



Stage II Form A: Micro-Project Cover Page *Please complete carefully*

This application is a Micro-project (one-time or one-year project of \$10,000 or less)

Applicant/Organization Name Southeast Community College

Address 301 S. 68th Street Place

City Lincoln State NE Zip Code 68510-2449 Phone (402) 437-2722

Name and Title of Organization's Chief Executive Jack J. Huck, President

Project Title SCC Interpreter Training Center

Project Director/Contact Person Susan Kash-Brown Title ESL Assistant Director

Address 8800 O Street City Lincoln State NE Zip Code 68520

Phone (402) 437-2722 Fax (402) 437-2704 E-mail skashbro@southeast.edu

Board Chairperson Richard Scott

Address 7531 N. Hampton Road City Lincoln State NE Zip Code 68506

Phone (402) 483-1326 Fax () E-mail

Total Project Cost: \$ 53,438 Total Amount Requested from CHE \$ 10,000 over one year

Brief Summary of the Proposed Project: Southeast Community College proposes to establish an Interpreter Training Center within its Newcomers' Educational Center in order to meet a growing need for professionally trained medical interpreters in and around Lincoln. Research indicates that the use of trained interpreters is superior to the use of staff or family interpretation in preventing disastrous miscommunication in health care of limited English patients. SCC classes have been developed and will be taught by professional interpreters with significant medical background. Bilingual students will be recruited to complete a series of interpreter courses specifically designed for various medical settings. By the end of the grant year, it is expected at least 10 students will complete four interpreter classes and be highly qualified to deliver medical interpreting services to the community. Partnerships with local agencies will help provide job opportunities for graduates. Community Health Endowment funds will be used to support a part-time coordinator to recruit and retain participants. With CHE seed money, a short-term loan program will be established to enable participants, often immigrants themselves, to enroll. By repaying the loan, first-time participants will help sustain training opportunities for students in future classes. SCC will provide in-kind support of \$8260 in year one, and additional funding will be sought for fully funding and sustaining the program beyond the grant term.

Signature of Chief Executive Officer

Date

Signature of Board Chairperson

Date

(This form should not exceed one page)



Stage II Form B: Micro-Project Narrative (4 page maximum)

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Project Title: Interpreter Training Center

In the space below, please provide a clear and concise summary of the proposed project using the headings provided. Also include information about associated collaborations and partnerships, and strategies for long-term funding and viability (if applicable). The five components must not exceed a total of four (4) double spaced pages, using a 10 point font.

- a. **Population(s) to be served:** Provide a clear description of the population(s) that will be impacted by your project. Why did you choose this population? What is the size of the population? How many of the population will be served or impacted by your project? Provide local data (if available) that supports the need to target the identified population.
- The proposed project will train approximately 10 people in a year's time to serve as medical interpreters. The individuals most likely to participate are immigrants and refugees who have resettled in Lincoln and are bilingual. In addition to the direct impact of the project on individuals who will acquire a marketable skill that is in increasing demand, the indirect impact for consumers of the service, both Limited English Proficient (LEP) patients and the medical personnel who encounter them, will number in the thousands over a span of years. Statewide, 143,251 people speak a language other than English at home. In Lancaster County, that number is 24,717, up 260% since 1990. (U.S. Census 1990, 2000, 2005) Changing demographics in Lincoln and Lancaster County over the past 15 years have had implications for how medical providers must accommodate a growing population with limited English. A study, published in January of 2006 in the journal Pediatrics showed that ad hoc interpreters were much more likely than professionally trained interpreters to make errors that could lead to serious clinical consequences, concluding that professionally trained medical interpreters are essential in health care facilities. (<http://healthlink.mcw.edu/article/1031002276.html>) SCC's Susan Kash-Brown has been a member of the Medical Translator and Interpreter Leadership Group (MTI), partially sponsored by the Community Health Endowment, which is charged with assessing and planning how best to provide adequate language services to LEP patients. In 2006 the MTI group completed surveys for Lancaster County among dentists, pharmacists, physicians, and pre-hospital settings, to ascertain how these professionals responded to needs of LEP patients. Alarming, results indicated that most practitioners were dependent on untrained interpreters--family members, even children, of the patients--significantly increasing risk of interpreter error. According to a new national survey of internal medicine physicians regarding language services, 65% of internists report having active patients with limited English proficiency (LEP). Over half (54%) of the 1,200 physicians responding indicated that their practice encounters such patients at least once a day or a few times a week. (American College of Physicians 2007) Approximately half said that they do provide language services for their LEP

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patients, but usually rely on a bilingual staff member or family members. The physicians' greatest concern is that LEP patients may not understand health information or follow through on recommended treatments because of language barriers. Locally, the Blueprint Project (Community Health Endowment Nov. 2002) focused attention on ways to improve the health status of census tracts within Lincoln where approximately 41% of refugee resettlement occurs. Among the 40 solutions proposed were several to increase services to Limited English speakers, including developing a cost-effective network of translators/interpreters. By increasing the availability of trained medical interpreters, the SCC Interpreter Training Center will help to meet the growing demand for professional interpreter services in the medical community and will help benefit LEP patients struggling to understand a diagnosis and treatment plan.

- b. Project Overview and Strategy:** Provide a clear and concise description of your project, as well as the strategy that you will use to achieve your goals. Include the status of any partnerships or collaborations that will be necessary to complete this project successfully. Why is your project the best use of our limited funds given all the opportunities before us? Describe any elements of creativity or innovation in your proposed project.
- Through the establishment of the Interpreter Training Center, SCC will provide increased access to high quality medical interpreter training. SCC's training is unique for its breadth and depth. Students who complete a recommended training sequence of four courses will have had 135 contact hours of training. An additional 90 hours of training can be elected. Although there has been no state certification established in Nebraska, SCC provides certification-level instruction and grants Continuing Education Units (CEUs) for successful completion.
- SCC classes have been developed and are taught by professional practicing interpreters, with attention to professional ethics, key skills and proficiencies, and effective learning methods. The SCC series includes one introductory class: (1) The Role of the Interpreter (40 hrs.); and six medical interpreting classes: (2) Introduction to Medical Interpreting (40 hrs.); (3) Intermediate Medical Interpreting (25 hrs.); (4) Interpreting in the Behavioral/Mental Health Setting (30 hrs.); (5) Interpreting in the Obstetric/Gynecological Medical Setting (30 hrs.); (6) Interpreting in the Emergency Room Setting (30 hrs.); and (7) Interpreting in the Pediatric/Neonatal Setting (30 hrs.). Students typically complete classes 1-3 and select one or more of the four remaining classes according to their interest or job opportunity. To implement the Interpreter Training Center, a part-time project coordinator (PC) will be hired to recruit and enroll students, oversee the faculty, and provide ongoing consultation, course review, and in-service training. The PC will also collaborate with hospital systems, medical and human service agencies, and local companies to recruit eligible interpreter participants and to refer "successful graduates" to entities that use interpreter services, such as Language Line and ICI, Inc. In addition, the PC will implement an evaluation plan to ensure that the work of the Interpreter Training Center is meeting the needs of those that provide interpreter services for employment and those who are seeking formal training in the field of interpreting.

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Project Title: Interpreter Training Center

- c. **Expected Barriers/Challenges:** Every project will face barriers and challenges. Please provide the barriers and challenges that you expect to face, as well as the strategy you will employ to address the barriers and challenges. Frequently, the students' ability to pay for courses is a barrier. Immigrants and refugees who are bilingual are most interested in interpreting as an additional job opportunity, but **paying** tuition in one lump sum can be challenging. To help students access training, CHE funds would be used as seed money to establish a short-term loan program to cover tuition costs (\$600 for 4 interpreter training courses, plus \$15-60 for required materials). Students would be expected to repay the quarterly tuition loan by the end of each quarter. Although a few students may need to repay through volunteer service, cash repayment will be preferred in order to perpetuate the resource for future classes. Sustainability and growth of the Interpreter Training Center are other challenges to be faced. The Interpreter Training Center concept has the full support of the SCC Vice President for Instruction and Dean of Continuing Education, and steps are being taken to move the program up the priority list for College funding. Tuition will offset instructional costs of the program, but to sustain the coordinator's position, which is so vital to quality assurance, curriculum development, and student retention, SCC will continue to apply for grant funding, leveraging the CHE investment to attract other funders to the project. As funding grows, the Center will be able to develop additional interpreter training courses that reflect critical health needs of our LEP community members, such as: Interpreting in Cardiology, Interpreting for the Diabetes Patient (Endocrinology) and Interpreting in the Dialysis setting.
- d. **Project Outcomes:** CHE is very focused on program outcomes. Therefore, as part of the Stage II application, be specific in describing measurable and verifiable outcomes that you expect to achieve. We encourage you to be ambitious, yet reasonable, in proposing the outcomes. Whenever possible, set your project goals relative to baseline data, e.g. Healthy People 2010 or Blueprint Project data.
Goal: By June 30, 2008, 10 students will complete at least four SCC interpreter training classes and be prepared to work as medical interpreters. This goal is both ambitious and reasonable, given the strategies outlined and SCC's history of providing such classes and posting similar outcomes over the past six years. SCC currently offers a total of 10 noncredit interpreter and translator training courses on a rotating basis. The interpreter training courses were begun in 2001 with 2 courses and the program has expanded over the last 6 years to include 9 course offerings and a translation course. For the past 3 years, SCC was a partner with Lincoln Action Program (LAP) in their Training Interpreters Project (TIP). Through the TIP grant, LAP paid the tuition and book expenses for eligible participants to take the interpreter training courses at SCC. These participants were primarily bilingual immigrants and refugees seeking to develop income-generating opportunities and careers in medical interpretation. Approximately 50 individuals took advantage of the basic training opportunities at SCC. About half of those fifty students went on to further medical interpreter training and still serve as interpreters in our community. Unfortunately, with the expiration of TIP funding, many interpreting students have put their training on hold. This project will restart the interpreting series

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and establish an SCC Interpreter Training Center for the first time.

- e. **Applicant's Qualifications:** In narrative form, provide a brief description of the mission of the applicant organization, including the services provided, the persons served, and the geographic region served.
- Southeast Community College (SCC) is a public, two-year postsecondary educational institution, one of six community college areas created in 1973 by Nebraska legislative statute. Its primary service area comprises 15 counties in southeast Nebraska. SCC has been continuously accredited since 1977 by the Higher Learning Commission of North Central Association for Colleges and Schools. The mission of the College is to provide high quality technical and career education, general academic transfer education, continuing education, developmental or remedial education, and education for those desiring to improve their English language proficiency. SCC provides 49 **technical/vocational** programs and Academic Transfer programs on three campuses (Lincoln, Milford, and Beatrice) and utilizes approximately 25 continuing education sites in the 15-county area. Fall term enrollment of credit students in 2006 was 9,594 for all campuses, with a total duplicated headcount of 34,823 credit students and 14,708 noncredit students (SCC FTE Report, 6130106). SCC has served an average of 600 English **language** learners per year for more than 30 years through its ESL and ABE programs as well as its vocational, academic and other Continuing Education programs. SCC is fortunate to have highly qualified leadership available immediately for the project. Susan **Kash-Brown**, M.E., International Education, (School for International Training 1989) will be the project administrator for SCC. As Assistant Director of ESL, she has developed both the Interpreter Training Center concept and the Newcomers' Educational Center at SCC and has served extensively on committees related to refugee and immigrant needs, including the MTI. Suzanne Prenger, Ph.D., who will serve as Project Coordinator, was faculty development consultant for **UNL's** Teaching and Learning Center and Academic Director of Augsburg College's Center for Global Education in Cuernavaca, Mexico, has worked as a medical and conference interpreter for 20 years, and is also a member of MTI. Lazaro A. Spindola, M.D., the Minority Health Coordinator for East Central District Health Department since 2002, will serve as an instructor. He earned an M.D. from Universidad de Carabobo, Valencia, Venezuela (1978), holds a Master's in Public Health from Walden University (2005), and is a Certified Medical Interpreter and Medical Interpreter Trainer (2001). Elizabeth Nguyen will also serve as an instructor in the Interpreter Training Center. Born in Vietnam, she holds a Bachelor's Degree in Pedagogy and Psychology (Univ. of Saigon 1974), a Master's Degree in Curriculum and Instruction, and a K-12 Teaching Certificate (UNL 1996). Fluent in Vietnamese, French, and English, she has over 30 years' experience as an English and ESL teacher in Vietnam, France, and the U.S. She has also completed several professional interpretation training programs, delivered interpreting services to various agencies since 1991, and developed and taught interpreter training classes at SCC.



Stage II Form C: Micro-Project Workplan

(Please make copies if additional pages are needed. See Workplan Worksheet for guidance.)

Applicant: Southeast Community College

Project Title: SCC Interpreter Training Center

Project Objective(s)	Project Activity/Activities	Timeline	Evaluation Plan
By June 30, at least 10 students will complete a sequence of four or more Southeast Community College interpreter training courses and be qualified to work as medical interpreters.		By June 30, 2008	The Project Coordinator will use enrollment records, grade reports, and project records to determine the extent to which the objective is met by June 30.
	Hire and orient Project Coordinator	July 2007	The PC will be hired by the start of the first quarter, and employment will be documented by PC's timesheets monthly
	Set up criteria and procedures of the tuition loan program	July 2007	Written guidelines will be completed in time for start of first quarter's classes, July 2007
	Recruit and enroll up to 15 qualified students into the first interpreter training course by the start of the Summer Quarter. Collaborate with SCC Newcomers' Educational Center to recruit mid-level English students for the program.	July 2007	Enrollment numbers will be documented by the class roster. Instructors will provide roster to the Project Coordinator within 10 days of quarter's start. Project records will include notations of how students heard about the program to determine success of recruitment strategies.
	Award tuition loans to students and make arrangements for repayment.	Beginning of each quarter; repayment by end of each quarter.	The Project Coordinator will maintain loan applications, the award list and the amount of each loan plus data on payback.
	Provide one or more interpreter training classes per quarter for a total of at least four sequential classes.	Quarterly; all by June 2008	Documentation will include class schedules and rosters, maintained by instructors and the Project Coordinator.

2007 Stage II Micro-Project Workplan

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Applicant: Southeast Community College**Project Title:** SCC Interpreter Training Center

Project Objective(s)	Project Activity/Activities	Timeline	Evaluation Plan
	<p>Collaborate with LanguageLinc Interpretation Services (a nonprofit auxiliary of Lincoln Action Program) to provide students with four supervised mock practice sessions and placement of graduates in related employment upon completion of the series of classes.</p> <p>Pursue opportunities with People's Health Center, Lincoln-Lancaster County Health Department, Lincoln Medical Education Partnership, etc., to provide job shadowing experience and/or volunteer opportunities to students.</p> <p>Meet with medical providers to develop and maintain positive relationships for the purpose of marketing the project and its graduates.</p> <p>Keep records updated and report progress toward the objectives.</p>	<p>Four sessions; one per quarter</p> <p>Job placement approximately July 2008</p> <p>At least once during grant cycle, students participate in job shadowing</p> <p>Ongoing volunteer and job opportunities</p> <p>At least twice per quarter</p> <p>Quarterly, semi-annually; annually</p>	<p>The Project Coordinator will maintain attendance records provided by Language Linc documenting student attendance at mock sessions and feedback from Language Linc about how well students performed; Project records will include notations of student employment.</p> <p>The Project Coordinator will maintain records on students' job shadowing participation and feedback from students. Volunteer hours will be reported by students and recorded in project records.</p> <p>The Project Coordinator will keep a record of meetings with providers in project records and will analyze the outcomes of this strategy as a marketing tool in the final report.</p> <p>The Project Coordinator will maintain project records to document the extent to which outcomes and processes met expectations and to determine any mid-course and overall corrections or changes needed to improve the operation and outcomes of the Interpreter Training Center.</p>

**Stage II Form D: Micro-Project Budget (1 page)****Applicant:** Southeast Community College**Project Title:** SCC Interpreter Training Program**Budget Year:** July 1, 2007-June 30,2008.

	Requested from CHE	Other Cash Committed	In-Kind Support	Other Cash Anticipated	Total Budget
A. Personnel					
Salaries (list positions and FTE)					
1. Project Coordinator - .75 FTE	\$2,787	\$0	\$0	\$28,881	\$31,668
2. Curriculum Developer - .25 FTE				\$4,725	\$4,725
3. Assistant Director-ESL - .09 FTE			\$3,621		\$3,621
4.					\$0
5.					\$0
Payroll Taxes/Benefits (specify)					
1. Project Coordinator	\$213			\$2,210	\$2,423
2. Curriculum Developer				\$362	\$362
3. Assistant Director-ESL			\$1,639		\$1,639
4.					\$0
Total Personnel	\$3,000	\$0	\$5,260	\$36,178	\$44,438
B. Other Expenses					
1. Telephone					\$0
2. Postage					\$0
3. Office Supplies/Equip					\$0
4. Printing/Duplicating					\$0
5. Educational Materials					\$0
6. Travel					\$0
7. Professional Services					\$0
8. Rent/Utilities					\$0
9. Medical Supplies					\$0
10. Equipment					\$0
11. In-Direct Costs	\$1,000		\$3,000		\$4,000
12. Other (list)					
a. Tuition loan fund	\$6,000				\$6,000
b.					\$0
c.					\$0
d.					\$0
Total Other Expenses	\$7,000	\$0	\$3,000	\$0	\$10,000
C. Volunteer Activities					
List the number of volunteer hours from all sources expected to be devoted to this project.					
24 # hours/year					
TOTAL EXPENSES	\$10,000	\$0	\$8,2601	\$36,1781	\$54,438

(Reminder! Also Submit Form E - Budget Justification)

2007 Stage II Micro-Project Budget

Excel Format



Stage II Attachment E: Micro-Project Budget Justification (2 page maximum)

Applicant: Southeast Community College

Project Title: SCC Interpreter Training Center

Using single spacing, please answer the following questions. Do not exceed two pages.

A. Describe all other sources of funding currently committed to the project, as well as other sources being pursued for this project and how they are to be utilized.

Since previous Lincoln Action Program funding has ended, SCC is reframing its interpreter courses to create a permanent Interpreters Training Center within the successful Newcomers Educational Center. The Community Health Endowment grant is our first request. SCC is committing the time and effort of the Assistant Director of English as a Second Language to develop funding resources for the continuation of the Interpreter Training Center. No other funding sources have been committed at this time. Resources that have been identified for new applications according to RFP schedules include The Woods Charitable Fund (application due July 1, 2007), Building Stronger Families (application due June 15, 2007), and Cooper Foundation (application due August 1, 2007). Funding will be used to continue the Project Coordinator position and develop curriculum.

B. Is your project expected to continue beyond the period for which funding is requested? If so, what level of resources (financial and other) will be needed to continue the project? How will these resources be secured? List all actual/likely future funders. What is it about this project that is likely to attract interest and support? What capacity-building measures are needed to make this initiative sustainable, and how will those measures be implemented?

The project is expected to continue beyond the grant period if additional funding can be secured. To fully fund the project, approximately \$40,000 per year will be needed for the coordinator's position and curriculum development. If the project cannot be fully funded, it is possible to scale the project down, using less coordinator time than ideal and less curriculum development. The applicant will take steps to secure regular budget funding for the part-time coordinator's position and curriculum development costs. However, if this is not possible, SCC will continue its present course of seeking external funding. The Community Health Endowment loan fund, if awarded, will help enormously in perpetuating an assistance fund for future students to borrow. The applicant will leverage this funding to interest other charitable foundations in supporting the project. The following funders have awarded SCC multiple grants in the past for the Newcomers' Educational Center and can reasonably be expected to be favorable of this project: Woods Charitable Fund, Center for People in Need--Building Stronger Families, and Cooper Foundation. These funders and others like them are interested in solving identified and well-documented human services and educational needs in Lincoln. They are also aware of SCC's solid reputation and success in providing unique educational services to underserved populations, through the English as a Second Language program and the Newcomers' Educational Center. Considering Lincoln's growth in limited English populations over the past decade, most funders are willing to support innovative, economical approaches to helping new Americans assimilate into the culture and gain work skills to become self-sufficient. In terms of building capacity, the most important need is human resources--a qualified, committed project coordinator to provide leadership for marketing, recruiting, fund-raising, curriculum development, and student retention. By building SCC's curricular offerings and a record of success in this arena, the institution will be in a stronger position to meet identified and emerging workplace needs, help vulnerable new Americans take a step up the career ladder, and attract continued funding.

C. Describe the use of volunteers in your project. Specify the source of the volunteers.

Field trip experiences to local healthcare providers are included in the interpreter training courses. The agencies providing information during these field trips voluntarily devote their time and attention to the program. Such agencies may include BryanLGH Medical Center, Community Mental Health Center, Saint Elizabeth Regional Medical Center and Dialysis Center of Lincoln. These hospital-based field trip experiences have included areas such as Emergency Room Treatment, Psychiatric Treatment and Pre-discharge instructions: linking medical homes.

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LanguageLinc has agreed to provide the SCC Interpreter Training students access to the mock interpreter sessions provided as professional development for Language Linc interpreters. These mock sessions often include local medical professionals who volunteer to provide direction and feedback to those participating in the mock interpreting sessions. Approximately 24 volunteer hours will be used for the project. The SCC ESL Program utilizes volunteers in the Beginning ESL classes, with 583 volunteer hours contributed so far this year. Volunteers provide additional support to the ESL instructor in the form of one-to-one tutoring, small group work and lesson presentation. Volunteers are recruited from Nebraska Wesleyan University, University of Nebraska, Volunteer Partners and the greater Lincoln community.