprised of key stakeholders in order to provide oversight during the development and implementation of a LAP, and also to monitor and evaluate ongoing language services in accordance with the LAP.

A Language Access Office and language access coordinator may assist with statewide coordination of services, facilitating the development, communication, and monitoring of language access policies and procedures. Additionally, a centralized office could manage the outreach, credentialing, and evaluation of interpreters and bilingual staff. Language access coordinators supporting individual courts and/or county-wide, working in collaboration with the statewide Language Access Office, may also be helpful in implementing language access programs.

Stakeholders such as judges, attorneys, court management, interpreters, justice partners, and representatives of community organizations may be asked to serve on a permanent or temporary advisory committee or working group to provide additional oversight. These stakeholders can provide insight on necessary language access services, and they can assist with the development of rules and policies.

<sup>5</sup> See Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs, (May 2011), U.S. Department of Justice, Civil Rights Division. [http://www.lep.gov/resources/2011\\_Language\\_Access\\_Assessment\\_and\\_Planning\\_Tool.pdf](http://www.lep.gov/resources/2011_Language_Access_Assessment_and_Planning_Tool.pdf)

## Summit Highlights: Individual State Action Steps

- Several state teams at the Summit highlighted action steps pertaining to the establishment of oversight over language access services through the development or improvement of a LAP, and/or the establishment of an oversight body to create and monitor policies and procedures included in the LAP.
- Action plans focusing on the development of a LAP included specific steps detailing the need to convene stakeholders to assess LEP needs, review current standards, and develop guidance and policy.
- Some states identified updating and formalizing current LAPs as an action step. For these state teams, focus was placed on updating data and obtaining approval from various parties, such as the Supreme Court, Judicial Council, or appointed committees.
- The engagement of stakeholders in standing committees or working groups was noted as a key action item by a number of states.
- Additionally, one state team outlined the need to establish a language access coordinator position and stated that funding would be requested of the legislature to support this need.



## Action Step 3: Implementing Monitoring Procedures

Implement procedures for monitoring and evaluating language assistance services.

A number of states and territories created action steps focused on the creation of procedures for monitoring and evaluating language access services. States noted the importance of monitoring the effectiveness of the overall LAP to ensure services meet the needs of the LEP court users. State teams also highlighted steps to evaluate the quality of services performed by language assistance professionals, such as bilingual staff and interpreters. Additionally, there was mention of establishing processes for LEP court users to provide feedback on services received.

### Monitoring Program Effectiveness

An integral component of developing a language access program and a LAP is the establishment of procedures to monitor the overall effectiveness of services provided.

Creating procedures to evaluate program services will ensure that LEP court user needs are being met and that courts are in compliance with statewide policies and mandates. Monitoring the effectiveness of program aspects will also allow state courts to continually revise their LAPs and associated services. An ongoing evaluation of services may illustrate needed changes based on shifts in language demographics or changes in court activity, such as an increase or decline of LEP court users at a particular point of contact in the court.

To monitor the effectiveness of a language access program, courts may choose to implement one or more of the following procedures:

- Ongoing evaluation of data pertaining to language access services (languages requested, type of event, type of services needed, and costs associated with services provided);
- Surveys of court staff and language professionals (interpreters and bilingual staff);
- Review of services provided through external vendors (telephonic interpreting companies or translation services); and
- Use of observation checklists in order to identify court use of multilingual signage and translated forms, and to monitor staff compliance with procedures.

### Evaluating Quality of Service

The provision of language services is dependent on the use of qualified individuals to provide assistance through interpretation, bilingual communication, and the translation of documents. While many states have policies in place to utilize individuals with recognized credentials, courts may benefit by also having an established process for monitoring and evaluating the quality of service provided by language professionals.



An evaluation process can assist courts with monitoring issues related to competency and language skill, as well as issues related to conduct or ethics.

Because language professionals may work in a number of different counties or courts, states may choose to monitor individuals on a statewide basis or through a centralized office. In developing procedures for the evaluation of individuals, states may want to consider the following options:

- Development of a statewide complaint and resolution process;
- Ongoing surveys of court staff;
- Ongoing surveys of LEP court users;
- Systematic retesting of individuals (either based on time intervals or in response to complaints);
- Observation process to evaluate live or recorded activities of interpreters and bilingual staff; and
- An established secondary review of all translated materials and multilingual signage.

### **Summit Highlights: Individual State Action Steps**

- Action plans completed at the Summit illustrated that a number of state teams identified the need for ongoing monitoring of language services.
- States noted the importance of evaluating program aspects to ensure that services meet the needs of the LEP population, as well as evaluating the quality of service provided by interpreters and bilingual staff.
- Several states included action steps to explore processes for documenting and resolving customer complaints.
- Some states outlined the use of surveys to gather LEP court user feedback regarding language services.
- One state mentioned a review of Americans with Disabilities Act (ADA) grievance processes to assist with the development of a model process for LEP customers.



## Action Step 4: Training and Educating Court Staff and Stakeholders

Establish programs to train courts, justice partners, and stakeholders on language access services, requirements, and mandates.

The need for education and training efforts on language access services and requirements was featured prominently in a number of state action plans. Seventy-five percent (75%) of the states and territories at the Summit identified action steps related to training. State teams highlighted the need for training on developed LAPs, language access best practices, and language access requirements and mandates.

### Education and Training Topics

Education and training efforts are necessary components of any language access program. Coordinated training efforts can assist courts with understanding language access issues and promote statewide compliance with policies and procedures. Additionally, statewide training can help to ensure that standardized language services are provided across court locations.

To assist with the understanding of language access issues and the implementation of language access services, state teams pointed to several topic areas to be included in training and education efforts:

- Background of language access issues, including review of Title VI of the Civil Rights Act of 1964 and federal guidance;
- Review of state-specific LAP;
- Review of state policies and compliance requirements;
- Processes for identifying LEP court users;
- Use of various services (interpreters, bilingual staff, translated materials);
- Use of technology for language assistance (telephonic or video remote interpreting);
- Processes for the appointment of interpreters;
- Review of the role of interpreters; and
- Review of interpreter code of ethics.



## Audiences for Training

The successful implementation of language access services requires participation by all court parties and many justice partners. Because LEP court users may need language assistance at various points of contact in the court, as well as at points of contact prior to court involvement, training and education of language services and related state policies will be beneficial to a wide range of participants, including the following:

- Judges and commissioners;
- Court management and staff;
- Attorneys;
- Interpreters;
- Justice partners;
- Community organizations serving LEP populations; and
- Language professionals (interpreters and bilingual staff).



## Training Methods

A number of state teams included descriptive notes on the delivery of education and training efforts. Some states indicated the need for language access education to be incorporated in regular training sessions already required for judges and court staff. Other states focused on event-based training to be delivered at annual meetings, conferences, or summits. A few states also mentioned the use of video or online platforms to provide training to various participants statewide.

Based on state team responses, the following training methods could be useful for courts as they plan the delivery of educational material:

- Inclusion of language access issues in mandatory trainings for judges and court staff;
- Training provided at annual meetings or conferences;
- Training provided at state-wide summits on language access;
- Training of attorneys provided in collaboration with bar associations;
- Partnerships with institutions of higher education to develop and deliver trainings;

- Inclusion of language access issues in continuing education programs for interpreters, judges, and attorneys;
- Development of bench cards specific to language access issues; and
- Development of online or video remote trainings.

### **Summit Highlights: Individual State Action Steps**

- A majority of state teams identified the need for education and training regarding language access issues, policies, and best practices.
- A number of states noted the importance of including language access policies and practices in mandatory judicial trainings.
- Some states mentioned partnering with other organizations, such as state, local, and specialty bar associations, community-based agencies, and institutions of higher education to assist with trainings.
- Several states indicated plans to develop bench cards related to language access best practices and procedures.
- A few states outlined plans for the development of online or video training materials.
- Two states described plans for state summits to provide educational information on language access and state LAPs.



## Action Step 5: Training and Certifying Interpreters

Develop procedures to enhance the availability of qualified interpreters and bilingual specialists through recruitment, training, credentialing, and utilization efforts.

As states develop and implement language access programs, there is growing acknowledgement that an increasing need for services requires the development and efficient use of a cadre of qualified language professionals. State action plans outlined several efforts to assist with building such a corps, including the establishment of recruitment and training programs for interpreter candidates, interpreters, and bilingual staff; the development of credentialing programs to ensure qualified interpreters; and the creation of efficiencies to best utilize the existing supply of interpreters.

### Recruitment

To meet the demands of growing LEP populations, some state teams outlined Action Steps to recruit additional interpreters and bilingual specialists. Recruitment efforts focused on public outreach campaigns, as well as partnership approaches to attract students and language professionals in other fields to the profession of court interpretation. Specific recruitment strategies detailed in state team action plans included the following:

- Develop marketing materials to attract interpreter candidates;
- Target recruitment efforts at students by establishing relationships with language departments at local universities; and
- Target recruitment efforts at language professionals within other organizations, such as hospitals, schools, and community agencies.

### Training

In addition to recruitment efforts, many states also detailed Action Steps to further develop interpreters and bilingual staff through comprehensive training programs. Some states focused plans on training interpreter candidates prior to certification or credentialing in an effort to increase the overall pool of qualified language professionals. Specific strategies for training prospective interpreters varied among states, with some state courts hosting statewide training programs, while others planned to partner with local universities to provide classes for interpreter candidates.

While a number of states geared training efforts towards the development of prospective interpreters, other states noted the need for continuing education and training for interpreters and bilingual staff already working. For these states, action plans outlined continuing education efforts to improve and enhance the knowledge and skills of language professionals on an ongoing basis. Courses described in the action plans included continued training on legal concepts and instruction on local idioms.



### Credentialing

As stated in the Conference of State Court Administrators' *White Paper on Court Interpretation: Fundamental to Access to Justice*, "Court interpretation is a highly specialized, and particularly demanding form of interpreting.

Not only are court interactions at a significantly higher level of difficulty than conversational language, but they also require a familiarity with legal terminology and procedure and with the cultural context impacting the parties in both proceedings.”<sup>6</sup> To ensure the use of individuals with the above-noted complex knowledge, skills, and abilities needed for court interpretation, many states have adopted some form of standardized assessment procedures for the credentialing of state court interpreters. States may choose to use various levels of credentialing based on interpreter competency, such as certified, registered, or provisionally qualified status.



Additionally, a substantial number of states also require the completion of orientation courses and continuing education classes to obtain and maintain court interpreter credentials.

Although many states already have established credentialing programs, a few state teams at the Summit focused on the need for developing or improving their state credentialing procedures for court interpreters. Action Steps included the following:

- Development of minimum qualifications for court interpreters;
- Development of a tiered system for various levels of qualifications;
- Establishment of a state-wide registry of credentialed interpreters; and
- Implementation of continuing education requirements for the maintenance of credentials.

With states focusing on providing language assistance at all points of contact in the court, there is an increased interest in the use of bilingual staff or volunteers to serve in appropriate areas, such as front counters or at information kiosks. As a result, states may look at implementing programs to assess the competency of bilingual individuals serving as bilingual staff or volunteers.

### **Efficient Utilization**

Recruitment, training, and credentialing are all fundamental processes for the development of a cadre of qualified interpreters and bilingual specialists. However, given the increasing demands for language assistance, as well as the complex skills needed for the provision of quality language services, states are often faced with a significant shortage of qualified individuals to provide the level of services needed in the courts. Therefore, some states are not only looking at attracting and developing more interpreters, but also at utilizing the existing roster in a more efficient manner.

<sup>6</sup> White Paper on Court Interpretation: Fundamental to Access to Justice, Conference of State Court Administrators, at 5 (Adopted November 2007).

To foster the efficient utilization of interpreters and bilingual specialists, state teams highlighted efforts to improve the scheduling and management of interpreter resources at both statewide and national levels. Action Steps regarding the efficient utilization of interpreters and bilingual staff included the following:

- Improve court calendaring systems to schedule language interpreters in blocks;
- Educate scheduling staff, such as court clerks, on appropriate use of interpreters or bilingual staff;
- Identify bilingual staff for appropriate use;
- Partner with other organizations, such as justice partners, hospitals, schools, and community agencies to share interpreter resources;
- Explore use of interpreters from other state rosters;
- Explore reciprocity procedures to promote shared interpreter resources, locally, regionally and nationally; and
- Explore using remote interpretation technology, including telephone and video, to help address courts' interpreter needs, where appropriate.

### **Summit Highlights: Individual State Action Steps**

- State action plans highlighted the need to increase the availability of qualified language professionals through recruitment, training, credentialing, and efficient utilization efforts.
- Some states noted the importance of recruitment as a preliminary step to attract interpreter candidates and bilingual individuals to the profession of interpretation.
- Recruitment efforts included marketing to broad audiences, as well as targeting messages to students of language programs or bilingual professionals in other fields.
- A number of states focused action plans on training prospective interpreters, so as to develop a corps of qualified language providers.
- Some states directed action steps to ensuring the quality of interpreters through ongoing continuing education courses.
- Some states will develop and implement their own trainings, while other states plan to partner with institutions of higher education.
- One state will seek grant funding to support training initiatives.
- A number of states noted action steps involving the creation or improvement of state credentialing programs.
- One state mentioned plans to require interpreters to pass oral interpreting exams developed by the National Center for State Courts.
- Another state noted the need to expand testing opportunities as a means of obtaining more interpreters.
- To assess the skills of bilingual individuals, one state created an action step to begin utilizing oral proficiency assessments.
- A number of states pointed to utilization efficiencies as a means to improve the availability of interpreters and bilingual staff.
- Several states highlighted efforts to improve calendaring or scheduling of interpreters to more efficiently use limited resources.



## Action Step 6: Enhancing Collaboration and Information Sharing

Establish procedures to enhance the sharing of information and resources on national and regional levels.

Throughout the action plans, state teams noted the need to collaborate with other partners as a means of gathering information, obtaining different expertise, and sharing resources. For example, a number of states mentioned plans to partner with state justice partners, schools, and community organizations on initiatives such as training or data collection. Other state plans indicated steps to share developed resources, such as translated materials or signage, at a statewide level. Additionally, some states pointed to efforts to maximize limited resources through sharing interpreters with local or regional organizations. While many states focused on information and resource sharing at a statewide level, it may also be beneficial for states to consider national, regional, and state networks for sharing translated materials and signage and for pooling interpreter talent.

### Sharing Translated Materials and Signage

Twenty-two of the states and territories at the Summit identified the need to develop signage and other materials to educate LEP persons and the general public of the right to language services, while twenty-five states and territories identified the translation of forms and documents as a priority. A number of states detailed plans to create standardized materials from which a template format could be developed at a national level and then customized for use at a local level. Sharing standardized forms or templates could potentially reduce costs for individual states by focusing spending on customization efforts only. Examples of materials for states to consider sharing at regional and national levels could include basic signage, brochures, web content, or videos on how to use an interpreter, as well as translated written text or pre-recorded audio advisement of rights.

### Pooling Interpreter Resources

As noted earlier, there is an increasing demand for language services, but a limited supply of qualified individuals available to provide interpretation or bilingual assistance. To maximize resources, some states are looking to share interpreters or bilingual specialists with other organizations or states. At the local level, states may choose to draw from a pool of interpreters providing in-person services in various settings, such as hospitals, government agencies, and community organizations. At the regional or national level, states may begin to share interpreter resources with the assistance of remote technology. Interpreter sharing through remote technology can help state courts appoint qualified individuals who may not be available in person, and it can expand available job opportunities for language professionals, which can be particularly helpful in keeping interpreters of less frequently-used languages engaged in the profession.



## Summit Highlights: Individual State Action Steps

- A number of state action plans included collaborative initiatives with justice partners, community organizations, and schools.
- Some states highlighted plans to share translated materials and signage among in-state court partners.
- States may benefit from sharing basic translated templates and other materials at the national level.
- A few states mentioned collaborative efforts to share interpreters with local partners, such as community agencies and schools.
- One action plan mentioned the creation of a national pool of qualified interpreters from which all states could draw.
- Some states pointed to the use of remote technology to assist with pooling interpreter resources.



## Action Step 7: Utilizing Remote Interpreting Technology

Utilize Remote Interpreting Technology to fulfill LEP needs and ensure quality services.

The majority of the teams in attendance at the Summit indicated in their state action plans that remote interpreting is a priority. During the Summit, they learned how remote interpreting can serve the dual goal of limiting costs, primarily through savings in travel expenses, and improving quality. Perhaps one of the hottest topics at the Summit was video remote interpreter services (“VRI”). Attendees discussed at length the benefits of VRI and the myriad of options. Seven states indicated that they had successfully implemented VRI and wished to expand it; seven states were interested in utilizing VRI; and fifteen states were in the midst of exploring and evaluating it.

### Remote Interpreting

With the influx of LEP individuals and the resultant growing demand for interpreter services,<sup>7</sup> the use of technology in language interpretation to allow interpreters to be electronically present versus physically present has increased and evolved. Remote interpreting includes:<sup>8</sup>

- Audio or telephonic interpretation (use of standard telephone and landline);
- Specialized telephone equipment (use of telephone with mixer, integrated phone line, handset, headphone, touchtone telephone, and speakerphone);
- Voice over internet protocol (use of internet connection to make phone calls);
- Video conferencing;
- Video remote interpreting;
- Web-based applications (Skype); and
- Remote interpretation, translation software and automated interpreter software.



<sup>7</sup>Between 1990 and 2010, the number of limited English proficient or LEP individuals in the United States grew by 80%, representing 25.2 million persons, or 9% of the total US population. Migration Policy Institute, LEP Data Brief, at 3.

<sup>8</sup>*White Paper on Court Interpretation: Fundamental to Access to Justice*, Conference of State Court Administrators, Adopted November 2007.

## Preliminary and Ongoing Analysis and Considerations

Whether a telephone or an integrated video remote interpreting system is utilized, there are a number of criteria that must be met for the interpreter to be virtually present for the proceeding and in order for the LEP individual to have their day in court. Further, the first step before any determination is made whether to use remote interpreting is for a court to consult with their Information Technology (“IT”) department and to make them an integral part of the process. The IT department is critical to ascertaining whether currently existing equipment can be upgraded or supplemented, estimating associated costs, and determining whether equipment meets industry standards. Additional considerations/steps must be:

- Due Process (ensuring meaningful access to LEP individuals);
- Cost-benefit analysis (cost of on-site interpreting versus remote interpreting);
- Provider of services (staff or freelance interpreters under the court’s employ, freelance interpreters not under the court’s employ; commercial vendors; or a combination of the aforementioned);
- Development and notice to all court staff of policies, procedures, and protocols;
- Training of all court staff;
- Equipment placement;
- Room standards<sup>9</sup>; and
- Data collection and analysis.

## Summit Highlights: Individual State Action Steps

- A majority of the participating states and territories reported that they are making it a priority to explore remote interpretation via telephonic or video conferencing in order to provide quality timely court interpretation.
- Seven states provided that they had successfully implemented VRI and wanted to expand.
- Seven states were interested in utilizing VRI.
- Fifteen states were exploring and evaluating VRI.
- Many states, particularly those providing court interpreter services in rural areas for languages rarely spoken in the area, are making plans to develop pilot programs and then, if successful, to incrementally expand remote interpretation throughout the jurisdiction.
- One state plans to take steps to improve remote interpreting support to trial courts and to seek grant funds to help pay for it.
- One state plans to enter into a statewide contract with a vendor to provide remote interpreting to the local courts.

<sup>9</sup> Canadian network for inclusive cultural exchange-Remote real-time ASL interpretation guidelines.  
<http://cnice.idrc.ocad.ca/finalreport.php>

## National Initiatives: Shared National Court Video Interpreter Network

At the Summit, the National Center for State Courts reported that it was exploring the feasibility of a shared national court video interpreter network among state courts. NCSC detailed in its interim project report the method by which it was dedicating resources to establish policy, business and technical best practices and in particular to develop business models for use of remote video interpreter services and technical standards or best practices for use of remote video interpreter services. Since the Summit took place, the project has moved swiftly. It has reported its findings and has made recommendations to the Language Access Advisory Committee.<sup>10</sup> COSCA and CCJ unanimously approved resolutions in support of moving forward with targeted working groups.<sup>11</sup>



The project found that there are key benefits to the courts' sharing a national court video interpreter network, namely quality, efficiency, and accountability. Sharing training and testing resources through the Council of Language Access Coordinators has provided states with consistent standards and access to resources which each state alone could not likely realize or at least not to the extent to which states have as a unified force. Centralizing access to interpreters across individual states and across the country through VRI and other mediums would allow individual courts to establish and maintain high standards for interpreters, without the time and expense of duplicating the efforts of other states.

With respect to efficiency, establishing national VRI standards for providers would diminish the administrative time spent by courts in locating and scheduling interpreters as well as paying for travel and accommodations.<sup>12</sup> It would also reduce the need for individual states to research and provide the technology and administrative services needed to meet their remote language access needs, while acknowledging the limitations on VRI services' usage. For example, one jurisdiction has determined that on average, VRI costs are approximately 1/10 the cost of providing in-person services and reimbursing for travel. Accountability is critical in the courts and the area of language access. Access to justice via language access to the courts is critical for ensuring accountability and public trust and confidence in the judiciary. In order for the courts to ensure accountability to our nation's diverse population, state courts must ensure language access to justice. Video remote interpreting will allow the courts to remove impediments such as expense, distance and the scarcity of the language from their goal to provide language access to all court users.

<sup>10</sup> The Language Access Advisory Committee is a subcommittee of the Access, Fairness, Public Trust and Confidence joint committee of the Conferences of Chief Justices and State Court Administrators, responsible for promoting the availability of timely and high quality language access services by state courts, through the exchange and collaboration on strategies and best practices, and for working with National Center for State Courts' staff and the Council of Language Access Coordinators on court interpreter testing issues.

<sup>11</sup> In Support of a Language Access Advisory Committee Working Group on Video Remote Interpreting, Conference of Chief Justices, Adopted January 30, 2013. <http://cj.ncsc.dni.us/AccessJusticeResols.html>

<sup>12</sup> Working groups are currently drafting these standards.

## Action Step 8: Ensuring Compliance with Legal Requirements

Amend procedural rules to ensure compliance with legal requirements.

**A**t the Summit, while states shared that they were making strides in providing language access services, they emphasized a focus on ensuring they were in compliance with legal requirements. When amending state statutes and procedural rules, there are three overarching considerations that guide state courts' obligation to provide LEP services to individuals: 1) constitutional due process requirements, 2) federal statutory and regulatory requirements, and 3) individual state constitutional, statutory, or court requirements.<sup>13</sup>

### Constitutional Law – Due Process

While the U.S. Constitution does not expressly guarantee the right to an interpreter in criminal cases, courts have found that an interpreter is necessary to effectuate the guarantees of the Fifth, Sixth and Fourteenth Amendments' right to a fair trial, right to be present at trial, right to confrontation, right to effective assistance of counsel, and right to due process."<sup>14</sup> On the other hand, in civil proceedings the constitutional right to an interpreter is less settled. Some state and federal cases have recognized that interpreters are necessary to ensure meaningful participation, however, courts have not uniformly held that civil litigants are entitled to an interpreter under the Constitution.<sup>15</sup>

### Federal Statutory and Regulatory Requirements

In addition to the constitutional protections and any state statutes in effect, the obligation to provide language access services stems from the nondiscrimination provisions of Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq. (Title VI);<sup>16</sup> Executive Order 12250; Executive Order 13166; Omnibus Crime Control and Safe Streets Act of 1968;<sup>17</sup> and the Court Interpreters Act. Title VI of the Civil Rights Act of 1964 impacts the provision of language access services for courts that receive federal financial assistance to provide language access services, consistent with the nondiscrimination provisions of Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.

Section 601 of Title VI provides, “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”<sup>18</sup> To be subject to Title VI, a program must constitute a “program” under Section 606 of Title VI, and also must receive federal financial assistance, which typically is construed as the receipt of grants or monetary awards.

<sup>13</sup> Limited English Proficiency Requirements: The Legal Landscape: A Constitutional and Statutory Perspective, Michael L. Buenger, Esq. and Robert Peck, Esq. (October 2012). <http://www.ncsc.org/Services-and-Experts/Areas-of-expertise/Language-access/LA-Summit/Program/Plenary-Legal-Context.aspx>

<sup>14</sup> American Bar Association Standards for Language Access in Courts, February 2012 (Resolution 113), p. 15.

<sup>15</sup> Id. at 16.

<sup>16</sup> Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq. (Title VI).

<sup>17</sup> Omnibus Crime Control and Safe Streets Act of 1968 (Pub. L. 90-351, 82 Stat. 197, 42 U.S.C. § 3711).

<sup>18</sup> Title VI § 601.

## Four-Factor Test

In 2002, the United States Department of Justice (US DOJ) issued guidance in assessing a recipient's compliance with Title VI's prohibitions.<sup>19</sup> Obligations on recipients of federal assistance flow from a four-factor test, as follows:

1. The number or proportion of LEP persons served or encountered in the eligible service population;
2. The frequency with which LEP individuals come in contact with the program;
3. The nature and importance of the program, activity, or service provided by the program; and
4. The resources available to the recipient and costs.<sup>20</sup>

## Summit Highlights: Individual State Action Steps

- A number of state action plans highlighted the need for review of court policies, documentation and process focusing on legal obligations related to language access. One state's action plan included convening an inter-agency committee on developing and sharing resources related to legal obligations.
- Several states noted plans to convene educational programs focusing on legal requirements in bench books for judges.



<sup>19</sup> Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 67 Fed. Reg. 41, 455 (June 18, 2002).

<sup>20</sup> Id. at 455. See also Action Step 2.

## Action Step 9: Exploring Strategies to Obtain Funding

Develop and implement strategies to secure short-term and long-term funding for language access services.



Of the participating state teams at the Summit, sixteen states and territories identified funding as a priority and difficulties in obtaining sufficient funding for language access services as a major impediment to enhancing their language access services. Action plans included steps to secure long-term and short-term funding sources. Some states focused on funding for specific projects, while others identified the need for ongoing funding sources for operations. Strategies to obtain additional funding varied based on need. Many states mentioned the use of grants for short-term projects or one-time events, while states in need of ongoing funds noted a need for legislative support.

### Short-term Funding Needs

State action plans outlined various funding requirements, with some states needing additional funds to support one-time initiatives, such as the development of materials or the implementation of technology solutions. Examples included funding for the development of training programs, the creation of translated materials, or the purchasing of equipment for remote interpreting. For such initiatives, many courts mentioned seeking and obtaining grants to support costs.

While grants can be excellent sources of funding to assist with the development or implementation of program aspects, it should be noted that there are limited grant resources available for language access services, and seeking and managing grant funding can be a competitive and time-consuming process. In preparing for obtaining and managing grant funding, states may want to consider a number of action steps, including the following:

- Monitoring grant opportunities and associated deadlines on an ongoing basis;
- Compiling data and background information on the language assistance program and initiatives to use for grant applications;
- Allocating staff resources for grant writing process;
- Identifying collaborative opportunities, such as partnering with other community agencies or states on grant applications; and
- Securing resources for grant management.



## Long-term Funding Needs

Long-term funding needs were identified by many states in their action plans. For these states, budget adjustments are needed to assist with ongoing expenditures associated with providing and expanding language assistance services. Examples of ongoing expenditures included the payment of interpreters (both staff and freelance), the creation of a language access coordinator position, and the use of ongoing telephonic interpreting. For operational efforts, state action plans identified the need to obtain legislative support and long-term funding augmentation.

States seeking long-term funding solutions face challenges due to statewide budget constraints, as well as competing interests. To assist with proposing ongoing budget augmentations, states may want to consider the following strategies:

- Utilize data to project need for ongoing language assistance services;
- Outline state mandates and federal guidance to support the need for budget adjustments;
- Garner stakeholder support for increased budget; and
- Work with appropriate staff in the legislature and governor's office in support of budget augmentation for court interpreter services.

## Summit Highlights: Individual State Action Steps

- Funding was identified as an issue by a number of state teams at the Summit.
- States outlined needs for funding assistance for both long-term and short-term initiatives.
- A number of states included action steps to seek grant support for projects and programs.
- Several states mentioned the need for legislative support to fund expansion efforts and to pay for ongoing interpreter services.
- One state mentioned the need for funds to support the certification of interpreters.



# Appendix Section

Language  
Access Plans

Data Collection  
and Monitoring

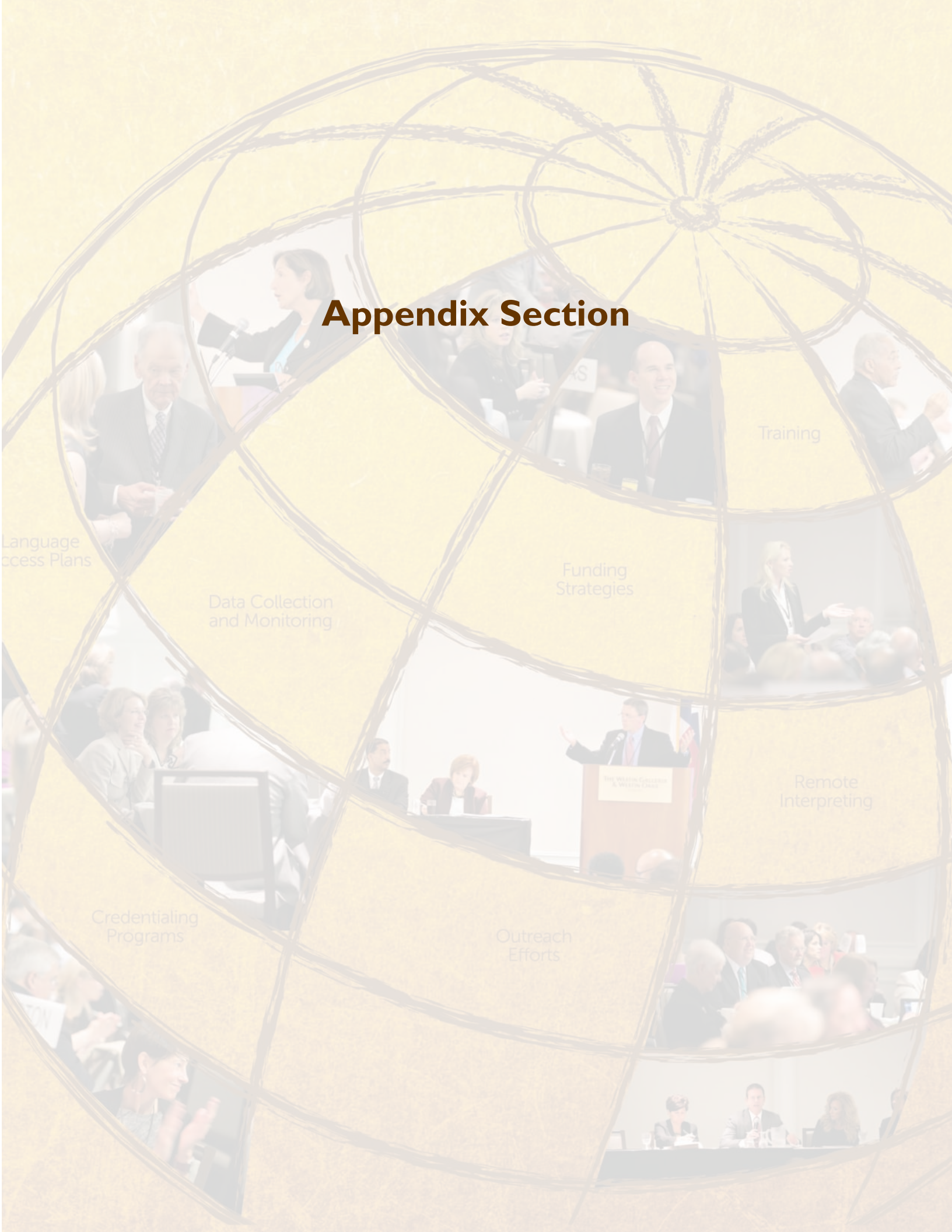
Funding  
Strategies

Training

Remote  
Interpreting

Credentialing  
Programs

Outreach  
Efforts





### AGENDA

#### Monday – October 1, 2012

- 1:00 PM – 6:00 PM **Registration** (Plaza Foyer, 3<sup>rd</sup> Floor)
- 4:30 PM – 6:30 PM **Information Fair** (Plaza Foyer, 3<sup>rd</sup> Floor)
- 5:30 PM – 5:45 PM **Welcome and Opening Remarks** (Plaza Ballroom, 3<sup>rd</sup> Floor)
- Hon. Eric T. Washington, Co-Chair CCJ/COSCA Access, Fairness, and Public Trust Committee
  - Hon. Patricia W. Griffin, Co-Chair CCJ/COSCA Access, Fairness, and Public Trust Committee
  - Mr. Jonathan Mattiello, Executive Director, State Justice Institute
- 5:45 PM – 6:15 PM **Keynote Address:** (Plaza Ballroom)
- Hon. Wallace B. Jefferson, Chief Justice, Supreme Court of Texas
  - Hon. Edward C. Prado, Judge, United States Court of Appeals for the Fifth Circuit
- 6:30 PM – 7:30 PM **Networking Reception** (Monarch Room, 24<sup>th</sup> Floor)

#### Tuesday – October 2, 2012

- 7:00 AM – 5:00 PM **Registration** (Plaza Foyer, 3<sup>rd</sup> Floor)
- 8:00 AM – 4:00 PM **Information Fair** (Plaza Foyer, 3<sup>rd</sup> Floor)
- 7:30 AM – 8:30 AM **Continental Breakfast** (Plaza Ballroom, 3<sup>rd</sup> Floor)
- 8:30 AM – 8:45 AM **Welcome** (Plaza Ballroom)
- Ms. Mary Campbell McQueen, President, National Center for State Courts
- 8:45 AM – 10:00 AM **Plenary Session: *Understanding the Legal Context*** (Plaza Ballroom)
- Moderator: Hon. Eric T. Washington, Chief Judge District of Columbia Court of Appeals
  - Mr. Michael Buenger, Senior Counsel, National Center for State Courts
  - Mr. Robert S. Peck, President, Center for Constitutional Litigation, PC

- 10:00 AM – 11:00 AM **Plenary Session: *Components of a Language Access Plan*** (Plaza Ballroom)
- Moderator: Hon. Patricia W. Griffin, State Court Administrator, Delaware Administrative Office of the Courts
  - Mr. Paul F. DeLosh, Director of the Department of Judicial Services, Office of the Executive Secretary of the Supreme Court of Virginia
  - Hon. Maria Kahn, Superior Court Judge, Fairfield Judicial District, State of Connecticut.
  - Ms. Mindy Macias, Director of Human Resources, State Court Administrator's Office, Colorado Judicial Department
- 11:00 AM – 12:15 PM **Plenary Session: *Remote Interpreting: A Business Solution*** (Plaza Ballroom)
- Moderator/Speaker: Dr. Thomas M. Clarke, Vice President of Research and Technology, National Center for State Courts
  - Ms. Sheryl Connolly, Trial Court Services Director, Nebraska Administrative Office of the Courts
  - Mr. Ervin Dimeny, Court Interpreting Services Manager, Kentucky Administrative Office of the Courts
  - Hon. Vanessa M. Dickson, Chief District Judge, 14<sup>th</sup> Judicial District of Kentucky, Bourbon, Scott, and Woodford Counties
  - Hon. Patrick R. McDermott, County Judge, 5<sup>th</sup> Judicial Circuit of Nebraska
- 12:15 PM – 1:30 PM **Luncheon** (Plaza Ballroom)
- 1:45 PM – 2:45 PM **Concurrent Workshops** (six sessions, all on the 3<sup>rd</sup> Floor)
- Roundtable: *Strengthening a Language Access Plan*** (Galleria 1)
- Moderator: Hon. Patricia W. Griffin, State Court Administrator, Delaware Administrative Office of the Courts
  - Mr. J. Joseph Baxter, State Court Administrator, Supreme Court of Rhode Island
  - Ms. Emy Lopez, Language Access Administrator, Office of Language Access, Colorado Judicial Department
  - Ms. Mary Rose Zingale, Courts Service Director, Tennessee Administrative Office of the Courts
- Workshop: *Collaborative Approaches*** (Galleria 2)
- Moderator: Hon. Jim Hannah, Chief Justice, Supreme Court of Arkansas
  - Ms. Brenda Aiken, Resource Development Officer, Alaska Court System
  - Mr. Matt Benefiel, Trial Court Administrator, Ninth Judicial Circuit Court of Florida
  - Ms. Pamela Sanchez, Statewide Program Manager, Language Access Services, New Mexico Administrative Office of the Courts
- Workshop: *Developing Interpreter Resources and Credentialing Program*** (Galleria 3)
- Moderator: Mr. David K. Boyd, State Court Administrator, Iowa Judicial Branch
  - Ms. Laura Dolgin, Court Improvement and Innovation Programs Manager, Office of the Court Administrator, State of Vermont
  - Hon. Travis L Francis, Assignment Judge, New Jersey Judiciary, Middlesex Vicinage
  - Ms. Debi S. Tulang-De Silva, Program Director, Office of Equality and Access to Courts, Hawaii State Judiciary

**Workshop: Addressing the Immigration Status, Culture, and Language Connections in Planning** (Bellaire)

- Moderator: Ms. Marla S. Moore, Director, Georgia Administrative Office of the Courts
- Dr. John A. Martin, Director of Immigration Initiative, Center for Public Policy Studies

**Workshop: Management of Remote Interpreting Technology** (Post Oak)

- Moderator: Mr. Zygmunt Pines, Court Administrator of Pennsylvania, Administrative Office of the Pennsylvania Courts
- Ms. Rena Micklewright, Deputy Coordinator, Court Interpreting Services, New York State Unified Court System
- Ms. Rosa P. Oakes, Court Program Coordinator, Utah Administrative Office of the Courts
- Hon. Daniel C. Moreno, District Court Judge, Fourth Judicial District, Hennepin County, Minnesota
- Ms. Polly Ryan, Program Coordinator, State Court Administrator's Office, Supreme Court of Minnesota

**Workshop: Training Judges and Court Personnel** (Tanglewood)

- Moderator: Hon. Gerald W. VandeWalle, Chief Justice, North Dakota Supreme Court
- Ms. Carmel Capati, Court Interpreter Manager, Office of Court Operation, Supreme Court of Wisconsin
- Hon. John Damon, Circuit Court Judge, Trempealeau County Circuit Court of Wisconsin
- Ms. Andrea Krickova, Court Services Analyst, Administrative Office of the Courts of Nevada
- Hon. Valorie Vega, District Court Judge, 8<sup>th</sup> Judicial District Court of Nevada

2:45 PM – 3:00 PM

**Break** (Galleria Foyer, 3<sup>rd</sup> Floor)

3:00 PM – 4:00 PM

**Concurrent Workshops** (six sessions, all on the 3<sup>rd</sup> Floor)

**Workshop: Planning for Technology Projects** (Galleria 1)

- Moderator: Ms. Carol Mitchell, Court Access Specialist, Administrative Office of the Courts, Arizona Supreme Courts
- Ms. Katrin Johnson, State Court Interpreter Coordinator, Administrative Office of the Courts of Washington
- Mr. Ervin Dimeny, Court Interpreting Services Manager, Kentucky Administrative Office of the Courts
- Ms. Laurie Dudgeon, Administrative Director, Kentucky Administrative Office of the Courts
- Ms. Jennifer D. Singletary, Special Projects Counsel, West Virginia Supreme Court of Appeals Administrative Office West Virginia
- Hon. Janis Whitener-Moberg, District Court Judge, Grant County, Washington

**Workshop: Training Interpreters** (Galleria 2)

- Moderator: Ms. Janice Walker, State Court Administrator, Nebraska Supreme Court
- Mr. Gregory J. Linhares, State Court Administrator, Supreme Court of Missouri
- Ms. Kelly Mills, Program Manager, Court Interpreter Services, Oregon Judicial Department
- Mr. Osvaldo R. Aviles, Interpreter Program Administrator, Administrative Office of the Pennsylvania Courts

**Workshop: *Translation of Documents*** (Galleria 3)

- Moderator: Ms. Sally Holewa, State Court Administrator, Supreme Court of North Dakota
- Hon. Dina E. Fein, First Justice, Western Division of the Massachusetts Housing Court
- Ms. Gaye Gentes, Manager of the Office of Court Interpreters, Trial Court of Massachusetts
- Hon. Andrea C. Peebles, Judge, Franklin County Municipal Court of Ohio
- Mr. Bruno G. Romero, Manager of the Interpreter Services Program, Supreme Court of Ohio
- Hon. Gary L. Yost, Judge, Ashtabula County Circuit Court of Ohio

**Workshop: *Data Collection and Analysis*** (Bellaire)

- Moderator: Ms. Nancy Dixon, Judicial Administrator, Kansas Supreme Court
- Mr. Joseph D. D'Alesio, Executive Director, Superior Court Operations of Connecticut
- Mr. Thomas A. Genung, Trial Court Administrator, 19<sup>th</sup> Judicial Circuit Court of Florida
- Ms. Jacquie Ring, Supervising Court Services Analyst, Court Interpreters Program, Judicial Council of California - Administrative Office of the Courts

**Workshop: *Managing Interpreter Staff and Contractors*** (Tanglewood)

- Moderator: Ms. Katie Bond, Assistant General Counsel, Texas Office of Court Administration
- Ms. Michele Oken, Administrator II, Central Civil Division, Los Angeles Superior Court, California
- Ms. Mara Simmons, Court Interpreter Services Director, Administrative Office of the Courts of Arkansas
- Ms. Sandra Bryan, Coordinator, Court Interpreting Services, New York State Unified Court System

**Workshop: *Providing Services Outside of the Courtroom*** (Post Oak)

- Moderator: Mr. Arthur W. Pepin, Director, New Mexico Administrative Office of the Courts
- Hon. Audrey J. S. Carrion, Associate Judge, Baltimore City Circuit Court, 8<sup>th</sup> Judicial Circuit of Maryland
- Ms. Hanna Sanders, Esq., Access to Justice Coordinator, Maine Judicial Branch
- Mr. David W. Slayton, Administrative Director, Texas Office of Court Administration

4:15 PM – 5:15 PM	<b>State Team Meeting – Exercise #1</b> (see assignment sheet for locations)
6:30 PM – 7:00 PM	<b>Reception</b> (West Alabama, 3 <sup>rd</sup> Floor)
7:00 PM – 8:00 PM	<b>Dinner</b> (Plaza Ballroom, 3 <sup>rd</sup> Floor)

Wednesday, October 3, 2012

7:30 AM – 8:30 AM **Continental Breakfast** (Galleria Foyer, 3<sup>rd</sup> Floor)

8:30 AM – 9:30 AM **Concurrent Workshops** (six sessions, all on the 3<sup>rd</sup> Floor)

**Workshop: *Funding for Interpreter Programs*** (Galleria 1)

- Moderator: Mr. Daniel J. Becker, State Court Administrator, State of Utah
- Ms. Lilia G. Judson, Executive Director, Division of State Court Administration, Indiana Supreme Court
- Ms. Linda P. Smith, Program Manager, Georgia Commission on Interpreters, Administrative Office of the Courts
- Ms. Elizabeth A. Sykes, Director, Administrative of the Courts of Tennessee

**Workshop: *Collaborative Approaches*** (repeat) (Galleria 2)

- Moderator: Hon. Paul A. Suttell, Chief Justice, Supreme Court of Rhode Island
- Ms. Brenda Aiken, Resource Development Officer, Alaska Court System
- Mr. Matt Benefiel, Trial Court Administrator, Ninth Judicial Circuit Court of Florida
- Ms. Pamela Sanchez, Statewide Program Manager, Language Access Services, New Mexico Administrative Office of the Courts

**Workshop: *Management of Remote Interpreting Technology*** (repeat) (Galleria 3)

- Moderator: Mr. James D. Gingerich, Director, Administrative Office of the Courts, Supreme Court of Arkansas
- Ms. Rena Micklewright, Deputy Coordinator, Court Interpreting Services, New York State Unified Court System
- Ms. Rosa P. Oakes, Court Program Coordinator, Utah Administrative Office of the Courts
- Hon. Daniel C. Moreno, District Court Judge, Fourth Judicial District, Hennepin County, Minnesota
- Ms. Polly Ryan, Program Coordinator, State Court Administrator's Office, Supreme Court of Minnesota

**Workshop: *Managing Interpreter Staff and Contractors*** (repeat) (Bellaire)

- Moderator: Ms. Janica Bisharat, Director, Court Management Division, Administrative Office of the Courts, Idaho Supreme Court
- Ms. Michele Oken, Administrator II, Central Civil Division, Los Angeles Superior Court, California
- Ms. Mara Simmons, Court Interpreter Services Director, Administrative Office of the Courts of Arkansas
- Ms. Sandra Bryan, Coordinator, Court Interpreting Services, New York State Unified Court System

**Workshop: *Training Judges and Court Personnel*** (repeat) (Post Oak)

- Moderator: Hon. F. Philip Carbullido, Chief Justice, Supreme Court of Guam
- Ms. Carmel Capati, Court Interpreter Manager, Office of Court Operation, Supreme Court of Wisconsin
- Hon. John Damon, Trempealeau County Circuit Court of Wisconsin
- Ms. Andrea Krlickova, Court Services Analyst, Administrative Office of the Courts of Nevada
- Hon. Valorie Vega, 8<sup>th</sup> Judicial District Court of Nevada



**Workshop: *Developing Interpreter Resources and Credentialing Program*** (repeat)  
(Tanglewood)

- Moderator: Hon. Christopher P. Yates, Circuit Judge, 17<sup>th</sup> Circuit Court of Michigan
- Ms. Laura Dolgin, Court Improvement and Innovation Programs Manager, Office of the Court Administrator, State of Vermont
- Hon. Travis L Francis, Assignment Judge, New Jersey Judiciary, Middlesex Vicinage
- Ms. Debi S. Tulang-De Silva, Program Director, Office of Equality and Access to Courts, Hawaii State Judiciary

9:45 AM – 10:45 AM      **State Team Meeting – Exercise #2** (see assignment sheet for locations)

10:45 AM – 11:00 AM      **Break** (Plaza Foyer, 3<sup>rd</sup> Floor)

11:00 AM – 12:00 PM      **State Team Reports** (Plaza Ballroom, 3<sup>rd</sup> Floor)  
• Moderator: Ms. Rosalyn Frierson, Director, South Carolina Court Administration

12:00 PM – 12:30 PM      **Plenary Session/Wrap Up** (Plaza Ballroom, 3<sup>rd</sup> Floor)  
• Hon. Eric T. Washington, Co-Chair CCJ/COSCA Access, Fairness, and Public Trust Committee

### National Summit on Language Access in the Courts Houston, Texas \* October 1-3, 2012

#### State Delegation Attendees

##### ALABAMA

Ms. Kim Gray, Court Administrator, Madison County Circuit Court

Hon. Karen Hall, Presiding Circuit Judge, 23rd Judicial Circuit

Mr. David Sawyer, Counsel and Coordinator of the UJS Interpreter Program, Administrative Office of the Courts

Ms. Keisha Thomas, Assistant Director, IT, Administrative Office of the Courts

Ms. Carla Woodall, Circuit Clerk, Houston County Circuit Court

##### ALASKA

Ms. Brenda Aiken, Resource Development Officer, Alaska Court System

Hon. Brian Clark, District Court Judge, Alaska Court System

Ms. Christine Johnson, Administrative Director of the Courts, Alaska Court System

Ms. Stacey Marz, Director, Family Law Self-Help Center, Alaska Court System

Hon. Daniel Winfree, Justice, Alaska Court System

##### ARIZONA

Mr. Michael Baumstark, Deputy Administrative Director, Administrative Office of the Courts

Hon. Tom Berning, Judge, Tucson City Court

Ms. Carol Mitchell, Court Access Specialist, Administrative Office of the Courts

Hon. James Soto, Presiding Judge, Santa Cruz County Superior Court

Ms. Karen L. Westover, Deputy Court Administrator, Maricopa County Superior Court

##### ARKANSAS

Mr. James D. Gingerich, Director, Administrative Office of the Courts

Hon. James Hannah, Chief Justice, Supreme Court of Arkansas

Hon. David H. McCormick, Circuit Judge, 1st District

Ms. Mara Simmons, Court Interpreter Services Director, Administrative Office of the Courts

Mr. Andrew Walchuk, Policy Analyst, Arkansas Administrative Office of the Courts

Mr. Marshall Wright, State Representative, Arkansas General Assembly

##### CALIFORNIA

Hon. Steven Austin, Judge, Superior Court of Contra Costa

Mr. Kevin G. Baker, Deputy Chief Counsel, Assembly Committee on the Judiciary

Hon. James R. Lambden, Associate Justice, First District Court of Appeal

Ms. Michele Oken, Administrator II, Civil Operations, Los Angeles Superior Court

Ms. Jacqueline M. Ring, Supervising Analyst, Court Interpreter Program, Administrative Office of the Courts

##### COLORADO

Ms. Yuliya Fedasenko, Interpreter & Trainer

Hon. Susan Fisch, Judge, Colorado Judicial Department

Dr. John Martin, Director, Immigration and the State Courts Initiative, Center for Public Policy Studies

Ms. Emy López, Language Access Administrator, Office of Language Access, Colorado Judicial Department

Ms. Mindy Masias, Director of Human Resources, Colorado State Courts

Mr. Roberto Ramirez, Attorney

##### CONNECTICUT

Hon. Patrick L. Carroll III, Deputy Chief Court Administrator, State of Connecticut Judicial Branch

Mr. Joseph D. D'Alesio, Esq., Executive Director, Superior Court Operations

Ms. Alejandra Donath, Program Manager, Interpreter and Translator Services, State of Connecticut Judicial Branch

Hon. Maria Araujo Kahn, Judge, State of Connecticut Judicial Branch

Hon. Chase T. Rogers, Chief Justice, Connecticut Supreme Court

##### DELAWARE

Ms. Patricia W. Griffin, State Court Administrator, Administrative Office of the Courts

Ms. Franny M. Haney, Manager, Judicial Branch Education, Administrative Office of the Courts

Hon. Jan R. Jurden, Judge, Superior Court, State of Delaware Judiciary

Ms. Maria M. Perez-Chambers, Coordinator, Court Interpreter Program, State of Delaware Judiciary

Ms. Amy A. Quinlan, Deputy State Court Administrator, Administrative Office of the Courts

Hon. Alex J. Smalls, Chief Judge, Court of Common Pleas

Hon. Aida Wasserstein, Judge, Family Court

**DISTRICT OF COLUMBIA**

Mr. Duane B. Delaney, Clerk of Court, District of Columbia Superior Court

Mr. James William Plunkett III, Language Access Program Coordinator, District of Columbia Superior Court

Hon. Lee Satterfield, Chief Judge, District of Columbia Superior Court

Hon. Eric T. Washington, Chief Judge, District of Columbia Court of Appeals

Ms. Anne B. Wicks, Executive Officer, District of Columbia Courts

**FLORIDA**

Hon. Jon Kevin Abdoney, County Judge, 10th Judicial Circuit

Mr. Matthew L. Benefiel, Court Administrator, 9th Judicial Circuit Court

Ms. Lisa Bell, Court Operations Consultant, Office of the State Court Administrator

Hon. William E. Davis, Circuit Court Judge, 8th Judicial Circuit

Mr. Thomas A. Genung, Trial Court Administrator, 19th Judicial Circuit

Ms. Elisabeth H. Goodner, State Court Administrator, Florida Supreme Court

**GEORGIA**

Hon. Melodie H. Clayton, Judge, State Court of Cobb County

Mr. J. Antonio DelCampo, Harris Penn Lowry DelCampo

Hon. Harold Melton, Justice, Supreme Court of Georgia

Ms. Marla S. Moore, Director, Administrative Office of the Courts

Ms. Linda P. Smith, Program Manager, Commission on Interpreters

**GUAM**

Hon. F. Philip Carbullido, Chief Justice, Supreme Court of Guam

Mrs. Jessica C. Cruz, Chief Deputy Clerk, Judiciary of Guam

Ms. Merly Karsom, Senior A.S.O., Judiciary of Guam

Hon. Anita A. Sukola, Judge, Superior Court of Guam

Mr. Perry C. Taitano, Administrator of the Courts, Judiciary of Guam

**HAWAII**

Hon. Gerald H. Kibe, District Judge, Hawaii State Judiciary

Mr. Rodney A. Maile, Administrative Director of the Courts, Hawaii State Judiciary

Ms. Lori Okita, Chief Court Administrator, Hawaii State Judiciary

Hon. Sabrina Shizue McKenna, Associate Justice, Supreme Court of the State of Hawaii

Ms. Debi S. Tulang-De Silva, Project Director, Hawaii State Judiciary

**IDAHO**

Ms. Sandra Barrios, Court Interpreter Coordinator, Fourth Judicial District

Ms. Janica Bisharat, Director, District Court Services, Idaho Supreme Court

Hon. Sergio A. Gutierrez, Judge, Idaho Court of Appeals

Hon. Mick Hodges, Magistrate Judge, 5th Judicial District

Hon. Joel Tingey, District Judge, 7th Judicial District

**ILLINOIS**

Hon. Grace G. Dickler, Circuit Court Judge, Cook County

Hon. Thomas L. Kilbride, Chief Justice, Supreme Court of Illinois

Hon. Laura C. Liu, Circuit Court Judge, Cook County

Ms. Marcia M. Meis, Chief Legal Counsel, Administrative Office of the Illinois Courts

Mr. Michael Tardy, Director, Administrative Office of the Courts

Mr. Adam Vaught, Counsel to Chief Justice, Supreme Court of Illinois

**INDIANA**

Ms. Lilia G. Judson, Executive Director, Indiana Supreme Court

Hon. Robert D. Rucker, Justice, Indiana Supreme Court

Hon. José Salinas, Judge, Marion Superior Court

Ms. Camille T. Wiggins, Staff Attorney, Indiana Supreme Court

**IOWA**

Mr. David K. Boyd, State Court Administrator, Iowa Judicial Branch

Mr. John Goerd, Deputy State Court Administrator, Iowa Judicial Branch

Ms. Leesa A. McNeil, District Court Administrator, Third Judicial District, Woodbury County

Hon. Karen A. Romano, Judge, Iowa District Court

Hon. David Wiggins, Justice, Iowa Supreme Court

# Appendix B

## Summit Attendees

### KANSAS

Hon. Bradley E. Ambrosier, Chief Judge, 26th Judicial District

Hon. Eric A. Commer, Judge, Sedgwick County, 18th Judicial District

Ms. Nancy Dixon, Judicial Administrator, Kansas Office of Judicial Administration

Hon. Thomas E. Malone, Court of Appeals Judge, Kansas Court of Appeals

Ms. Elizabeth Reimer, Language Access Coordinator, Office of Judicial Administration

### KENTUCKY

Hon. Vanessa M. Dickson, Chief District Judge, Kentucky Court of Justice

Mr. Ervin Dimeny, Court Interpreting Manager, Kentucky Administrative Office of the Courts

Ms. Laurie K. Dudgeon, Director, Administrative Office of the Courts

Hon. John D. Minton Jr., Chief Justice, Kentucky Court of Justice

Hon. Steve Alan Wilson, Circuit Judge, Kentucky Court of Justice

### LOUISIANA

Hon. Camille Buras, Chief Judge, Orleans Parish Criminal District Court

Hon. Grace Bennett Gasaway, Judge, City Court of Hammond

Ms. Shannon C. Sims, Deputy Judicial Administrator, Criminal District Court

Hon. Max N. Tobias Jr., Judge, Louisiana Court of Appeal, 4th Circuit

Mr. Richard Williams, Deputy Judicial Administrator, Louisiana Supreme Court

### MAINE

Mr. James T. Glessner, State Court Administrator, Administrative Office of the Courts

Hon. Ellen A. Gorman, Associate Justice, Maine Supreme Judicial Court

Hon. E. Mary Kelly, Judge, Maine Judicial Branch

Ms. Laura M. O'Hanlon, Chief of Court Management, Maine Judicial Branch

Ms. Hanna Sanders, Access to Justice Coordinator, Maine Judicial Branch

### MARYLAND

Mr. Frank Broccolina, State Court Administrator, Administrative Office of the Courts

Hon. Audrey J.S. Carrion, Judge, Circuit Court for Baltimore City

Ms. Sandra K. Dalton, Clerk of the Circuit Court, Frederick County

Hon. Joann Ellinghaus-Jones, Administrative Judge, District Court of Maryland

Ms. Sandra Smith, Court Administrator, Queen Anne's County Circuit Court

Ms. Deborah A. Unitus, Director, Administrative Office of the Courts

Ms. Roberta L. Warnken, Chief Clerk, District Court of Maryland

### MASSACHUSETTS

Hon. Dina E. Fein, First Justice, Housing Court

Mr. John S. Gay, Clerk Magistrate, Springfield District Court

Ms. Gaye Gentes, Manager of the Office of Court Interpreters, Trial Court

Mr. Timothy M. Linnehan, Director, Support Services Department, Trial Court

Mr. Lewis Harry Spence, Court Administrator, Massachusetts Trial Court

### MICHIGAN

Hon. Suzanne Kreeger, Chief Judge, Eighth Circuit Court

Mr. Matthew Schneider, Chief of Staff & General Counsel, Michigan Supreme Court

Ms. Jennifer Warner, Trial Court Services Director, Michigan Supreme Court

Ms. Stacy Lynn Westra, Trial Court Services Management Analyst, Michigan Supreme Court

Hon. Christopher Yates, Circuit Judge, 17th Circuit Court

### MINNESOTA

Hon. Leonardo Castro, Judge, Ramsey County

Ms. Nancy Dietl Griffin, Acting Director of Human Resources, Minnesota Judicial Branch

Hon. Daniel C. Moreno, Judge, 4th Judicial District, Criminal Court

Mr. Timothy L. Ostby, 7th/8th Judicial District Administrator, Minnesota District Court

Ms. Polly Ryan, Program Coordinator, State Court Administrators Office

### MISSOURI

Hon. George W. Draper III, Judge, Supreme Court of Missouri

Ms. Mary K. Epping, Assistant to the Court Administrator, 13th Judicial Circuit

Hon. Patricia Joyce, Circuit Judge

Mr. Gregory J. Linhares, State Court Administrator, Office of State Court Administrator

Ms. Lynette Ricks, Access to Courts Specialist, Missouri Office of State Court Administrator

### **MONTANA**

Hon. Katherine M. Bidegaray, District Judge, 7th Judicial District Court

Ms. Jan Bjork, District Court Administrator, 18th Judicial District

Mr. Becky Buska, Financial Services Director, Montana Judicial Branch

Ms. Lori Maloney, Clerk of Court, Montana Supreme Court

Ms. Lindy Proue, Accounting Manager, Montana Judicial Branch

### **NEBRASKA**

Hon. William B. Cassel, Judge, Nebraska Supreme Court

Ms. Sheryl L. Connolly, Trial Court Service Director, Administrative Office of the Courts

Mr. John Harms, Senator, Nebraska Legislature

Hon. Patrick R. McDermott, County Judge, 5th Judicial District

Ms. Janice Walker, State Court Administrator, Nebraska Supreme Court

### **NEVADA**

Hon. Michael L. Douglas, Justice, Supreme Court of Nevada

Hon. Kevin Higgins, Judge/Justice of the Peace, Sparks Justice Court

Ms. Andrea Krlickova, Court Services Analyst, Supreme Court of Nevada, Administrative Office of the Courts

Ms. Robin L. Sweet, State Court Administrator, Administrative Office of the Courts

Hon. Valorie Vega, District Court Judge, 8th Judicial District Court

### **NEW HAMPSHIRE**

Ms. Alexandra Baer, QC/QA, LSS Language Bank

Ms. Joan Bishop, Director, Judicial Branch Education

Ms. Paula J. Hurley, Circuit Court Administrator, New Hampshire Judicial Branch

Hon. Tina L. Nadeau, Chief Justice, New Hampshire Superior Court, Superior Court Administrative Office

Mr. Alen Omerbegovic, Program Manager, Lutheran Social Services NE/Language Bank

Ms. Cynthia A. Perreault, Deputy Clerk of Court, New Hampshire Superior Court

### **NEW JERSEY**

Mr. Louis Acevedo Jr., Deputy Public Defender, New Jersey Judiciary, Bergen County Trial Region

Ms. Brenda Carrasquillo, Manager, Language Services Section, New Jersey Judiciary

Hon. Travis L. Francis, Assignment Judge, New Jersey Judiciary

Ms. Dawn Matera, Operations Manager, Monmouth County

Hon. Nesle A. Rodriguez, Chief Judge, New Jersey Judiciary

### **NEW MEXICO**

Hon. Edward L. Chávez, Justice, New Mexico Supreme Court

Ms. Paula Couselo-Findikoglo, Director, New Mexico Center for Language Access

Hon. Nan Nash, Judge, 2nd Judicial District Court

Mr. Weldon J. Neff, Court Executive Officer, 11th Judicial District Court

Mr. Arthur W. Pepin, Director, Administrative Office of the Courts

Ms. Pamela Sanchez, Statewide Program Manager, Language Access Services, New Mexico Administrative Office of the Courts

### **NEW YORK**

Ms. Sandra Bryan, Coordinator, Court Interpreting Services

Hon. Lawrence K. Marks, First Deputy Chief Administrative Judge, Office of Court Administration

Ms. Rena Micklewright, Deputy, Court Interpreting Services

Hon. Jeffrey K. Oing, Supreme Court Justice

Hon. A. Gail Prudenti, Chief Administrative Judge, Office of Court Administration

### **NORTH CAROLINA**

Ms. Brooke Bogue, Manager, Office of Language Access Services, Administrative Office of the Courts

Hon. Wendy M. Encochs, Chief District Court Judge, North Carolina Administrative Office of the Courts

Ms. Amy Lynn Funderbunk, Assistant Counsel, North Carolina Administrative Office of the Courts

Hon. Sarah Parker, Chief Justice, Supreme Court of North Carolina

Hon. John W. Smith Director, Administrative Office of the Courts

Ms. Mildred Spearman, Legislative Liaison/Language Access Officer, North Carolina Administrative Office of the Courts

Ms. Pamela Weaver Best, Deputy Legal Counsel, North Carolina Administrative Office of the Courts

Mr. Mckinley Wooten Jr., Deputy Director, North Carolina Administrative Office of the Courts

### **NORTH DAKOTA**

Ms. Sally A. Holewa, State Court Administrator, Supreme Court of North Dakota

Hon. Steven McCullough, District Court Judge, North Dakota Court System

Mr. Rodney Olson, Unit Court Administrator, Unit II, North Dakota District Court

# Appendix B

## Summit Attendees

Hon. Gerald W. Vandewalle, Chief Justice, Supreme Court of North Dakota

### **NORTHERN MARIANA ISLANDS**

Ms. Sonya A. Camacho, Deputy Director of Courts, Northern Mariana Islands Judiciary

Mr. Patrick V. Diaz, Family Court Manager, Northern Mariana Islands Judiciary

Hon. Robert C. Naraja, Presiding Judge, Northern Mariana Islands Judiciary

Hon. David A. Wiseman, Associate Judge, Northern Mariana Islands Judiciary

### **OHIO**

Mr. Steven C. Hollon, Administrative Director, Supreme Court of Ohio

Hon. Maureen O'Connor, Chief Justice, Supreme Court of Ohio

Hon. Andrea C. Peebles, Judge, Franklin County Municipal Court

Mr. Bruno G. Romero, Manager, Interpreter Services Program, Supreme Court of Ohio

Hon. Gary L. Yost, Judge, Ashtabula County Court of Common Pleas

### **OKLAHOMA**

Hon. Jerry Bass, District Judge, Oklahoma County District Court

Ms. Debra Charles, General Counsel, Supreme Court of Oklahoma

Hon. Douglas L. Combs, Justice, Oklahoma Supreme Court

Ms. Vicki A. Cox, Trial Court Administrator, Tulsa County District Court

Mr. Michael D. Evans, Administrative Director of the Courts, Supreme Court of Oklahoma

### **OREGON**

Ms. Kingsley W. Click, State Court Administrator, Oregon Judicial Department

Ms. Kelly Mills, Program Manager, Court Interpreter Services, Oregon Judicial Department

Hon. Katherine Weber, Clackamas County Circuit Court Judge, Oregon Judicial Department

### **PENNSYLVANIA**

Mr. Osvaldo R. Aviles, Administrator, Interpreter Certification Program, Administrative Office of Pennsylvania Courts

Ms. Natalia Petrova, Interpreter Certification Coordinator, Supreme Court of Pennsylvania

Mr. Zygmunt A. Pines, Court Administrator, Administrative Office of the Courts

Hon. Ronald D. Castille, Chief Justice, Supreme Court of Pennsylvania

Hon. Ida K. Chen, Judge, Court of Common Pleas

### **RHODE ISLAND**

Mr. J. Joseph Baxter, State Court Administrator, Rhode Island Supreme Court

Hon. Edward H. Newman, Magistrate, Rhode Island Family Court

Hon. Paul A. Suttell, Chief Justice, Rhode Island Supreme Court

Ms. Susana Torres, Language Access Coordinator, Rhode Island Supreme Court

Ms. Erika Kruse Weller, General Counsel, Rhode Island Supreme Court

### **SOUTH CAROLINA**

Ms. Desiree R. Allen, State Language Access Coordinator, South Carolina Judicial Department

Ms. Rosalyn W. Frierson, State Court Administrator, South Carolina Judicial Department

Hon. Gary Reinhart, Chief Magistrate, Lexington County Magistrate Court

Ms. Jerri Ann Roseneau, Clerk of Court, Beaufort County

### **SOUTH DAKOTA**

Ms. Le Ann Birkeland, Chief Court Services Officer, Unified Judicial System

Ms. Susan Compaan, Circuit Administrator, Unified Judicial System

Hon. Shawn J. Pahlke, Magistrate Judge, 7th Circuit Court

Ms. Suzanne Starr, Legal Counsel, Unified Judicial System

### **TENNESSEE**

Hon. Christopher Bright Craft, Judge, Criminal Court, 30th Judicial District

Hon. Cornelia A. Clark, Justice, Supreme Court of Tennessee

Mr. David R. Esquivel, Access to Justice Commissioner, Access to Justice Commission

Hon. James M. Hunter, Judge, Sumner County, 18th Judicial District

Ms. Elizabeth A. Sykes, Director, Administrative Office of the Courts

Ms. Mary Rose Zingale, Courts Service Director, Tennessee Administrative Office of the Courts

### **TEXAS**

Ms. Katie Bond, Assistant General Counsel, Office of Court Administration

Ms. Jennifer Cafferty, General Counsel, Supreme Court of Texas

Mr. Marco Hanson, Supervisor, Texas Remote Interpreter Project, Office of Court Administration

Hon. Wallace B. Jefferson, Chief Justice, Supreme Court of Texas

Hon. Lora J. Livingston, Judge, Civil District Courts,  
261st District Court

Ms. Patricia McAllister, Executive Director, Texas Access  
to Justice Commission

Hon. Edward C. Prado, Circuit Judge, United States  
Court of Appeals, Fifth Circuit

Mr. David Slayton, Administrative Director, Office of  
Court Administration

### **UTAH**

Mr. Daniel J. Becker, State Court Administrator,  
Administrative Office of the Courts

Ms. Rosa P. Oakes, Court Program Coordinator,  
Administrative Office of the Courts

Mr. Timothy M. Shea, Staff Attorney, Administrative  
Office of the Courts

Hon. Larry Steele, Judge, 8th District Juvenile Court

### **VERMONT**

Ms. Laura Dolgin, Programs Manager, Vermont  
Judiciary

Hon. Harold E. Eaton Jr., Superior Court Judge,  
Vermont Judiciary

Mr. Robert Greemore, Court Administrator, State of  
Vermont

Ms. Karen L. Richards, Attorney/Consultant, Vermont  
Legal Aid, Inc.

Hon. Beth Robinson, Associate Justice, Supreme Court

### **VIRGIN ISLANDS**

Ms. Karin A. Bentz, Virgin Islands Bar Association

Hon. Maria M. Cabret, Associate Justice, Supreme Court  
of the Virgin Islands

Hon. Darryl Dean Donohue Sr., Presiding Judge,  
Superior Court of the Virgin Islands

Hon. Rhys S. Hodge, Chief Justice, Virgin Islands  
Supreme Court

Mrs. Venetia Velazquez, Esq., Clerk of Court, Superior  
Court of the Virgin Islands

### **VIRGINIA**

Mr. Paul F. DeLosh, Director of Judicial Services,  
Supreme Court of Virginia

Mr. Karl R. Hade, Executive Secretary, Supreme Court of  
Virginia

Hon. Cynthia D. Kinser, Chief Justice, Supreme Court of  
Virginia

Hon. David M., Magistrate, Virginia Supreme Court of  
Appeals

Mr. Jonathan D. Mattiello, Executive Director, State  
Justice Institute

Hon. Dennis J. Smith, Chief Judge, 19th Judicial Circuit

Ms. Charlene M. Watkins, Foreign Language Services  
Coordinator, Supreme Court of Virginia

### **WASHINGTON**

Ms. Shirley Bondon, Manager, Court Access Programs,  
Administrative Office of the Courts

Ms. Katrin Johnson, State Court Interpreter  
Coordinator, Administrative Office of the Courts

Ms. Latricia Kinlow, Court Administrator, Tukwila  
Municipal Court

Mr. Samuel Mattix, Certified Court Interpreter, Lao &  
Thai Language Services

Mr. Richard E. Moellmer, Trial Court Administrator,  
Washington County Circuit Court

Hon. Charles Snyder, Superior Court Judge, Whatcom  
County Superior Court

Hon. Kirsten E. Thompson, Judge, Washington County  
Circuit Court

Hon. Janis Whitener-Moberg, Judge, Grant County  
District Court

### **WEST VIRGINIA**

Ms. Barbara A. Core, Circuit Clerk, Marion County  
Circuit Clerk

Hon. Amanda Hatfield See, Family Court Judge, West  
Virginia Supreme Court

Ms. Brenda L. Miller, Circuit Clerk, West Virginia  
Supreme Court

Hon. David H. Sanders, Circuit Judge, West Virginia  
Supreme Court of Appeals

Ms. Jennifer Singletary, Special Projects Counsel, West  
Virginia Supreme Court of Appeals

### **WISCONSIN**

Hon. Shirley S. Abrahamson, Chief Justice, Wisconsin  
Supreme Court

Ms. Carmel Capati, Court Interpreter Program Manager,  
Office of Court Operations

Hon. John Damon, Circuit Court Judge, Trempealeau  
County Circuit Court

Mr. A. John Voelker, Director of State Courts, Supreme  
Court of Wisconsin

Ms. Sara Ward-Cassady, Deputy Director, Office of Court  
Operations

### **WYOMING**

Ms. Diane Bauersfeld, State Law Librarian, Wyoming  
Supreme Court

Hon. Timothy Day, District Judge, Wyoming Judiciary

Hon. Jeffrey Donnell, District Judge, Wyoming Judiciary

Ms. Joann Odendahl, State Court Administrator,  
Wyoming Supreme Court

Ms. Kristi Racines, Internal Auditor, Wyoming Supreme  
Court



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