

Supporting HB0651 and SB0464.pdf

Uploaded by: Egbert, Lisalee

Position: FAV

Supporting HB0651 and SB0464

- Dr. Lisalee D. Egbert
 - Deaf Community Member
 - Mother of Hard of Hearing children
 - Native American
 - Certified: Deaf Interpreter
- Coauthor for the bill
- Representing McDaniel College
 - Talk about the overall problem, and how MD is the only one of 5 states that have nothing for people who teach our DHOH children. McDaniel has a long history of graduating students who work in the education system.
 - Address what is available for current education, and for continuing education for interpreters, and what institutions are prepared to do – and which institutions they are - once this bill is reality.
 - As you know McDaniel is the only state in Maryland with a bachelor's degree in ASL. With the major, McDaniel already has or is in the works with articulation agreements with many community colleges that offer AA degrees in ASL and Deaf Studies which can transfer classes to McDaniel. With an ASL degree from McDaniel, alumni can sit for the interpreting national exams (test takers must have a BA or BS to take the exam). Again, only McDaniel offers a bachelor's in ASL and only Towson offers a Degree in Deaf Studies; meaning McDaniel is already posed to address the need for a bachelor's degree to take the exam(s) for the RID exam which is addressed in the bill.
 - Creating and ASL plus 1 for a Master's Degree in interpreting (there are no colleges or universities in Maryland that offer a Master's Degree in Interpreting.) The state is looking for how colleges and universities might play a role in interpreter education both now and in the future.
 - Supply and Demand
 - McDaniel has also offered to host the EIPA proctor to administer the test twice a year on campus; meaning McDaniel would be a state- and nation-wide testing site (we have already had 2 interpreters from Colorado willing to come and take the test at McDaniel because CO does not offer the test - making the McDaniel again known on the national level).

SB464_FAV_MICUA.pdf

Uploaded by: Fidler, Sara

Position: FAV



Maryland Independent College
and University Association

Written Support

Senate Education, Health, and Environmental Affairs Committee

Senate Bill 464 (West) – Education – Educational Interpreter – Certification Requirements

Sara C. Fidler, President
sfidler@micua.org

February 11, 2021

On behalf of Maryland's independent colleges and universities and the 65,600 students we serve, thank you for the opportunity to provide this written testimony in support of *Senate Bill 464 (West) Education - Educational Interpreter - Certification Requirements*. This legislation would create new requirements for educational interpreters who work in Maryland public schools.

Senate Bill 464 would create certification standards for educational interpreters to help protect the integrity of the educational experience for students who are Deaf or hard-of-hearing. All K-12 students deserve the opportunity to be educated by professionals with specialized academic and professional training and credentials. Unlike the majority of other states, Maryland does not currently have certification standards for educational interpreters. For many students, interpreters are a primary source of information both inside and outside of the classroom.

One of our member institutions, McDaniel College, is dedicated to preparing Deaf Education professionals through both undergraduate and graduate program offerings. McDaniel has offered a renowned Master of Science in Deaf Education program for several decades, preparing teachers at both the elementary and secondary levels. Additionally, McDaniel offers an undergraduate minor in American Sign Language (ASL) Studies and offers a bachelor's degree in ASL. As referenced in McDaniel's testimony, the College is committed to supporting the implementation of SB 464 through expanding its Deaf Education program offerings.

For all of these reasons, MICUA requests a favorable Committee report for Senate Bill 464.



Written Support

Senate Education, Health, and Environmental Affairs Committee

Senate Bill 464 (West) – Education – Educational Interpreter – Certification Requirements

Dr. Julia Jasken, Executive Vice President and Provost

jjasken@mcdaniel.edu

February 11, 2021

On behalf of McDaniel College and the 2,900 undergraduate and graduate students we serve, thank you for the opportunity to provide written testimony in support of ***SB 464 (West) Education – Educational Interpreter – Certification Requirements***. This bill will require educational interpreters to obtain certification by 2028 in order to work in a Maryland public school. It also specifies qualifications for initial certification, assessment requirements, and professional development plans for certification renewal.

McDaniel College has a long-standing history in Deaf Education. Since its inception in 1967 as a partnership between the College and the Maryland School for the Deaf, McDaniel's Master of Science in Deaf Education has prepared outstanding and award-winning teachers at both the elementary and secondary levels. The Deaf Education program is accredited by the Council for the Accreditation of Educator Preparation and is approved by the Council on Education of the Deaf and the Maryland State Department of Education.

At the undergraduate level, McDaniel currently offers a minor in American Sign Language (ASL) Studies and is seeking State approval this year to offer an ASL major. These programs provide students with various opportunities for immersion in the language and culture of Deaf people, including an option to spend the January term in an ASL environment or a semester as a visiting student at Gallaudet University in Washington, D.C.

McDaniel would welcome the opportunity to support SB 464 with expanded programming to help meet the State's needs for educational interpreters and is very well-positioned to do so. For example, McDaniel could support the implementation of this bill in the following ways:

- Establish articulation agreements with Deaf Studies/ASL/Interpreting associate's degrees at community colleges, creating a seamless pathway for students to transfer to McDaniel and major in ASL; or
- Launch a one-year educational interpreting master's degree program. Nationwide, not many master's degrees are available in interpretation, and there may only be one currently offered with a focus on educational settings.

Nationwide, Maryland is one of only five states not to have regulations for interpreters. This seems to be out of line with other aspects of K-12 educator licensure and certification, which are very strongly regulated in Maryland. Interpreters often end up as the primary language model for Deaf students in public school settings. They help ensure that students have a fully accessible educational experience both inside and outside of the classroom. Since Deaf students may have little or no access to any auditory input at school, what they receive visually should be of the highest quality and standard. Therefore, we believe that educational interpreters should have specialized academic and professional credentials and be held to rigorous preparation, testing, and certification standards.

For all of these reasons, McDaniel College supports Senate Bill 464 and urges a favorable Committee report.

HB0651_K12_bill.pdf

Uploaded by: Minor, Rebecca

Position: FAV

Dear Honorable Representatives:

I'm writing in reference to SB0464/HB0651 which will establish certification requirements for Maryland Sign Language Interpreters working in the K-12 education system.

I am the director for the CCBC Sign Language Interpreter Training Program. My program is one of only two programs in the state of Maryland that trains interpreters to work with the deaf. Deaf people need well-trained interpreters to provide them with accessibility per their rights outlined in the Americans with Disabilities Act. Our program provides students with an AAS in Interpreting (generalist), however for our graduates to obtain national certification they also need to complete a baccalaureate degree. Additional specialized training in Educational Interpreting is strongly recommended.

Maryland currently has no regulations which determine who can market themselves as an interpreter. Sadly, Maryland deaf citizens often find themselves in situations where the interpreter that was hired for their appointment (doctor appointment, college class, job interview etc...) is not qualified and in some cases has never been trained and/or does not actually know American Sign Language (ASL). Many deaf children, who are mainstreamed in Maryland's K-12 system are being exposed to unqualified language models; stagnating their cognitive development and they have no voice.

The proposed bill will establish some minimum requirements for interpreters working with deaf children in education and this is very desirable.

The Community College of Baltimore County is working on creating some professional training for educational interpreters. We will also be having our spring cohort take the EIPA written and performance tests by way of an MSDE Perkins grant. We hope our research with our current students will shed some light into the readiness of recent Interpreter Training graduates to work in the K12 Education setting.

While the training and testing we are doing are good first steps there is still great need to train interpreters across Maryland to be better prepared to work with deaf students in an Educational Setting.

Additionally the CCBC testing centers at Catonsville and Dundalk campus are working on becoming approved sites to provide the EIPA written exam. The contract has not yet been approved.

If you have any questions or would like more information please feel free to contact me.

Thank you,

Rebecca F. Minor, Ph.D. | [INTR Program Coordinator – Associate Professor](#) | [The Community College of Baltimore County – Interpreter Preparation Program](#) | 443-840-4975 (W) | 443-341-5031 (VP) | 443-840-5134 (fax) | rminor3@ccbcmd.edu -

SB 464 - Educational Interpreters Certification -

Uploaded by: Dove, Tina

Position: FWA

Testimony in Support with Amendments to Senate Bill 464
Education—Educational Interpreter—Certification

Senate Education, Health, and Environmental Affairs Committee
February 11, 2021
11:00 pm

Tina N. Dove, M.Ed.
Government Relations

The Maryland State Education Association is in support, with amendments, of Senate Bill 464, legislation that would require the State Board of Education and the Professional Standards and Teacher Education Board to develop certain rules and regulations for the certification of educational interpreters.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our 896,837 students for careers and jobs of the future. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3 million-member National Education Association (NEA).

MSEA is dedicated to ensuring that all of our children receive a world class public education; one that prepares them for college, career and life. This is especially true for our most vulnerable students, including those who are differently abled. Our students who are deaf and hard of hearing deserve unfettered access to the content and skills essential for college and career readiness. Unfortunately, much like the case with our English language learners, our deaf and hard of hearing students communicate in a different language than their classroom teachers. As such, their ability to best meet their unique learning needs can be challenging. Classroom teachers, therefore, must rely on our educational interpreters (EIs) to assist in "translating" that which our hearing able students are receiving to our deaf and hard of hearing students. Without this support, our schools are unable to provide access to the Free Appropriate Public Education to which our differently abled deaf and hard of hearing students have a right to access. This is unacceptable.

MSEA believes that all of us have a role to play in providing our students with the services, supports and resources they need in order to be successful. This legislation will ensure that a significant player in the

process is well equipped to execute their responsibility to ensure fair access to all of Maryland's students.

The House sponsor of this bill's cross file (HB 651) submitted a number of amendments to the House version of this legislation. The amendments were as follows:

- Page 4, line 21: strike '4.0' and replace with '3.7'.
- Page 4, line 27, strike 'registries of interpreters for the deaf..' so that the new sentence reads '..renewal of a certificate.'
- page 4, line 29: after the word 'development', add: ...every four (4) years and show an improved score of 4.0 on EIPA performance, unless holding an RID certificate.'
- page 5, line 4: change '2028' to 2026.

We support these amendments and respectfully request that the Senate sponsor agree to incorporate these negotiated amendments into the Senate version of this legislation.

With the inclusion of said sponsor amendments, MSEA requests a Favorable Report on Senate Bill 464.

Senate testimony.pdf

Uploaded by: Gonzalez, Cynthia

Position: FWA

1540 Ball Road
Port Republic, MD 20676
February 11, 2021

Senator Christopher West
Maryland State Senator
James Senate Office Building, Room 303
11 Bladen Street
Annapolis, MD 21401

Dear Senator West,

I am a member of the bill writing team for SB 464, and as such I have spent months with my colleagues crafting language and expectations that will ultimately benefit the education of deaf and hard-of-hearing (DHOH) students throughout Maryland.

Currently there is no state-wide credentialing or licensing process for sign language interpreters in any profession. (Signed languages include American Sign Language (ASL), pidgin sign language, and other manual forms of communication.) Adjacent states of Pennsylvania, Delaware, Virginia, and West Virginia each have established standards which incorporate results based on an EIPA score or RID certification. Passage of SB464 will bring the educational interpreters (EIs) in Maryland up to par. I believe MSDE should be the state body involved in certifying staff who provide sign language interpreting services in k-12 education.

Students who use sign language interpreters have no guarantee that the services they receive meet any kind of standard. My team and I would like to see that changed. EIs (like teachers) would have to show acceptable results from one of two nationally-recognized entities. School systems searching for a qualified EI could use the MSDE certificate as a measure of skill. The certification would expire in 4 years, during which time EIs would continue their education by accumulating continuing education credits and improving their skills.

Research has demonstrated that an interpreter who scores at 3.7 on the EIPA provides on 70% of the information being presented. Imagine only understanding 70% of the teacher's spoken information. You would exit school with an enormous lack of knowledge. Notice, then, that a 3.7 is the initial accepted score; renewal of the certificate would require proof of improved skill! We also believe continued education will help the professional knowledge of EIs, so their performance reflects current language trends, vocabulary, and changing expectations in education.

There will be comments about the funding language in this bill; I urge you to notice how many entities provide support to teachers in the form of online trainings, university programs, professional development opportunities offered by school districts, and so forth. Similar support is lacking for EIs, and yet we are a crucial piece in the DHOH student's education. This

legislation may be the carrot on the stick, encouraging colleges and school systems to invest in quality education for EIs. We are cognizant of our role in the education of future citizens. Let all students have equal access to Maryland's public education.

I feel it is very important for an entity separate from the executive branch to manage the certifications of EIs. We want MSDE to receive data and to issue certificates. We do not wish for a group whose members report to and are selected by the Governor to manage our politically independent certification. Adding politics to the mix won't preserve the integrity of the certification process, and ultimately could compromise the gains we are making as a profession to benefit students.

You may be wondering who else thinks professional standards are a good idea. NAIE, the National Association of Interpreters in Education, is an organization of interpreters who provide services to support the communication needs of DHOH students in educational settings. While they are unable to lobby in support of any legislation, it is their mission to support best practices which benefit students. Certification is one of those practices.

I hope my written testimony encourages you to support this legislation which will improve the quality of educational interpreters in the State.

Sincerely,

Cynthia E. Gonzalez
Educational Interpreter, Calvert County
Member of bill writing team
Maryland resident
NAIE member
MSEA member

Senator West - SB 464 – Education – Educational In

Uploaded by: West, Christopher

Position: FWA

CHRIS WEST
Legislative District 42
Baltimore County

Judicial Proceedings Committee

Vice Chair, Baltimore County
Senate Delegation



THE SENATE OF MARYLAND
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February 11, 2021

Senate Education, Health and Environmental Affairs Committee
The Honorable Paul G. Pinsky
2 West Miller Senate Building
Annapolis, Maryland 21401-1991

RE: SB 464 – Education – Educational Interpreters – Certification Requirements

Dear Chairman Pinsky and Members of the Committee:

I am pleased to introduce Senate Bill 464. This bill will establish certification standards for the State's educational interpreters for deaf children.

90% of the State's deaf and hard of hearing children are born to hearing parents, so from the very outset of their lives, these children have a difficult time communicating with family members. When they get to school, it is essential that they are provided with trained and qualified interpreters who can adequately communicate to them the instructional information being provided by their teachers. Suppose when you were in school, you could only understand a small fraction of the words being uttered by your teachers, words like "the" and "house" but were not able to understand the more complicated and important words being uttered by your teachers?

45 states, including Pennsylvania, Delaware, Virginia and West Virginia, have adopted professional standards to qualify educational interpreters. Maryland is one of only five states that have no such standards. Educational interpreters perform a critical and essential role in educating our deaf and hard of hearing children. In Maryland, there are 150 part-time and full-time American Sign Language educational interpreters, and the quality and competence of them varies greatly. We need a baseline standard; otherwise, we won't know how to assess and evaluate the performance of such interpreters.

Simply put, a deaf or hard of hearing student who communicates by using American Sign Language needs an educational interpreter proficient in American Sign Language. A student who communicates using Signed Exact English needs an educational interpreter proficient in Signed Exact English. And a student who relies on oral communication instead of signing to communicate needs an oral interpreter.

Senate Bill 464 requires educational interpreters in Maryland to be certified pursuant to certain national standards. These standards will kick into effect on or before July 1, 2028. Further, the bill requires that educational interpreters take continuing education in order to be recertified every four years. These educational credits are available at various institutions of higher education located in Maryland, including McDaniel College, Towson University and the Community College of Baltimore County.

For these reasons, I hope that you will give SB 464 a favorable report.



SB0464/323828/1

AMENDMENTS
PREPARED
BY THE
DEPT. OF LEGISLATIVE
SERVICES

08 FEB 21
09:13:02

BY: Senator West
(To be offered in the Education, Health, and Environmental
Affairs Committee)

AMENDMENT TO SENATE BILL 464

(First Reading File Bill)

On page 4, in line 21, strike “**4.0**” and substitute “**3.7**”; in line 27, strike
“**REGISTRY OF INTERPRETERS FOR THE DEAF**”; in line 28, strike “**SUCCESSFULLY**”
and substitute “:

(I) SUCCESSFULLY;

and in line 29, after “**DEVELOPMENT**” insert “**EVERY 4 YEARS; AND**

**(II) UNLESS THE APPLICANT HOLDS A REGISTRY OF
INTERPRETERS FOR THE DEAF CERTIFICATE, EARN A MINIMUM SCORE OF 4.0 ON
AN EIPA**”.

On page 5, in line 4, strike “**2028**” and substitute “**2026**”.

SB 464 - LOI - Educational Interpreters.pdf

Uploaded by: Brandenburg, Amalie

Position: INFO



Karen B. Salmon, Ph.D.
State Superintendent of Schools

BILL:	Senate Bill 464	DATE:	February 11, 2021
SUBJECT:	Education – Educational Interpreters – Certification Requirements	COMMITTEE:	Education, Health, and Environment Affairs
POSITION:	Information Only		
CONTACT:	Zachary Hands 410-767-0504 zachary.hands1@maryland.gov		

EXPLANATION:

The Maryland State Department of Education (MSDE) is providing information for your consideration regarding Senate Bill 464, Education – Educational Interpreters – Certification Requirements. This legislation requires the State Board of Education and the Professional Standards and Teacher Education Board (PSTEB) to develop rules and regulations for the certification of education interpreters to include reimbursement of examination cost for candidates who successfully obtain certification and requiring an educational interpreter employed by a public school to hold certification on or before July 1, 2028.

The MSDE issues educator certifications to individuals who require an educator certificate to practice their profession such as teachers, specialists, and administrators. Currently, the MSDE does not credential support positions such as paraprofessionals, nurses, speech pathologist, occupational therapists, and others as they do not require teacher certification to be employed in an educational setting. Educational interpreters are considered supportive positions and are therefore not issued certification to be employed by a local school system by MSDE. Additionally, by requiring an educational interpreter employed by a local school system to hold certification, this legislation reduces the number of educational interpreters qualified to provide services in an educational setting.

Currently, the MSDE does not reimburse the examination costs for those individuals who require an educator certificate to practice their profession, such as teachers, specialists, and administrators. This Bill would set up an inequitable situation with those educators who are required to complete assessments and examinations for the issuance for their certificate.

As of January 1, 2020, Maryland has approximately 150 part-time and full-time American Sign Language Educational Interpreters who may seek educational interpreter certification on or before July 1, 2028. The estimated annual cost to cover the examination of these individuals may be as high as \$74,125.00 (\$350 per exam + \$75 local administrator fee) x 150 + a projected 10% increase in examination cost). It should be noted that the cost of the assessment has increased by 40% since this Bill was first introduced in the 2020 legislative session.

We respectfully request that you consider this information as you deliberate **SB 464**. For further information, please contact Zachary Hands at 410-767-0504 or zachary.hands1@maryland.gov.

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

MarylandPublicSchools.org