Powered by ZoomGrants™

DC Office of the Deputy Mayor for Planning and Economic Development
Mayor's Office on Asian and Pacific Islander Affairs (MOAPIA)
FY16 Asian American and Pacific Islander Community Grant
11/20/2015 deadline

Language Services Program Support

$ 63,991 Requested

Submitted: 11/20/2015 10:57:39 AM (Pacific)

Project Contact

Additional Contacts
none entered

Executive Director

Telephone
Fax
Web

Application Questions

1. Please provide an overview of your organization, the goal of the proposed program(s), its objectives, and outcomes.

████████████████████████ requests $63,991 through the Asian American and Pacific Islander Community Grant program for its Language Services Program, which will reduce language barriers for DC Asian American and Pacific Islander (AAPI) residents, provide workforce development opportunities for proficient/bilingual AAPI residents, and create a stronger citywide understanding of emerging languages spoken by DC's AAPI community. Washington, DC's highly diverse population consists of large numbers of AAPI English language learners. The majority of these are linguistically isolated from medical, educational, police, justice, housing services, and other social programs without effective interpretation. ████ is a community nonprofit with nearly two decades of experience in civic engagement, social outreach, and language access work and advocacy. Language barriers are an issue, with many interpretation services are provided by untrained volunteers, who capture much less of an interpreted conversation leading to critical misunderstandings and marginalizing the views of the limited-English speaker. As a result, DC continues to be in critical need of trained interpreters and services to develop high-level professionals. Area AAPI residents, who tend to be of lower socioeconomic status than other groups, benefit not only from reduced language barriers but also from lucrative, professional interpreting career opportunities. ████ will raise awareness of community interpretation as a profession and of language rights and will implement its proven Community Interpreter Training with a minimum of 10 bilingual residents. ████ will also engage existing and newly trained AAPI language community interpreters and provide them with important professional development opportunities, including two skill-building workshops to hone their craft. Finally, ████ will develop an instructional video for local and government services employees as a teaching and access tool in trainings and skill-building seminars.

The goal of the proposed program is to increase the number of trained and skilled community interpreters available to provide AAPI-language translation services for the English Language Learner AAPI population in DC, allowing them better access to social services and to act as advocates on their own or their children's behalf. Additionally, the program aims to provide these interpreters the opportunity to continue to grow as professionals. The final goal of the program is to ensure a relevant, significant, and ongoing career path for DC's bilingual residents to better serve their communities.

2. What is the name/title of your program(s)?
Language Services Program Support

3. What are the funding area(s) for which you are applying?
- ∈ Arts, Culture, and Humanities
- ∈ Domestic Violence Intervention
- ⊳ Employment
- ⊳ Health and Human Services
- ∈ Housing Services
- ∈ Legal Services
- ∈ Public Education
- ∈ Public Safety

∈ Small Business Support

∈ Vietnamese American Youth Academic and Mentoring Services

4. Who is the target population(s) this project will serve?
You are limited to 500 characters, including spaces and punctuation marks. If you copy and paste from a different document and your answer exceeds 500 characters, it may not be saved. If it does exceed 500 characters, pare down your response to fit.

████ will implement a 70-hour Community Interpreter Training program for 10 bilingual AAPI residents of DC, supplemented by two additional professional development seminars in June-September 2016 that will benefit more than two dozen interpreters serving the Washington, DC AAPI community. ████ will develop an instructional video training of an interpreter session in a social services and administrative legal settings. This prototype video will be a new language access component.

5. What are the cultural and/or linguistic competencies, sensitivities, and appropriateness of your proposed project? How will your proposed project address one or more of "Mayor Bowser's Policy Priorities"?
"Mayor Bowser's Policy Priorities" are the following: "Getting the basics rights", "Focusing on our youngest residents", "Creating quality middle schools", "Transforming workforce training", "Ending homelessness", & "Creating economic opportunities".

████ has implemented its Community Interpreter Training since 2001. In that time, ████ has become Washington, DC's most accomplished community interpreter training provider and has trained more than 325 people to serve as community interpreters. Not only is MCS DC's leading training organization in the area of community interpretation, it also provides services for the community. ████ provided interpretation and translation services to more 3,000 people in the Washington, DC metropolitan area in 2015 fiscal year in more than 25 languages, including services to more than 740 AAPI-language speakers in Mandarin, Cantonese, Korean, Vietnamese, and more. More than 22% of ████ services are in Asian and Pacific Islander languages. The professional development seminars have a proven track record of developing participants' linguistic knowledge for use in community interpreter work, as well as sight-translation skills, and a sequential, streamlined approach for acquiring and improving consecutive note-taking skills. Participants are provided extensive practice opportunities and a concrete road map to follow for continued success.

████ is also uniquely positioned to implement this program successfully thanks to its long history addressing multicultural issues in the nation's capital. Founded in 1997, ████ prides itself on promoting diversity and alleviating linguistic and cultural barriers to services. ████ is headquartered in the Columbia Heights neighborhood and its mission focuses on encouraging, promoting, and facilitating broad and inclusive civic participation. ████ outstanding staff includes a program director with more than twelve years' experience managing community interpreter training programs such as the ones outlined in this proposal. Not only has the ████ Language Services Director ████ effectively managed programs with similar size and scope, she has also developed a curriculum in the field of community interpretation and is considered an expert in the field. ████ will manage the Community Interpreter Program. She continues to be an instrumental part of the Language Access Coalition, which worked to pass the Language Access Act in 2004. ████ is led by Executive Director Adrienne Schreiber, who has several years of non-profit experience, is multilingual, and passionate about linguistic and cultural diversity. ████ will also utilize the bilingual and organizing support of ████ the Language Services Program Coordinator fluent in Indonesian, for the program, as well as expert trainer ████ curriculum expertise, and Meridian Hill Pictures, who will direct the ████ instructional video.

6. Would it be possible for the Mayor or one of her delegates to participate in an event(s) with your organization that has received support from this grant?

████ would be delighted to host the Mayor or one of her delegates at the graduation ceremonies after the completion of the course. The prototype video would also be an excellent opportunity for the Mayor to be involved. ████ will plan the logistics and filming of the video and invite the Mayor to the premier screening. After the film has been launched, ████ will make the video available to local government and civic services agencies in conjunction with training opportunities, all of which would benefit from the support of the Mayor.

7. What is the service/program that you are proposing?

The outcomes of ████ program include: implementation of a 70-hour Community Interpreter Training program for ten (10) bilingual AAPI residents of Washington, DC by the close of the grant period, to be supplemented by two additional professional development seminars in June-September 2016 that will benefit more than two dozen interpreters serving the Washington, DC AAPI community. Finally, and new in FY2016, ████ will develop an instructional video training of an interpreter session in a social services and administrative legal settings. This prototype video will be a new language access component of the Community Interpreter Trainings and will be used as a training tool in future workshops. ████ will make this video available to participants, local government, and community-based organizations so that they can properly prepare to serve the growing number of AAPI residents who do not speak English as their primary language.

The 70-hour interpreter training program will provide two critical services to the Washington, DC AAPI community. First, it will provide professional education and employment services. The training provides graduates, bilingual AAPI residents of the District, with lucrative career opportunities. ████ helps to place them in this career, either with ████ own cadre of trained community interpreters or with city departments or local organizations. It especially works to recruit low- and moderate-income residents and vulnerable populations (such as youth and seniors). Secondly, the program will fill the shortage of trained interpreters in the city, providing a bridge between the thousands of AAPI residents, and the city's social services. All bilingual DC residents will be eligible to apply, but applicants must successfully complete a rigorous screening in either English or their native language, as per interpretation best practice. The training will be held in Washington, DC during times that are convenient for working students, including evening and weekend hours. The core component for the training is taught by professional trainers. ████ role in implementing the program includes recruitment of potential students and management of logistics, including testing and classroom space.

████ will also implement two professional development seminars. Based on the proven success of ████ Translators and Interpreters Professional Development Workshop (TIPDW), offered for six years and having served hundreds of participants, the seminars will bring together interpreters from the Washington, DC metropolitan area to network, share experiences, collaborate, and build their skills by learning from experts in the field. The two seminars, Building Knowledge & Skills with Sight Translation and the Note-Taking Practice Session, will incorporate skills-building sessions and networking opportunities.

8. Why is there a need for your service/program?

There is a clear need for this program which will increase language access for Washington, DC's Asian American and Pacific Islander (AAPI) community in a manner using cultural and linguistic competency and sensitivity. According to U.S. Census data, AAPI immigrants and their children represent over 21% of the District's foreign-born population. Such diversity, while giving the city its vibrancy, also presents challenges in neighborhoods and in the delivery of the entire range of public services (medical, police, justice, housing education, employment) because of language barriers, especially for low income residents. The American Immigration Council estimates that the AAPI population in the District rose from 1.8% in 1990 to 3.6% in 2013. Washington, DC boasts over 3,200 Asian-owned businesses, accounting for receipts of over $1.8 billion and employing nearly 12,000 people in 2007, according to the US Census Bureau's Survey of Business Owners. Over 85,000 District of Columbia residents speak a language other than English at home, a key indicator that offers a glimpse of the number of linguistically isolated households. Providing interpretation is

a necessary first step in ensuring that AAPI English-language-learner populations meet basic needs in healthcare, housing, education, and navigating of the justice system. The District of Columbia government recognized this need through the enactment of the Language Access Act in 2004, which provides the legal groundwork for equal access to, and participation in, public service, programs, and activities for DC residents who are not proficient in English. Washington, DC continues to be in critical need of trained interpreters, especially on behalf of its AAPI population. The majority of interpreter services in the city are provided by bilingual volunteers or untrained interpreters. Educated but untrained interpreters often only capture half of the information that they hear and often miss such important speech elements such as emphasis, nuances, and qualifications. Certified interpreters routinely capture 90% to 100% of all spoken information and are trained not to miss emphasis and nuances.

9. What is the expected impact of your service/program?

The goal of the proposed program is to increase the number of trained and skilled community interpreters available to provide AAPI-language translation services for the English Language Learner AAPI population in the District of Columbia, allowing them better access to social services and to act as advocates on their own or their children's behalf. Additionally, the program aims to provide these interpreters the opportunity to continue to grow as professionals. The final goal of the program is to ensure a relevant, significant, and ongoing career path for the District's bilingual residents to better serve their communities.

Program objectives include: 1) To train at least 10 community interpreters, all of whom will be AAPI community members and 100% of whom will be certified through a proven 70-hour community interpreter training by the end of the fiscal year program period. [redacted] will ensure that 80% of graduates will have served as community interpreters by the end of the grant period with a majority of positive evaluations from clients. [redacted] will also ensure that at least 60% of participants will report and demonstrate increased work and salary opportunities within a two-year period. 2) To implement two skills-development seminars for professional development and networking by the end of the program period. [redacted] will certify that at least 75% of those taking the post-seminar surveys note professional training and networking benefits. 3) To develop an instructional video training of an interpreter session in a social services setting, which will be used as a language access component in community interpreter trainings and a tool within [redacted] seminars. [redacted] will also provide the video to local civic and government agencies for training and educational purposes.

10. What are the practices your organization proposes to implement to address the need? How will your organization's practices create the desired impact? What innovative practice(s) will your service/program implement?

[redacted] will host the Community Interpreter Training (CIT), a 70-hour Program with 10 participants and a 100% graduation rate. [redacted] will develop and disseminate marketing materials for the CIT Program and reach out to participants for the CIT through social media outlets and [redacted] CIT websites. We will then process applications, assess language proficiency and interpreting through a pre-test process for CIT participant selection. Implementation of CIT curriculum will include an overhauled course plan that includes best practices and finishes with an interpreter skills post-test. [redacted] will arrange the graduates' completion of their practicum hours within one year of course completion and schedule clients so that at least 80% of graduates will have served as community interpreters by the end of the grant period with a majority of positive client evaluations. [redacted] will also continue to follow up with the graduates to ensure that at least 60% of participants report and demonstrate increased work and salary opportunities within two years. At least 75% of those taking the post-seminar surveys must note professional training and networking benefits and at least 90% of the CIT graduates, other seminar participants, local government/civil services employees will be given access to use the video prototype as a training and resource tool. [redacted] will arrange a CIT Graduation Ceremony for participants to receive certificate of completion and work with clients to pair graduates with practicum hours and jobs after completion of CIT. Those who have completed the courses will be added to the extensive database of community interpreters serving [redacted] clients and community partners.

Throughout the remainder of the grant period, [redacted] will offer two Professional Development Seminars to continue to support and expand the graduates' professional skills. The first, "Build Knowledge & Skills with Sight Translation" will reinforce translation concepts, an expertise in and of itself. The second seminar, "Note-Taking Practice Session" addresses best practices in the field and encourages and promotes an even higher standard of interpretation.

Finally, [redacted] will film a prototype video: Language Access Training & Language Practitioner's Best Practice. This video, the first of its kind for [redacted] will allow unprecedented access to the style and setup of best practice interpretation. As many client sessions are confidential and contain sensitive information, it is extremely difficult for new practitioners to access and observe live scenarios. [redacted] seeks to bridge this gap as a training tool. The video will be made available to local government and civic services, promoting and maintaining resources and expertise.

11. Who will you be collaborating with and what will each collaborator's roles be in the service/program?

If you are NOT collaborating with another organization, you may reply 'N/A' to this question.

In consultation with [redacted] a certified Master Interpreter and former Dean of the Monterey Institute of International Studies, [redacted] is developing a new Community Interpreter Training (CIT) curriculum. Approximately 35 hours of the 70-hour curriculum will introduce participants to the profession of community interpreting and the ethical, legal, and professional requirements associated with it. Combining these components is a proven successful approach to interpreter training. Through a state-of-the-art curriculum that includes role-playing, small group exercises, and case studies, interpreters adapt formal ethics, standards, and best practices to the challenges of real-life community settings. The curriculum also provides training in a national code of ethics, basic interpreter skills (pre-session through post-session, including preparation, introductions, disclosure, accuracy and completeness, register, intervention, clarification, closing and reporting), interpreter roles, cultural mediation, and national standards of practice. The course includes seven (7) hours of note-taking, skills-building, and reinforcement, critical for interpreter accuracy; seven (7) hours of introduction of the non-courtroom legal interpretation; four (4) hours of training in the development of basic communication skills, cultural diversity and communication styles; and four (4) hours introduction to simultaneous interpretation. Additionally, [redacted] will also include a three (3) hour interactive role play of an interpreter/practice session using the prototype video, as the new component of the training in the CIT curriculum. With its own stress on cultural diversity, the training is delivered in a culturally-competent manner. At the end of the training, [redacted] will administer a post-test, requiring 80% or higher for graduation. After the classroom work is completed, [redacted] will facilitate a voluntary 10-hour practicum/internship by sending students to assignments with [redacted] Master Interpreters if interest and availability allows.

Additionally, [redacted] will work with Meridian Hill Pictures to develop an instructional video on best practices and cultural competency. [redacted] will use this video in Community Interpreter Trainings to demonstrate best practices in a social service and administrative legal settings. This tool will serve as a language access and professional development component in seminars, and be made available to build skills for participants as well as local agencies upon program completion.

12. How will your organization or collaboration plan to provide the service/program? What is your capacity to implement the service/program?

Please be sure to note at minimum your capacity, including human and financial resources, to implement the services/program.

[redacted] has implemented its Community Interpreter Training since 2001. In that time, [redacted] has become Washington, DC's most accomplished community interpreter training provider and has trained more than 325 people to serve as community interpreters. Not only is [redacted] DC's leading training organization in the area of community interpretation, it also provides services for the community. [redacted] provided interpretation and translation services to more 3,000 people in the Washington, DC metropolitan area in 2015 fiscal year in more than 25 languages, including services to more than 740 AAPI-

language speakers in Mandarin, Cantonese, Korean, Vietnamese, and more. More than 22% of ████ services are in Asian and Pacific Islander languages. The professional development seminars have a proven track record of developing participants' linguistic knowledge for use in community interpreter work, as well as sight-translation skills, and a sequential, streamlined approach for acquiring and improving consecutive note-taking skills. Participants are provided extensive practice opportunities and a concrete road map to follow for continued success.

████ is also uniquely positioned to implement this program successfully thanks to its long history addressing multicultural issues in the nation's capital. Founded in 1997, ████ prides itself on promoting diversity and alleviating linguistic and cultural barriers to services. ████ is headquartered in the Columbia Heights neighborhood and its mission focuses on encouraging, promoting, and facilitating broad and inclusive civic participation. ████ outstanding staff includes a program director with more than twelve years' experience managing community interpreter training programs such as the ones outlined in this proposal. Not only has the ████ Language Services Director ████████ effectively managed programs with similar size and scope, she has also developed a curriculum in the field of community interpretation and is considered an expert in the field. ████████ will manage the Community Interpreter Program. She continues to be an instrumental part of the Language Access Coalition, which worked to pass the Language Access Act in 2004. ████ is led by Executive Director ████████ who has several years of non-profit experience, is multilingual, and passionate about linguistic and cultural diversity. ████ will also utilize the bilingual and organizing support of ████████ the Language Services Program Coordinator fluent in Indonesian, for the program, as well as expert trainer ████████ curriculum expertise, and Meridian Hill Pictures, who will direct the ████ instructional video.

13. How will your organization or collaboration document, monitor, and evaluate the service/program, including outcomes or outputs to be achieved?

████ administers knowledge tests for the written interpretation skills and conduct oral assessments to test consecutive and simultaneous interpretation skills, giving a qualitative assessment of each participant's performance after training. ████ will work with an independent evaluator to analyze both written and oral assessments. ████ will track quantitative elements, such as the number of participants enrolled in the training program, and the number of English Language Learner clients served through interpretation. ████ will use its proven assessment tools for data collection, include pre- and post-surveys to gain feedback on the community interpreter and note-taking trainings, as well as its survey for the Community Interpreter Workshop. Evaluation forms are provided to participants for each section of the training and analyzed after each presentation topic, to include questions asking if the material covered met the participant's needs, suggested additions or changes, and a rating of the presenter's overall performance. At the conclusion of the entire program, additional evaluation forms are provided to participants for feedback regarding the usefulness of note-taking training for consecutive interpretation, what the participant found most useful about the coursework, and if the training addressed less tangible skills such as nuance, tone, and other non-verbal cues. Successful evaluation is the key to producing a long-term sustainable program. ████ recognizes and will continue to implement effective evaluation processes for its programs.

████ will have the privilege to work in collaboration with ████████ former Dean of the Graduate School of Interpretation and Translating at the Monterey Institute, to design, develop, and implement the prototype video for interpreter/practice sessions. The educational curriculum used for the Community Interpreter Training is based on the National Standards of Practice and the National Code of Ethics issued by the National Council on Interpreting in Health Care. The guidelines for medical interpreting are used as standards as they are the most highly developed and professionalized area of community interpreting. Because the ethics and standards issued by the National Council can appropriately apply to other areas of community interpreting, ████ has made them the basis for its curriculum and manual. While there is no formal certification for Community Interpreting, ████ accesses best practices nationwide and is in the process of developing an accreditation protocol with a DC university to create one. The training utilizes the Standards of Practice published by the Massachusetts Medical Interpreter Association, California Healthcare Interpreting Association, national codes of ethics issued by American Translators Association, Registry of Interpreters for the Deaf, Court and Community Interpreters of Ohio, National Association of Judiciary Interpreters and Translators, and National Consortium of State Courts.

14. How/Why is your organization or collaboration uniquely positioned to implement this service/program?

In FY2015, 22% of interpretation and translation services provided by ████ were in Bengali, Cantonese, Japanese, Korean, Mandarin, Tagalog, Thai, ToiSan, Urdu, Vietnamese, or other Asian languages. Immigrants comprise 16.8% of the District's workforce, according to the US Census Bureau. Over 300,000 DC AAPI residents, especially those who have recently arrived, primarily speak languages other English in their homes. The most common languages include Mandarin, Cantonese, Korean, Japanese, and Vietnamese. Emerging languages spoken by DC AAPI residents include but are not limited to Hmong, Khmer, Lao, Thai, Tagalog, and other regional dialects. MCS plans to reach out to these communities for inclusion in the CIT professional training and certification programs provided they meet ████ language criteria.

████ has extensive organizational experience implementing successful programs since 2001. Program capacity includes streamlining processes and troubleshooting barriers as they arise. Some examples of tailoring curricula to the needs of participants include:

Developing an instructional video: Participants have asked for opportunities to visualize the professional interpretation session in practice. Due to privacy and the sensitive nature of many agencies, appropriate shadowing opportunities are rare. ████ seeks to bridge this gap by offering an instructional video as a resource and educational tool for each of the facilitation, mediation, and interpretation components necessary.

Management of volunteer hours: ████ will administer and facilitate the interpreters' 10 hours of volunteer service on behalf of the Office on Asian and Pacific Islander Affairs.

Adding additional opportunities for professional development: Participants requested several dates in addition to the certification class throughout the year to accommodate scheduling.

████ will work continuously with local media outlets throughout the proposed program to ensure that the local community is aware of the program, opportunities for participation, and support from the Office on Asian and Pacific Islander Affairs. ████ will invite the media to cover key events associated with the program, including the Community Interpreter Training Award Ceremony. ████ will release information to the news media describing the event, program outcomes, and credit to OAPIA for its support. All promotional materials will prominently acknowledge OAPIA's support. Fundraising Plan to Sustain Program – ████ will work to ensure the sustainability of this programming through the cultivation and stewardship of new private funding sources such as foundations, in-kind support, and ████ donors. ████ also charges a fee for its training programs to those who are not residents of Washington, DC and/or whose income does not qualify for reduced-fees guidelines.

Budget

Budget Summary

	Salary/Hrly Rate OR Unit costs	% of Time OR # of Units	Total	Narrative
PERSONNEL				
Language Services Program Director	$ 66,000	12%	5,940	LSP Director to dedicate 12% of time for 9 months.
Executive Director	$ 77,000	8%	4,619	ED to dedicate 8% of time for 9 months.
Language Services Program Coordinator	$ 35,000	15%	3,937	LSP Coordinator to dedicate 15% of time for 9 months.
	$			
	$			
Fringe Benefits	$	14%	2,029	Benefits at 14% for ED, LSP Director
Personnel Total	**$ 178,000**	**0**	**16,525**	
NON PERSONNEL				
Travel and Transportation	$		150	$25 per month for 6 months
Supplies	$		1,150	Manuals and workbooks for 10 students ($65 each). Program supplies for CIT and seminars.
Equipment	$		0	
Consultants/Contractors	$		13,000	3 Master Instructors for CIT and Additional Component Training ($3000 apiece for CIT + $1000 apiece for Seminars). $1000 for Independent Evaluator.
Communications	$		1,620	Marketing materials, flyer advertising and printing for CIT and seminars ($1500). Postage, invitations and schedules ($120).
Printing/Copying	$		0	
Training	$		20,000	Language Access Training and Language Practitioners Best Practice Prototype Video. Production of interpretation session, talent, scripts, video editing ($18,000). Professional Development Trainings ($1000 each).
Operating Expenses	$		3,200	CIT and seminars venue rental ($2500). CIT Graduation (10 participants x $70 each).
Indirect Cost/Overhead	$		8,346	Legal, Accounting, Liability Insurance and occupancy expenses
Non Personnel Total	**$ 0**	**0**	**47,466**	
Total	**$ 178,000**	**0**	**63,991**	

Staffing Plan

	Name	Position Title	Filled	Vacant	% of Effort	Start Date mm/dd/yy
1		Executive Director	◉	○	8	10/01/15
2		Language Services Program Director	◉	○	12	10/01/15
3		Language Services Program Coordinator	◉	○	15	10/01/2015
4			○	○		
5			○	○		
6			○	○		
7			○	○		
8			○	○		
9			○	○		
10			○	○		
11			○	○		
12			○	○		
13			○	○		
14			○	○		
15			○	○		
Total					**35**	**0**

Work Plan

	Description of Task/Activity	Responsible Person and/or Organization	Start Date mm/dd/yy	Completion Date mm/dd/yy
1	Community Interpreter Training (CIT) 70-hour Program	▮Staff and Consultants	10/01/2015	08/30/2016
2	Develop and disseminate marketing materials for the CIT Program	▮Staff	10/01/15	04/01/16
3	Reach out to participants for the CIT through social media outlets and ▮/CIT websites	▮Staff	10/01/15	09/30/16
4	Application, language proficiency and interpreting pre-test process for CIT participant selection	▮Staff	02/01/16	03/01/16
5	Implementation of CIT curriculum	▮Staff and▮ ▮	04/11/16	04/15/16
6	Interpreter skill post-test. Communicate results of skills test to▮for ▮Staff and Evaluator evaluation.		05/01/16	05/31/16
7	CIT Graduation – Participants to receive certificate of completion	▮Staff	05/31/16	05/31/16
8	Pairing graduates with practicum/jobs after completion of CIT	▮Staff	05/15/16	07/01/16
9	Add those who completed courses to database of community interpreters	▮Staff	08/30/16	09/15/16
10	Two Professional Development Seminars: Sight Translation and Note-Taking	▮Staff	06/01/16	09/30/16
11	Develop and distribute invitation letters and save-the-dates for▮ database of interpreters, translators, community leaders, and experts in the field.	▮Staff	06/01/16	06/30/16
12	Arrange all logistics, including sponsorships, event site, refreshments, session and roundtable speakers and subjects, and program schedule.	▮Staff	06/01/16	08/01/16
13	Host Build Knowledge & Skills with Sight Translation professional development seminar	▮Staff	07/01/16	07/31/16
14	Host Note-Taking Practice Session professional development seminar	▮Staff	08/01/16	09/15/16
15	Prototype Video: Language Access Training & Language Practitioner's Best Practice	▮Staff and Meridian Hill Pictures	01/05/16	02/29/16
Total				

Performance Plan

	Performance Measures	1st Qtr Target	2nd Qtr Target	3rd Qtr Target	4th Qtr Target	Comment
1	Ensure trainees complete the 70-hour interpreter training course and graduate		5 participants	5 participants		Attendance, make-up hours if needed
2	Ensure graduates complete their practicum hours within one year of course completion			5 participants	5 participants	Work with scheduling, coordinate Master/Apprentice shadowing
3	Ensure 80%+ of graduates will have served as community interpreters by the end of the grant period with a majority of positive client evaluations			4-5 participants	4-5 participants	Regular follow-up with clients, provision/analysis of evaluations, scheduling of graduates with clients
4	Ensure 60%+ of participants report/demonstrate increased work and salary opportunities within two years				6-10 participants	Regular follow-up with participants, scheduling with clients
5	Ensure 75%+ of those taking the post-seminar surveys note professional training and/or networking benefits				8-10 participants	Regular follow-up with participants, post-seminar evaluations
6	Ensure 90%+ of the CIT graduates, other seminar participants, local government/civil services employees have access to use the video prototype as a training and resource tool				9-10 participants + others	Distribution of video, regular follow-up with participants and agencies
7						
8						
9						
10						

Total	0	0	0	0

Documents

Documents Requested *	Required?	Attached Documents *
Audited financial statements and/or most recent 990 and/or cash flow statements for 2014 and year-to-date.	⊟	▉2014 Audit
Staff Job Descriptions	⊟	Staff Job Descriptions
Relevant Staff Resumes	⊟	Staff Resumes
Nonprofit Corporation Status - copy of IRS determination letter. [Note: Letter must be current at date of application.]	⊟	IRS Determination Letter
Certificate of Exemption from DC Office of Tax and Revenue	⊟	IRS Letter and Certificate of Exemption
Basic Business License from Department of Consumer and Regulatory Affairs [Note: License period must be current at time of application.]	⊟	Basic Business License
Organizational and Program Charts	⊟	▉Org Chart
Current board list with names, affiliation, and contact information.	⊟	▉Board of Directors
Memorandum of Agreement/Understanding, if applicable	∈	
Program related materials, if applicable	∈	CIT Outline
Agency brochures or program materials, if applicable	∈	
Evaluation tools, if applicable	∈	Evals and Survey Tools
Certifications download template	⊟	Certifications
Assurances download template	⊟	Assurances
Collaborative Partner Materials, if applicable	∈	Collaborative Partner Materials
Certificate of Good Standing/ "Clean Hands": The community-based organization is currently registered in good standing with the DC Department of Consumer & Regulatory Affairs, Corporation Division, and the Office of Tax and Revenue.	⊟	Clean Hands

ZoomGrants™ is not responsible for the content of uploaded documents.

Application ID: 47638