

2007 Annual Business Meeting
Consortium for State Court Interpreter Certification
Wednesday, October 17, 2007

RECRUITMENT STRATEGIES

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Outline of Session

1. Introduction
2. Definition of "Recruit"
3. Making Court Interpreting Attractive as a Career Choice
4. Finding Candidates for Staff Court Interpreter Positions
5. Increasing the Pool of Certified/Approved Court Interpreters to Meet Need for Staff and Contract Interpreters
6. Specific Strategies to Consider
7. Group Discussion: Other Ideas?

This version is a slightly edited edition that includes other ideas that were shared during the presentation, corrections of several typos, and additional ideas that subsequently popped into the presenter's head.

”Recruit”

“To engage in finding and attracting employees, new members, students, athletes, etc.” THE RANDOM HOUSE DICTIONARY OF THE ENGLISH LANGUAGE, Second Edition Unabridged, 1983

Making Court Interpreting Attractive as a Career Choice

1. Compensation levels
 - a. Staff positions and free-lance rates
 - b. How our compensation rates compare to other professions: teachers, law enforcement, social workers, probation officers, court reporters, etc.
 - c. Bottom line: What kind of living can one realistically expect to earn in this field?
 - d. Expectations for increases over time in compensation packages
 - e. Opportunities for career advancement over the long haul (e.g., Journeyman, Master, Supervisor)
2. Overall management of the program: Supportive, understanding manager or management team with a track record of advancing the profession
 - a. Put in place a comprehensive set of state-of-the-art policies
 - i. Code of Professional Conduct
 - ii. Universal provision of interpreting services
 - iii. Solid job specifications for staff interpreters
 - iv. Clear, fair practices for securing and managing contract interpreters
 - v. Standards for Court Interpretation (covering, e.g., process for handling allegations of interpreter error)
 - vi. Standards for Telephone Interpreting (including providing necessary training and equipment)
 - vii. Require use of certified interpreters at depositions
 - viii. Standards for Legal Translation

- ix. Credentialing process that is fair, valid, reliable, accessible, and affordable
- x. Disciplinary process that is fair and clearly articulated
- b. Support professional performance actively
 - i. Require team interpreting
 - ii. Provide and require the appropriate use of simultaneous interpreting equipment
 - iii. Deliver professionally stimulating educational programs (direct and indirect)
 - iv. Install and use an efficient calendaring system (with provisions for cancellation fees for contract interpreters)
 - v. Stand up for court interpreters when those who use their services engage in conduct that prevents court interpreters from performing their duties
 - vi. Practice zero tolerance for use of non-professionals to deliver court interpreting services
 - vii. Stand up for solid performance standards and resist temptations/pressure to soften or lower credential requirements
- c. Foster a respectful and understanding work environment: judges, lawyers, and others who use interpreters so that interpreting services are used appropriately and with appreciation
 - i. Judges: Provide training at initial orientation programs and occasionally through other judicial education opportunities
 - ii. Lawyers: Find way to offer training to students at law schools and practicing attorneys through their Bar associations
 - iii. Hearing Officers, Mediators, Arbitrators, Probation Officers (when in the Judicial Branch), etc.: Treat the same as judges
 - iv. Court administrators: Require some kind of training so they understand the Judiciary's

- policies regarding court interpretation, as well as support and advance those policies
- d. Develop and provide resources to support staff interpreters' work, e.g., build a reference library, provide access to the Internet
 - e. Seek ways to support contract interpreters
 - f. Promote participation in professional associations (e.g., for staff interpreters, pay for attendance at professional conferences or at least give them paid time off to attend)
 - g. If there is a cadre of staff interpreters, hire the best you can and create a group of professionals whose own expertise will attract others who want to associate with and learn from them
3. Support/promote diversification of work opportunities for linguists
- a. Develop national Registry of Court Interpreters so work opportunities are not geographically restricted unnecessarily
 - b. Make public your registry of court interpreters so work opportunities are not limited to court interpretation in the narrow sense (e.g., law offices [especially for depositions], medical, correctional, law enforcement, educational, and other non-court and even non-legal settings)

FINDING CANDIDATES FOR STAFF COURT INTERPRETER POSITIONS

Goal: creating the largest possible pool of qualified applicants for each recruitment

Target group: persons who already possess the qualifications required, i.e., are already certified or approved

1. Create and maintain capability of sending notices of vacancy (NOV) to all persons your state has certified
 - a. Database that generates address labels
 - b. Database that can distribute e-mails

2. Communicate NOV to other persons who have been certified:
 - a. Distribute NOV to all Consortium states via list serve or selected states via e-mail
 - b. Contact individual states geographically close and out if those states will provide set of address labels or can just forward the notice on to its certified interpreters
 - c. Obtain list of persons certified by the AOUSC and mail NOV to all or selected subsets
 - d. Post the NOV on websites or bulletin boards of relevant groups
 - i. National Association of Judiciary Interpreters and Translators (NAJIT)
 - ii. American Translators Association
3. Send the NOV to candidates who are nearing the end of the certification process who demonstrate a likelihood of completing the process within the time that recruitment is open for a particular position

INCREASING THE POOL OF CERTIFIED/APPROVED COURT INTERPRETERS TO MEET NEED FOR STAFF AND CONTRACT INTERPRETERS

1. Reach out to groups with the highest probability of being able to become certified or approved court interpreters *in the immediate future*
 - a. Persons who are graduates of or are currently enrolled in university programs in translation and/or interpretation generally or court interpreting specifically:
 - i. In the USA
 - ii. Abroad
 - b. Persons already working as court interpreters but whose credentials are not accepted in your state:
 - i. In the USA
 - ii. Abroad
2. Reach out to groups with the highest probability of being able to become certified or approved court interpreters *in the near*

- future*: Individuals already working in translation or other fields of interpretation
- a. Other interpreting fields:
 - i. Conference interpreters
 - 1. AICC, International Association of Conference Interpreters
 - 2. TAALS, The American Association of Language Specialists
 - ii. Medical interpreters
 - iii. Religious interpreters
 - iv. Other community interpreters
 - b. Translators
 - i. Members of or persons certified by the American Translators Association and its various chapters
 - ii. Others to be identified
3. Reach out to groups with the highest probability of being able to become certified or approved court interpreters *in the more distant future*: persons with sophisticated language skills not working specifically in T&I fields
- a. Persons in institutions of higher education:
 - i. Teachers of English as a Second Language and Bilingual Education (TESOL/BE): National and state components
 - ii. University professors of languages (see [http://www.mla.org/resources/related_professional/related_org](http://www.mla.org/resources/related_professional_related_org) for a list of associations of language teachers, e.g., American Association of Teachers of German, American Association of Teachers of Slavic and East European Languages, etc.) and the Association of Departments of Foreign Languages (ADFL, a subsidiary group of the MLA)
 - iii. Persons enrolled as students in universities in other majors who are foreign born and have extensive education in their native countries
 - 1. Ethnic/nationality based student organizations, e.g., cultural centers such as the Asian American Cultural Center and the Center for Latino Arts & Culture at Rutgers University

2. University offices/programs that serve “foreign” students (many universities have specific offices to assist “foreign” students, e.g., Rutgers University’s “Center for International Faculty and Student Services”
- iv. Persons enrolled in graduate schools seeking advanced degrees in a “foreign” language
- b. Persons involved with immigrant and refugee services
 - i. Statewide networks such as the New Jersey Immigration Policy Network
 - ii. Private service organizations, e.g., International Institute of New Jersey (Jersey City) and Lutheran Immigration & Refugee Services (Trenton)
 - iii. Governmental offices. Here are some examples from New Jersey:
 1. Department of Health and Senior Services
 2. Office of Minority and Multicultural Health
 - a. Refugee Health Program
 3. Office of the Governor
 - a. Asian American Study Foundation
 - b. Ethnic Advisory Council
 - c. Governor’s Blue Ribbon Advisory Panel on Immigrant Policy
 - d. New Jersey Office on Minority and Multicultural Health Advisory Commission
 4. Department of Community Affairs, Center for Hispanic Policy, Research & Development
 5. Department of Human Services, Refugee Resettlement Program
 - c. Other groups of linguists
 - i. Intranews service, a global news service for the language industry read by over 20,000 linguists
 - ii. American Association for Applied Linguistics
 - iii. Linguistic Society of America
 - iv. International Association of Forensic Linguists
 - d. Other groups of foreign born communities
 - i. Private ethnic or nationality based organizations delivering social, legal (there are many racial or

ethnic-based Bar associations; some states have publications that list attorneys who are fluent in other languages besides English), educational, religious (e.g., there are many congregations of Korean Presbyterians), or other services on a local basis

- ii. Ethnic-based Chambers of Commerce
- e. Persons in diplomatic work
 - i. Consulates of foreign governments
 - ii. Embassies of foreign governments
 - iii. U.S. diplomatic corps employees who have retired
- f. Others who have strong language skills
 - i. Persons who have served in the Peace Corps
 - ii. Persons who have been missionaries
 - iii. Persons who have lived and worked abroad

Specific Strategies to Consider

1. Establish and maintain an Internet website for your program that has a specific section on how to become a court interpreter in your state
2. Establish and maintain an internship program (see attached New Jersey program)
3. Reach out to the recruiters, if any, your Judiciary has so they can specifically reach out to bilingual persons showing up at recruitment fairs they attend
4. Develop brochures and other materials that recruiters can distribute at recruitment fairs and can be sent to T&I programs (see attached draft brochure being developed in New Jersey)
5. Place recruitment brochures in locations of high public visibility in courthouses, e.g., information kiosks, jury waiting rooms, etc.
6. Sponsor a table at fairs, festivals, and other celebrations of/by ethnic groups
7. Do searches using Google and other search engines for speakers of specifically targeted languages
8. Keep an eye out at all times for persons who may have special language skills everywhere you go: restaurants, retail stores,

- schools, etc., and reach out to them directly (take your business card with you everywhere you go!)
9. Develop special outreach programs on a personal or group basis that includes culturally sensitive and appropriate strategies
 10. Offer the Orientation Seminar in specifically targeted communities and advertise vigorously and widely in that area
 11. Make presentations periodically at T&I programs
 12. Build relationships with and provide information to all different groups of persons listed above
 13. Identify specific staff court interpreters or other Judiciary employees who can make presentations regarding career opportunities for court interpreters at high schools, colleges, and community groups; perhaps develop a speakers' bureau
 14. Issue press releases periodically about court interpreting generally or the need to recruit for specific needs
 15. For specific needs, target media in other languages with press releases, interviews/special interest stories you persuade its staff to conduct, etc.
 - a. Find a media directory of media in other languages (e.g., Burrelle's/Luce)
 - b. New America Media National Ethnic Media Directory, <http://news.ncmonline.com/directory>
 - c. See PBS program, "Ethnic media sector is growing," http://www.pbs.org/newshour/bb/media/july-dec02/ethnic_10-14.html
 16. Offer skills building workshops for specific language groups
 17. Identify language for a specific initiative, determine a city or county or region where large populations of speakers of that language are known to live, identify common surnames of that ethnic group, and then send brochure or other written recruitment documents to all such individuals using addresses in the phone book (New Jersey tried this on an experimental basis for Vietnamese, but the effort did not result in any interpreters!)

New Jersey Judiciary Court Interpreter Internship Program Approved by the Judicial Council, January 25, 2007

Background

The Judiciary recognizes that its need for competent interpreters continues to grow. In January 2007, to help increase the pool of skilled court interpreters, the Judicial Council approved the establishment of a standardized internship program for use whenever a vicinage can provide a meaningful work experience. No state currently has such a statewide court interpreter internship program, but the Judiciary believes that nurturing people who show interest in the field of court interpreting will result in more trained interpreters wanting to work with the courts.

Several schools in and around New Jersey offer courses and training in interpretation and translation, and several of these encourage students to complete internships in commercial, medical, and legal fields. Discussion of the internship program when it was in its proposal stage elicited great interest from area schools looking to place students as interns (see Appendix A), together with interest from out-of-area institutions (Appendix B) attempting to place interns or develop interpreter internship programs in other states. Both current students and non-students will be eligible to participate in this program, at least initially on an unpaid basis.

While the program should grow over the years, it will initially be limited to interns proficient in Spanish and English. If successful, the program can be expanded to other languages if master level staff interpreters are available to serve as mentors in those languages.

Rationale for Internships

Benefits for the New Jersey Judiciary

- Internships will provide an excellent source for developing a larger and improved pool of applicants for staff interpreter positions as well as freelance interpreters.
- Observing interpreters at work in a wide range of settings and receiving guidance and instruction from experienced court interpreters will provide aspiring interpreters with important training and experience. New hires who have completed an internship will come to the court interpreter position with significant familiarity with the court interpreting environment.
- Interns will assist in document translation and perform some interpreting services in limited areas if they are deemed capable.
- Interns will perform other tasks that a staff interpreter might perform, e.g. assisting with compiling data for statistical reports, providing information to the public about the office's programs and services, conducting small, ad

hoc research projects such as compiling lists of dictionaries or courses, terminological research, etc.

Benefits for the Interns

- Interns will be mentored by master court interpreters and will gain valuable work experience by observing court interpretation in a variety of legal settings, and performing some limited interpreting if they are deemed capable. Mentors will evaluate the interns' work product and provide constructive feedback for future development.
- Those interns enrolled in participating schools will be eligible to receive academic credit for the internships.
- Introduction to the New Jersey interpreter approval process: Interns will be given an opportunity to attend the Orientation Seminar and encouraged to take the exams required for becoming approved court interpreters.

Establishment of an Intern Program in a Vicinage

The Operations Manager, in consultation with other appropriate staff, including but not limited to, the Human Resources Division Manager and the Vicinage Coordinator of Interpreting Services (VCIS), may establish an intern program provided the following conditions are met:

- a. A master staff court interpreter is on staff within the county to act as a mentor. With vicinage approval, any master interpreter is eligible to be an intern mentor.
- b. A considerable amount of both in-person and telephone interpreting is performed within the county.
- c. The costs and benefits of the program are assessed by the vicinage. By doing so, the vicinage determines that time and resources are available to make an internship program a worthwhile investment for both the prospective intern and the Vicinage.
- d. A notice of intent to establish a program consistent with this proposal be submitted to the Language Services Section at the AOC jointly by the Operations Manager and the Human Resources Division Manager with the following information:
 - i. Name of the employee who would be designated as the intern mentor.
 - ii. A proposed notice to be posted on the Judiciary's website, including but not limited to the terms during which intern positions will be available and the number of intern positions for each term.
 - iii. A commitment to release the master interpreter for the required orientation and occasional meetings that may ensue for those mentors.
 - iv. Any other information that would describe the local program's major features.

Internship Structure

Time Period: Internship length will vary and will be established by the supervising vicinage, in discussion with the intern and the participating academic institution, as applicable. The presumptive length of an internship will be one academic semester (approximately 12-15 weeks) or one summer (10-12 weeks).

Hours: The program will require 72 hours for internships during an academic semester and 80 hours for summer internships. If an academic institution requires more hours than provided in this proposal, the vicinage will determine whether it can satisfy that requirement and work out an arrangement it deems appropriate with that institution. If an academic institution's requirement is less than the minimum, then the vicinage would permit a student to participate in the internship only if the student completes the number of hours required by the Judiciary.

Internship Tasks and Activities

Observation: In order to learn about legal terminology, court procedures, and the nature of various types of proceedings, the intern will observe as many different kinds of proceedings, hearings, and direct service situations as possible, covering all divisions (civil, criminal, family, probation and, if possible, municipal). In order to learn the techniques and protocols of professional interpreting, the intern will also observe as many different types of proceedings, hearings, and direct service situations as possible at which approved court interpreters, staff and freelance alike, are delivering services. The intern should observe both on-site and telephone interpretation. The intern will use a grid (see Appendix C) to keep track of such observations.

Translation: The intern will prepare draft translations of local documents as needed or requested. Translations will be reviewed and edited by a staff interpreter (not necessarily the intern mentor) who is also an AOC-approved translator and who will give feedback to the intern concerning the quality of the translation.

Interpretation:

Interpreting Practice: The intern will be given structured exercises in order to practice the three modes of interpretation. The intern mentor will provide guidance and feedback. Audio and videotape may be utilized to enhance the review and feedback process.

Live Interpreting: Since the Judiciary's Standards for Delivering Interpreting Services require the use of approved interpreters for most events within the Superior Court and its support services, interns may interpret only in a limited range of situations as indicated below, and, even then, only after sufficient observation by the intern mentor when he or she has concluded, in his or her professional opinion, that the intern is capable of interpreting faithfully and accurately.

On-the-record proceedings and hearings. An intern may team interpret with the intern mentor for the following reported proceedings and hearings:

1. Proceedings in the Special Civil Part, including mediation sessions.
2. Hearings before Child Support Hearing Officers;
3. Hearings before Domestic Violence Hearing Officers; and
4. Hearings before Comprehensive Enforcement Program (CEP) Hearing Officers.

An intern may team interpret in these venues provided that:

1. The Operations Manager (and the VCIS if the mentor is not the VCIS) concurs. The Operations Manager may involve other vicinage managers in the review process.
2. The intern mentor has notified the presiding officer beforehand and the presiding officer has agreed to allow the intern to so interpret;
3. Both the intern mentor and intern take the interpreter's oath; and
4. The intern mentor is present as a member of the interpreting team (intern and mentor) with all the responsibilities of a team member as described in the Judiciary's Team Interpreting Manual. The intern mentor will provide feedback after the event has concluded.

Arbitration, mediation, and direct service situations in which a failure of communication may have significant negative repercussions (e.g., probation supervision when a VOP is possible, intake units, CPRBs, JCCs). An intern may interpret only if the intern mentor has determined that the intern is capable of serving in that capacity and has notified the presiding officer beforehand and the presiding officer has agreed to have the intern interpret.

Other Direct service situations such as routine probation reporting and intake counter activity. The intern mentor must have determined that the intern is capable of serving in that capacity.

Court Interpreter Approval Process: Interns will be encouraged to complete components of the court interpreter approval process as soon as possible, namely

1. the Orientation Seminar for Prospective Court Interpreters;
2. the written test; and
3. if eligible, the interpreting test.

Reading Materials: Interns will be provided with the following reading materials:

1. Pertinent Policies and Guidelines regarding interpreting:
 - a. Code of Professional Conduct for Interpreters, Transliterators, and Translators

- b. Standards for Delivering Interpreting Services in the New Jersey Judiciary
 - c. Team Interpreting Manual
 - d. Others identified by the intern mentor
2. Selections from literature in the field of interpreting, and articles on key issues in court interpretation as identified by the mentor. The mentor may discuss this literature with the intern.

Office Management: The intern will perform, on a limited basis, any additional pertinent tasks assigned by the intern mentor, consistent with the job functions of a staff interpreter. Tasks could include answering phones, organizing office materials, compiling statistics, delivering customer service, and conducting terminological research, etc.

Mentoring of Interns

Intern Mentors: Interns will be mentored by a Master Court Interpreter who has completed the AOC's orientation program and has been approved by the vicinage to work with interns.

Initial Assessment: The intern will be asked to identify the skill areas he/she would like to enhance, and the intern mentor will also identify skill development needs and areas of knowledge to strengthen.

Establishing Expectations: The mentor and intern will collaboratively define the scope, nature, and duration of the internship and prepare a mutually agreed-upon learning contract (consistent with the school's expectations if this is a student intern.)

Support: The intern mentor will give on-site support to the intern by being the primary contact and by providing access to the people and resources needed for the internship. The intern may be referred to other staff interpreters for specific purposes.

Evaluation: At the conclusion of the internship, the intern mentor will prepare a final report evaluating the intern's performance and identify needs for further development in such areas as professionalism, work ethic, terminological research and study habits, language proficiency including range of vocabulary knowledge and usage, and performance of interpretation and translation. If the intern is a student, the report will conform to standards required by the corresponding academic institution. A copy of the intern mentor report will be filed with the Language Services Section. See Appendix D for proposed contents of the mentor report.

Recruitment of Interns

Internship posting: A position description will be submitted to Human Resources for posting in a separate section of the “Job Opportunities” section of the Judiciary’s Internet website. See Appendix E for a model internship posting.

School postings: Area schools will be contacted to determine the most effective way to advertise the internship program to students.

Presentations at interested schools: If interest warrants, presentations can be offered to schools and interested students about court interpreting and the internship program.

Presentations with interested schools invited: Alternatively, a presentation of the internship program could be organized at a courthouse with invitations issued to representatives of interested academic programs.

Orientation Seminars: Internship opportunities will be announced at each Orientation Seminar for Prospective Court Interpreters.

Application Process for Interns

Initial contact: Persons interested in the internship program should submit a resume in response to the internship posting to the vicinage Human Resources office. Current students who will receive credit for the internship should submit a letter of reference from a representative of their academic institution who is familiar with the student and the student’s work.

Interview and selection: The potential mentor and anyone else designated by the Operations Manager will interview each viable, interested internship candidate. Final decision as to whether an applicant is an appropriate candidate for the internship rests with the Vicinage (e.g., the intern mentor in consultation with the VCIS, Operations Manager, and, if appropriate, the HR Division Manager).

Verification from academic institution: If the applicant is a student who will receive school credit for the internship, the applicant should provide the academic institution’s internship agreement prior to the interview. The applicant should ensure that the mentor receives all relevant guidelines and policies from the participating institution.

Completion of intern forms and other Human Resources requirements: The Vicinage Human Resources office will provide an application form for completion prior to the interview and will provide other forms and orientation materials to the intern, who must comply with all HR requirements.

Note on Eligibility: Applicants for intern positions should express a commitment to the career goal of becoming a court interpreter and have a high level of fluency in both English and another language. Intern applicants may not be conditionally approved or approved interpreters.

Program Evaluation

The initial phase of this proposed program will be subject to evaluation to determine if the program is meeting the objective of improving the pool of applicants for staff interpreter positions as well as contract interpreters, while not placing an undue burden on the Master interpreter serving as the mentor or on other Judiciary resources.

Appendices

- A. Local Schools Willing to Participate in NJ internship Program
- B. National Schools Desiring Information on NJ Internship Program
- C. Intern Observation Reporting Grid
- D. Mentor Report
- E. Proposed New Jersey Internship Posting

Appendix A – Local Schools Willing to Participate in Program

School	State	Contact	Phone	Email	Term	Hours	Paid/Unpaid	Has Current Court Interpreter Internship?
Rutgers Montclair St.	NJ	Zatlin, Phyllis	732-932-9412 x25	pzatlin@spanport.rutgers.edu	12 weeks	varies	Unpaid	Yes
University Brookdale Comm. Coll.	NJ	Russo, Elaine	973-655-7495	russoe@mail.montclair.edu	15 weeks	225-300	Unpaid	Yes - has placed interns w/ Hudson Co.
	NJ	Amar, Susan Blumenthal, Dr. Bernhardt - Graduate;	732-389-5507x207	samar@hamptonforge.com				No
LaSalle University	PA	Gomez, Dr. Luis - Undergraduate	215-951-1201 215-951-1209	blumenth@lasalle.edu gomez@lasalle.edu	12 weeks	varies	Unpaid	No
New York University CUNY - Hunter College	NY	Savova, Dr. Milena	212-998-7033	milena.savova@nyu.edu	12 weeks	60	Unpaid	No
	NY	Miletich, Marko	212-650-3859	marko.miletich@hunter.cuny.edu	12 weeks	20-50	Unpaid	No
Villanova University	PA	Donati, Kathleen	610-519-4232	kathleen.donati@villanova.edu	12 weeks	varies	Unpaid	No

Appendix B – Out-of-state Schools Willing to Participate in Program

US/Canada

School	Location	Contact	Phone	Email	Term	Hours	Has Current Court Interpreter Internship?
College of Charleston	SC	Benmaman, Dr. Virginia	843-953-4947	benmamanv@cofc.edu	10 weeks	300	Yes
Gallaudet University	DC	Dively, Dr. Valerie	202-651-5149	interpretation@gallaudet.edu	summer	300	(ASL)
Central Piedmont Comm. Coll.	NC	Morris, Pamela	704-330-4886	pam.morris@cpcc.edu			No (ASL)
University of Arizona	AZ	Gonzalez, Roseann D	520-293-6353	rdgonzalez@comcast.net			No
UCLA Extension	CA	Kanter, Marianne	310-825-1898	mkanter@unex.ucla.edu	summer	34	Yes - but not supervised by Judiciary; observation only
California State - Northridge	CA	Dibie, Daniele	818-677-4769	daniele.dibie@csun.edu			No
Northeastern University	MA	Cogen, Cathy	617-373-2463	c.cogen@neu.edu			No (ASL)
Boston University	MA	Arocha, Izabel	617-591-6929	iarocha@challiance.org	flexible	100	No
U. of Northern Colorado DO IT Center (MARIE Center)	CO	Witter-Merithew, Anna	303-365-7683	anna.witter- merithew@unco.edu	varies	145	Yes (ASL)
U. of Arkansas-Little Rock (MARIE Center)	AR	Taff-Watson, Myra		mgtaffwatson@uair.edu	varies	300	Yes (ASL)
Florida International University	FL	Camayd-Freixas, Erik	305-348-6222	camayde@fiu.edu	summer		Yes

Appendix C - Intern Observation Reporting Grid

Intern's Name: _____ **Language:** _____

ENVIRONMENTS WHERE OBSERVATIONS TOOK PLACE	NUMBER OF CASES OBSERVED		TIME SPENT IN OBSERVATIONS
	On Site	Telephone	
Municipal Court	On Site	Telephone	
Criminal Cases			
Motor Vehicle Cases			
Other Cases			
Superior Court	On Site	Telephone	
Civil Division (excluding case types below): Trials			
Civil Division (excluding case types below): Non-trials			
Special Civil Cases			
Civil Commitment Hearings			
Criminal Division: Trials			
Criminal Division: Non-trials			
Criminal Division: Case Management			
Family Division: Proceedings before Judge			
Family Division: DV/CS Hearing Officers			
Family Division: Case Management/Intake			
Probation Supervision: Adult			
Probation Supervision: Juvenile			

Appendix D - Mentor Report

1. Start/End Dates for internship
2. Orientation Materials Provided
3. Progress Report on agreed-upon learning objectives for the internship
4. Court and off- the -record interpreted proceedings observed
5. Requirements, (if any) of reports prepared of such proceedings
6. Types of glossaries compiled (if any)
7. Translations of documents (if any)
8. Number and types of off- the- record proceedings interpreted
9. Number and types of on-the-record proceedings interpreted
10. Number and type of training sessions for the AOC test (if applicable)
11. Quality of student's interpreting skills
12. Quality of interpersonal skills
13. Leadership potential in the profession
14. Overall assessment of student's performance

Appendix E -
[To be placed on Vicinage Letterhead]
NOTICE OF VACANCY
CONTINUOUS RECRUITMENT

Date: [insert date of posting]
No. [insert posting number]

TITLE: [UNPAID] [PAID] INTERNSHIP PROGRAM

LOCATION: SUPERIOR COURT OF NEW JERSEY
[VICINAGE NAME]
COURT INTERPRETERS' UNIT, OPERATIONS DIV.

DESCRIPTION

An internship is available for persons seeking careers in Court Interpreting. The intern will: 1) observe various types of court proceedings and court interpreting events; 2) prepare draft translations of documents; 3) practice interpreting under the supervision of a staff interpreter; 4) assist with compiling statistics, providing public information, and conducting ad hoc research projects. **Academic credit can be arranged with sponsoring schools if desired, but being enrolled is not required.**

DURATION OF PROGRAM

This internship requires 72 hours during an academic term (at least six hours a week for at least 10 weeks) or 80 hours during a summer (at least 8 hours a week for at least 10 weeks).

REQUIREMENTS

Applicants must:

1. Be committed to the career goal of becoming a court interpreter;
2. Have an educated, native-like mastery of Spanish and English;
3. Have completed at least 45 college credits; and
4. Be responsible and reliable.

Courses in translation and/or interpretation are a plus.

Information for Applicants:

Applicants should submit:

1. A cover letter with reference to the announcement number and including both day and evening telephone numbers,
2. A current resume,
3. An application (available at www.judiciary.state.nj.us/interpreters/index.htm);
4. And, if enrolled in a college or university, a recommendation from a faculty member.

To: [insert particulars re where to send application]

The New Jersey Judiciary consists of: the Supreme Court, the Superior Court including the Appellate Division and the Trial Courts of the 15 vicinages, the Tax Court and the Municipal Court System. The Administrative Office of the Courts provides technical assistance, operational support, training, research and development, budget and personnel coordination, and development and operation of information systems for the Courts of New Jersey.

THE JUDICIARY OF NEW JERSEY IS AN EQUAL OPPORTUNITY/
AFFIRMATIVE ACTION EMPLOYER