Mentor to Mentor:
Tips and Techniques for Deaf
Mentors Working with Interpreters

The eBook Version

Revised in 2013 with support from

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M E N T O R I N G   ALBERT WALLA

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"To go to any of these pages, clock on their title or page number. Throughout the CD, you will find *links at the bottom of the page* that you can use to navigate through the document. See the page "Using this CD-ROM" for more details and options."

Acknowledgments

I want to give a special thanks to my wife, Jill Hartman. She was instrumental in my recognizing that ASL is indeed a language. As a young man I had been using ASL for years without understanding it was a formal language. She would tell me it was and I would argue with her about it. That is, until I took a course under Ella Mae Lentz. Finally, I, too, recognized ASL as an official language. And now I proudly say that ASL is *my* language.

I would also like to give a big thanks to Jenny Stenner for working with me the past six years delivering workshops to enthusiastic participants. We have spent countless hours together preparing for these workshops across the Midwest.

I would like to give a special thanks to Jan Radatz for starting the mentoring project with me. Also, a special thanks to Paula Gajewski and Richard Laurion of SLICES who found the grant funding that allowed my dream of developing this booklet to come true. I'd like to also say thanks to Jane Fitz for helping me write this booklet.

Albert Walla

Deaf Mentors as Language Models to Improve ASL Fluency of Interpreters

There is a strong and consistently identified need for more highly skilled interpreters to work in all areas of interpreting. A pool of working interpreters exists who need, and are looking for, intensive skill development opportunities. Research also shows that areas of interpreting skill needing improvement are often not interpretation, but in American Sign Language (ASL) and/or English fluency (Taylor, 2001). There exists a natural pool of fluent Deaf signers who could, with some training and skill development, serve as excellent mentors for interpreters seeking greater sign fluency.

In addition to interpreters, there are many other people who are frustrated because they want to be able to communicate with Deaf people who use ASL. Too often, classroom instruction in ASL lacks the real-life types of interaction needed to become truly fluent. And, because some interpreters and sign language students lack fluency in ASL, they may feel intimidated by Deaf people. They often also lack opportunities to socialize with Deaf people, or may be reluctant to make the most of the opportunities that do occur because they feel unsure of themselves and their language skills.

History

Beginning in January 1993, Jan Radatz, a certified interpreter and program planner at the Minnesota State Department of Human Services Deaf and Hard of Hearing Services Division, and Albert Walla, a metro area high school teacher and ASL instructor at the University of Minnesota, started developing workshops to train Deaf and Hard of Hearing people, who were fluent signers, how to become language mentors. This initial training was supported by the Minnesota Department of Human Services and the Rehabilitation Services Administration, Region V Interpreter Education Project, coordinated by Mary Wright at Waubonsee Community College in Sugar Grove, IL. The goal was to make more mentors available throughout the state of Minnesota, who could then work with "protégés" (students, also often referred to as interns, apprentices or mentees) and help them become more fluent in American Sign Language. The training design was based on concepts and strategies used in conducting Sign Communication Proficiency Interviews (SCPI). Radatz and Walla, having been trained as SCPI interviewers and raters, adapted some of the SCPI interviewing techniques for language mentors to use when working with protégés. The SCPI was developed by Dr. William Newell and Dr. Frank Caccamise of the National Technical Institute for the Deaf in Rochester, New York.

In 1995 Jennifer Stenner, a Deaf staff member at the St. Peter Regional Treatment Center and a native user of ASL, was invited to partner with Walla in delivering the workshops. Since this time, Walla and Stenner have delivered training workshops to nearly 200 potential mentors throughout Minnesota and other Midwest states.

The Training Model

Deaf and Hard of Hearing participants attend an introductory training session to prepare them to become ASL mentors. Participants first learn to identify specific areas in which an individual interpreter needs improvement. Then, the participants learn to use specific strategies presented by Walla and Stenner to assist the interpreter in building skills in these areas.

Participants have an opportunity to practice their newly developed skills with volunteer interpreters serving as protégés. The interpreters have a wide range of skills, from beginner to advanced. Once the ASL mentors have developed a set of techniques in mentoring, they can market their services independently, providing interpreters and other protégés with a reliable resource to help them upgrade their skills.

This unique training program enriches both Deaf mentors and the interpreters as it creates a partnership between them. One positive outcome is the development of a resource for continuing skills improvement for interpreters. At the same time, the Deaf participants gain a sense of empowerment by developing new skills that allow them to share their knowledge of ASL in a way that will ultimately result in better communication access for members of their community.

Through their extensive experience in designing and delivering workshops, Walla and Stenner have developed proven techniques in training potential mentors. The goal of this booklet is to gather these techniques together and share them with a broader audience, increasing the number of Deaf and Hard of Hearing people who can become mentors to ASL proteges in their communities. This booklet is made possible through a grant from the Rehabilitation Services Administration (RSA) Region V, Interpreter Education Project at the College of St. Catherine, in partnership with SLICES, LLC.

The booklet focuses on the following topics:

- describing the tendency of ASL signers to "code switch" to a more English-influenced type of signing when conversing with non-native signers and how to avoid doing so;
- identifying features of American Sign Language and assessing the protégés' use of these key features;
- developing strategies to address areas of the protégés' ASL usage needing improvement;
- sharing a list of suggested assignments for mentors to use with protégés; and
- building constructive working relationships with protégés.

This booklet is designed to be used in conjunction with the accompanying CD or a mentoring workshop.

What is Mentoring?

Mentors & Protégés

SMALL QT

Press ESC to exit a movie before it is finished. If your computer has difficulty playing the larger movie, click SMALL to play a smaller size. Click QT to open up the movie directly in your QuickTime program. (Necessary for Mac OS X users.)

Mentoring is a way for Deaf and Hard of Hearing people to work with hearing people and assist them in becoming more fluent in ASL.

The focus of the training workshops, and this booklet, is to provide resources for Deaf and hard-of-hearing people to become ASL language mentors. While it's true that there are some hearing people who have achieved a native or near-native fluency in ASL, they are the exception, rather than the rule. Becoming a language mentor is also viewed as a means of empowerment for Deaf and hard-of-hearing people, who can use this new role as a way to become more knowledgeable in their language and culture.

Many types of people can be protégés, including:

- new graduates of interpreter training programs
- working interpreters who are preparing to take a national certification test or simply want to improve their ASL fluency
- certified interpreters who want to be more native-like in their signing
- certified or experienced interpreters who need to enhance their skills in specialized or complex settings, such as medical or legal
- parents of children who are Deaf or hard-of-hearing
- teachers or other school staff who work with children who are Deaf or Hard of Hearing
- Deaf or Hard of Hearing people who want to learn ASL or improve their skills (for example, late-deafened adults, Deaf people who had an educational background that emphasized oral communication or language systems other than ASL)
- Deaf immigrants who are new to the U.S. and want to learn ASL
- social workers, police officers, or anyone who has contact with Deaf or Hard of Hearing people and wants to communicate more clearly in ASL.

"Protégés are students, also often referred to as interns, apprentices or mentees."

Protégés may have specific goals in mind in deciding to work with a mentor. Asking protégés what their goals are may help mentors structure future sessions and how you want to work with them. Protégés may at first have one specific area of ASL they are struggling with. Or, they may need assistance in identifying their weaknesses. Mentors analyze the protégés' current skill level to assess their strengths and weaknesses in ASL. Mentors then apply strategies described in this booklet to help protégés achieve their individual goals.

The key concept behind mentoring is that of "learning by doing." Remember that one of the best ways for protégés to improve their ASL skills is to "mirror" how a native user of ASL signs or describes something. This helps the protégé get used to the flow and rhythm of correct ASL, until they develop a sort of "muscle memory" that allows them to feel more natural signing this way, with the guidance of the mentor. It's much the same way hearing children learn a spoken language; not by first learning and memorizing rules but by taking in the language they are exposed to and then producing it themselves until they are comfortable with it. Their production may not be perfect at first, but repetition and guidance from more experienced people help them develop a natural sense of what sounds right and wrong. This is really what mentoring is all about.

There are some practices that are discouraged because they do not work well in helping protégés improve their ASL. These include:

- correcting their homework if they're a student in a formal ASL class
- assigning specific signs to a list of English vocabulary words
- discussing the rules of ASL grammar instead of practicing their production skills
- criticizing protégés signing skills that are unrelated to the specific goals being worked on
- focusing on specific signs, rather than on the overall production of ASL
- not following the goals of the protégés or your assignment
- conversing without linking it to the current goal – remember that each session should have a clear purpose related to the protégés' goals

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Who can be a mentor?

Mentor Characteristics

SMALL
QT

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Mentors need to have characteristics that will help them become a trusted partner in a new professional's development. The following 8 qualities are from "A Plan for Mentorship of Educational Interpreters in Minnesota" by Gordon & Magler: 2000:

- Supportive

- Patient

- Has a clear sense of respective roles and responsibilities

- Good communicator

- Effective teacher

- Committed

- Empathetic

- Respectful of others

There are only a few additional basic characteristics needed to become an ASL mentor:

- Deaf or hard-of-hearing, either from birth or late-deafened

- native or near-native ASL skills

- willing to attend training workshops and begin to develop a foundation of knowledge on ASL rules and features

- friendly, patient and interested in working with hearing signers to improve their skills

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Who can be a protégé?

Protégés Characteristics

SMALL
QT

- Students in interpreter training programs who want to supplement or accelerate their learning

- Recent graduates of interpreter training programs

- Working interpreters preparing for certification tests (RID, NAD) or skills assessments required by the state, school district or an interpreter referral agency

- Certified interpreters who want to improve their skills or achieve a higher skill rating, such as moving from an NAD Level III to a Level IV or V

- Certified or experienced interpreters seeking increased fluency in a specialized or complex setting

- Others who want to improve their ASL communication skills, including parents of Deaf or hard-of-hearing children, teachers and other professionals who work with Deaf or hard-of-hearing students, and Deaf or hard-of-hearing people who want to learn or improve their ASL, particularly if their language training while growing up was signed English, PSE or primarily oral language.

Techniques for Building Positive Relationships with Protégés

To work well together, mentors and protégés need to build a relationship based on trust and clear communication. Here are some suggestions for developing a positive working relationship:

Follow your intuition. You are a skilled, experienced Sign Language communicator. You are helping protégés to develop better ASL skills.

Model ASL. Do not use your voice, mouth English words or use Signed Exact English, PSE (also known as "contact language") or other English or initialized signing systems you may have learned growing up. Minimize the "code switching" into more English-based signing you may naturally want to do to help the protégé understand what you are saying.

Be honest and avoid negative feedback. Instead, give constructive feedback. For example, instead of saying "You're wrong," or "That's the wrong way to sign that" try something like, "Okay, now watch me sign this and then you try to sign it like I do." This will work better with most protégés. And remember, you do not need to correct every error, every time. They will correct some of their own errors as they watch you model ASL over time.

Be aware of cultural differences, especially when it comes to facial expression. The strong facial expression most Deaf people use may seem too harsh to protégés, especially when it comes with feedback about their work. Consider your facial expression so it is not so strong at first, until you have developed a good working relationship with the protégé. For example, try not to have a strong "negative" face with eyebrows down in a frowning expression and shaking the head "no" when correcting the protégé or suggesting a different way to sign something.

Expect protégés to improve. Encourage them to improve both their receptive and expressive skills. Their goal is certification or to become more native-like in their signing or to be better able to communicate with the Deaf people they know.

Be a reliable and knowledgeable source of information on ASL. Continue to study ASL features. If you are not sure of some ASL signs or rules, write your questions down and discuss them with Deaf colleagues. Be open to learning something new about ASL and sharing your experience with colleagues.

Meet protégés in neutral places. Find places where you both will feel comfortable, such as a public library, coffee shop or restaurant.

Be a resource person about the Deaf community for protégés. Share information about ASL-related or Deaf events. Offer suggestions to help them feel comfortable at these events or offer to attend with them to help introduce them to other members of the Deaf community. Encourage protégés to become involved with the Deaf community.

Do not feel obligated to translate written English materials for protégés. Minimize your exposure to written English materials during your sessions. This will help maintain more of an "ASL immersion" experience for the protégés.

Maintain confidentiality about the individual protégés' progress. You may share information about *your* experience with protégés without using given names. Maintaining confidentiality is important for building the trust protégés need to work on their language skills. Keeping information confidential is also important for protecting your professional reputation.

Keep your appointments and be on time.

Set a goal for each session with protégés and plan activities to help them achieve it. Write a short note to help you remember the goal for each session. Don't just show up for your meeting without any preparation. Follow the suggestions in this booklet to help you get started. It is much easier to see progress and measure it if you keep short notes or a journal about your mentoring sessions. This will also help you evaluate your teaching styles and strategies so you can see what works well and what doesn't.

Set a clear time for ending your mentoring relationship. The end time will vary depending upon the protégés' goals, but perhaps set up a six-month to one-year time frame to start with. When that time has passed, re-evaluate and either revise the agreement or end at that time.

Be an excellent role model and have fun!

Stenner, Jenny and Walla, Albert 1997

Techniques for Building Positive Relationships with Deaf Mentors

Because of their experience and knowledge, Deaf mentors serve as the leader or teacher in a mentoring relationship. But protégés also have responsibilities for helping make sure the mentoring experience is a positive one. Mentors are strongly encouraged to share this list with protégés or discuss it with them before they begin working together on the protégés goals.

Be aware that you are working with a skilled, experienced sign language communicator whose goal is to help you improve your ASL skills.

Use the best ASL you can. Do not use artificial language such as PSE (also known as "contact language") or signed English. DO NOT USE YOUR VOICE! Also try to avoid mouthing English words when signing.

Don't feel discouraged or intimated by Deaf mentors. They are working with you with the goal of improving your ASL skills.

Look for the subtleties of the ASL used by the mentor. Watch for details of the four parameters in sign production, as well as when and how sign production is modulated. Observe the intricacies in eye gaze and eye/eyebrow movement, mouth movements, shoulder positions and leaning of the body forward and backward. Note how and where pausing is used. Watch for how sentences are structured.

Consciously try to produce correct ASL. Your usual, comfortable signing may be very understandable to many Deaf or Hard of Hearing people, but it may not be the best ASL. Avoid lapsing into your usual style; concentrate on signing correct ASL.

"Try on" the ASL shown to you. Whenever the mentor translates a phrase, sentence or concept that you have signed into ASL, try to copy the ASL as modeled by the mentor.

Mentors may not know ASL linguistics or grammatical rules. They often follow their instincts or know ASL without being able to explain the formal rules. Don't ask or question them about the rules or linguistics unless they have specific training in this area. They are language models for you to watch and learn from as you work to improve both your expressive and receptive skills. Many mentors know ASL, but may not know the rules. They know if something "looks right" the way hearing people know when English "sounds right," even if they cannot explain the rules that apply.

Expect to improve in both receptive and expressive skills. The objective is to improve your use and comprehension of ASL so that you may achieve the skills enhancement goals you have set with your mentor.

Continue to study ASL features. Deaf mentors will help you apply these features to your specific needs. (See page 33 of this booklet for suggested assignments.)

Meet at neutral places. Find places where you will feel comfortable, such as a public library, coffee shop or restaurant.

Ask mentors for information about ASL workshops or Deaf events. Events such as open captioned movies or sports tournaments are great places to meet Deaf people and use ASL in a natural environment. Find out which events you can attend either on your own or with your mentor. Know that hearing people may not be welcome at some events unless they are accompanied by a Deaf person. And some events are for Deaf people only. Please respect that.

Do not bring written English materials for mentors to translate. For example, do not bring songs, educational materials, poems, speeches, vocabulary lists, etc. Exposure to written English materials may lead both you and your mentor to produce more English-influenced signing. Work to maintain an "ASL immersion" atmosphere during your mentoring sessions.

Keep a journal and write a short evaluation of each session, including personal thoughts, feelings and observations. This will help you track your progress and determine what approaches work well for you.

Keep your appointments and be on time.

Set a clear time for ending your mentoring relationship. The end time will vary depending upon your goals, but perhaps set up a six-month to one-year time frame to start with. When that time has passed, re-evaluate and either revise the agreement or end at that time.
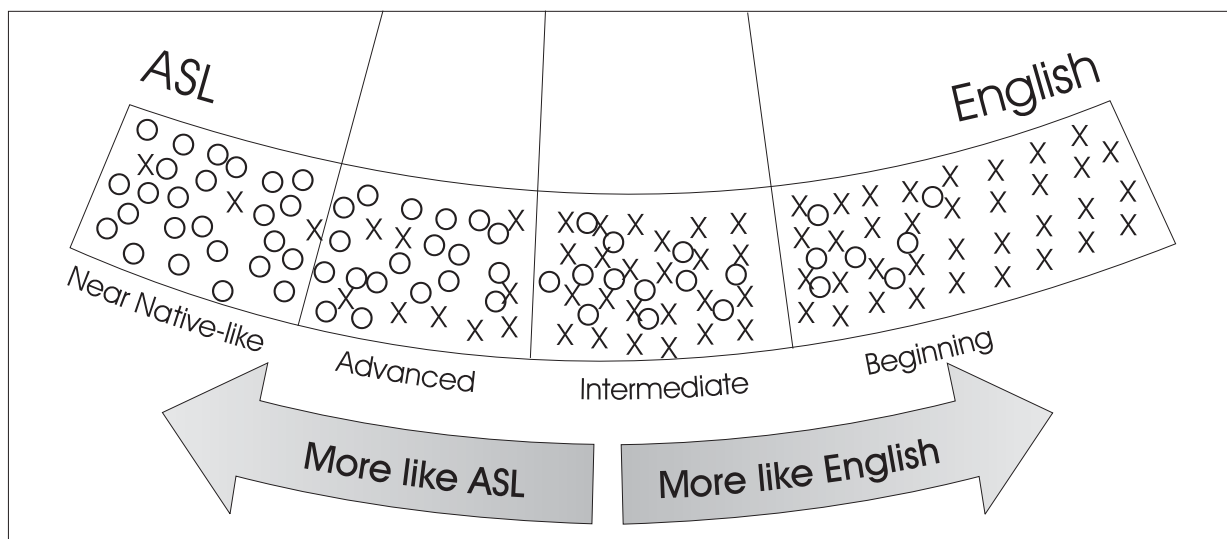
Have fun learning on your hands!

Many Deaf people have never had the opportunity to formally study ASL. Here are some features of ASL to watch for when evaluating protégés' work and developing assignments to help them improve their skills.

ASL - English Continuum

- Set a goal to move toward Advanced or Near Native-like level

Variation along the ASL-English continuum

Retrieved from Baker Charlotte; Cokley, Dennis, "The Green Book"

Vocabulary

Does the protégé:

- Avoid English-based initialized signs (I, RED, DECIDE, ROOM)
- Choose conceptually accurate signs
- Avoid fingerspelling standardized signs

Production

Does the protégé:

- Sign clearly; are the signs easy to read, smooth
- Fingerspell and sign at normal pace
- Sign appropriately to communicate meaning
- Know or use correctly the four parameters: movement, handshape, palm orientation, location

Fluency

Does the protégé:

- Produce signs with a natural look
- Produce signs at a normal pace
- Avoid code switching

Comprehension

Does the protégé:

- Understand signs produced at a normal pace
- Take turns appropriately
- Maintain proper eye contact
- Provide appropriate manual and non-manual feedback
- Stop and ask for clarification appropriately

Grammar

Does the protégé:

- Demonstrate ASL word order.
- Avoid English word order.

Consider the following elements and examples of ASL grammar and watch for accurate production by protégés.

Sign word order:

DON'T-KNOW ME

YOU NAME WHAT?

CAT BLACK SEE FINISH ME

PICK-UP PENCIL FINISH

CALIFORNIA WIFE US-TWO FLY-to TOUCH FINISH

> **Click HERE to see an introduction to Rania Johnson, the language model for these examples.**
>
> **Click on each GLOSS to see a video example.**

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Rhetorical question:

CLASS TAKE WHY? FRIEND DEAF

MAN HERE HOW? HE DRIVE

HE MOVE-TO MINN FOR-FOR? GO T-V-I

BUY WHERE? Index-rt M-A C-Y-S

WORKSHOP FOR DEAF WHEN? TOMORROW

Time indicators:

TOMORROW ME GO-TO WORK

TWO-WEEK-FUTURE YOU DO + DO?

THIS-MORNING YOU WALK?

LATER CLASS FINISH, SHE SWIM

Facial expression:

OH-I-SEE

YES/NO QUESTIONS

WH-QUESTIONS

NEGATION

AFFIRMATION

TOPICALIZATION

NON-MANUAL MARKERS

Directionality:

GIVE-TO

HELP-HER

DRIVE-TO

FLY-HERE

LEAVE-ME-ALONE

TELL-HER

18

Plurality:

PILED-MAGAZINES CL:5

DIFFERENT +++

HOUSE CL:A+++

PARKING "area" CAR-ON CL:3++++

Sign modulation:

(very, repeatedly, continually)

HOUSE-SMALL

WINTER IN MINN COLD

YOUR LECTURE CLEAR

GAS NOW EXPENSIVE

FOOTBALL PLAYER HE HURT

GO-TO WORK ME LATE

Classifiers:

PENCIL IN MY HAIR

CAR CHUGGED SLOWLY UP THE HILL

MAN COME UP-TO-ME

ARMY READY, HAVE AIRPLANE 25

SHE HAVE DRESS MANY

Conditional:

IF HAVE INTERPRETER THERE, I GO-THERE

CAR OIL LOW, ENGINE BURN-UP

FOOD LEAVE-OUT-FOR HOURS, SPOIL

LEARN SIGN SHE WANT, PRACTICE MUST

Stenner, Jenny & Walla, Albert 1997

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Characteristics of American Sign Language

American Sign Language has:

1. No English-like articles
   a, an, the

2. No "to be" verbs
   am, are, is,

3. All verbs signed in present tense
   see, saw = same sign
   run, ran = same sign

4. Time indicators at beginning
   I saw my mother yesterday. (English)
   YESTERDAY I SAW MY MOTHER (ASL)

5. Negative reinforced at end
   He refuses to study. (English)
   HE REFUSE STUDY REFUSE (ASL)

6. Negative incorporation
   WANT = DON'T-WANT
   LIKE = DON'T-LIKE
   KNOW = DON'T-KNOW
   CARE = DON'T-CARE

7. Rhetorical questions
   ME WORK WHERE? 3M CO.
   ME MEET BOY NAME? BOB

8. Do you?
   signed as "?"

9. Logical time sequence
   When I got home from school yesterday, I had a tall glass of milk . (English)
   YESTERDAY ME FINISH SCHOOL, GO HOME, DRINK MILK (TALL GLASS) (ASL)

10. Noun first then adjective
    I bought a new bright red dress. (English)
    ME BUY DRESS BRIGHT RED (ASL)

11. Circular motion (for a long time)
    waiting
    standing
    sick

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12. Immediacy

   signs made closer to body = soon, just

13. Directionality
   I-give-you
   you-give-me
   he-give-her

14. Repetition, vertical & horizontal -
   week, month, year
   plural class, book
   habitual action annual, biweekly
   emphasis

15. Facial expressions
   raising, arching, knit frowning of eyebrows, nose wrinkling, etc.

16. Non-manual markers
   inflection such as cha, mm, thrp

Stenner, Jenny & Walla, Albert 1997

There are many excellent resources available that explain and demonstrate non-manual markers and other features of ASL. Two such resources:

- **"The Face of American Sign Language," a set of video-tapes by M.J. Bienvenu and Betty Colonomos, available through Sign Media. "**

- **"1000 ASL Faces" CD-ROM by Keith Cagle. Available through Signs of Development.**

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QUESTION TYPES

Asking various types of questions accurately is often difficult for interpreters. This is because ASL uses facial grammar, rather than voice inflection, to indicate questions. Review this list of types of questions with your protégés, and model how they should be asked.

1. YES/NO QUESTIONS

   _____q _____

   Examples: YOU GROW-UP CALIFORNIA

   _____q _____

   YOU LIVE HERE

2. CHOICE QUESTIONS

   _____wh-q _____

   Examples: MARRIED, SINGLE, WHICH

   _____wh-q _____

   YOU LIVE HOUSE, A-P-T, WHICH

3. POLITE REQUEST/DESCRIPTION

   _____wh-q _____

   Examples: TELL-ME ABOUT YOUR CLASS

   _____wh-q _____

   THAT LOOK LIKE

4. INFORMATION QUESTIONS

   _____wh-q _____

   Examples: YOUR SISTER WHO

   _____wh-q _____

   YOU VISIT DELAVAN WHEN

5. INTERPRETER QUESTIONS MENTOR

   _____q _____

   Example: HAVE QUESTIONS ANY

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6. SAME MEANING, DIFFERENT QUESTION

_____wh-q _____

Examples: HOW, WHY YOU BECOME INTERPRETER

_____q _____

YOU WORK INTERPRETER, BECOME INVOLVED HOW, ENJOY WHY

7. SUPPOSE QUESTIONS

_____q_____

Examples: SUPPOSE TEACHER ASK YOU SUPERVISE

_____q _____

CLASS, DO-DO

_____q _____

SUPPOSE YOUR WIFE NEW JOB THERE

_____q _____

ARIZONA, DO-DO?

8. DESCRIPTION FIRST

_____q_____

Examples: INTERPRETER THEY SKILL ASL IMPORTANT

_____q_____

MEET DEAF, THEIR SIGN-ASL MATCH MUST

_____q_____

INTERPRETER SIGN-ASL IMPROVE HOW

9. EXPAND INTERPRETERS ANSWER

_____q_____

Examples: OH-I-SEE, MAKE CARROT JUICE. EXPLAIN HOW

_____q_____

PROCESS WHAT

10. REASONS FOR OPINION

_____q_____

Example: YOU BELIEVE CLINTON GOOD PRESIDENT, WHY

_____q_____

OH-I-SEE, YOU SUPPORT WOMAN L-I-B, REASON

Caccamise & Newell, 1998

"Red Signs & Yellow Signs"

Hearing people who are learning ASL often express confusion over the various ways they see different concepts signed. They become frustrated when they use a sign they have seen a Deaf person use, only to have a different Deaf person tell them that sign is wrong. It makes learning the language confusing when the "experts" (the Deaf people) do not agree among themselves on what is right and wrong.

Why does this happen? There are a couple of reasons. For one, Deaf people have a tendency to "code switch" or make their signing more like English when a hearing person does not understand them. This may help the communication flow more smoothly in that situation, but it does not help the hearing person learn or recognize correct ASL. Also, there is a wide variety of ASL fluency among Deaf and hard-of-hearing people. Many may have had little opportunity to study ASL or had little exposure to ASL while they were growing up. Their education may have emphasized English, artificial language systems or spoken language skills.

Think of the red, yellow and green colors of a traffic light and what they mean as you look over the following lists of words. The "Red Signs" are ones you should stop using, since they are not truly ASL in its purest form. The "Yellow Signs" should be used with caution. They may be acceptable in ASL, depending upon local custom and historical use.

Some signs are controversial and generate a lot of discussion among Deaf people. Some people may not agree with some of the signs included here, or may believe they are in the wrong categories.

For example, some Deaf people may strongly feel that LUNCH produced with an "L" handshape, should be under "Red Signs." Others may think some may think LUNCH should be under "Yellow Signs." ASL, like any language, is continually changing. What may once have been unacceptable may now be all right in some settings, and vice versa. Discuss these signs and their use with Deaf colleagues whose language skills you respect if you need additional information.

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Meet Your Signing Models
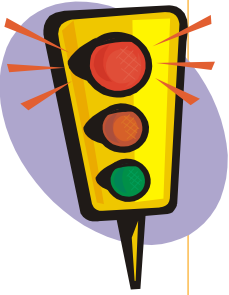
Rania Johnson   Doug Bowen-Bailey

RED SIGNS

Inappropriately Initialized

ATHLETE	**D**EVELOP	**I**
BASIC	**D**INING **R**OOM	**I**MPAIRED
BE	**D**INNER	**I**T
BIG	**D**IRECT	**J**OB
BLOCK	**D**RESS	**J**UST
BOOTS	**E**VERYDAY	**K**ITTEN
BOTTOM	**E**XAMPLE	**L**AKE
BREAKFAST	**E**XPLAIN	**L**AND
BUS	**F**ARM	**L**ARGE
BUSY	**F**IELD	**L**ETTER
CAR	**F**LOOR	**L**ITTLE
CABIN	**F**OOD	**L**ISTEN
CALENDAR	**F**RONT	**L**ONG
CARTOON	**F**RUSTRATE	**L**OOK
CHAIR	**F**UTURE	**L**OW
CLASS	**G**OLD	**M**IDDLE
CLEAN	**H**ALL	**M**ILE
COLLEGE	**H**APPEN	**M**OVE
CONCERT	**H**E	**M**USIC
CONSULT	**H**EAR	**O**CEAN
COUCH	**H**EARING	**O**R
DAY	HE**R**	**P**ART
DAY(S)	**HI**GHWAY	**P**AY
DECIDE	HI**M**	**P**OTATO **C**HIP
DEMONSTRATE	**HI**RE	**P**RE-SCHOOL
	HOUR	**P**UMPKIN
	HOUSE	**R**EALLY

Click on each GLOSS to see a video example. Doug will model a common error. Rania will demon-strate it correctly.

Click on each GLOSS to see a video example. Doug will model a common error. Rania will demonstrate it correctly.

RED

REFRIGERATOR

REINFORCEMENT

RENT

RESERVATION

REST

RIVER

ROCK

ROSE

ST. **P**AUL

SCIENCE

SH**E**

SEA

SING

SO

SOUND

STATION

SUPPER

TABLE

TALL

THE

TOGETHER

TOY

TRANSLATE

TRUCK

US

VAN

WALL

WAR

WAY

WEAR

WEIRD

WILL

WIND

WORRY

YARD

YES

_____ ING

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Excessive Finger Spelling

M-I-N-N-E-S-O-T-A

W-I-S-C-O-N-S-I-N

M-I-C-H-I-G-A-N

To-Be Verbs (I-S, A-R-E, A-M, W-A-S; etc.

Also please note:

*Sometimes signs are invented, in fun, for cities and other places or objects. These are sometimes inappropriately over-generalized by interpreters.

Misproduction & Misused Signs/ Common Mistakes

MY HUSBAND AND I

ASK+ME

TELL+ME

GIVE+ME

EVERY+DAY

EVERY+MONTH

HIGH+SCHOOL

LIKE FOR LIKE (SAME-AS)

ALL+DAY

SPEND THE DAY

MINNEAPOLIS

NO/NONE/NOTHING

5'4"

MOVE+++

TWO+OF+US

TWO+OF+THEM

DARK+BLUE

TWENTIES (20, 23 – 29)

4+YEAR+OLD

OVERHEARD / LISTEN-TO

WEDDING/MARRY

VERY+HARD

GRADUATE-SCHOOL

MOVE+OUT

DRUG / SHOOT IN THE ARM

1 - 9 + MONTH

1 - 9 + DAY

1 - 9 + YEAR

1 - 9 + DOLLAR

67,68,69,76,78,79,86,87,89,96,97,98,101-109

MN, WI, IA, MI (*POST OFFICE CODE*)

Overuse of Signs

OR/THEN/AND

Misused Numbers

1. Cardinals (1,2,3, etc.)

2. Ordinals (1st, 2nd, 3rd,)

3. Age

4. Time (sec, min, hr)

5. Day, Week, Month, Year

6. Money

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The "Yellow Signs" should be used with caution. They may be acceptable in ASL, depending upon local custom and histori-
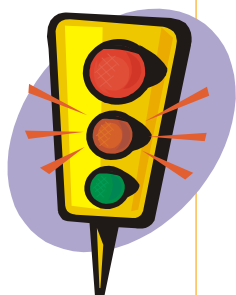
Yellow Signs

ADULT

AGENCY

AREA

BIRTHDAY

BROWN

DEGREE

DEPARTMENT

GRADE

GREY

KITCHEN

LIVE

LIVING ROOM

LUNCH

MAIL CARRIER

OFFICE

PARTY

POLICE OFFICER

STATE

SYSTEM

THURSDAY

TRAINING

TRY

VOCABULARY

WEATHER

WEEKEND

WINTER

Holidays

Signs for holidays are often modified inappropriately, or are produced incorrectly based on the region.

CHRISTMAS

FOURTH OF JULY

HALLOWEEN

HANUKKAH

MEMORIAL DAY

ST. PATRICK'S DAY

THANKSGIVING DAY

Click on each GLOSS to see a video example.

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Protégé Self-Evaluation

Self-Evaluation Form

SMALL
QT

Your Name _____   Date _____

This self-evaluation is designed to assist you in evaluating your fluency in American Sign Language (ASL). Do not evaluate your ASL-to-English **interpreting** skills; only assess your conversational skills in ASL itself.

Evaluate each area as honestly as you can. It may be helpful, when filling out this evaluation, to visualize the ASL signing of fluent, native signers and then make a mental comparison of your skills to theirs.

Please circle the level that best describes your skills in the following areas (an explanation of each area is attached to this form). Refer to the ASL-English continuum that appears on page 14 to help decide how to rate your skills.

Knowledge Area	Near native-like	Advanced	Intermediate	Beginning
1. Vocabulary	4	3	2	1
2. Production	4	3	2	1
3. Grammar	4	3	2	1
Sign Word Order				
Rhetorical Questions	4	3	2	1
Asking Questions	4	3	2	1
Use of Space – pronouns	4	3	2	1
– contrast	4	3	2	1
Classifiers	4	3	2	1
Time Indicators	4	3	2	1
Facial Grammar	4	3	2	1
Directionality	4	3	2	1
Plurality	4	3	2	1
Sign Modulation	4	3	2	1
Incorporation of Numbers	4	3	2	1
4. Fluency	4	3	2	1
5. Comprehension	4	3	2	1
OVERALL ASL SKILLS	4	3	2	1

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LEVELS 1 – 4 ON THE RATING SCALE

4 **Near native-like**: ASL skills are native-like or near native-like; able to carry on a conversation with native ASL signers on virtually any topic.

3 **Advanced**: Advanced ASL skills; able to use features and principles of ASL consistently and correctly; able to carry on a conversation with native ASL signers although the conversation may have several breakdowns and range of topics is limited; clear understanding of the difference between ASL and English-like signing.

2 **Intermediate**: Good, broad, basic understanding of ASL principles and features but not able to always use them correctly or consistently; able to carry on a conversation with native ASL signers when they can adjust their communication and understand more English-like signing.

1 **Beginning**: Basic understanding of a few ASL principles but only able to use them inconsistently and in a very limited way; signing skills are more English-like; difficulty understanding native ASL signers.

EXAMPLES OF EACH OF THE FIVE KNOWLEDGE AREAS

Vocabulary

Do you use signs that are conceptually accurate? For example, do you use different signs for the English word "right?" Do you sign RIGHT for "right" when it means the opposite of left, CORRECT for "right" when it means the opposite of wrong, RIGHT/PRIVILEGE for "right to vote?"

Do you use signs that are taken from ASL rather than from English signing systems such as SEE 1 or SEE 2? For example, do you sign TABLE with a flat handshape rather than with the letter "T?"

Do you have a broad vocabulary base? Can you discuss a variety of topics in ASL? Do you have the vocabulary base to discuss politics, religion, family, hobbies and vocational topics?

Production

Are the signs you used produced correctly? The four parameters or elements of producing a sign are: handshape, palm orientation, location and movement of the sign. Do your signs have all four parameters correctly produced?

Is your fingerspelling and number production clear? Do you fingerspell at an appropriate pace?

Grammar

Sign Word Order: Do you sign using ASL sign-order rather than English-like sign order?

Rhetorical Questions: Do you know how to produce rhetorical questions correctly? For example, in an ASL translation of the English sentence, "I am going to the store because we are all out of milk," a rhetorical question could be used. The translation could be: ME GO-TO STORE WHY? (rhetorical question signed with a slight pause before and after, a slight head tilt, and eyebrows up) MILK ALL-GONE.

Asking Questions: Do you use the correct facial grammar, shoulder positions and sentence structure for asking questions? Do you know how to differentiate between YES/NO questions and WH questions?

Use of Space: Pronouns — Do you use indexing to talk about things and people that are not present? Contrast – Do you use space to compare and contrast ideas and topics?

Classifiers: How is your command of classifiers? Can you use classifiers to describe, for example, the floor plan of a house, the appearance of a person or the relationship and movement of objects?

Time Indicators: Are you familiar with how ASL conveys past tense, recent past, present, near future and future?

Facial Expression: Do you use the mouth and eye movements of ASL that convey the English equivalents of "very," "moderate amounts," "not yet," "large," etc.? Do you use appropriate ASL mouth movements ('cha,' 'mm,' 'pursed lips,' rather than mouthing English words?

Directionality: Do you use sign movement to show the relationship between subjects and objects? For example, do you sign BOY THERE ME-GIVE-TO-HIM (signing the verb GIVE from the subject "me" to the object "him")?

Plurality: Do you use a sweeping movement to indicate, for example, a group of people, "we," "those things to my right"? Do you show the concept of "books" by signing BOOK + (NUMBER) or BOOK-BOOK-BOOK or BOOK + MANY or BOOK + classifier to how a row of books?

Sign Modulation: Do you show the different concepts of "word hard," "word at a moderate pace," and "work tediously" by varying the movement of the sign for WORK?

Incorporation of Numbers: Time – Do you use the signs with incorporated numbers like 4-WEEKS-AGO, 2-DAYS-AGO, IN-3-YEARS? Pronoun – Do you use the WE-2, 2-OF-US, 4-OF-THEM?

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Fluency: Does your signing have a natural-looking rhythm and pace? Do you pause appropriately and effectively?

Comprehension: Do you understand native ASL signers when they are conversing with you? Do you understand native ASL signers when they are conversing with each other? How accurate is your comprehension of fingerspelling and numbers?

Radatz, Jan and Walla, Albert 1994

Mentorship Agreement

Sample

Mentorship Agreement

Mentor Name: _____

Contact Info: _____

_____

Protégé Name: _____

Contact Info: _____

_____

As a mentor, I will:

- Act as a resource and support
- Assist in goal setting and clarification
- Utilize all my skill and experience in working with a protégé
- Provide honest and direct feedback
- Provide unbiased critiques and suggest activities for improvement
- Be willing to give time, energy and attention
- Challenge the protégé to take risks
- Provide this service in a professional and unobtrusive manner

As a protégé, I will:

- Communicate with mentor about goals, needs and feelings
- Be receptive to honest and direct feedback
- Be committed to the mentoring agreement and participation
- Follow through with outside work assigned
- Make arrangements, when necessary, with clients for on-site observations of my work, explaining in advance the role and responsibilities of the mentor
- Be prepared for mentoring sessions – have specific issues identified to discuss, or work completed from previous sessions
- Keep an open mind about the process and participate in a professional manner

Mentors and Protégés read the following and sign below:

The terms of this agreement as stated above are acceptable.

Mentor _____ Date _____

Protégé _____ Date _____

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Gordon, Patty and Magler, Mari ©2000

Ideas for Practice
Assignments/Discussion Topics

1. Narrate your family history/describe your family tree

    What are their names?

    How are they related?

    Are they married?

    Do they have children?

    Where do they live?

    What kind of job do they have?

    What nationality are they?

    What major events happened in their lives? When?

2. Describe your medical experiences

    In the hospital

    At the doctor's office

    At the dentist's office

    Have you had prescription medicine? What for? How often did you have to take it?

    How long were you sick? One day? One week? What was wrong?

    What kind of surgery did you have?

3. Explain how to play your favorite board game or sport

    Backgammon

    Checkers

    Monopoly

    Football

    Golf

    Curling

    Volleyball

    Basketball

4. Describe the floor plan of different places

    Your classroom

    Your apartment

    Your house

    Your church

    Your workplace

    A campground

    Mall of America

    Local grocery store

5. Give directions how to go from one place to another

How do I get to your house?

How do I get to your workplace?

How do I get to your friend's house?

How do I get to your lake cabin?

How do I get to your favorite mall?

Map directions

6. Describe how different things look

Animals

Vehicles

Clothes

Jewelry

People

Food

Plants

Buildings

Items/things

7.   What do you see when you go in a museum?

   Antiques

   Paintings

   Rugs

   Sculptures

   Furniture

8.   Narrate an important event or current event that you are both familiar with

   Presidency of John F. Kennedy

   I. King Jordan

   Princess Diana

   Deaf President Now protest

   Flooding in a major city

   Shooting in Columbine High School

   Governor Jesse Ventura's election

   World Trade Center Tragedy

9. Compare people, places or events

Martin Luther King and Malcolm X

Al Gore and George Bush

Wisconsin and Minnesota

1990s and 2000s

Hawaii and Alaska

10. Read a book or view a videotape (movie) and retell the story

11. Teach us how to make your favorite recipe (step by step)

12. Describe your daily activities

At work

During the weekend

On your vacation

The night before

Daily errands

13. Describe the following machines or processes

Copy machine

Saw

Food processor

DVD player

How to start up a computer program

How to send an e-mail

14. Describe animals and their movements

Lion vs. cat

Zebra vs. horse

Hippopotamus vs. elephant

Dog vs. hyena

Chicken vs. duck

   If you use other ideas during the meetings with your interpreter(s), please write them down so you can share them with other mentors.

Walla, Albert & Stenner, Jennifer 2000

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Journal Notes – Short Form

Sample

Date _____

To be filled out by mentor

What topics were discussed? Or what activities did you work on? _____

_____

_____

_____

To be filled out by protégé (check circles on one or both sides of the list and add your comments after.**)**

	Check the following ASL features you learned something about today.	Which would you like more practice on at the next meeting?
Rhetorical questions	○ _____	○ _____
Asking questions	○ _____	○ _____
Use of Space	○ _____	○ _____
– pronouns	○ _____	○ _____
– contrast	○ _____	○ _____
Classifiers describing pronouns	○ _____	○ _____
Sign Word Order	○ _____	○ _____
Facial Expression	○ _____	○ _____
Plurals	○ _____	○ _____
Numbers	○ _____	○ _____
Time Indicators	○ _____	○ _____
Conditional	○ _____	○ _____

Journal Notes — Long form

Sample

Date   _____

To be filled out by mentor

What topics were discussed? What activities did you work on? _____

_____

_____

Where did you see some improvement in the ASL of the protégé? _____

_____

_____

What areas of ASL do you recommend the interpreter work on? _____

_____

_____

To be filled out by the protégé

What new things did you learn about ASL today? _____

_____

_____

What areas of ASL are you hoping to work on before the next meeting? _____

_____

_____

Did you learn anything new about Deaf Culture? _____

_____

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To be filled out by protégé (*check circles on one or both sides of the list and add your comments after.*)

	Check the following ASL features you learned something about today.	Which would you like more practice on at the next meeting?

Space

Indexing (TEACHER- it) ○ _____   ○ _____

eye gaze (JUDGE – CLIENT) ○ _____   ○ _____

body shifts for comparison and contrast to locate and refer to people, place, objects present and not present

Sign verb movement and directionality

location (HOME GO-it) ○ _____   ○ _____

pronoun incorporation

(TELL-me) ○ _____   ○ _____

Facial Expression and sign movement modification

Degree
(BEAUTIFUL – really) ○ _____   ○ _____

Size (HOUSE – big) ○ _____   ○ _____

Temporal/Time
(STUDY – for a long time) ○ _____   ○ _____

Repeated Action

Repetition of Sign Verb
Movement (GO +++) ○ _____   ○ _____

	Check the following ASL features you learned something about today.	Which would you like more practice on at the next meeting?

Plurals

repetition of sign movement (BOOK +++)	○ _____	○ _____
Vertical Sweep (MONDAY – sweep)	○ _____	○ _____
Horizontal Sweep (MORNING – sweep)	○ _____	○ _____

Number Incorporation

Age (AGE-3)	○ _____	○ _____
Days, weeks, months, years	○ _____	○ _____
Ordinal (first, second, third, etc.)	○ _____	○ _____
Cardinal (1,2,3, etc. for counting)	○ _____	○ _____
Time (TIME- 3)	○ _____	○ _____
Pronoun (three of us)	○ _____	○ _____

Connecting ideas / sequencing of events

Listing on non-dominant hand	○ _____	○ _____
FINISH	○ _____	○ _____
Body shift	○ _____	○ _____

Check the following ASL features you learned something about today.

Which would you like more practice on at the next meeting?

Sign Word Order

Rhetorical question
(TAKE SIGN CLASS WHY) ○ _____ ○ _____

Topic-comment
(MAN TALL, MY BOSS) ○ _____ ○ _____

MUST, CAN, NOT
at the end of comments ○ _____ ○ _____

Conditional
(RAIN, CANCEL PICNIC) ○ _____ ○ _____

Object-subject-verb
(BOOK-DAD-LOSE) ○ _____ ○ _____

Classifiers

Description

Location/placement of
people and objects in space ○ _____ ○ _____

To show the actions of
people, animals, objects ○ _____ ○ _____

	Check the following ASL features you learned something about today.	Which would you like more practice on at the next meeting?
Non manual marker		
Negation (head movement)	○ _____	○ _____
Affirmation (head movement)	○ _____	○ _____
yes-no?	○ _____	○ _____
wh-?	○ _____	○ _____
Puffed cheeks, pursed lips, pah, cs, th and clenched teeth	○ _____	○ _____
Other		
1. _____	○ _____	○ _____
2. _____	○ _____	○ _____
3. _____	○ _____	○ _____
4. _____	○ _____	○ _____

Mentors: Keep these forms. Use it help you plan activities for your next meeting with the protégé.

This form is based on the Journal Notes form used with the SCPI evaluation.

Parting Wisdom

Parting Wisdom

SMALL
QT

Press ESC to exit a movie before it is finished. If your computer has difficulty playing the larger movie, click SMALL to play a smaller size. Click QT to open up the movie directly in your QuickTime program. (Necessary for Mac OS X users.)

   In this movie, Albert explains final words of advice—reinforcing much of what was already explained and summarizing many of the important points mentors must remember in their work with proteges. Included in this are many practical tips for how to handle both the process of mentoring and the process of managing a business.

   The length of this video is 7 minutes and 12 seconds.

Resource List

A Basic Course in American Sign Language, Humphries, Tom, Padden, Carol and O'Rourke, T.J., T.J. Publishers

American Sign Language Teacher's Resource Text on Grammar and Culture, Baker, Charlotte and Cokely, Dennis, Gallaudet University Press

ASL/English Idioms and their Translations, Posner, Avery and Brumberg, Richard, DeafWide Services, Woodbury, NY, 1997

Charting the Way Into Higher Education: A Handbook for Interpreters, Harbour, Wendy & Van Nostrand, Catherine, University of Minnesota, 2001

The face of American Sign Language, Bienvenu, MJ & Colonomos, Betty, Sign Media

From Mime to Sign, Eastman, Gilbert C., T.J. Publishers

Linguistics of American Sign Language: Resource Text for ASL Users, Lucas, Ceil and Valli, Clayton, Gallaudet University Press

1000 ASL Faces, Cagle, Keith, Signs of Development

A Plan for Mentorship of Educational Interpreters in Minnesota, Gordon, Patty and Magler, Mari, SLICES, 2000

SCPI: ASL Training Workshop Notebook, Workshop Goal and SCPI Principles, Materials and Procedures, Caccamise, Frank and Newell, William (Bill), Rochester, NY, November 1998

Signing Naturally, Levels 1,2,3, Smith, Cheryl, Lentz, Ella, and Mikos, Ken, S., Berkeley, California

Biography

Albert Walla attended the Lexington School for the Deaf in New York for four years and graduated from the American School for the Deaf in West Hartford, Connecticut in 1970. He earned a B.A. degree in social work from Gallaudet University in Washington, D.C. in 1975. He also has a master's degree in Education of the Deaf from New York University in New York City. After graduating, he worked as a peer counselor for three years at the Deaf Counseling, Advocacy and Referral Agency in Oakland, California. He then taught in the San Francisco Unified School District. In 1984 he moved to Minnesota and taught Deaf and hard-of-hearing students in a mainstreamed program at St. Louis Park Junior and Senior High Schools. He has taught a Deaf Culture class at the University of Minnesota for more than 10 years and has taught ASL classes at a variety of post secondary schools for more than 25 years. He is currently teaching ASL classes to hearing high school students.

As a mentoring lecturer, he and colleague Jennifer Stenner have taught various workshops to Deaf people, interpreters, teachers and parents throughout the Midwest. He also gives workshops on Deaf culture and ASL and is a language mentor for many hearing people who are working to enhance their ASL skills.

He and his wife, Jill Hartman, who is co-founder of the legal interpreting firm Hartman and Hallet, have three beautiful kids – Aaron, Joseph and Abigail. They live in Edina, Minnesota.

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Credits for this Project

Author and Primary Model ....Albert Walla

Language Models ....Rania Johnson

Doug Bowen-Bailey

Models for Cover Photograph ....Sheryl Buchholz

Kari Smalkoski

Writing Support ....Jane Fitz

Layout and Design .... warren d. mosier

Cornerstone Copy Center

Filming .... Doug Bowen-Bailey

Paula Gajewski

CD Design and Production .... Doug Bowen-Bailey

The staff of the RSA Region V Interpreter Training Project:

Administrator .... Laurie Swabey

Project Managers .... Paula Gajewski

Richard Laurion

Administrative Assistant .... Darla Barrows

Rachel Bitney

Rosa Ramirez

RSA Region V Interpreter Training Project Fact Sheet

What is the Focus of this Project?

The goal of the Rehabilitation Services Administration (RSA) of the U.S. Department of Education is to make available, through ten regional grants, support for continuing education for interpreters who work with Deaf, hard of hearing and DeafBlind people. The ultimate goal is to increase the number of certified, qualified interpreters in post-secondary and employment related settings.

The goals of the training project for Region V include:

- Building an infrastructure in rural and urban areas across the region so that the long-term on-going need for skill maintenance and skill upgrading can be met in local areas. Some components of this include a comprehensive local and regional resource guide for interpreters and agencies, mentor development & training and independent study materials for interpreters.

- Continuing to provide a source of qualified interpreters who have graduated from the College of St. Catherine's four-year interpreting program, which includes specialized areas such as deaf-blind, health care and educational interpreting. These specialized courses will be offered in an intensive summer format to make them available to interpreters throughout the region. In addition, the goal has been set to see an increase of least 10% in the number of minority students/students from diverse communities completing the program.

- Co-Sponsoring 42 workshops per year in Region V, responding to previously identified needs as well as immediate and/or on-going needs, such as preparation for certification and developing interpreting skills for working with individuals who are DeafBlind or who have low vision needs. Co-Sponsoring may be in the form of information & referral, technical assistance, advertisement and/or a contribution to the presenter's fees/expenses.

Which states does Region V cover?

Region V includes the states of: Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin.

What type of support is available?

Technical Assistance: This includes assistance with any or all steps in planning and coordinating an event: locating presenters, assistance with timelines and detail work, registration coordination, fiscal coordination, advertising (including the development and mailing of flyers), printing of materials, evaluation development and summaries.

RSA Region V Interpreter Training Project Fact Sheet

Financial: First consideration for financial support will be given to those projects that address the underserved populations identified by the Federal RSA or the Project Needs Assessment. This includes (but is not limited to) interpreters working in rural areas, interpreters working with individuals who are DeafBlind; distance-learning programs, mentoring and increasing the number of certified interpreters from diverse communities.

RID CEU sponsorship: Assistance with completing the necessary paperwork for approving CEU sponsorship for events throughout the region. As an approved sponsor, we can also be the identified sponsor of the CEUs for the event and take care of the necessary paperwork for application, documents for the event, and certificates of attendance.

Information and Referral: This includes providing contact information to individual interpreters for professional organizations, websites and other resources that may be helpful in general interpreting skill enhancement.

Any or all of the above mentioned kinds of support may be given to any project.

How will awards for support, particularly financial support, be decided?

The non-financial support is readily available to anyone – simply give us a call or send us an email at least 2 weeks prior to your event, or 45 days prior if you are requesting CEU's, and ask us if the support you are looking for is within the scope of the Project and can be available for your event.

Organizations requesting financial support will be required to complete and submit to the Project office a simple application. Applications for funding will then be sent to at least three reviewers. They will be given a set of criteria, including the goals of the Project and region, and will make recommendations for whether or not this event should be approved for funding.

How much financial support is available?

Financial support will generally be in the form of Challenge Grants. We have funding available for 7 events per state, each of the five years of the project.

What are the criteria considered by the reviewers of the Challenge Grant applications?

The criteria includes:

- Which needs identified for this state and region does this event address? (The more needs addressed the better!)

- What partnering agencies and organizations are identified for working on this project? (Again, the more the better!) What kinds of contributions are being made by the partnering agencies, either financial or in-kind?

- Based on the budget submitted, does this look like a fiscally sound project? (Is it reasonably priced for attendees? Do the costs outlined seem appropriate for this size event?)

Can I apply at any time for financial or other support?

The applications for financial support will only be processed and reviewed on a monthly basis. Applications must be received in our office by the 5th of the month (or the closest business day to the 5th if it falls on a weekend) to be considered that month. Notification for awards will be given to applicants by the 30th of that month. Applications will not be accepted after an event has occurred.

What must I do once support is granted?

If the Project is co-sponsoring an event, by providing technical assistance, CEU sponsorship, and/or financial support, the grantee must provide the Project with a class roster, final budget, invoice and evaluation summary (if we are not doing the summary for the event) within 30 days of the events completion. The Project must be identified as a co-sponsor on all advertisements with the following wording:

This Workshop is Sponsored in Part by Region V ITP Award #H160A000008 at the College of St. Catherine in Partnership with SLICES, LLC

Who is staffing the Project?

Darla Barrows is the Administrative Assistant and can be reached Monday – Friday, 8:30 – 4:30 p.m. Richard Laurion and Paula Gajewski of SLICES, LLC share the position of Project Manager. Laurie Swabey, the Director of the Interpreting Program at the College of St. Catherine, is the Project Administrator.

How can I get more information?

Federal Interpreter Education Project

College of St. Catherine

601 25th Avenue South

Minneapolis, MN 55454

651-690-7779 (V) 651-690-7869 (TTY)

Fax: 651-690-7849

E-mail: federalprojectinfo@stkate.edu

http://www.stkate.edu/project