

**Education to excellence program handbook**

Handbook for E2E Task Force

2nd Edition

ASL Interpreting Services

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# **Education to Excellence Program Overview**

## **Greater Minnesota Grant**

In 2014, ASL Interpreting Services (ASLIS) began receiving grant funds from the State of Minnesota Department of Human Services Deaf and Hard of Hearing Services Division to focus on increasing access to quality interpreting services in areas of critical need across Greater Minnesota. The primary goal of the grant funding is to develop and implement solutions to increase access to quality interpreting services for Deaf, DeafBlind and Hard of Hearing consumers in greater Minnesota.

## **Education to Excellence Program Description**

Education to Excellence (E2E) Program is a mentoring program established in 2015 by ASLIS as a solution to the expressed needs of consumers in Greater Minnesota.

E2E focuses on improving the quality of communication access by pairing educational and/or pre-certified interpreters with Deaf, DeafBlind, and Hard of Hearing mentors. The overall intent of this mentoring program is to prepare interpreters to work in a wide variety of settings and to expand the pool of interpreters available to accept freelance jobs in areas of critical need.

## **Education to Excellence Program Features**

Each year, the E2E program offers 2 – 3 semesters of events and activities to support mentors and interpreters. An E2E semester runs for a minimum of 8 weeks and a maximum of 12 weeks.

Each semester begins with the kick-off training. The goal of this training is to explicitly explain the expectations for mentors and interpreters, to share tools that will maximize participants’ experience within the program, and to prepare participants for the semester.

During the training, task force members match mentors to mentees accordingly to mentors’ capability to meet mentees’ needs. Task force members should refer to screening/application forms to help them identifying mentor-mentee pairs.

After completing the kick-off training, mentors and mentees may start mentoring sessions.

During the semester, a minimum of two mixer meetings are hosted by E2E task force groups. These mixer meetings are intended for task force members to check in with participants, provide additional ideas/support for mentoring sessions, and give participants a chance to learn from one another. A fringe benefit of these mixer meetings is that they promote socialization and community building

# **ASLIS E2E Staff**

## **E2E Program Coordinator**

The E2E Program Coordinator is an employee of ASLIS and primarily responsible for overseeing the implementation, operations and communication of E2E Program sites across Greater Minnesota. The coordinator serves as the liaison between E2E Program task force members, mentors, and mentees and ASLIS and DHHSD. The coordinator collects data through surveys and evaluations, coordinates information and communication, and reports to DHHSD the progress of all E2E Program sites.

## **Assistant E2E Coordinator**

The Assistant E2E Coordinator is an employee of ASLIS and primarily responsible for assisting in communication between E2E Program task force members and the coordinator. The Assistant E2E Coordinator travels across Greater Minnesota to meet with task force members in person.

The Assistant E2E Coordinator also serves as a Greater Minnesota interpreting services referral specialist, identifying available E2E interpreters to fill freelance jobs in their area.

## **E2E Mentoring Specialist**

The E2E Mentoring Specialist is an employee of ASLIS and responsible for providing assistance and support to E2E mentors. The mentoring specialist offers mentoring resources and support in planning an effective mentoring session.

# **Task Force**

## **Task Force Duties & Responsibilities**

A task force is a team of 3 members dedicated to supervising and leading the local program operations and program participants.

The ideal task force should include 1 freelance interpreter, 1 educational interpreter, and 1 Deaf individual with extensive experience of working with interpreters, all of whom live within the geographic area of the local program.

ASLIS will support and recommend members to ensure a strong and effective task force to run the local E2E program.

A task force member should expect to spend between 2 to 5 hours every week working for the E2E Program. Task force members are independent contractors and not employees of ASLIS.

Among the duties and responsibilities for task force members are:

1. Supervise the local program operations, mentors and interpreter participants
2. Serve as the main liaison between the mentors and interpreter participants and ASLIS staff
3. Identify and organize a minimum of two events and activities where community members can interact with mentor and interpreter participants
4. Advise ASLIS and other location task force members about the program.
5. Support for interpreter participants to fill freelance interpreting requests within their geographic region of Greater Minnesota
6. Assist mentors as needed.
7. Provide reports and feedback about the program, each program event and meeting hosted by the program.
8. Provide feedback on the evaluation tools and assessments used to evaluate the program and mentors and interpreter participants.
9. Collect invoices from mentors.[[1]](#footnote-1)

Prior to each semester, the task force should complete the following tasks for organizing the program and recruiting potential participants:

1. Get information about the program out to the community through promotional materials such as flyers or videos, social media posts, hosting Greet & Meet gatherings, or e-mail/mail.
2. Reserve and arrange locations/rooms for upcoming events.
3. Share the calendar of upcoming events with the coordinator.
4. Plan the workshop agenda, identify and invite presenters for the workshop, and provide the budget information to the coordinator.
5. Organize the agenda for a once a month mixer meeting (2 hours) with E2E participants and community participants to do group learning and mixing.
6. Schedule and conduct evaluations two times a semester with E2E participants to observe their progress and provide feedback.

## **Task Force Meetings**

Task force members are strongly encouraged to meet at least once a month during each semester of the program.

Besides these internal meetings, the task force will have a monthly meeting with the coordinator. The purpose of these meetings with the coordinator is to share the updates about the local program. If you happen to have concerns or ideas about the logistics of the program, about a participant, etc., please don’t hesitate to share them through e-mail or set up a meeting with the coordinator.

## **Additional Notes on Task Force Duties & Responsibilities**

The E2E program is a collaboration among people across Greater MN. Task force members are highly encouraged to get in touch with other Task force members from other locations to get ideas, support, feedback, etc.

This program is a community program. If you have resources you would like to add to the program or ideas to make the program stronger and more successful, please feel free to share them with the coordinator and other task force members.

# **Mentors & Mentees**

## **Mentors**

### **Mentor Eligibility Requirements**

To be eligible for E2E Program, a mentor must be Deaf, DeafBlind or Hard of Hearing. They must demonstrate fluency in ASL. They must reside within 50 miles of the E2E Program site.

### **Mentors in E2E**

The mentor’s role in the E2E Program is ASL language modeling. They must be receptive to her/his mentee’s needs. Since ASL is the native language for many mentors, task force members may need to encourage mentees to “train the trainer.” Mentors are prompted to model the native use of ASL and to challenge mentees’ understanding of ASL.

If there is a shortage of mentors in your local E2E Program, you may ask task force members from other locations or the E2E Program staff to provide available mentors to FaceTime or VP with mentees.

An E2E mentor is permitted to mentor at least 1 mentee if an opportunity arises. An E2E mentor may conduct a mentoring session either in person or through video chat.

The mentor will receive payment from the mentee and from the grant. For information about payment, see **Invoicing and** **Accounting Process**.

### **Applications for Mentors**

To participate in the program, a Deaf, DeafBlind, or Hard of Hearing applicant may apply through the E2E portal. If computer/internet access is unavailable, an applicant may submit the following application forms instead:

* + 1. Program Applicant Form
    2. Program Expectations for DM Form
    3. Screening Criteria Form

The task force should establish the deadline for receiving applications. If an applicant fails to submit applications before the deadline, they cannot participate in the program for that semester.

If the applicant uses the paper application method, the task force may either collect applications directly from mentors before submitting them to the coordinator or ask mentors to submit applications directly to the coordinator. The E2E online portal is the preferred method of accepting applications.

### **Program Evaluation Expectations for Mentors**

Mentors are expected to fill out the evaluation form following the kick-off training.

At the end of each mixer meeting, mentors are expected to respond to the mixer meeting rating survey.

Mentors are expected to take part in two Participant Progress evaluations.

For information on these program evaluations, see **Program Evaluations**.

### **Certificate of Appreciation**

When a mentor successfully completes the semester, they are eligible to receive a Certificate of Appreciation to recognize their mentoring efforts.

See **Certificates** for the process of obtaining certificates of appreciation for mentors.

## **Mentees**

### **Mentee Eligibility Requirements**

A mentee must be an educational interpreter, pre-certified interpreter, or a certified interpreter lacking freelance experience. Educational interpreters with a few years’ experience are the priority for the program, although task force members may decide to accept non-educational interpreters if the program has available slots. This mentee must be receptive to the diverse use of ASL and be willing to be mentored by a Deaf mentor.

### **Mentees in E2E**

In the E2E Program, the mentee is expected to take charge of their mentoring sessions. They should prepare the lesson, activity ideas, or materials that will allow their mentor to do language modeling effectively.

The mentee is highly encouraged to avoid prompting their mentors to translate English into ASL, as it would interrupt the natural flow of native ASL use.

If there is a shortage of mentees in your local E2E Program, you may ask task force members from other locations or the E2E Program staff to provide available mentees to FaceTime or VP with mentors.

An E2E mentee should be available for mentoring sessions either in person or through video chat. If s/he wishes, an E2E mentee may request for additional mentors.

### **Applications for Mentees**

To participate in the program, an interpreter applicant may apply through the E2E portal.

If computer/internet access is unavailable, an interpreter applicant may submit the following application forms instead:

* + 1. E2E Program Application Apprentice Form
    2. E2E Program Expectations Apprentice Form
    3. E2E Screening Form

The task force should establish the deadline for receiving applications. If an applicant fails to submit applications before the deadline, they cannot participate in the program for that semester.

If the applicant uses the paper application method, the task force may either collect applications directly from a mentee before submitting them to the coordinator or ask mentees to submit applications directly to the coordinator. The E2E online portal is the preferred method of accepting applications.

### **Program Evaluations for Mentees: LinguaFolio**

Each E2E mentee will receive the LinguaFolio assessment tool. LinguaFolio is a self-assessment tool designed to support an interpreter’s progress as an ASL user. This tool also provides ideas and strategies to maximize the effectiveness of their mentoring sessions.

LinguaFolio has three sections. The first section (**The Interpreter Apprentice**) and second section (**During Mentoring Tools**) will be provided in the form of a small folder to mentees in their first year of the program. The third section (**Tracking Interpreting Skills**) will be provided in the form of a small folder to mentors who enter their second year of the program.

All sections are also accessible on the E2E portal under the Mentor page.

It is essential for Task force members to keep track of who is in their first or second year in the program and to ensure that mentors utilize the folio.

The three sections of the Linguafolio contain the following materials:

*Section 1*: **The Interpreter Apprentice**

1. Sticky Figure graphic sheet
2. Learning Inventory of Accomplishments checklist
3. Steps Toward Certification sheet
4. Peer Accountability article
5. Peer Accountability grid X2
6. Peer Accountability graphic organizer chart for sharing feedback
7. Activity Journal

*Section 2*: **During Mentoring Tools**

1. Session Timeline, 8 blocks
2. Session Goal Chart
3. Speed Meet and Greet 20 Questions
4. Mentoring Activities by Category pages

*Section 3*: **Tracking Interpreter Skills**

1. Novice Expressive Checklist
2. Novice Receptive Checklist
3. Novice Translation Checklist
4. Intermediate Expressive Checklist
5. Intermediate Receptive Checklist
6. Intermediate Translation Checklist
7. Superior Expressive Checklist
8. Superior Receptive Checklist
9. Superior Translation Checklist
10. “I Can” grid
11. Fold-out explanation chart

Task force members should e-mail the E2E Program Coordinator at least 15 days in advance to request LinguaFolio folders.

# **E2E Events**

## **Kick-Off Training**

This event is open to everyone in the community. Members of the Deaf, DeafBlind, and Hard of Hearing community and interpreters both are welcomed to attend the training.

The purpose of the kick-off training is to introduce the E2E Program. Mentoring skills are introduced, taught, and practiced during the training. Interpreters will have an opportunity to examine their role as mentees during the presentation. they will participate in activities with mentors that will give all participants a taste of mentoring sessions.

The kick-off training should be between 4 to 8 hours. The agenda of this training should include at least 2 presentations relevant to the program and to participants’ roles within the program and at least 2 educational activities.

Prior to the kick-off training, task force members are expected to submit the training agenda to the coordinator at least 30 days in advance. The coordinator will check the agenda to ensure the training is within the compliance of the program’s expectations and may provide feedback/suggest changes if needed.

If task force members would like to include guest presenters or instructors for the training, they must notify the coordinator of their intention at least 30 days in advance. The coordinator will organize presentation fees and travel reimbursements.

Please see **Kick-off Training Resources** for expectations, ideas, and recommendations.

## **Mixer Meetings**

A mixer meeting is a 2-hour event that occurs once a month during the semester. Like the kick-off training, this event is open to the public. Members of the Deaf, DeafBlind, and Hard of Hearing community and interpreters both are welcomed to attend mixer meetings.

See **Mixer Meeting Resources** for expectations, ideas and recommendations.

## **Workshops**

A workshop is an optional event that may occur once a month or once a semester. Like the kick-off training, this event is open to the public. Members of the Deaf, DeafBlind, and Hard of Hearing community and interpreters both are welcomed to attend.

The workshop may run from 2 hours up to 6 hours. The topic of this workshop should be relevant to the program and something that both mentors and mentees can participate in.

See **Workshop Resources** for expectations, ideas and recommendations.

## **Certificates**

E2E has 3 certificates for participants:

1. The certificate of attendance is for any participant who attends an E2E event.
2. The certificate of completion is for mentees who successfully obtain CEUs at an E2E event.
3. The certificate of appreciation is for mentors who successfully complete a semester in the program.

If you would like to offer one of these certificates, please send the request to the E2E Program Coordinator with the following information:

1. Full name of participant
2. Type of certificate for each participant
3. How certificates should be sent to these participants: through mail or through e-mail
4. If through e-mail, please inform the coordinator if you would like to receive certificates and personally e-mail them.

## **CEUs for E2E Events**

As an RID-approved sponsor, ASLIS can offer CEUs for any E2E event ranging from the kick-off training to a mixer meeting. However, CEUs are not automatically given to every event.

To obtain CEUs for your program’s events, please submit a request to the E2E Program Coordinator at least 30 days in advance.

Please include in your request the following information:

* 1. Date of the event
  2. Location of the event
  3. Time and time length of the event
  4. Title of the event
  5. Name of instructor(s)
  6. Bio(s) or Resume(s) of instructor(s)
  7. Information on the educational objectives of the event

When CEUs are in place for the event, the coordinator will notify you immediately.

# **E2E Portal**

## **Purpose of an E2E Portal**

The E2E Portal is the one-stop shop for E2E members and potential members.

The goal of this portal is twofold: to provide guidelines, resources and access to forms for all and to simplify the organization and communication among participants and staff in the program.

If you or others have feedback to improve the E2E portal, please contact the coordinator with suggestions and ideas.

## **Main Page**

The main page of the E2E portal is a snapshot of the overall E2E program. Members and non-members are able to view the main page and to learn more about the E2E program and what it has to offer.

Photos and testimonies appear on this main page. If you receive a positive testimony or have a photo to share, please submit them to the coordinator. The coordinator will have them posted on the main page.

The program schedule of each location along with who is on the task force for each location will be shown.

People who are interested to apply for the program can click on the button to apply.

## **Task Force Page**

Any Task force member will have access to the Task Force page. This page provides the description of duties, ideas, and requirements for trainings and mixer meetings.

The E2E Program Handbook is provided on this page for convenience.

Task force members are also able to submit invoices, event reports, and promotional materials to advertise an E2E event. They also can send event calendar notifications through the E2E portal to the coordinator. The coordinator will then post updates on the portal.

## **Mentor Page**

A mentor will have access to the Mentor page. This page provides mentoring resources and guidelines for mentoring.

Mentors are able to submit invoices and feedback on this page.

## **Mentee Page**

A mentee will have access to the Mentee page. This page provides the LinguaFolio and mentoring resources.

Mentees are able to submit reports on mentoring sessions, session timeline, and freelance jobs and share feedback on this page.

# **Program Evaluations**

To ensure the compliance of our program to the conditions of the grant, we are required to collect data and to report progress to the State (DHHSD).

ASLIS collects data through surveys, evaluation forms, and progress evaluations. The purpose of these forms are to provide statistics and information in our quarterly reports to the State.

## **Kick-off Training Evaluation Form**

At the end of the kick-off training, evaluation forms are distributed among participants to be filled out. Both mentors and mentees are required to fill out these forms *in person*.

After the training, the task force is expected to collect and to mail the forms or the evaluation summary to the E2E Program Coordinator.

Kick-off training evaluation forms are subject to updates every semester. When you are approaching the date of the kick-off training, please ensue that you have up-to-date evaluation forms ready to distribute. If you do not have such forms, please contact the E2E Program Coordinator at least 3 business days in advance.

It is essential to distribute evaluation forms in person and to ensure that mentors and mentees fill out forms in person. Past experience has shown that offering an online option for evaluation forms results in low response rates. Thus, it is strongly recommended that forms are distributed and collected in person.

To view the evaluation form sample, go to **Kick-off Training Resources** under **Additional Resources** for the *Training Evaluation Form.*

## **Program Surveys**

Surveys are essential to evaluate the program and its impact upon mentors and mentees. Data collected from surveys are used for state reports and program assessments.

### **Pre-Program Surveys**

At the beginning of each semester, pre-program surveys are distributed among mentees at the training. These surveys must be filled before the start of the training.

Mentors are not required to fill out pre-program surveys.

Pre-program surveys are updated every semester. When you are approaching the date of the training, please ensue that you have current pre-program surveys ready. If you do not have pre-program surveys, please contact the E2E Program Coordinator at least 3 business days in advance.

### **Post-Program Surveys**

At the end of each semester, post-program surveys are distributed among mentors and mentees at the last E2E event. These surveys must be filled at the end of the event.

Both mentors and mentees are required to fill out post-program surveys.

Post-program surveys are updated every semester. When you are approaching the date of the last event, please ensure that you have up to date post-program surveys ready. If you do not have post-program surveys, please contact the E2E Program Coordinator at least 3 business days in advance.

## **Event Report**

After each E2E mixer meeting or workshop, one of the task force member must fill out the event report and submit the report to the coordinator within 14 business days. For the form, see *Event Report Form* under **E2E Forms**.

The task force member is expected to include the following information: Date, Location, Number of Mentors in attendance, and Number of Apprentices in attendance.

The task force member is expected to write two succinct paragraphs. In the first paragraph, please describe the type of activities and the event agenda. Please include details about the purpose of these activities and how they are conducted.

In the second paragraph, please share the thoughts and observations about the event, participants’ responses to the activities described in the first paragraph, and what activities you would repeat or avoid in future events.

The third paragraph is optional. In this section, you may share additional comments, concerns, or information about the event and participants. You also may mention non-E2E members who attended the event in this section.

## **Mixer Meeting Rating Survey**

The mixer meeting rating survey is optional. While the grant does not call for results from mixer meetings, this survey may be helpful for Task force members to know more about participants’ overall experience at a mixer meeting.

This survey takes less than 3 minutes and asks two questions to prompt a participant to rate the mixer meeting.

For the survey form, see *Mixer Meeting Rating Survey* under **E2E Forms**.

## **Workshop Evaluation**

The workshop evaluation is mandatory for all workshops hosted by E2E. As evaluation forms for each workshop may be designed differently, please provide full information about the upcoming workshop to the coordinator at least 15 days in advance.

Furthermore, please ensure that you have hard copies of evaluation forms at the day of the workshop. Attendees are expected to fill out these forms at the end of the workshop.

After collecting evaluation forms, please mail them to the coordinator. You may choose to make copies to keep before sending evaluation forms to the coordinator.

## **Participant Progress Evaluation #1**

At the beginning of the E2E semester, every mentee is expected to participate in a Participant Progress Evaluation #1.

Mentors are not required to participate in such evaluations, although it may be a benefit for E2E Task Force and mentors themselves to monitor their personal progress.

Task force members are responsible for administrating evaluations. One perk of personally administrating evaluations is that task force members are given full authority to decide upon a method of evaluating the participants. Before evaluating participants, task force members must share their plans with the coordinator and get approval.

To ensure the efficiency of Participant Progress Evaluations, it is strongly recommended that all evaluations for participants should happen on the same day. Task force members may decide whether to conduct evaluations before, during or after an E2E event or to set a date aside for evaluations.

The most preferred evaluation in E2E is a performance evaluation that includes mentee-mentor pairs. This popular evaluation runs for 30 minutes and has two distinct parts that focus on both participants’ roles.

Here is the description of the 30-minute, two-part evaluation:

**First Part of the Evaluation**

*Led by 1 Task Force Member*

1. Invite a hearing professional to participate in all participant evaluations.
2. Have each mentee-mentor pair sign up for a 30-minute slot on the evaluation day.
3. Stage a scene, such as a medical appointment, a work meeting, etc. that is relevant to the hearing professional’s background. Have a hearing professional discussing a topic with a mentor while a mentee interprets for them. All participants pretend this is an actual freelance job.
4. Videotape the scene for ten minutes.
5. After the scene, ask all participants to fill out surveys about their experiences:
6. A mentee to fill out a survey about their own work.
7. A mentor to fill out a survey about the mentee’s work.
8. A hearing professional to fill out a survey about if they feel the interaction went smoothly.

**Second Part of the Evaluation**

*Led by 2 Task Force Members*

1. After the scene, the mentee-mentor pair goes to the other room to do a five-minute mentoring session while 2 task force members observe them.
2. After the session, 2 task force members share feedback about the mentoring process.

All documents of these evaluations must be submitted to the coordinator within 30 business days.

An E2E Task Force may choose to come up with a different evaluation design if desired. If they elect to do so, please inform the coordinator and provide evaluation materials 30 business days in advance.

## **Participant Progress Evaluation #2**

At the end of the E2E semester, every mentee is expected to participate in a Participant Progress Evaluation #2.

Mentors are not required to participate in such evaluations, although it may be a benefit for E2E Task Force and mentors themselves to monitor their personal progress.

The second Participant Progress Evaluation should be identical to the first evaluation. The identical evaluations will enable us to see the progress from the beginning to the end.

Task force members are responsible for administrating evaluations. They may decide upon the date to conduct evaluations. Once the date for evaluations is set, please inform the coordinator 30 business days in advance. It is strongly recommended that task force members decide upon the date at the beginning of the semester.

After evaluations, please submit all documents to the coordinator within 30 business days.

# **Invoicing and Accounting Process**

### **Task Force Members**

The first-year task force member earns $20 per hour for their time working for the E2E Program.

A member who serves on the task force for more than a year earns $25 per hour for their time.

Any of the hours during which work for E2E is performed is counted as E2E hours. Time used to meet with other task force members or E2E participants, to do paperwork and e-mails, and to host E2E events are considered E2E hours.

Task force members should submit an invoice to the E2E coordinator for their time spent on the E2E program on the last day of each month.

### **Mentors**

Mentors are paid by both the mentee and ASLIS utilizing grant funding.

A mentee must pay the mentor $10 at the time of each 1.5 hour mentoring session. Scholarships may be awarded to those who need it.

The state grant pays the first-year mentor $20 for each mentoring session. The mentor also earns $40 for each mixer meeting they attend and $50 for each kick-off training. If they participate in a participant progress evaluation, they earn $30 per hour.

After the first year in the program, the mentor will earn $25 for each mentoring session, $50 for each mixer meeting, and $70 for each kick-off training. If they participate in a participant progress evaluation, they earn $40 per hour.

The mentor who remains in the program after the second year will continue to earn the same amount as the second-year mentor.

Mentors must submit an invoice for their time spent participating in E2E activities to an assigned task force member at the end of each month. These invoices are turned into the E2E coordinator on the last day of each month.

### **Presenters & Instructors**

Presenter(s) or instructor(s) outside the program who lead a training, a workshop, or a mixer meeting will be paid $50 per hour unless negotiated otherwise. They will be paid travel and accommodations.

Please contact the E2E Program Coordinator at least 2 weeks before the date of the presentation to arrange presentation agreements and invoices for presenter(s) and/or instructor(s).

### **Mileage Reimbursement Policy**

Our current policy is that mentors and Task force members may request for mileage reimbursements if they travel more than 15 miles one-way to a destination. $0.535 is paid for each mile traveled to and from the destination. The mileage rate is subject to change based on the IRS published rate for business travel.

An E2E participant who travels less than 15 miles one-way to and from a destination will *not* be reimbursed. An E2E participant who travels more than 15 miles one-way to and from a destination will receive reimbursement after they travel past the 15th mile toward the destination and full amount of mileage for the return trip.

For instance, an E2E participant who travels 20 miles one-way or 40 miles round-trip may calculate reimbursement using the following formula: 40 miles – 15 miles = 25 miles X $0.535 = $13.38.

# **Resources for E2E Events**

## **Kick-off Training Resources**

A kick-off training should be a minimum of 4 hours and a maximum of 8 hours.

An ideal kick-off training would be a joint workshop with two tracks led by two presenters. This design will allow mentees to learn various techniques of practicing ASL and mentors to learn mentoring strategies.

In general, a kick-off training should include the following:

* A discussion about E2E Program and expectations for participants
* An icebreaker activity
* Participants break into two groups: mentees for one presentation and mentors for the other presentation
* Lunch break
* Groups reunited for an activity
* Participants break into two groups to continue presentations
* Groups reunited for a mentoring activity
* One short presentation
* Q & As about the program and participants’ responsibilities

Here is the sample of an ideal 8-hour kick-off training for inspiration and consideration:

**Presenters:** A presenter with mentoring experience teaches mentors (language model workshop) in conjunction with the interpreter workshop led by the other presenter, who concentrates on the “Train the Trainer” kind of presentation for mentees.

**Agenda**

**9:00 – 9:30 AM:** Introductions & discussion about the program’s expectations

**9:30 AM – 10:30 AM:** One presenter discusses roles & responsibilities and the scope of mentoring job with mentors while the other presenter does the same with mentees

**10:30 AM – 11:00 AM:** A joint mixer for an icebreaker activity that prompts “speed dating” type of conversation between mentors and interpreters.

**11:00 AM – 12:00 PM:** One presenter explains to mentors different language models and mentoring methods while the other presenter explains to mentees how to get the best out of each session and how to ask for what you need.

**12:00 PM – 12:30 PM:** Lunch Break

**12:30 PM – 1:30 PM:** Mentors and mentees come together to try out new skills. Topics are offered to both groups to practice talking about stories and such.

**1:30 PM – 2:15 PM:** One presenter discusses with mentors about what worked and what did not. Next discuss more about language models and mentoring methods. Meanwhile the other presenter discusses with mentees about what worked and what did not and what to do to receive more support.

**2:15 PM – 3:15 PM:** Mentors and mentees come together for a participatory game with different scenarios of how to mentor/language modeling.

**3:15 PM – 3:45 PM:** Each group then works with presenters separately on more skill building and brainstorming ideas of what to do for mentoring sessions.

**3:45 PM – 4:45 PM:** Both groups come together again to role-play some options for mentoring sessions then discuss about topical ideas for mentoring with flexibility for each team of two to work at their own pace.

**4:45 PM – 5:00 PM:** Wrap-up and Q & As about the program.

## **Mixer Meeting Resources**

A mixer meeting should be a 2-hour event. This meeting in general should include the following:

* A few minutes of interaction time
* Activity for both mentors & mentees
* Activity for mentors while mentees practice voicing for mentors
* Activity for both mentors & mentees while mentees practice signing
* Activity for both mentors & mentees
* Q & As on a topic – mentees ask questions and mentors answer about interpreting services, such as what would a consumer expect an interpreter to do in a certain setting
* Group discussion about how everyone has been doing lately with their mentoring sessions

Here is the sample of an ideal mixer meeting for inspiration and consideration:

**2:00 PM – 2:15 PM:** All program members and guests mingle. Task force members use this opportunity to check on participants about their program experience.

**2:15 PM – 2:45 PM:** Depiction activity – participants split into a few groups to draw pictures based on the signer’s description then discuss about the activity.

**2:45 PM – 3:15 PM:** Storytelling activity – participants split into two groups to take turns developing a storyline. After the activity, the chosen signer from each group shares the whole story. (This activity can be twofold: while signers take turns to add a line to the story, mentees take turns to practice voicing for each signer with a Taskforce interpreter).

**3:15 PM – 3:45 PM:** Memory Sharing Activity – participants split into a few groups to take turns picking a card, reading the question aloud, and each participant sharing their answer to the question (This activity can be twofold: while participants take turns, mentees take turns to practice voicing for each signer with a Taskforce interpreter).

**3:45 PM – 4:00 PM:** Mentors & mentees share their reflections about their mentoring sessions thus far.

## **Workshop Resources**

### **Presentation Topics for Workshops**

You may select any type of presentation topic for workshops or kick-off trainings. A key criterion to consider is that these presentation topics should be a kind that *both* mentors and mentees can participate in and benefit from.

Below is the list of possible presentation topics for a workshop:

**ASL Mentoring**

Methods & best practices for conducting an effective mentoring session with mentees.

**Deaf Culture Training**

Discussion about the aspects and the customs of Deaf Culture & how to thrive within the Deaf culture.

**Deaf Heart**

Ethics of sign language interpreting & cultural behavior as an interpreter within the Deaf, DeafBlind & Hard of Hearing community.

**Deaf Panel**

A panel discussion about Deaf experiences in various interpreted situations & expectations for interpreters in such situations.

**Dynamics of an Interpreted Setting**

In-depth discussion about how a Deaf, DeafBlind, & Hard of Hearing consumer navigates within the interpreted setting and best practices of understanding & meeting their needs.

**Features of American Sign Language**

A close examination of how each feature, such as a depicting verb or grammatical markers, functions and inflects within American Sign Language.

**Hearing Culture Training**

Discussion about the aspects and the customs of Hearing Culture & how to thrive within the Hearing culture.

**Interpreting in a Mental Health Setting**

Discussion about protocol, vocabulary, roles & responsibilities as an interpreter, and a basic look at how mental health affects a person with hearing loss.

**Polish Up Your Skills**

In-depth examination of the English words and idioms and how to translate them into appropriate ASL expressions.

**Sign Languages Around the World**

Discussion about sign languages around the world and their particular characteristics & in-depth examination of the implications of sign languages & ASL.

**Train the Trainer**

Methods & best practices for eliciting the mentor’s ASL and Deaf Culture knowledge within a mentoring session.

**Working with Certified Deaf Interpreters**

A close examination of certified Deaf interpreters’ roles & responsibilities & best practices for working with certified Deaf interpreters and Deaf, DeafBlind & Hard of Hearing consumers.

### **Presenters**

You may choose any presenter for your E2E events. An E2E presenter must be fluent in ASL and has a good understanding of the mission of the E2E Program.

Below is a list of possible presenters:

**Jonathan Ainsworth -** ASL mentoring specialist

**David Evans** – ASL interpreter and expert presenter

**Jerry Giest** – Mixer and mentoring specialist

**Damon Johnson -** ASL educator & mentor’s trainer

**Sherri Rademacher -** ASL instructor

**Bill Ross –** ASL instructor

**Elizabeth Steyer -** Linguist & E2E Program Coordinator

**Lori Vigesaa -** Interpreter & clinical counselor

**Albert Walla -** CDI & mentor’s trainer

**Pamela Wellumson -** Interpreter & interpreter’s trainer

**Alexander Zeibot -** ASL instructor

# **Mentoring Resources**

## **Use of Classifiers**

**Tangrams game**

* Take turns describing a shape/pattern and the other person must place the correct shape in the correct position. (go to <http://www.funstufftodo.com/tangrams.html> for more information)

**Books**

* Work with children’s books and practice signing what you see in the pictures, focusing specifically on the CLs. (One recommended book series is *Good Dog, Carl* by Alexandra Day)
* Books used in the classroom by an interpreter.

**Descriptions**

* Describe your morning routine
* Describe how to cook a favorite recipe or meal;
* Describe different people in catalogs, pictures, family members, etc., go someplace public and describe the people.
* Describe similar objects. Example: shoes - how are two pair of shoes different? How are they alike?(also try with people, clothing, etc.)
* Walk through a room and describe everything in it (within reason).

**Handshapes**

* Brainstorm different uses of the handshapes in ASL. For example, do one handshape a day/or week and see how many different uses you can think of or notice in model texts.

**Classifier Bucket**

* Use ice cream bucket with a hole cut in the top, so that mentee can't see what'sin it. Have mentee feel an object in there, and describe it using CLs.

**Practice**

* Practice "interpreting" silent movies (some can be found at Pixar.com)
* Practice signing what's happening on a videogame, provide details on shapes and movements.

**Pictionary**

* Instead of drawing on paper, the Mentee uses classifiers and the Mentor will guess what it is. Then alternate.

## **Receptive Fingerspelling**

* Mentor model fingerspelling within conversation, and Mentee retells the information back to the Mentor including all the fingerspelled words.
* Mentor tells about family event, i.e. Christmas or Thanksgiving, and include as many family names as possible. Fingerspell as many other items like specific Christmas presents, names of places, and different food that was there.
* Mentor describes a topic of interest (football, hockey, hunting, baking, their workplace, etc.) and fingerspelling of the specific terms with that area.
* Discuss a book or movie both have seen or know, and fingerspell as many of the names and places as possible.
* Mentor thinks of a game and explains the rules of a game. (Card game, outside game, sports game). Mentee repeats the rules back to them.
* Mentors thinks of a game and explains the rules of a game. Mentor and mentee both play the game to see if the mentee gets the rules right.

## **Narration**

**Process**

* Mentee tells of an experience and Mentor repeats it in ASL. They repeat the process until the mentee’s ASL is correct to the Mentor.

**Story**

* How did I decide to become an Interpreter?
* A High School Experience in sports or other activity
* A lesson from a class I am interpreting in
* Cooking a favorite meal
* A horrible cooking mistake!
* An embarrassing moment

**Poetry & Music**

* Share a favorite poem
* Share a favorite song
* Recount an ASL poem
* Recount an ASL song

**Description**

* Tell about family members
* Tell about pets
* Tell about a person’s personality

**Opinion**

* What I like/don’t like to clean
* Explain an opinion on a current event

## **Dialogue**

* Mentee relates a conversation. Mentor repeats it back in ASL. Mentee copies the mentor’s ASL. They repeat this process until the mentee’s ASL is correct to the mentor.
* Recount a dialogue in a movie or TV show
* Using a children’s book, show the dialogue back and forth in the story.
* Recount a conversation between somebody and a family member
* Recount a conversation between somebody and a child
* Recount an argument
* Recount a conversation a mentee/mentor witnessed or heard about
* Tell a joke
* Describe a dream date or a first date
* Describe a college experience
* Describe the big moment of one’s life
* Describe a first job interview
* Describe a prom memory

## **ASL Comprehension**

* Mentor explains something to a mentee and the mentee summarizes what they said back to them.
* Ask the mentor to teach a mentee something new: how to play a card game, process of what they do at their job, how to make something
* Mentor tells a Deaf joke or cultural story (“famous Deaf story”)
* Mentor expresses opinion about a certain book or movie or current news event, politics
* Mentor describes a vacation or plan for future vacation
* Mentor describes a medical procedure they have had
* Mentor tells opinion about cochlear implants, mainstream school, what struggles at their job
* Mentor explains a series of steps to do finish a task
* Mentor compares goal/dreams from childhood to dreams/goals now
* Mentor describes a conflict with family, friend, coworker and how it was resolved

## **Non-Manual Markers**

**Observations**

* Mentee concentrates and finds examples of non-manual markers (expressions on the mouth that have meaning) while the mentor is signing.
* Mentee makes a note of signs that the mouth marker is replacing. Example: “cha” can

replace the sign “large” or “huge,” and the mouth marker “ee” can replace the sign “right there” or “so close”

* Mentee spends time on own watching ASL vlogs and finding examples of nonmanual

markers and practices using them in a story and then showing it to Mentor.

* Mentee provides a list of sentences that the mentor can sign with non-manual markers in it, and mentee can shadow/copy.

**Practices**

* Mentee repeats mentor’s story including the non-manual mouth markers.
* Mentee signs a story about learning to drive a car, (or use other ideas in the above categories) and instead of some signs, replaces them with the non-manual mouth markers.

**Sentences to Practice**

* Every house on this block is average size except the one on the end, is a mansion!
* At Thanksgiving, the table is loaded with food!
* When I removed the gas pump from my gas tank, the gas kept pouring out and spilled everywhere.
* That kid is a genius!
* Look at that gorgeous red corvette!
* There’s a really hot guy just down the row from us.
* When I pulled out of my driveway, I just barely missed hitting another car coming down
* the street!
* I live way out in the country.
* Making a cake is easy.
* That poor dog looked so thin and sickly.
* Oh. I ate way too much.

## **Facial Expressions**

**Practices**

* Mentee practices ASL sentences using specific facial expression. Mentor models correct

facial expression. They repeat the process until the facial expression is correct ASL to the

mentor.

* Use a child’s storybook from the classroom the mentor works in, to practice the correct facial expressions to tell the story.

**Games**

* Play “20 questions” and use the correct facial expression for asking questions.
* Play the board game “Guess Who” and use the correct facial expressions for questions.
* Play “If Then” in which the mentor states a cause and effect sentence like, “If I eat too much chocolate, then I will get sick.” Then the apprentice takes a turn starting with “If I get sick, then I will have to call in to work.” Then the mentor continues with “If I call in to work, then they will have to call in the crazy substitute.” and on and on for a while to practice the correct facial expressions for “if . . . then.” Pay close attention to transitions within the mentor’s conversation and pause the mentor to repeat what they said with the transition facial expressions.

# **E2E Forms**

The following forms are provided separately:

1. Applications for Mentors
2. Applications for Mentees
3. Training Evaluation Form
4. Event Report
5. Mixer Meeting Rating Survey
6. Workshop Evaluation Form
7. Participant Progress Evaluation: Mentee’s Survey
8. Participant Progress Evaluation: Mentor’s Survey
9. Participant Progress Evaluation: Hearing Professional’s Survey

If you do not have these forms, please request them from the coordinator.

# **General Information**

## **Basic Guidelines**

To maximize the outcomes of your experience as a Task force member, please follow the following guidelines:

1. **Maintain communication.**

Please communicate with the coordinator as often as needed. The coordinator expects to be continually updated on the local program’s progress and participants.

1. **Provide up-to-date reports as required.**

Reports from the Task Force are valuable to the program, particularly for reporting progress to the State.

1. **Provide the full list of participants with full names.**

Please submit all application forms from all registered participants through e-mail or in mail to the coordinator within 15 business days.

1. **Reply to the coordinator’s e-mails within 1-2 weeks.**

While we understand it is not always possible for Task Force members to be readily available at a minute’s notice, the coordinator needs to hear from you as soon as possible. The coordinator’s workload and reports are usually directly influenced by Task Force members’ communication.

1. **Ask for documents in advance.**

Please ensure that you have all documents ready for the program. If you do not have necessary documents for an event or a participant, please inform the coordinator in advance. Furthermore, please be explicit about whether you expect to receive such documents as PDF attachments through e-mail or as hard copies through mail.

1. **Submit documents in a timely manner.**

Please ensure that all documents produced within the program are submitted to the coordinator. These documents are essential for state reports.

1. **Schedule a meeting with the coordinator in advance.**

If needed, please ask for a meeting with the coordinator in advance. In this way, the coordinator is able to gather necessary information to prepare for providing competent information about the program’s strengths and challenges locally and state-wide.

1. **Submit promotional materials at least 15 business days before the distribution date.**

Our graphic designer needs up to 2 weeks to produce a finished promotional material. The coordinator needs to receive the state’s approval before approving the distribution of promotional materials. Please plan accordingly for promotional materials.

1. **Do not distribute promotional materials without the coordinator’s explicit approval.**

As the program is funded by the state, the coordinator is required to ensure that all promotional materials are in compliance with the state’s policies and to obtain the state’s approval before distributing promotional materials.

1. **Feedback is encouraged.**

Each local program is distinctly special. We encourage you to provide feedback, positive or negative, to help us refining the program to everyone’s benefit.

## **FAQs**

**Why is it important to return documents to the coordinator?**

*The coordinator needs all documents and information to write thorough quarterly state reports. In addition to state reports, our program will be audited from time to time. These documents are helpful for audit.*

**If I decide to leave the E2E Program, what should I do?**

*Notify the coordinator of your intention to leave the program. The coordinator will expect you to work with your Task Force colleagues to find someone to take your place.*

**If I have an issue with my Task force colleagues, what should I do?**

*Please contact the coordinator. The coordinator will work closely with you to resolve an issue.*

**I prefer to do something differently in the E2E Program. What should I do?**

*The coordinator welcomes ideas and different strategies for running the program. Please share your ideas and how to do them with the coordinator. Please do not make changes without the coordinator’s explicit approval.*

**Why is it important to maintain consistent communication with the coordinator?**

*The E2E Program is funded by the grant from the Deaf and Hard of Hearing Services Division under the Minnesota Department of Human Services. Because of this, the coordinator is contractually obligated to report all the activities and to follow the state’s policies. All the information you share with the coordinator will be very helpful for us to fulfill the requirements of the grant.*

## **E2E Program Directory**

### **Overall Program/Metro Area**

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position | E-Mail | Phone # |
|  | E2E Program Coordinator |  |  |
|  | Assistant E2E Coordinator |  |  |
| Jonathan Ainsworth | E2E Mentoring Specialist | jonathan@aslis.com |  |
| ASL Interpreting Services | Referral Service | info@aslis.com | 763-478-8963 |
| Pamela Wellumson | ASLIS CEO | pamela@aslis.com | 612-819-6940 |
| E2E Staff | Task force members, coordinator, specialist | e2etaskforce@aslis.com | N/A |

### **Brainerd-St. Cloud**

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| --- | --- | --- | --- |
| Name | Position | E-Mail | Phone # |
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### **Duluth**

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### **Faribault-Mankato-Rochester**

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| Name | Position | E-Mail | Phone # |
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### **Moorhead**

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| --- | --- | --- | --- |
| Name | Position | E-Mail | Phone # |
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1. You may collect invoices from mentors either by month or by the end of the semester. [↑](#footnote-ref-1)