



# Interpreter Certification Board (ICB)

March 2nd, 2022

From: 3:00-5:00 PM, Zoom (Virtual Meeting)

## Meeting Minutes

### Interpreter Certification Board Members:

**In attendance:**

Anthony Bonny, Jessica Callahan, David Davenport, Paul DeGraw, Michelle Draper, Stephen Ehrlich, Allyson Hamilton, Teresa Judd, Duane Kinner, Amelia Williams

**Absence:**

Tom Robertson

### Guests:

Amie Santiago, Gray Burton, Jake Hogan, Marcela Lopez, Mary Izatt, Seth Jenkins, Tiffany Harding

### Utah Interpreter Program Admin:

Trenton Marsh, Jason Mauray, Karen Rama

Voice Interpretation and CART were provided during this meeting

Agenda Items	Announcements/Discussion	Actions/Recommendations
<p><b>Discussion: BEI Interpreter Certification Recognition</b></p> <p>Trenton Marsh and Marcela Lopez (Guest)</p>	<p>Meeting Began at 3:16</p> <p>Anthony welcomed everyone to the meeting.</p> <p>Anthony and Trenton both introduced Marcela Lopez to the board members.</p> <p>Trenton is happy to have Marcela here to present and share information on BEI</p> <p>Marcela introduced herself as a certified professional ASL (American Sign Language) interpreter who also speaks Spanish at home.</p> <ul style="list-style-type: none"> <li>Texas is the only state that provide trilingual certification through BEI</li> </ul>	<p>Trenton will look into how incorporating BEI or other certifications will impact Utah's laws and policies</p> <p>Marcela will investigate on if BEIs offer trilingual exams for Certified Deaf Interpreters</p>

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	<ul style="list-style-type: none"> <li>● The reason why this is important and why the state of Utah should consider BEI is because: <ul style="list-style-type: none"> <li>● According to the Gardener Center for Development and Economic Growth, Utah is behind by about 30-40 years</li> <li>● According to University of Utah, their research shows that in about 20 to 40 years, the state of Utah will continue to grow in terms of diversity so the state has some catching up to do <ul style="list-style-type: none"> <li>● Because there are individuals who are part of 2 to 3 different cultures or languages, the needs for trilingual certifications will become more and more common</li> </ul> </li> </ul> </li> </ul> <p>Karen shared the PowerPoint prepared by Marcela.</p> <p>Title of the presentation is “Exploring Credential Options for Multilingual and Non-English/ASL Interpreters”</p> <ul style="list-style-type: none"> <li>● BEI = Board for Evaluation of Interpreters. <ul style="list-style-type: none"> <li>● They do analytics and testing</li> <li>● The testing program was developed to follow Texas’ Human Resource code, Chapter 81 <ul style="list-style-type: none"> <li>● The code focused on wanting to ensure there are qualified interpreters in the state of Texas</li> </ul> </li> <li>● The BEI test was developed in 2001 with help from the group who developed the Federal Court Interpreter Certification Exam at the University of Arizona back in year 1979</li> <li>● There is various type of modes in terms of testing, ranging from written translation, English to Spanish, Spanish to English, and more</li> <li>● The testing and certifications allow for different areas of expertise and specializations, ranging from medical services, case management, social work, social security, legal interpreting, and more</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>● BEI has three levels of certifications while Utah currently has two. BEI offers: <ul style="list-style-type: none"> <li>● Basic certification</li> <li>● Advanced certification</li> <li>● and Master certification</li> </ul> </li> <li>● The minimum requirement to become certified are: <ul style="list-style-type: none"> <li>● Must be 18 or older</li> <li>● have no criminal record</li> <li>● and have a college degree <ul style="list-style-type: none"> <li>● The type of degree does not matter</li> <li>● Associate degree allows one to take the English exam</li> <li>● If someone wish to take the signing performance exam, they must have earned a bachelor degree beforehand</li> </ul> </li> </ul> </li> <li>● If a person is interested in having a trilingual certification (in this case, ASL and Spanish), they must meet the following requirements to be eligible: <ul style="list-style-type: none"> <li>● Certifications: <ul style="list-style-type: none"> <li>● Have any of the BEI certifications</li> <li>● Have one of these eligible RID certifications: <ul style="list-style-type: none"> <li>● CSC, CI, CT</li> </ul> </li> <li>● Or NAD-RID NIC or higher certifications</li> </ul> </li> <li>● Take and pass Spanish proficiency test</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>● Once both certification and proficiency test has been met, they must take and pass the Trilingual Performance Exam           <ul style="list-style-type: none"> <li>● The exam will incorporate all three languages; English, American Sign Language, and Spanish</li> </ul> </li> <li>● Once a person has obtained trilingual certification, he or she must earn 100 hours of continuing education for BEI General certificate and Trilingual           <ul style="list-style-type: none"> <li>● 50 hours of interpreting related topics</li> <li>● 30 hours of trilingual related topics</li> <li>● And 20 hours of ethics related topics</li> </ul> </li> <li>● As for those with RID/NIC and trilingual certification:           <ul style="list-style-type: none"> <li>● 30 hours of trilingual related topics</li> <li>● And maintain RID/NIC certification requirements (8.0 Continuing Education Units)</li> </ul> </li> <li>● Suppose someone wants to be tested for something other than ASL or Spanish, BEI does not offer any test or certifications for those. Instead, there are several options;           <ul style="list-style-type: none"> <li>● ACTFL               <ul style="list-style-type: none"> <li>● Stands for American Council on the Teaching of Foreign Language</li> <li>● Offers several exams for many different languages</li> <li>● Exams are skill-based and evaluated separately</li> <li>● Each exam is independent from one another</li> </ul> </li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>● This means each exam can be taken again if they weren't passed rather than having to retake all exams</li> </ul> <ul style="list-style-type: none"> <li>● Berlitz <ul style="list-style-type: none"> <li>● Similar to ACTFL but only test languages that are spoken in Europe</li> </ul> </li> <li>● ATA <ul style="list-style-type: none"> <li>● Stands for American Translators Association</li> <li>● They only offer written translation test</li> <li>● There are several non-English languages they test for</li> <li>● The test can be taken every year</li> </ul> </li> </ul> <p>Marcela opened the floor for questions</p> <ul style="list-style-type: none"> <li>● Duane asked for clarification on if BEI offers only written exams or oral exams <ul style="list-style-type: none"> <li>● Marcela explains that BEI, ACTFL, and Berlitz offer both written and oral exams. However, ATA only offers written exams</li> </ul> </li> <li>● Jessica asked about the length BEI requires for its trilingual 100 continuing education hours <ul style="list-style-type: none"> <li>● Marcela believes that BEI's continuing education hour cycle is five years, which is reasonable since the standard is for 20 hours per year</li> </ul> </li> <li>● Jessica is wondering if Marcela recommends that the board accept or even consider all of the BEI levels and /or the trilingual certification <ul style="list-style-type: none"> <li>● Marcela mentioned she only wanted to provide information on several available options for the ICB to consider, but does not want to make that decision for the board</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>● There are pros and cons in terms of BEI trilingual certifications. However, if the board were to accept the certification, then more and more trilingual interpreters will be more motivated to move to Utah. She is unable to confirm that the BEI certifications are in fact, held to the same standard that the state of Utah desires for their interpreters nor there's really a need for other languages like Arabic and so on</li> <li>● Stephen wondered if any associate and bachelor degrees are allowed or do they need to be specifically related to the languages <ul style="list-style-type: none"> <li>● Marcela explained that any degrees are acceptable to sit for the exams. The same applies to NIC certification <ul style="list-style-type: none"> <li>● Associate degree is required prior to taking the English written exam</li> <li>● Bachelor degree is required prior to taking the performance exam</li> </ul> </li> </ul> </li> <li>● Stephen also wondered if there's a way for a person from another country, such as Russia, to communicate if he or she does not know American Sign Language nor English <ul style="list-style-type: none"> <li>● Due to technologies that has arisen due to Covid, one can easily use tools like Zoom in order to be able to get translators/interpreters from other countries if that kind of service is not available locally</li> <li>● Marcela mentioned she had experienced a team of various interpreters for a court case involving a client who had no knowledge of American Sign Language nor English. The team consisted of a Spanish/English-speaking interpreter, a Certified Deaf Interpreter who knew about 4 to 5 different sign languages, herself and one more interpreter</li> <li>● As of now, she is unaware of any certification programs (in America) that offers exams for sign languages other than ASL</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>● Michelle asked if adopting the laws and policies to accept any of those certifications will be difficult to implement for Utah Interpreter Program and their admin team</li> <li>● Michelle also wonders if the adoption will cost the state to change the law or if the approach taken to accept EIPA and RID certifications would apply in this case <ul style="list-style-type: none"> <li>● While Marcela doesn't have a good answer in terms of cost, but she understands the concerns that including BEI certifications as one of the several acceptable certifications may have some impact on Utah's state-developed certification exams</li> </ul> </li> <li>● Trenton stated that when the Interpreter Certification Committee worked together to create a Deaf Interpreter Certification exam, in addition to updating the Novice and Professional Certification exams, the law-makers did object to the idea of providing UCDI (Utah Certified Deaf Interpreter) certifications. This was because there were no laws in recognizing CDI as a need at the time <ul style="list-style-type: none"> <li>● However, UIP and the committee argued that CDI fits the bill as one who facilitates information from one party to another. As a result, they were able to convince the law-makers to allow UCDI as a certification pathway</li> <li>● Trenton doesn't see any reasons why the ICB can't discuss the idea of including BEI as an option for Utah-approved certifications. After all, the communities in Utah are expanding, so there may be a need for recognizing something like a trilingual certification <ul style="list-style-type: none"> <li>● As for cost, he will look into it, but believes that requiring recognition fees (just like UIP already does for RID certifications) will help cover the cost of implementing it into the laws and policies and more</li> </ul> </li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>● Whether the ICB should accept all levels of BEIs, ACTFL, Berlitz, and ATA as well as any specialties, he thinks it is worth discussing since they are recognized by some of the other states</li> <li>● However, his primary focus is on specialties and/or trilingual, since that's not something the state of Utah has or offers. Utah already recognize ASL interpretation certifications</li> <li>● Trenton asked if Marcela has any knowledge on whether or not BEI offers trilingual exams for deaf interpreters <ul style="list-style-type: none"> <li>● Marcela is unaware of any trilingual exams for deaf interpreters but is happy to look into it <ul style="list-style-type: none"> <li>● She had the pleasure of meeting a few CDIs and Children of Deaf Adults (CODAs) that knew at least four languages; English, ASL, Spanish, and Lengua De Senas Mexicana (LSM)</li> </ul> </li> </ul> </li> <li>● Duane wonder if Marcela recommend that the ICB includes those third-party (ACTFL, Berlitz, and ATA) certifications as legal certifications that the state of Utah will allow, or just BEIs <ul style="list-style-type: none"> <li>● Marcela believes both BEIs and the others have their own Pros and Cons. If the state were to adopt any of those, it would help Utah become more up-to-standard with the rest of the United States <ul style="list-style-type: none"> <li>● BEI only tests ASL and Spanish. Due to that, it's missing other languages that may be needed as a trilingual need for communities</li> </ul> </li> </ul> </li> <li>● Stephen wonders if interpreters have more than 1 certification, like 2 or 3 different certifications, would their earnings/income increase to match their level in terms of skills or capabilities</li> </ul>	
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	<ul style="list-style-type: none"> <li>● The needs for trilingual interpreters tend to fluctuate so their income will also fluctuate <ul style="list-style-type: none"> <li>● Case in point, an interpreter may be busy for three months, then struggle to find any work during the rest of the year</li> </ul> </li> <li>● Also, having two or three certifications does not double their incomes. All those certifications do is prove that the interpreters have more skills and can ask for more in terms of pay, but, once again, will unlikely get double or triple their earnings</li> <li>● Trenton asked if Marcela could clarify if BEI only measures spoken and written Spanish, not their sign language (LSM) <ul style="list-style-type: none"> <li>● BEI only measures an interpreter's ability to speak, listen and write Spanish. They do not evaluate one's ability to use LSM. The only place that actually tests one's ability to use LSM is in Mexico. There are no exam-providers outside of Mexico that offers such certifications</li> </ul> </li> <li>● Since Utah is reportedly behind by about 30 years, Jessica asked if Marcela is aware of how other states are handling potential issues in regard to diversities and their languages. Do those states have models they have developed or utilized? <ul style="list-style-type: none"> <li>● Marcela mentioned that BEI is one of the examples as a model, which the state of Texas developed and used</li> <li>● Typically, when there are multiple languages involved, there are four or more interpreters present to translate the various languages that has been requested</li> </ul> </li> <li>● Anthony agrees with the opinions that incorporating BEIs, ACTFL, Berlitz and ATA are an important discussion to have not just for the future but for today's needs.</li> </ul>	

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<p><b>Discussion: ITP Program Approvals for Internships: Create Subcommittee for Program Evaluation</b></p> <p>Trenton Marsh</p>	<p>While investigating files and policies for UIP, Trenton Discovered a requirement for the Interpreter Training Program (ITP)</p> <ul style="list-style-type: none"> <li>● It appears UIP was supposed to have the program renewed by the ICB every three years. This information was never given to him when he took over as manager/director</li> <li>● The process was last approved in 2016 and expired in 2019 <ul style="list-style-type: none"> <li>● There were many transitions and changes that occurred during 2019 so this probably account for the oversight</li> <li>● The program is part of UIP's Policy and Procedure Manual (PPM)</li> </ul> </li> </ul> <p>Trenton introduced Karen to the board, the new certification assistance</p> <ul style="list-style-type: none"> <li>● Karen and Trenton have reached out to several organizations to renew the process <ul style="list-style-type: none"> <li>● Three organizations that are part of the program are Salt Lake Community College (SLCC), Utah Valley University (UVU), and Dixie State University (DSU)</li> <li>● The UIP admin team had to create a new application following the guidelines for these organizations to fill out since the previous form and process disappeared</li> </ul> </li> <li>● Trenton asked the board members to become part of the committee to discuss and evaluate the program. He and Karen will serve as the subcommittee's liaison <ul style="list-style-type: none"> <li>● Anthony asked for clarification on what Trenton is looking for in terms of numbers of board members and what kind of representation (Deaf, hearing, etc.) he is looking for</li> </ul> </li> </ul>	<p>Amelia, Anthony, Teresa and possibly Tom will serve as the subcommittee for ITP program evaluation</p> <ul style="list-style-type: none"> <li>● Trenton and Anthony will reach out to Tom to see if he is interested.</li> <li>● If not, Jessica will take his place</li> </ul> <p><b>Amelia, Anthony, Teresa, and Tom will serve on the ITP program evaluation subcommittee</b></p>

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	<ul style="list-style-type: none"> <li>● The policy has no guidelines on who should serve on the ITP subcommittee. However, there are some members on the board that represent the ITP program at their organizations that may serve as conflict as interest. With that in mind, who serve on the subcommittee is up to the board members</li>   <li>● Anthony asked for clarification on if Trenton wants the board to nominate or volunteer during the current board meeting or if he wants everyone to do so by email after the meeting has concluded <ul style="list-style-type: none"> <li>● Trenton mentioned it's up to the board members to decide</li>   <li>● While David is ineligible to become part of the subcommittee since he is part of SLCC, he recommended that the rest of the board go ahead and nominate and volunteer for the ITP subcommittee <ul style="list-style-type: none"> <li>● Duane agrees</li> </ul> </li> </ul> </li>   <li>● Stephen believes that having an interpreter on the subcommittee will benefit them due to their experience and training. This way, their insight can help improve the program <ul style="list-style-type: none"> <li>● Trenton mentioned that the guideline is incredibly broad. There are no requirements on who can serve on the subcommittee, but it is entirely up to the board</li> </ul> </li>   <li>● Those who have volunteered to serve on the subcommittee are: <ul style="list-style-type: none"> <li>● Amelia</li>   <li>● Anthony</li>   <li>● Teresa</li>   <li>● Jessica</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>● Trenton mentioned that Tom, who is not present in the meeting, would provide good insight as a subcommittee member due to his experience of being in the ITP               <ul style="list-style-type: none"> <li>● Anthony said he can reach out to Tom and see if he is interested. If Tom is not interested, then they can bring in Jessica instead</li> </ul> </li> <li>● All board members agreed to the list of subcommittee members and their plan of action</li> </ul> <p>David asked if UIP has been in touch with these organizations, or if they were supposed to reach out to UIP. Students often face issues in getting internships since the space of available internship positions are small and oftentimes, students end up competing for the same intern opportunities. He wonders what UIP's role is, if any, with internships for interpreting students</p> <ul style="list-style-type: none"> <li>● Paul said UIP's staff interpreters often receive interpreting internship requests from schools. It is his understanding that the schools that are part of the ITP are responsible for their students               <ul style="list-style-type: none"> <li>● UIP has a high standard of expectation for anyone who is interested in applying to intern there. It's rare that an interpreting student meet those expectations</li> <li>● After screening, the staff interpreters can determine who is eligible. Sometimes, if the intern struggled to thrive, they become stuck and are unable to improve and learn</li> </ul> </li> <li>● Trenton reminded the board that UIP has multiple functions. One of them is to provide interpretation services. Like Paul mentioned earlier, they can accept students if they feel their capabilities matches what's needed at the deaf center               <ul style="list-style-type: none"> <li>● As for the administrator portion of UIP, the team does provide student permits</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>● The students must contact UIP and submit their permit fees and applications. Once that's done, the admin team will evaluate the applications, and once approved, send them their student permits</li> <li>● With those roles aside, Trenton said that his team is more than happy to reach out to interns and find solutions to provide more opportunities</li> </ul>	
<p><b>Discussion:</b>  <b>Secretary's Automatic Message</b></p> <p>Stephen Ehrlich</p>	<p>Three months ago, Stephen recommended that UIP add glossaries on their website. Unfortunately, his time ran out. Also, he wanted to take the time to talk to Trenton, Jason, and Karen about the secretary's automatic message.</p> <ul style="list-style-type: none"> <li>● He acknowledged that the admin team are busy with various projects, and wanted to provide some feedbacks on how they can streamline the information-sharing process to save time <ul style="list-style-type: none"> <li>● He feels that providing glossaries on the website will benefit the community so anyone who may not be familiar with any of the terms or abbreviations have a place to find the information. This will help the admin team save time in the long run</li> <li>● With that in mind, the secretaries should also develop automatic messages that will explain specific information (such as BEI) to those who contacted UIP for additional information <ul style="list-style-type: none"> <li>● Trenton clarified with Stephen on if he meant that UIP should have an FAQ page. However, he does agree that UIP should offer glossaries. The interpreter world can be rather confusing for those who just entered the field or are in the general community. There are many acronyms, such as CPC, BEI, etc <ul style="list-style-type: none"> <li>● He believes there's value in doing that and will work on figuring out the logistics to get it done</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Trenton will work on getting glossaries and FAQs added to UIP's website</p>

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	<ul style="list-style-type: none"> <li>● He noticed that sometimes, the admin team isn't reachable due to being out of office. He reminded them that when they're out of office, they should have an away message informing people that they're not available at the moment</li> <li>● Trenton agrees that all of UIP's staff need to remember to include away messages for when they're out of office. Unfortunately, this is a common occurrence, even for him himself. However, he will work on addressing that <ul style="list-style-type: none"> <li>● He suggested that Stephen consider emailing the whole team or their admin email address (UIP@Utah.Gov) rather than communicating directly with one staff member. This way, the others can help pick up the slack when one is out of office <ul style="list-style-type: none"> <li>● Stephen stated he does CC Trenton and UIP@Utah.Gov. However, Jason is often the only one who may have the information that's requested. With that in mind, he feels Jason should have communicated better <ul style="list-style-type: none"> <li>● While understandable, this is why Trenton emailed him to inform him that Jason is out of office and will answer as soon as he's back <ul style="list-style-type: none"> <li>● Stephen states it doesn't take too much time for one to write down one to three sentences for their away messages</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>	
<p><b>Announcement: UIP 30-year anniversary</b></p> <p>Karen Rama</p>	<p>Karen announced that UIP is hosting a 30-year anniversary event on May 6th, from 7:00 Pm till 9:00 PM</p> <ul style="list-style-type: none"> <li>● The event will be held at the Sanderson center</li> </ul>	<p>Karen will send out the UIP 30 Years Anniversary flyers to the ICB members</p>

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	<ul style="list-style-type: none"> <li>● Everyone is invited to attend the event. Not just the board members or interpreters, but the interpreter and deaf community</li> </ul> <p>Trenton thanked Jodi Kenner for creating and maintaining Utah deaf history website. He suggested people check it out, as it also includes UIP history as well</p> <ul style="list-style-type: none"> <li>● Mitch Jensen helped founded UIP back in the year 1992</li> <li>● The ICB also had a huge role in the development of UIP and their policies and operations</li> <li>● UIP staff interpreters, admin and raters all played important roles in UIP's history</li> <li>● Trenton believes the 30-year anniversary will show appreciation for their contributions to UIP and Utah's deaf and interpreter communities</li> </ul> <p>Stephen acknowledged that he may have missed the information, but wanted to check on where the event is being held</p> <ul style="list-style-type: none"> <li>● Trenton replied that the event will be held at the Sanderson Deaf Center <ul style="list-style-type: none"> <li>● Due to Allyson's dismay, Trenton mentioned that maybe the deaf center in Saint George could host a party as well</li> <li>● Since Allyson will be in town that weekend so she's available to go to the Sanderson Center instead</li> </ul> </li> </ul> <p>Trenton announced that the St. George center just offered 10 mock exams. Amie and Kelly Bunting got everything running smoothly. This accomplishment is a milestone for UIP and their operation in Saint George's office</p>	
<p><b>Discussion:</b>  <b>Determining the Next ICB Meeting Date</b></p> <p>Trenton Marsh</p>	<p>Since there's only 10 minutes left on the clock, Anthony wanted to check with the board to see if there's enough time for the remaining topics to discuss or if the board should adjourn and hold the rest till the next meeting</p>	<p>Trenton will meet with Anthony and Jessica (the Chairs of the board) and discuss which agenda can be shared by emails or recording, and which agenda can be kept for board meetings</p>

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	<ul style="list-style-type: none"> <li>● Trenton and Jason were concerned with the number of topics that could be crammed into one meeting. There were quite a few discussions that had to be postponed till the next meeting due to the two-hour-every-3-month time constraint <ul style="list-style-type: none"> <li>● One such topic was Mental Health Interpreting Qualifications</li> <li>● Due to the time constraint, could the ICB accomplish what's needed to discuss in order to serve the communities and their needs? <ul style="list-style-type: none"> <li>● With that in consideration, are the board members willing to meet bimonthly instead? Do they have something else in mind to make the meetings more effective? <ul style="list-style-type: none"> <li>● Allyson mentioned she cannot meet more than 4 times a year</li> <li>● Stephen agrees with meeting bimonthly instead. However, he cannot ensure more than two hours for each session</li> <li>● Anthony wonders if important topics can be kept for actual board meetings, but smaller topics can be shared through emails instead <ul style="list-style-type: none"> <li>● He's aware most people aren't a fan of reading emails, but topics that have less impact or can be shared quickly can be shared and discussed through emails. This way, important topics will have more time during meetings</li> </ul> </li> </ul> </li> <li>● As for Duane, bimonthly meetings are doable. However, there are PROs and CONS</li> </ul> </li> </ul> </li> </ul>	<p>Trenton and his team will investigate on how to share discussions and recordings for topics that were shared or discussed prior to the next board meeting</p>



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	<ul style="list-style-type: none"> <li>● Utilizing emails to share or discuss smaller topics may not be effective. Some of the members may struggle to read the emails or just don't have the time <ul style="list-style-type: none"> <li>● In-person discussions may be effective with that in consideration</li> </ul> </li> <li>● David feels quarterly meetings work for him. He understands that temporality adopting bimonthly will benefit if the number of topics is large, but still feels meeting every three month works <ul style="list-style-type: none"> <li>● As for emails, those can be reserved for update and other smaller topics, like Testing and Detailed Reports Form <ul style="list-style-type: none"> <li>● Instead of just emailing the content, the person providing the information can record him/herself sharing the information</li> <li>● This way, the members can watch during their own time. Afterward, they can bring the discussion to the meeting</li> </ul> </li> </ul> </li> </ul>	
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Agenda Items	Announcements/Discussion	Actions/Recommendations
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	<ul style="list-style-type: none"> <li>● Amelia loves David's suggestion and suggest UIP and ICB take that approach           <ul style="list-style-type: none"> <li>● Regarding that, she suggested Trenton and Anthony work together to decide which topics should be reserved for the meetings and which should be shared prior to the meetings</li> <li>● The three suggested formats are:               <ul style="list-style-type: none"> <li>● In-person discussion</li> <li>● Email discussion</li> <li>● Video recording of information updates</li> </ul> </li> <li>● Amelia is willing to meeting bimonthlys if the meetings are held virtually. However, if the meetings took place at Sanderson's deaf center, it will be hard to attend</li> </ul> </li> <li>● Trenton thanked everyone for their feedback. He's more than happy to adjust and improve how things are done. However, he values communities' involvements and providing awareness           <ul style="list-style-type: none"> <li>● If the ICB were to adjust how some topics are covered, the communities may miss out of those discussions as well as information               <ul style="list-style-type: none"> <li>● To make up for that, maybe the UIP team can figure out a way to share that information if it's not done through the board meeting</li> </ul> </li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>● As of now, the ICB quarterly sessions will remain, with the next meeting being held in June. Trenton will meet with Anthony and hash out the details on what can be covered ahead of time and what can be covered during June's session               <ul style="list-style-type: none"> <li>● Trenton imagine that the Mental Health Interpreting Qualification Discussion will be held during the next session</li> </ul> </li> </ul>	
<p><b>Future Agenda Items:</b></p> <p><b><u>Update:</u> Workshops for Interpreters and the Communities</b></p> <p>Trenton Marsh</p> <p><b><u>Update:</u> Posting of Names of Lapsed Interpreters</b></p> <p>Trenton Marsh</p> <p><b><u>Update:</u> Testing and Detailed Results Form</b></p> <p>Amie Santiago</p> <p><b><u>Discussion:</u> Mental Health Interpreting Qualifications</b></p> <p>Annette Stewart and Brad Godfrey (Guests)</p>	<p>Allyson announced that Dixie State University (DSU) will become Utah Tech University (UTU) in July</p> <ul style="list-style-type: none"> <li>● While the university already offers Bachelor of Art (BA) degrees in ASL (American Sign Language) interpreting, they will also start offering Associate of Science (AS) in ASL           <ul style="list-style-type: none"> <li>● Everyone cheered for Allyson's accomplishment</li> <li>● Allyson is hoping they will start interviewing for facility members next week               <ul style="list-style-type: none"> <li>● Stephen asked when DTU will change their name to UTU                   <ul style="list-style-type: none"> <li>● July 1st</li> </ul> </li> </ul> </li> <li>● Allyson thanked Tiffany Harding for helping her develop the 4-year program at DSU (soon to become UTU)</li> <li>● David thinks it's great that there's a program for the south. He reminded everyone not to forget about Utah Valley University (UVU) and their 4-year program as well. Also, Salt Lake Community College (SLCC) also provides interpreting programs</li> </ul> </li> </ul>	<p>Anthony motioned to adjourn the meeting at 5:06 PM</p> <ul style="list-style-type: none"> <li>● Allyson and Ameila seconded and the session concluded at 5:07 PM</li> </ul>