

State	Laws/Regulation Related to Educational Interpreting	Standards	RID	EIPA	NAD	EIPA-WT	QAST	Other
AL	http://www.deafalabama.org/cosda/lawprint.pdf http://www.deafalabama.org/cosda/amendment.pdf Section 34-16-5, 34-16-6, 34-16-7 After March 15, 1998 – renewed annually Nationally recognized certification approved by the board After 15, 1999, Nonrenewable Permit to Practice Exception – Any public school interpreter working before March 15, 2000. If fail to obtain or lapses, then must comply with above.	Yes	Yes					
AK	http://www.eed.state.ak.us/tls/sped/handbook03/part8.html Beginning in September 2005, in order to be hired and retained, Educational Interpreters in Alaska must present a score of 4.0 or better on the Educational Interpreter Performance Assessment. School districts may hire interpreters who score 3.0, with the condition that they raise their score to 4.0 within two years. School districts who are unable to locate and hire an interpreter who scores 3.0 may request a waiver to hire an interpreter with a lesser score but must also file a training plan that will help the interpreter raise the score to a 3.0 within two years and a 4.0 within two more years.	Yes		4+				
AZ	http://www.ade.az.gov/ess/3-18-03drafrules.pdf http://www.azleg.state.az.us/ars/36/01971.htm Interpreters must either: <ol style="list-style-type: none"> 1. Have a minimum passing score of 3.5 or higher on the Educational Interpreter Performance Assessment (EIPA) 2. Hold a valid Certificate of Interpretation (CI) and/or Certificate of Transliteration (CT) from the Registry of Interpreters for the Deaf (RID) OR <ol style="list-style-type: none"> 3. A valid certificate from the National Association of the Deaf (NAD) at level 3 or higher QUALIFICATIONS FOR EDUCATIONAL INTERPRETERS FOR THE HEARING IMPAIRED R7-2-620 (?????) Qualification Requirements of Professional, Non-Teaching School Personnel (draft rules) 36-1971. Licensure; acts and persons not affected An interpreter who works in a school in this state pursuant to the individual education plan of a deaf or hard of hearing pupil. The qualifications of an interpreter working in a school in this state shall be determined by the individualized education program team. A school district shall inform a parent or guardian of a deaf or hard of hearing pupil of the parent or guardian's right to request a licensed interpreter.	Yes	Yes	3.5+	3.0+			
AR	http://arkedu.state.ar.us Interpreters in the educational setting must meet or exceed the following criteria: <ol style="list-style-type: none"> 1. College degree preferred or high school diploma or equivalency. 2. Passing score of 80% on the written test regarding information in the Arkansas Handbook for Educational Interpreter/Transliterators, Teachers and Administrators. 3. Minimum Level 3 in Transliterating on the Mid-America Quality Assurance Screening Test (QAST) and Level 2 in Interpreting or minimum QAST Level 3 in Interpreting and QAST Level 2 in Transliterating. 	Yes					3/2 or 2/3	Pass AR Written test

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CA	ESSE 4.0; ACCI 4.0; EIPA 4.0; NAD 4.0 RID (all RID or equivalent) NCSA TECUnit Certification for Cued Speech Transliterators	Yes	Yes	4+	4+			NTEC Unit Cued Speech ESSE
CO	http://www.cde.state.co.us/cdeboard/download/bdregs_301-8.pdf As of July 1, 2000, any person employed as an Educational Interpreter by an administrative unit or eligible facility on a full-time or part-time basis shall meet the following minimum standards, and documentation for meeting these standards must be renewed every five years:3.04(1)(f)(i) Demonstration of a rating of 3.5 (average) or better in the four areas of the Educational Interpreter Performance Assessment (EIPA).3.04(1)(f)(ii) Documented content knowledge in these areas: child development, language development, curriculum, teaching and tutoring methods, deafness and the educational process for deaf children.The Colorado Department of Education will provide guidelines for the implementation of these minimum standards.	Yes		3.5+		Pass		4 CEUs (60 hrs) Renewal 5 yrs
CT	http://www.state.ct.us/cdhi/interp.htm July 1, 2003 is the mandated date for all Educational Interpreters to be certified in the State of Connecticut. All persons interpreting for deaf or hard of hearing persons in the State of Connecticut, receiving compensation for work must: have passed the Registry of Interpreters for the Deaf (RID) written generalist exam and graduated from an accredited Interpreter Training Program or passed the RID written generalist exam and hold a level III National Association of the Deaf (NAD) Certification or passed a level IV NAD Certification or higher or passed an RID Certification or For Cued Speech Interpreters, passed Certification from the National Training Evaluation and Certification Unit	Yes	Yes		4+			IPP NTEC Unit Cued Speech
DC	No information available at this time							
DE	April 11, 2005: At this time the Delaware is in the process of revising its guidelines for Educational Interpreters. Contact information is: Barb Maynard 302.454.2301 x 387							
FL	http://www.firn.edu/doe/bin00014/pdf/intermem.pdf The addition of a two (2) year "grace" period for current district employees. This will allow for current employees time to achieve at least the Apprentice Level. • The addition of Provisional +36 hours tier. This will allow appropriate time for individuals to earn an AA or AS degree and provides another level for school districts to use in offering differentiated pay for employees who have reached the half-way point in completing their degree. • A change in the requirements for Oral Transliterators due to the fact that there isn't a state evaluation or screening for this area. Oral Transliterators are required to pass only the written test portion of RID evaluation at the Apprentice and Provisional Levels. They will be expected to pass the performance test portion of the RID evaluation to move to the Provisional +36 hours Level. The policy establishes a tiered system consisting of 4 levels: Apprentice, Provisional, Provisional +36hours, and Proficient. The minimum requirement at the Apprentice Level is a high school diploma or General Education Diploma (GED) plus 6 hours of college credit and an evaluation or screening level. The Proficient Level requires an AA or AS degree and national certification of interpreting/transliterating skills. Time is provided for the interpreter to build skills necessary for meeting the requirements to advance to the next level.	Yes	Yes					AA

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GA	http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-7-11.pdf Effective as of the 2003-2004 school year, the required standard credential for all related service personnel providing educational interpreting for students who are deaf or hard of hearing in local school systems (LSSs) or state-operated school programs (SOPs) shall be a current Georgia Quality Assurance Screening (GQAS) rating of Level III or higher in both interpreting and transliterating, as approved and maintained by the Georgia Department of Labor, Vocational Rehabilitation Program, and/or documentation of advanced interpreting skills and qualifications through current national certification from the Registry of Interpreters for the Deaf (RID), and/or documentation of advanced interpreting skills and qualifications through current national certification from the National Association of the Deaf (NAD) Levels III, IV, or V. Educational interpreters currently employed by a LSS/SOP, or those hired in subsequent school years, must have a GQAS Rating of Level I or II, and have in place a professional plan of development leading to a GQAS rating of Level III or higher, within a period not to exceed two school years. The two-year professional plan of development may not be extended or renewed. These plans shall be filed with the LSS/SOP employing the educational interpreter.11-1	Yes	Yes		3+		3+ Current terps: Levels 1, 2 w/PDP	
HI	http://www.hawaii.gov/health/dcab/adminrules/218/11-218.pdf To date, there is not a job category for educational interpreters, but the Department is currently in the process of establishing it.	No						
ID	April 11, 2005: Working on projects that include testing interpreters with the EIPA on a voluntary basis. However, it is not mandatory statewide. www.state.id.us/cdhh for more information							

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IL	<p>http://www.legis.state.il.us/legislation/ilcs/ilcs3.asp?ActID=1360&ChapAct=225%26nbsp%3BILCS%26nbsp%3B442%2F&ChapterID=24&ChapterName=PROFESSIONS+AND+OCCUPATIONS&ActName=Interpreters+for+the+Deaf+Act%2E(225 ILCS 442/5)</p> <p>Sec. 5. Qualifications.</p> <p>(a) No person may represent himself or herself as an interpreter for the deaf, work as a professional interpreter for the deaf, or use the title "interpreter for the deaf" or a similar title in this State unless he or she can show proof of:</p> <ol style="list-style-type: none"> (1) a certificate issued by the Registry of Interpreters for the Deaf (RID); (2) a satisfactory evaluation by the National Association of the Deaf; (3) a satisfactory Interpreter Skills Assessment Screening (ISAS) evaluation; or (4) licensure or certification or a satisfactory evaluation or screening in another state. <p>(b) A person practicing as an interpreter for the deaf under this Act shall register with the Deaf and Hard of Hearing Commission within one year of the formation of that commission or the commencement of practice, whichever is later.</p> <p>(Source: P.A. 90-200, eff. 7-24-97.) (225 ILCS 442/15)</p> <p>Sec. 15. Exemptions. A person working as an interpreter for the deaf in a religious organization shall be exempt from the requirements of Section 5. Educational interpreters and certified teachers of the deaf performing interpreting within the scope of their duties shall also be exempt from this Act unless required by their particular school district.</p> <p>(Source: P.A. 90-200, eff. 7-24-97.)</p>	No						

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IN	<p>http://www.icrid.org/bispage.htm#eis%20rules460 IAC 2-5-5 Certificate requirements for new interpreters and transliterators Authority: IC 12-8-8-4; IC 12-9-2-3; IC 12-12-7-5 Affected: IC 12-12-7 Sec. 5. (a) In addition to any other requirements that a school district or school corporation establishes, to receive state certification as an interpreter, a person who interprets/ transliterates in a public or private school in Indiana working with a Deaf or hard of hearing student is required to have the appropriate national certification or performance assessment score listed in subsection (b). This section applies to all new interpreters and transliterators after July 1, 2010.(b) The five types of certificates and corresponding requirements include: American Sign Language: Hold the RID Certificate of Interpretation (CI) or the NAD Level IV or V for educational situations requiring an ASL/English interpreter. Manually Coded English (MCE): Hold the RID Certificate of Transliteration (CT) for (unspecified MCE) educational situations requiring transliteration. Oral Transliteration: Hold the RID Oral Transliteration Certificate (OTC) for educational situations requiring an oral transliterator. This certificate requires a special written and performance exam. Cued Speech: Hold certification from TECUnit and pass the RID written generalist test for educational situations requiring a cued speech transliterator. (5) Signing Exact English (SEE-II): Pass the Educational Interpreter Performance Assessment (EIPA) instrument specific to SEE-II at level 3.5 and pass the RID written generalist test. These are the requirements for educational situations needing a SEE-II transliterator. (c) Interpreters or transliterators holding applicable national certifications must maintain these certifications in good standing in order to maintain their certification by the state, including fulfilling continuing education requirements. (d) An interpreter or transliterator certified by the state shall renew such certification every two (2) years in the manner prescribed by DHHS. (Division of Disability, Aging and Rehabilitative Services; 460 IAC 2-5-5)460 IAC 2-5-6 Certificate requirements for practicing interpreters and transliterators.</p> <p>Authority: IC 12-8-8-4; IC 12-9-2-3; IC 12-12-7-5Affected: IC 12-12-7Sec. 6. (a) To receive state certification as an interpreter or transliterator, an individual who has documentation proving paid work as an educational interpreter prior to July 1, 2010, shall meet the following criteria:(1) Beginning July 1, 2002, each year, the interpreter or transliterator must earn annually one (1) CEU of skill development in the type of interpreting or transliterating that corresponds to the certificate held by the interpreter.Beginning July 1, 2002, each year, the interpreter or transliterator must earn annually one (1) CEU from one of the following seven content areas:Deaf Culture and History; Language Development and Acquisition in Children; Child Development; Foundations in Interpreting Theory and Practice; Code of Ethics for Educational Interpreters; Principles and Practices of Special Education; or Audiological Issues for Students and Adults. (b) An interpreter or transliterator certified by the state shall renew such certification every two (2) years in the manner prescribed by DHHS. (c) Any newly hired interpreter or transliterator after July 1, 2010 cannot use this section in later years to qualify. (Division of Disability, Aging and Rehabilitative Services; 460 IAC 2-5-6)460 IAC 2-5-7 Limited certification requirements for graduates of interpreter training programsAuthority: IC 12-8-8-4; IC 12-9-2-3; IC 12-12-7-5Affected: IC 12-12-7Sec. 7. (a) In order to receive limited state certification as an interpreter or transliterator, an individual who has a degree in Sign Language Interpreting from an accredited institution after July 1, 2010 may meet each of the following criteria to hold a limited certificate:When granted the limited certificate, the interpreter/transliterator must annually earn one (1) CEU of skill development in the type of interpreting/transliterating that corresponds to the limited certificate held by the interpreter/transliterator.When granted the limited certificate, the interpreter/transliterator must annually earn one (1) CEU from one of the following seven content areas: Deaf Culture and History; Language Development and Acquisition in Children; Child Development;Foundations in Interpreting Theory and Practice; Code of Ethics for Educational Interpreters; Principles and Practices of Special Education; or Audiological Issues for Students and Adults. The interpreter or transliterator must apply for and pass the RID written generalist test for the limited certificate.The interpreter or transliterator can renew the limited state certificate each year for up to five years in the manner prescribed by DHHS. (c) A person may use this section for only the first five (5) years immediately following graduation from an accredited sign language interpreter preparation program. There shall be no renewals or extensions of this section. (Division of Disability, Aging and Rehabilitative Services; 460 IAC 2-5-7)</p>	Yes	Yes	3.5+ for SEE II	4+			NTEC Unit Cued Speech CEUs

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IA	<p>http://www.state.ia.us/educate/ecese/cfcs/interp/index.html At the time of this printing (Iowa Educational Interpreter Guidelines), educational interpreters are not required to be licensed or hold certification. The Code of Iowa only mandates sign language interpreters hold certification “ in a legal proceeding or at time of arrest” (Iowa Code 622B and 804.31 respectively). 6 — Educational Interpreter Guidelines — November 2002. Since 1994, the Iowa Leadership Group: Educational Audiology and Education of Deaf and Hard-of-Hearing Students, and the Iowa AEA Directors of Special Education have supported the recommendation that all newly hired educational interpreters either have completed a two-year interpreter training program or have demonstrated competency using the Educational Interpreter Performance Assessment (EIPA). The EIPA is an assessment designed to assess the skills (signing skills and knowledge skills) of educational interpreters working in the educational setting. It is to the school district’s benefit to ensure that educational interpreters are able to fulfill the communication requirements as outlined in the student’s IEP. This may be documented through performance-based assessments of interpreting knowledge and skill, such as the EIPA. EIPA is now a video-taped stimulus assessment of interpreting skills. There are a total of 39 measures in four major assessment areas: intonation, grammar and spatial representation when signing, ability to read student sign language, sign vocabulary and pragmatic representation of overall behaviors. Scores in each of the four assessment areas are averaged by three trained evaluators for an overall score of 1 thru 5, with 5 being high. The regionally accepted standard for an entry-level educational interpreter using the EIPA is a score of 3.5. A written assessment of knowledge skills is being developed. The EIPA is being used in 14 states and the Bureau of Indian Affairs (BIA). It is a state-mandated test in five states.</p>	Pending		Yes				IPP
KS	<p>http://www.kansped.org/ksde/ph01/ch5.html CHAPTER 5 - SPECIAL EDUCATION AND RELATED SERVICES As any other service provider, sign language interpreters must be qualified to work in the school situation and at that grade level. KSDE recognizes that to be considered a professional (and draw professional-level categorical aid), the sign language interpreter must be assessed at either Level 4 or 5 of the Educational Interpreter Performance Assessment (EIPA), or certified at either Level 4 or 5 of the Kansas Quality Assurance Screening (KQAS) through the Kansas Commission for the Deaf and Hard of Hearing.</p>	Yes		4+			4+	
KY	<p>Currently, there is no interpreter certification in Kentucky. In the 1994 regular session of the Kentucky General Assembly, HB 468 was introduced to establish minimum qualifications for interpreters employed by state government. (Educational agencies account for about 90% of interpreter employment.) The bill did not pass.</p>	No						

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LA	<p>http://www.doe.state.la.us/lde/uploads/952.pdf</p> <p>I. ANCILLARY PROVISIONAL CERTIFICATE : This certificate is valid for one year, renewable once, and will be issued to persons who meet the following criteria for certification as an educational interpreter or transliterator: Completed an accredited interpreter preparation program with at least a certificate of Completion, or higher; -Or-Certified as a Cued Speech transliterator certification from a National or State recognized organization or certifying body; -Or-Certified as a sign language interpreter/transliterator by a National or State recognized organization or certifying body; -Or-Possess Advanced level or higher as measured by the Sign Language Proficiency Interview (SLPI) or Sign Communication Proficiency Interview (SCPI); -Or-Possess Mini- Proficient level as measured on the Basic Cued Speech Proficiency Rating Test (BCSPRc1983, Beaupre) -Or-Possess specified level or higher as measured on the Pre-Hiring Assessment of the Educational Interpreter Performance Assessment (EIPA);</p> <p>II. ANCILLARY GRANDFATHER CERTIFICATE: All individuals who are providing interpreting/transliterating services in an educational setting at the time of implementation shall be granted an Ancillary Grandfather Certificate upon recommendation of the employing authority. This Certificate shall be valid as long as the individual maintains continuous employment at the time of implementation of these standards</p> <p>III. QUALIFIED ANCILLARY CERTIFICATE: This certificate is valid for five years, renewable, and will be issued to persons who meet the criteria for certification as an educational interpreter or transliterator. The criteria for certification are listed below.</p> <ol style="list-style-type: none"> 1. Candidate who satisfies conditions for Ancillary Provisional Certificate and meet the criteria for this Certificate. -Or- 2. Candidate who possess an Ancillary Grandfather Certificate-And- <ol style="list-style-type: none"> A) Shows documentation of professional development of at least 20 hours. B) Pass the standardized video tape version of the Educational Interpreter Performance Assessment at a level of 3.0, -Or- C) Pass the Basic Cued Speech Proficiency Rating Test at a level of Proficient. Renewal Guidelines for Ancillary Qualified Certificate <p>A Qualified Ancillary Certificate may be renewed every five years if the applicant satisfactorily completes six (6) semester credits or the equivalent of continuing professional education (90 contact hours) during the five (5) years immediately preceding his/her application. The six (6) semester credits or 90 equivalent clock hours shall be directly and substantively related to one or more of the permits or certificates held by the applicant or to the applicant's professional competency.</p>	Yes		Pre-hire 3.0+				IPP NTEC Unit Cued Speech SLPI SCPI 6 CEUs (90 hrs) Renewed 5 yrs
ME	<p>http://www.maine.gov/education/speced/1999%20Regs%20Effective%2062403.htm http://janus.state.me.us/legis/statutes/32/title32ch22sec0.html 05-071 Chapter 101 6.7 Interpreter/Transliterator Services for Students with Disabilities</p> <p>A. An interpreter for a student who is disabled shall be registered with the Office of Licensing and Registration, Department of Professional and Financial Regulation, (32 M.R.S.A. Chap. 22 and accompanying regulations).</p> <p>B. A cued speech transliterator shall be registered with the Office of Licensing and Registration, Department of Professional and Financial Regulation, (32 M.R.S.A. Chap. 22 and accompanying regulations). CHAPTER 51: Requirements for Initial Licensure</p> <p>STATUTORY AUTHORITY: 32 M.R.S.A. §1522(1) PURPOSE: Changes to the criteria for the initial licensure of interpreters and transliterators and the application process to reflect possible legislation amending 32 M.R.S.A. §1524 and 1524-A to permit applicants to qualify for licensure by demonstrating a score of 3.5 or higher on the Educational Interpreter Performance Assessment. (This would be contingent upon any action taken by the Joint Standing Committee on Business, Research, and Economic Development pursuant to the recommendations submitted in the Department's 2003 "Report on Interpreters for the Deaf and Hard-of-Hearing Program.")</p>	Pending		3.5+				

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MD	Currently has a Task Force considering Licensure.	No						
MA	http://www.mass.gov/mcdhh/401.htm The State of Massachusetts presently does not require formal “certification” for the position of Educational Interpreter. An educational interpreter should, minimally, be screened by the Massachusetts Commission for the Deaf and Hard of Hearing. Additionally, the candidate should also have experience and/or training in child development and education. The candidate should also be evaluated in terms of the needs of the learner as discussed above. Attention also must be given to the content and grade level of the interpreting assignment. Interpreting for a Fourth Grade math class as opposed to an Eleventh Grade Trigonometry class requires different levels of interpreting skill. It is imperative that the hiring agency use a qualified evaluator to determine the skill level of any person applying for such a position. The Massachusetts Commission for the Deaf and Hard of Hearing will be happy to assist in this endeavor.	No						
MI	http://www.michdhh.org/interpreters/qa_certifications.html http://www.rid.org Educational Interpreter requirements -- R 340.1793 -- Paraprofessional personnel; qualifications. Rule 93. (1) Paraprofessional personnel employed in special education programs shall be qualified pursuant to requirements established by their respective intermediate school district plan. Paraprofessional personnel include, but are not limited to teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for severely mentally and severely multiply impaired. (2) An interpreter for the deaf shall be any of the following: (a) 1 A certified interpreter as defined in Act No. 204 of the Public Acts of 1982, being §§393.501 et seq. of the Michigan Compiled Laws, and known as the deaf persons` interpreters act. (b) A qualified interpreter as defined in Act No. 204 of the Public Acts of 1982, being §§393.501 et seq. of the Michigan Compiled Laws, and known as the deaf persons` interpreters act who has been approved at quality assurance level II or III. (c) A high school graduate, or equivalent, with advanced training in a community college or degree-granting institution whose training program has been approved by the department. Michigan’s Special Education rules require interpreters to be nationally certified, or hold a QA II or QA III, or be a high school graduate with advanced training in a community college, or degree-granting institution, whose training program has been approved by the department. QA Level III Intermediate Skill Level: demonstrated ability to interpret/transliterate communication between hearing and deaf or hard of hearing persons with a minimum of 88% accuracy. Recommended for situations where there may not be an opportunity for the interpreter to stop communication for clarification. Examples: education/tutorial situations, informal meetings and daily living skills, training, public meetings, interviews. QA Level II Limited Skill Level: demonstrated ability to interpret/transliterate communication between hearing and deaf or hard of hearing persons with a minimum of 74% accuracy. Recommended for one-to-one or small group situations where the interpreter may or may not the opportunity to stop communication for clarification. Examples: Education/tutorial situations, informal meetings and daily living skills training.	Yes	Yes		Yes		2+	IPP
MN	http://www.revisor.leg.state.mn.us/stats/122A/31.html After July 1, 2000, must: (1) hold current interpreter and transliterator certificates awarded by the Registry of Interpreters for the Deaf (RID), or the general level interpreter proficiency certificate awarded by the National Association of the Deaf (NAD), or a comparable state certification from the commissioner of education; and (2) satisfactorily complete an interpreter/transliterator training program affiliated with an accredited educational institution. (b) New graduates of an interpreter/transliterator program affiliated with an accredited education institution shall be granted a two-year provisional certificate by the commissioner. During the two-year provisional period, the interpreter/transliterator must develop and implement an education plan in collaboration with a mentor under paragraph (c).	Yes	Yes		3+		Yes	IPP

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MS	http://www.mde.k12.ms.us/special_education/pdfs/XII_cspd.pdf Interpreters must have experience and training in interpreting in an educational setting. The MDE will establish an educational interpreter performance level system to ensure educational interpreters are appropriately qualified.	No						
MO	http://www.mcdhh.state.mo.us/Legislative/2004/050604HB1040.htm Today (4/15/04) the Missouri House of Representatives passed HSC HB 1195, and sent it to the Senate for their consideration. HSC HB 1195 contains the language added in the House by Representative Roy Holand from Springfield that would require MCDHH to grant a "provisional public school certificate" to ANY PERSON nominated by a local school district to interpret in their schools if that school district indicates that it has searched for an interpreter who meets the current certification and licensing requirements for educational interpreters but can't find one. May 6, 2004-Yesterday the Senate passed SCS HCS HB 1040 with the language to completely exempt educational interpreters from all licensure requirements left in the bill. At the request of MCDHH, Senator Mathewson added an amendment on the floor (Amendment # 1) that would require certification for all interpreters in the state regardless of licensure requirements, and would give MCDHH legislative authority to investigate, and seek a variety of legal remedies against persons found to be interpreting without any certification. That amendment was passed, and the bill went to the House today where no action was taken. A motion was made in the House to send the bill to a conference committee, but there were objections to that and the bill was laid over.	No						
MT	http://data.opi.state.mt.us/bills/mca/49/4/49-4-503.htm None at this time. Montana Code Annotated 2002--49-4-503. Deaf person as participant in judicial or administrative proceeding--interpreter to be used.	No						
NE	http://www.nde.state.ne.us/legal/rule51.pdf 010.07A-A4 Educational Interpreters 010.07A Beginning in the 2001-02 school year, in order to be a qualified educational sign language interpreter for the purposes of Subsection 010.07, an individual must attain one or more of the following competency levels as measured by the following assessments: 010.07A1 Educational Interpreter Performance Assessment (EIPA), Competency level 3.5 010.07A2 Registry of Interpreters of the Deaf Certification (RID) 010.07A3 National Association of the Deaf (NAD) Competency level 4.0 010.07A4 Quality Assurance Screening Test (QAST) Competency level 4.0	Yes	Yes	3.5+	4+		4+	

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NV	<p>http://www.leg.state.nv.us/NRS/NRS-656A.html#NRS656ASec100NRS%20656A.100 Qualifications; certification required; exceptions.</p> <p>1. Except as otherwise provided in this section, a person who wishes to engage in the practice of interpreting in this state must:</p> <ul style="list-style-type: none"> (a) Be at least 18 years of age; (b) Have at least a high school diploma or a general equivalency diploma; (c) Be capable of providing the type of interpreting services required for the person who is deaf or whose hearing is impaired; and (d) Have: <ul style="list-style-type: none"> (1) Been issued at least one of the following certificates by the Registry of Interpreters for the Deaf or its successor organization: <ul style="list-style-type: none"> (I) Master Comprehensive Skills Certificate; (II) Comprehensive Skills Certificate; (III) Certificate of Interpretation; (IV) Certificate of Transliteration; (V) Legal Specialist Certificate; or (VI) Oral Interpreting Certificate; (2) Been certified by the National Association of the Deaf or its successor organization as having a level of proficiency in providing interpreting services at level 3, 4 or 5; or (3) Passed the Cued Language Transliterator National Certification Examination administered by the Testing, Evaluation, and Certification Unit, Inc., or its successor organization and must hold a Transliteration Skills Certificate issued by the Testing, Evaluation, and Certification Unit, Inc., or its successor organization. <p>3. Except as otherwise provided in subsection 4, a person, including, without limitation, a teacher and a teacher's aide, who wishes to engage in the practice of interpreting in this state in a public school, including, without limitation, a charter school, or a private school must comply with the requirements set forth in paragraphs (a), (b) and (c) of subsection 1 and must:</p> <ul style="list-style-type: none"> (a) Comply with the requirements set forth in paragraph (d) of subsection 1; or (b) Have completed the Educational Interpreter Performance Assessment administered by the Boys Town National Research Hospital or its successor organization and received a rating of his level of proficiency in providing interpreting services at level 4 or 5. 	Yes	Yes	4+	3+			NTEC Unit Cued Speech
NH	No information available at this time							

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NJ	<p>http://www.ucc.edu/eipdc/professional_licensure.htm</p> <p>6A: 9-13.18 Educational interpreter</p> <p>(a) The educational interpreter endorsement is required for individuals who provide educational interpreting services, sign language interpreting, oral interpreting or cued speech transliteration to students who are deaf, hard of hearing or deaf-blind in grades preschool through 12.</p> <p>(b) To be eligible for the standard educational services certificate with a sign language interpreting endorsement, a candidate shall:</p> <ol style="list-style-type: none"> 1. Hold an associate or higher degree from a regionally accredited college or university and complete the following: <ol style="list-style-type: none"> i. The Educational Interpreter Performance Assessment (EIPA) with a minimum score of three; and ii. 15 semester hour credits of professional education coursework that includes study in child development, language development, curriculum development, methods of instruction, interpreting for visually impaired or blind students and legal and ethical issues for educational interpreters. Such study may be part of the degree program or in addition to the degree program and may be completed at an accredited two year college; or 2. Have a high school diploma or a General Education Diploma (GED), demonstrated interpreting skills as evidenced through the possession of a sign language certificate from the Registry of Interpreters for the Deaf, the National Association of the Deaf or other Department-approved national accrediting agencies for sign language interpreting and complete the following: <ol style="list-style-type: none"> i. The EIPA with a minimum score of three; and ii. Fifteen semester hour credits of professional education coursework that includes study in child development, language development, curriculum development, interpreting for visually-impaired or blind students, legal and ethical issues for educational interpreters and methods of instruction. The study may be completed at an accredited two-year college. <p>(c) To be eligible for the standard educational services certificate with an oral interpreting endorsement, a candidate shall: 1. Have a high school diploma, a GED or an associate or higher degree; 2. Demonstrate interpreting skills as evidenced through the possession of an oral interpreting certificate from a Department-approved accrediting agency; and 3. Complete fifteen semester hour credits of professional education coursework that includes study in child development, language development, curriculum development, interpreting for visually-impaired or blind students, legal and ethical issues for educational interpreters and methods of instruction. The study may be completed at an accredited two-year college.</p> <p>(d) To be eligible for the standard educational services certificate with a cued speech transliteration endorsement, a candidate shall:</p> <ol style="list-style-type: none"> 1. Have a high school diploma, a GED or an associate or higher degree; 2. Demonstrate interpreting skills as evidenced through the possession of a cued speech transliteration certificate from a Department-approved accrediting agency; and 3. Complete fifteen semester hour credits of professional education coursework that includes study in child development, language development, curriculum development, interpreting for visually-impaired or blind students, legal and ethical issues for educational interpreters and methods of instruction. The study may be completed at an accredited two-year college. <p>(e) An emergency educational interpreter certificate in sign language interpreting may be issued to a candidate who meets the academic degree or diploma requirements at (b) 1 or 2 above and has completed the EIPA with a minimum score of three.</p> <p>(f) An emergency educational interpreter certificate in oral interpreting may be issued to a candidate who meets the academic degree or diploma requirements at (c) 1 above and holds an oral interpreting certificate from a Department-approved accrediting agency.</p> <p>(g) An emergency educational interpreter certificate in cued speech transliteration may be issued to a candidate who meets the academic degree or diploma requirements at (d) 1 above and holds a cued speech transliteration certificate from a Department-approved accrediting agency.</p>	Yes	Yes	3.0+	Yes			<p>IPP or 15 hrs of Oral Cert.</p> <p>NTEC Unit Cued Speech</p>

State	Laws/Regulation Related to Educational Interpreting	Standards	RID	EIPA	NAD	EIPA-WT	QAST	Other
NM	<p>http://www.ped.state.nm.us/div/ais/lic/dl/6.63.3.nmac.other.ancillary.providers.doc</p> <p>6.63.3.8 REQUIREMENTS: All persons who perform any [related service] instructional service provider services identified in Subsections A through G H of this [Section] section in public schools or in those special state-supported schools within state agencies, must hold valid [standard] licensure issued by the [state board] secretary. A person seeking an initial, [related service] instructional service provider license shall file a completed application for an initial license with the professional licensure unit ('professional licensure') of the [state department of] public education department, and shall provide professional licensure with a copy of their current license from their respective licensing [body] authority or a copy of any optional certification listed below, [together with] and an official transcript of their coursework.</p> <p>A person seeking instructional service provider licensure shall hold the licensure or certification issued by the named authority as follows:</p> <p>A. Interpreter for the deaf:</p> <ol style="list-style-type: none"> [National] Obtain certification from the national registry for interpreters for the deaf; or [National] Obtain certification from the national association for the deaf national interpreter certification at levels III, IV, or V; or Attain educational interpreter performance assessment levels 3.5 or above. 	Yes	Yes	3.5	3+			
NY	<p>NY State Education Department is in the process of designing the regulations and it is expected that the certification will require interpreters to have least an AAS in Educational Interpreting, passing of the EIPA-WT (level to be determined) and EIPA (level to be determined) as well as passing of some teacher certification state tests. It is also expected that there will be three levels of certification, the first being the one to bring all of the working interpreters into the system provided they have equivalent experience to an AAS degree and can pass the EIPA tests at the identified level. That form of certification will be phased out after three years. (Per Marilyn Mitchell email, July 1, 2004)</p>	Pending						
NC	<p>http://www.ncpublicschools.org/Employment/classified_jobs/ed_interpreter.html</p> <p>SUGGESTED TRAINING AND EXPERIENCE</p> <p>"Sufficient education to have acquired the necessary knowledge and experience to have yielded competency in transliterating and interpreting."</p> <p>No information regarding state standards was evident.</p>	No						
ND	<p>43-52-02. Practice of interpreting. An individual may not practice or represent as an interpreter for deaf, deaf-blind, speech-impaired, or hard-of-hearing individuals in the state unless the individual holds a valid nationally recognized certification. However, an individual who was practicing as an interpreter in this state before August 1, 2001, has until July 31, 2003, to meet the certification requirement under this section. "Nationally recognized certification" means certification granted by a national organization that is based on a skills assessment of the applicant. These organizations include the registry of interpreters for the deaf and the national association of the deaf.</p> <p>An individual working in an elementary or secondary school who has successfully completed a three-year educational interpreter certificate program of study or who has passed the educational interpreter performance assessment at a level of 3.5 or higher. The individual may work in the school setting without national certification until August 1, 2005, if the individual is being mentored by a trained mentor who is either a certified interpreter or a deaf adult. To continue working in the school setting after August 1, 2005, the individual must have obtained national certification.</p>	Yes	Yes	3.5+	Yes			IPP (EICP)
OH	<p>H. B. No. 205, A BILL To enact sections 4754.01 to 4754.04 and 4754.99 of the Revised Code to require generally that interpreters and transliterators for deaf persons hold national certification. The only "exemption" to this bill was those individuals who interpret in religious settings.</p>	Yes	Yes					

State	Laws/Regulation Related to Educational Interpreting	Standards	RID	EIPA	NAD	EIPA-WT	QAST	Other
OK	<p>An educational interpreter must have completed one of the following:</p> <ol style="list-style-type: none"> 1. An interpreter training program 2. Obtained a Bachelor's degree, or 3. Worked three or more years in an area related to the field of deaf education, which could include interpreting in non-educational settings, such as a church, etc., and <p>In addition to the above requirements, an educational interpreter must also maintain one of the following:</p> <ol style="list-style-type: none"> 1. Certification by the Registry of Interpreters for the Deaf (RID), or 2. National Association for the Deaf (NAD) Level IV or better, or 3. Quality Assurance Screening Test (QAST) Level III or better, or 4. National Council for Interpreters (NCI) Certification, or 5. Signed Exact English Level 3.5 or better, or 6. Educational Interpreters Proficiency Assessment (EIPA) Level 3.5 or better in the area for which they are certified (elementary or secondary) 	Yes	Yes	3.5+	IV+		III+	SEE 3.5+ Academic degree or work equivalent
OR	No information available at this time							
PA	<p>The Act 57 was passed in June 2004, to be effective on July 01, 2005. It is not specific to educational interpreting, but does make some references to the subject. The Act was passed to require interpreters to register (other states use terms, such as, license, certification, etc.) with the PA Office for the Deaf and Hard of Hearing (PA ODHH). The main pre-requisite for registration is possession of a national certification.</p> <p>The law lists 8 different exemptions and one of them applies to educational interpreting, however it requires that these interpreters pass the Educational Interpreter Performance Assessment (EIPA) by at least 70% (score: 3.5). At this point, the PA Department of Education (PDE) does not have any formal requirements for the interpreters to take and pass EIPA, and at this time, approximately 95 out of 270 educational interpreters have taken EIPA and passed them. The PA Training and Technical Assistance Network (PaTTAN) is responsible for administering these tests and coordinate with the Boystown USA (the EIPA official site) for test results. EIPA are administered on voluntary basis between PaTTAN and the participating schools with interpreters, and it is possible with some special funds.</p>							

State	Laws/Regulation Related to Educational Interpreting	Standards	RID	EIPA	NAD	EIPA-WT	QAST	Other
	For further information on PaTTAN and EIPA in PA, you can contact Tom Clouse or Marlene Schechter-Connors at tclouse@pattan.k12.pa.us or mschechter-connors@pattan.k12.pa.us , respectively. Their website can be viewed at http://www.pattan.k12.pa.us and click on "Sensory Impairment" in the left margin. On that page you will find information on EIPA in PA.							
RI	No information available at this time							
SC	At this time there are no set requirements for educational interpreters							
SD	<p>http://www.state.nd.us/lr/cencode/CCT43.pdf 46:31:01:03.01. Registration of interpreters. The registry required by SDCL 1-36A-11 shall include all certified interpreters and certified deaf interpreters. The department shall certify an interpreter based on the following levels assigned by the interpreter review panel:</p> <ul style="list-style-type: none"> (1) Level III, generalist; (2) Level IV, advanced; (3) Level V, master. <p>Any individual who currently holds a Level I or a Level II certification has until July 1, 2001, or until the expiration of current certification to be evaluated by the interpreter review panel. The department shall issue an interpreter certificate for up to five years to those meeting the interpreter qualifications in § 46:31:01:03. The department may deny certification or a level of certification if the interpreter does not meet the minimum qualifications. Any individual who has been evaluated must wait six months to be reexamined.</p> <ul style="list-style-type: none"> (3) Educational <ul style="list-style-type: none"> (a) Registration/extracurricular-Level III, IV, or V (b) Preschool/elementary-Level III, IV, or V (c) Junior high/high school-Level III, IV, or V (d) Post-secondary-Level III, IV, or V (e) Vocational-Level III, IV, or V (f) Continuing education-Level III, IV, or V <ul style="list-style-type: none"> i. Educational workshops ii. Educational lectures iii. Driver education. 	Yes	Yes		3+			CEUs
TN	At this time there are no set requirements for educational interpreters							

State	Laws/Regulation Related to Educational Interpreting	Standards	RID	EIPA	NAD	EIPA-WT	QAST	Other
TX	<p>http://www.tea.state.tx.us/taa/deafed041003.html Interpreters for students who are deaf or hard of hearing must be certified as interpreters or have an emergency permit granted by the Texas Education Agency (TEA). The authority for this requirement is the Texas Administrative Code (TAC), Title 19, Section 89.1131(d) and the Code of Federal Regulations (CFR), Title 34, Section 300.136(g). This rule became effective March 1, 2001. Section 89.1131 (d) states: Interpreting services for students who are deaf shall be provided by an interpreter who is certified in the appropriate language mode(s), if certification in such mode(s) is available. If certification is available, the interpreter must be certified by the Registry of Interpreters for the Deaf or the Texas Commission for the Deaf and Hard of Hearing, unless the interpreter has been granted an emergency permit by the commissioner of education to provide interpreting services for students who are deaf. The commissioner shall consider applications for the issuance of an emergency permit to provide interpreting services for students who are deaf on a case-by-case basis in accordance with requirements set forth in 34 CFR, §300.136, and standards and procedures established by the TEA. In no event will an emergency permit allow an uncertified interpreter to provide interpreting services for more than a total of three school years to students who are deaf.</p>	Yes	Yes				Yes	
UT	<p>http://www.le.state.ut.us/~code/TITLE53A/53A1D.htm 53A-26a-301. Certification required -- Classes of certification.</p> <p>(1) Certification is required to provide interpretive services, except as specifically provided in Section 53A-26a-305.</p> <p>(2) The State Board of Education shall issue a certification to any person who qualifies under this chapter in classifications determined by the board based upon recommendations from the advisory board.</p> <p>(per communication with Jean Thomas, USDB Interpreter Specialist)</p>	Yes	Yes	3.5+	Yes		Yes	
VT	At this time there are no set requirements for educational interpreters							

State	Laws/Regulation Related to Educational Interpreting	Standards	RID	EIPA	NAD	EIPA-WT	QAST	Other
VA	<p>http://www.vddhh.org/downloads/VQASPacket/DOEREGS.doc</p> <p>Individuals assigned to provide interpreting services by a local educational agency after January 1, 2001, must meet the requirements of 8 VAC 20-80-45 E1. If individuals meeting the qualifications of E1 cannot be obtained, persons may be hired with lesser qualifications, with the stipulation that they meet the full qualification requirements by the third anniversary of their employment, in accordance with 8 VAC 20-80-45 E2.</p> <p>The qualification requirements apply to all persons who provide educational interpreting services, regardless of their job titles. Individuals assigned a proficiency level from the National Association of the Deaf (NAD) should contact the Virginia Department for the Deaf and Hard of Hearing (1-800-552-7917) to determine how to obtain a Virginia Quality Assurance Screening (VQAS) Level, as these regulations do not recognize any NAD level.</p> <p>If individuals cannot be obtained who meet either the qualifications of E1 or E2, the superintendent shall request a waiver of the requirements according to the conditions specified in 8 VAC 20-80-45 E3. Changes to the waiver criteria include:</p> <ul style="list-style-type: none"> · Certification that the local educational agency has recruited personnel who meet the qualification requirements and has not had three or more applicants who hold at least a VQAS Level I; · Limitation of the waiver of the requirement to hold at least a VQAS Level I where employed to persons who hold interpreting credentials from another state or who have registered to take the VQAS and subsequently take the assessment for which they have registered; · Opportunity for an additional year to satisfy the requirement to hold a VQAS Level III for persons who hold at least a VQAS Level II and have shown improvement in percentage scores. <p>These criteria became effective January 1, 2001, and will be applied to any request for a waiver of the interpreter qualification requirements submitted for persons hired after that date. Persons who hold a VQAS Level II, have been employed for three years, and for whom a one-year waiver has been given, may be eligible to receive a waiver for an additional year if their VQAS percentage scores have improved.</p>	Yes					3+	
WA	No information available at this time							
WV	At this time there are no set requirements for educational interpreters. However the EIPA is being used on a voluntary basis.							

State	Laws/Regulation Related to Educational Interpreting	Standards	RID	EIPA	NAD	EIPA-WT	QAST	Other
WI	<p>http://www.dpi.state.wi.us/dlsis/tel/renewei.html#fpPI%203.305 On December 1, 1997, a new rule was promulgated that affects the 5-year license renewal requirement. As part of the six credits (or equivalent) required for renewal, applicants must successfully complete the educational interpreter performance assessment (EIPA) with a score of 3 or better. Thirty equivalency clock hours shall be granted for each assessment with no more than 60 equivalency clock hours counted for each 5-year renewal period.</p> <p>Educational interpreter - deaf or hard of hearing - 884, PK-12.(1) Effective July 1, 1992, any person employed by a school system to interpret for pupils who are deaf or hard of hearing as part of that pupil's special education program shall hold a license under this section. Except as specified in sub. (2) or (3), an applicant for a regular educational interpreter for pupils who are deaf or hard of hearing - 884 license shall complete or possess all of the following:</p> <p>(a) At least 22 semester credits of course work</p> <p>(b) A practicum of at least 150 hours in the pre-kindergarten through grade 12 setting, 2 semesters of successful experience for at least 50% time as an educational interpreter or certification from the national registry of interpreters for the deaf.</p> <p>(c) A minimum of 1 credit of oral interpreting which is the process of delivering a spoken message in a manner that is most visible via speechreading, or certification from the national registry of interpreters for the deaf as an oral interpreter. In this paragraph, "speechreading" means the practice of communicating using a combination of lipreading, residual hearing, natural gestures and context clues.</p> <p>Except as specified under subd. 2., the applicant shall have completed at least 18 semester credits of course work in the area of interpreting for individuals who are deaf or hard of hearing which includes at least 6 semester credits</p> <p>(a) A person who has been successfully employed by a school or school district as an educational interpreter as part of a special education program for pupils who are deaf or hard of hearing for at least 50% time for 2 semesters or the equivalent prior to July 1, 1992 may be issued a regular license under this section.</p> <p>(b) A person who has completed an interpreter training program prior to July 1, 1992, may be issued a regular license under this section.</p> <p>(c) Interpreters holding certification from the national registry of interpreters for the deaf, including the comprehensive skills certificate, interpretation certificate, transliteration certificate, certificate of interpretation, certificate of transliteration, or reverse skills certification, may be issued a regular license under this section if 6 semester credits of course work selected from one or more of the requirements under sub. (1) (a) 3., 6., 7. or 9. have been completed.</p>	Yes	Yes	3.0+				22 sem. cr. 150 hrs practicum 1 cr. Oral IPP
WY	<p>http://www.k12.wy.us/ao/sp/programs/speced/strategicplan.pdf Developed, but awaiting final approval. Draft standards approved by Professional Teaching Standards Board (6/04). Implementation to be determined. EIPA 3.5 score with Provisional Options to allow for training/skills development.</p>	Pending		3.5+				

Information compiled by the DO IT Center 4/05 from the following websites:

- www.rid.org
- www.vrid.org
- www.nad.org

State Commissions of the Deaf
State Legislature
State Schools for the Deaf



Acronyms

EICP	Educational Interpreting Certificate Program (DO IT Center)
EIPA	Educational Interpreter Performance Assessment
EIPA-WT	EIPA-Written Test
ESSE	Educational Sign Skills Evaluation
IPP	Interpreter Preparation Program
NAD	National Association of the Deaf, Inc.
RID	Registry of Interpreters for the Deaf, Inc.
QAST	Quality Assurance System Test (State level certification)