



Educational Interpreter Survey Results

Background

Enclosed are the results from the Educational Interpreting Survey. This survey was used to collect qualitative data on the status of educational interpreters in Minnesota. The survey collected responses June 21-July 31, 2022. A total of 108 participants completed the survey. Any questions can be directed to president@mrid.org.

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Common Themes

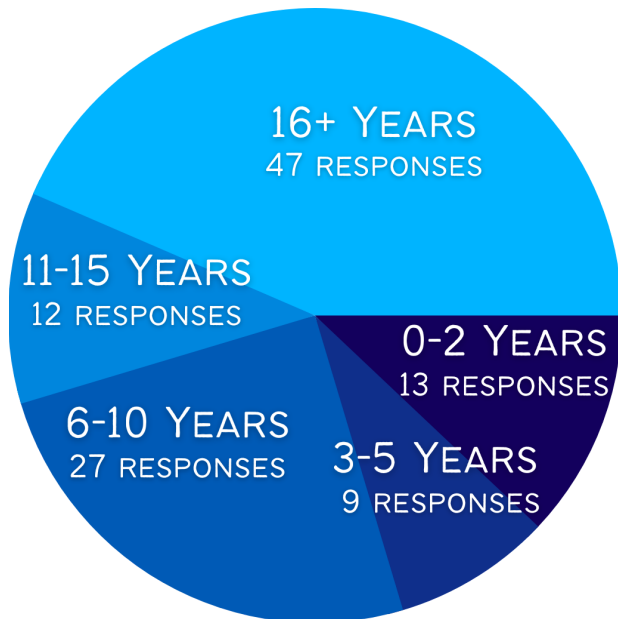
Several common themes were identified throughout the survey:

- Educational interpreters, as well as the general interpreting community, believe the salary of an educational interpreter is too low. [Read the Resources section on pages 18-19 for average hourly rate information.]
- Educational interpreters are not valued or respected by the interpreting community.
- Interpreting students are not trained on educational interpreting, child development, or how to navigate the school system.
- Schools do not understand the work of an educational interpreter. Therefore, schools do not establish job duties and expectations that align with interpreting work. Interpreters also lack adequate support and training. Schools often do not include the interpreter in the IEP team.
- Educational interpreters need safer and healthier work policies; such as teaming opportunities, physical/mental breaks, work environments that do not lead to burnout.
- DI/CDIs should be used in the classroom.
- Many participants acknowledge the best place for Deaf students is in Deaf programs; however they recognize that families will continue to place students in mainstream settings, forcing the need to have qualified educational interpreters.
- Interpreter shortage is not unique to the education setting, there is an interpreter shortage in all areas of interpreting, as well as in other states.

Survey Data

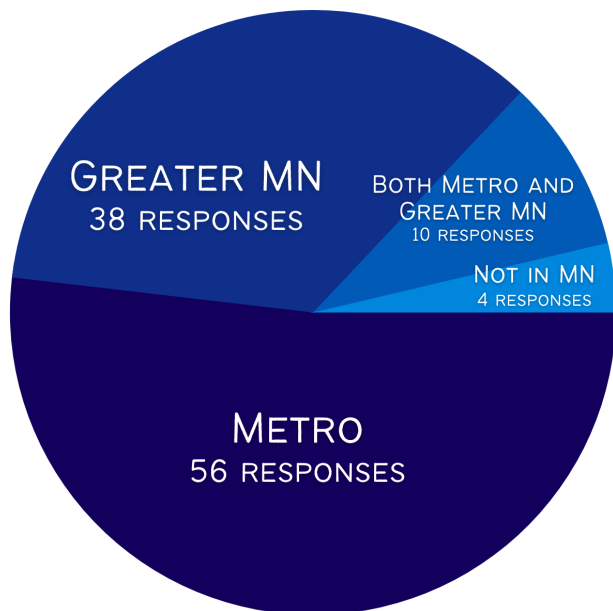
Demographics

How many years have you been interpreting? (108 responses)



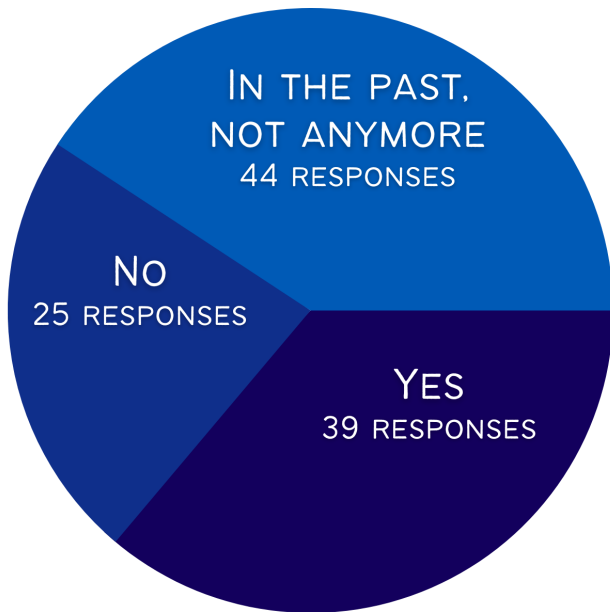
Graph ID: 0-2 years: 13 responses, 3-5 years: 9 responses, 6-10 years: 27 responses, 11-15 years: 12 responses, 16+ years: 47 responses

Where do you work? (108 responses)



Graph ID: Primarily Metro: 56 responses, Primarily Greater MN: 38 responses, Both Metro and Greater MN: 10 responses, NOT in MN: 4 responses

Are you currently an educational interpreter? (108 responses)



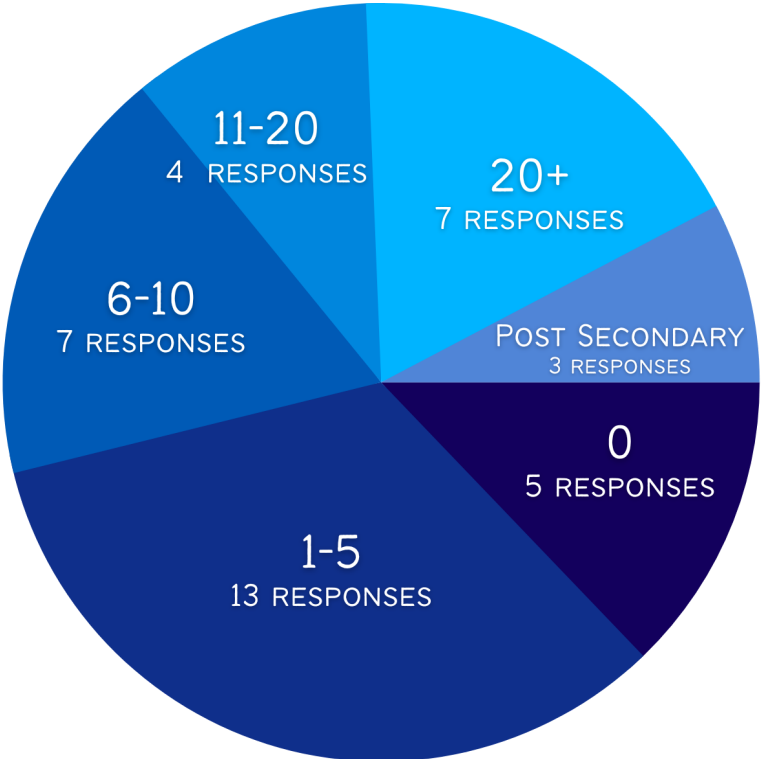
Graph ID: Yes: 39 responses, No: 25 responses, I was in the past, but not anymore: 44 responses

How often do you work as an educational interpreter? (39 responses)



Graph ID: Full time: 97.4% (38 responses), Substitute contracted through an agency: 2.6% (1 response)

How many other interpreters work in your district? (39 responses)



Graph ID: Zero: 5 responses, 1-5 interpreters: 13 responses, 6-10 interpreters: 7 responses, 11-20 interpreters: 4 responses, 20+ interpreters: 7 responses, Post secondary setting interpreters: 3 responses

WHY INTERPRETERS ENJOY WORKING IN EDUCATION

This question was asked to interpreters currently working in educational settings. (38 total responses)

Summary:

The majority of educational interpreters indicated that having a set schedule, routine, and consistent hours was the reason they enjoyed working in education. Working with children was the second most common reason interpreters enjoyed being in education. Others mentioned being able to witness the “aha moments,” and seeing the ongoing growth contributed to their sense of importance and value in their work. Participants appreciate the community the school system provides, being able to work with the same faculty and being involved in the educational team. Benefits such as retirement plans, health insurance, holidays and summers off, and not having to manage self-employment taxes were other reasons interpreters worked in education.

Quotes from the survey responses:

I love having set hours, working with an education team, and working with DHH students who are in mainstream settings. I love watching them develop their language skills and explore their identity as a DHH individual. I enjoy being able to provide access for students who are placed in a mainstream environment. DHH kids should have quality access to education regardless of whether they are in a Deaf school or mainstream. I am passionate about working in education, I have always felt that this was the area for me, and I love that each day is different while building off of previous days.

I like working with youth of various ages; having consistency in my job (security) and a daily schedule. I like working with the same staff daily. I like the variety of topics that occur in education, I like the fringe benefits (PTO, retirement plan, health insurance).

The amazing people with whom I interact. Lifelong learning. The variety of work. The ability to work all day at one location. Having paid time off: holiday, sick, paid breaks. The opportunity for grants through our union to pay for professional development. The opportunity to work with young people as they grow and develop. Having health insurance.

Participant responses summarized (answers are listed with the most common responses first)

- Consistent hours and routine
- Working with kids
- Working with the same staff daily, being a part of the educational team
- Variety- interpreting topics, challenging classes, working with different students
- Seeing ongoing growth in the student
- A sense of importance and value in my work

- Benefits (PTO, retirement plan, health insurance)
- Holidays and summers off
- Lifelong learning
- Professional development opportunities
- Being able to prep for classes
- Being employed (not having to manage self-employment and taxes)

WHAT DO YOU NOT ENJOY ABOUT WORKING IN EDUCATION

This question was asked to interpreters currently working in educational settings. (37 responses)

Summary:

Interpreters do not enjoy working in education because they do not feel valued, understood, or respected in this setting. Many participants noted that administrators, teachers, and school staff do not understand the educational interpreter role. Interpreters are often treated as a paraprofessional or educational assistant, given an array of “other duties as assigned” that often take them away from their interpreting priorities. Within the interpreting community, educational interpreters are often the recipient of disrespect from other practitioners with the understanding that working in education is not “real interpreting.” A few participants even noted that their ITP faculty instructed them not to work in education. Another common reason interpreters did not like working in educational settings was the salary or pay scale. [For information on educational interpreter average hourly pay rate, see Census Results note at the end of this report.] Participants stated they often had to fight audist or oppressive school policies and were constantly advocating for the student. Another common theme was the lack of training to work in education. Many participants commented they had not received training on how to interpret for children, how to work within a school system, how to advocate for themselves, or important policies within the educational field.

Quotes from the survey responses:

Feeling like other interpreters look down on us and sometimes actively discourage interpreters from doing educational work, having to fight audist/oppressive policies (which happens in all interpreting fields), having such fluctuating role space with not much training on how to handle that in a school setting.

The stigma associated with being an educational interpreter. I know and accept there are people who work as an educational interpreter and they should not be in that role. I know and accept that many schools use loopholes to get around hiring qualified and certified interpreters. I look forward to the day when more CDI's and Deaf staff are welcomed into mainstream schools.

A lot of interpreters who are not in educational settings, look down on educational interpreting, and that is difficult for me. I know a lot of interpreters feel like DHH kids should be in a Deaf

school, but the reality is a lot of parents do not put their kids in a Deaf school. So the DHH kids in mainstream schools still need quality interpreters, and they deserve access whether or not they are in a Deaf school. There is a lot of stigma that is associated with being an educational interpreter, and this does not make sense to me. It should be a respected area of interpreting, and interpreters should not feel ashamed when they tell their peers what kind of interpreting they are doing.

Another thing that I dislike about ed interpreting, is that a lot of interpreters view it as a stepping stone to getting certified and then move on to do more freelance or other work. DHH kids deserve interpreters who don't view them as practice and a gateway to get certified and then move on. Educational interpreting is challenging so interpreters who do it should be passionate about it, and not view it as practice for "real" interpreting.

The lack of respect for interpreting profession. The general view of staff that an interpreter is the same as a para and the pressure to do things out of my role as the interpreter. Not being seen as a certified employee even though our position requires a 4 year degree, same as a teacher. The pressure by staff members to go beyond the boundaries that I have set as the interpreter. The "other duties as required" line in job description that often leads to duties that directly conflict with interpreting roles.

Participant responses summarized (answers are listed with the most common responses first)

- Teachers/staff/administration don't understand or accept the interpreter's roles
- Interpreters are viewed as paras/educational assistants
- Low pay
- Having to fight audist/oppressive policies within the school district
- Constantly advocating for myself or the student
- Disrespect/stigma from the interpreting community
- Dealing with student behaviors/attitudes
- Toxic work environments/dealing with school politics
- The "other duties as required" line in job description that often leads to duties that directly conflict with interpreting roles
- Not being involved in the IEP team
- Other interpreters actively discourage colleagues from doing educational work
- Lack of consistency- being moved around from student to student
- Lack of training on how to work in the school system
- Committing to work in a specific district or classroom for a full year and unable to change situations if it is not a good fit
- Knowing that a lot of interpreters feel like DHH kids should be in a Deaf school, but the reality is a lot of parents do not put their kids in a Deaf school. DHH kids in mainstream schools still need quality interpreters, and they deserve access whether or not they are in a Deaf school.

- Interpreters view educational interpreting as a stepping stone to getting certified and then move on to do more freelance or other work. DHH kids deserve interpreters who don't view them as practice and a gateway to get certified and then move on.
- Working alone as the only Interpreter
- Receptive/voicing skills have weakened due to less use
- There is minimal training offered before being put in some situations where managing behaviors is the top priority over language access
- Busy school schedule and extracurricular activities prohibit me from taking on freelance opportunities
- Schools use loopholes to get around hiring qualified interpreters
- DI/CDI are not welcomed in mainstream schools
- Lack of interpreter education regarding legal policies and certification policies that apply to interpreters in the education field
- Difficult to get the certification needed to work in this area
- Lack of substitute interpreters/people willing to work in education
- Lack of prep time
- Lack of infrastructure that allows us interpreters to better support and bond with each other
- Overworked/ lack of standard of safe interpreting

WHY INTERPRETERS DO NOT WORK IN EDUCATION

This question was asked to interpreters NOT currently working in educational settings. (25 responses)

Summary:

The majority of non-educational interpreters do not work in education because they state the pay is too low. Many commented that educational work is difficult- long hours, no teaming opportunities, and added responsibilities or work expectations. Other interpreting settings provide more autonomy, respect within the profession, and safer working conditions. Some participants mentioned that they do not want to be the only language model for the Deaf student.

Quotes from the survey responses:

The pay is low, "other duties as assigned," DHH teachers that can't sign their way out of a paper bag, administration, COVID & not being able to mask properly, it's so much more work than freelancing or VRS.

I don't like kids. The hours are too long working solo. The pay is awful. There's no Deaf Interpreters working in K-12.

The level of responsibility, hands up time, lack of prep materials, student safety concerns, and overall lack of respect in the educational environment means it is cost prohibitive.

Participant responses summarized (answers are listed with the most common responses first)

- Pay is too low
- I work freelance/VRS/medical/etc
- Didn't want to manage dual roles (other duties as assigned)
- Education is not a good fit
- Smaller time chunks/no teaming available for all day
- Don't want a set schedule
- I don't feel safe working in a school environment (COVID, other safety)
- No job available for a CDI
- Don't want to work with kids (prefer adults)
- Don't want to deal with school politics/admin
- No experience as an educational interpreter
- Wanted a more challenging setting for my skills
- Don't believe deaf kids should be isolated in public schools
- Fear of being the ONLY language model
- Like the variety of freelancing situations
- Prefer to sub in educational settings
- Lack of respect in the educational environment
- Lack of prep materials
- Benefits aren't good
- Drive/commute
- I'm a teacher
- D/HH teachers can't sign well

WHAT COULD CONVINC INTERPRETERS TO WORK IN EDUCATION

This question was asked to interpreters NOT currently working in educational settings. (25 responses)

Summary:

When non-educational interpreters were asked what could convince them to work in education, 36% (9 out of 25) responded "nothing." The second most common suggestion was to increase the pay. Other participants suggested they would consider education if school administrators understood the role of an educational interpreter, allowed CDIs to work in education, and allowed for more teaming opportunities.

Quotes from the survey responses:

I do not have educational interpreting experience, however, my assumptions draw me away from accepting k-12 work. I have heard folks talk about the lack of support interpreters receive from the school districts, the lack of knowledge the school has around working with interpreters and our roles, the additional duties as assigned, all day everyday without a team. To me, the standards of the profession in K-12 do not align with my values - hearing people should not be language models for Deaf kids. I do not want to act as the student's language model.

I'm not sure I could be convinced at this point, but a livable wage would help, and if schools stopped treating interpreters like aides, that might change things.

Participant responses summarized (answers are listed with the most common responses first)

- Nothing
- Pay increase
- Admin understanding and establishing interpreter roles (not extra duties)
- I don't want full time and will only sub
- Allow CDIs to work in education
- Allow for teaming
- More training working in education
- More training for being a language model
- Make schools safer
- Provide prep materials
- Better benefits
- Location
- Match students to language models
- Better support from school districts
- Provide support and training to pass certification testing

WHY DID INTERPRETERS STOP WORKING IN EDUCATION

This question was asked to interpreters who used to work in educational settings. (44 responses)

Summary:

The participants who responded to this question once worked as educational interpreters. Overwhelmingly, the number one reason interpreters left education was the pay. Participants stated they could not continue working the amount of hours for the low amount of pay they received. Participants also experience a lack of respect from the interpreting community as well as the school, often being omitted from the educational team. The structure of educational interpreting was another reason to leave the field- long hours, no teaming opportunities, lack of support, "other duties

assigned,” and school politics. A handful of participants indicated that they witnessed the public school system “fail” Deaf students and could no longer be a part of the system.

Quotes from the survey responses:

The pay was so incredibly low that I couldn't afford to continue in the field.

I have seen too much. I notice the hearing system of educating Deaf people does not fit. It wastes their time, doesn't focus on their strengths and linguistic abilities and gives false hope to families that they can function on the outside of a structured educational world without sign language and I honestly don't want to be a tool in that.

Lack of teamwork within the district, not being treated as a professional, and having to fight for the needs of students that should just be a given.

Some schools kept adding on "other duties as assigned" and it created conflicts of interest and ethical dilemmas. Schools change the term interpreter to "language facilitator" and then they can hire anyone they want, regardless of training in interpreting/certification or skills in ASL. Many school admins & teachers didn't understand the work of an interpreter.

Participant responses summarized (answers are listed with the most common responses first)

- The pay (19 participants listed this response)
- Other work opportunities
- No respect/Not part of the educational team
- Witnessed the public school system fail Deaf students and didn't want to be a part of it
- Family/schedule conflicts
- Long work hours/no teaming/no flexibility
- Lacked support from the school system
- Burnout
- “Other duties as assigned” created conflicts of interest and ethical dilemmas
- Retired
- Schools didn't understand the work of an interpreter
- Pandemic
- Float interpreter/too much driving
- Student graduated, no need for an interpreter anymore
- No professional development opportunities
- School politics
- Felt isolated
- Student had higher needs than disclosed
- Schools didn't hire qualified interpreters (language facilitators)
- Didn't enjoy it

IDEAS ON HOW TO ADDRESS THE EDUCATIONAL INTERPRETER SHORTAGE

This question was asked to ALL participants. (92 responses)

Summary:

50% of the respondents suggested a higher salary would increase the number of educational interpreters. Many participants urged that educational interpreting needs to be seen as a valued profession by both their interpreting colleagues and the school administration. There needs to be more training on how to be an educational interpreter- interpreting roles, working with children, language development, understanding the school system, and how to advocate for yourself. Schools should not add "other duties assigned" to an educational interpreters job description, it often conflicts with their primary responsibility of interpreting and causes ethical conflicts and role confusion for students. Interpreter training programs need to promote educational interpreting as a valued profession. Safer and healthier work policies need to be established for educational interpreters- teaming opportunities for lengthy lectures, provide breaks throughout the day, and create work environments that do not lead to burnout. Schools need to understand Deaf education, language access, deprivation, and provide opportunities for students to succeed (such as CDI/DIs, Deaf programs, and matching appropriate language models to each student).

Quotes from the survey responses:

Greater support within school districts/systems for interpreters and DHH teams. More competitive pay and recognition as practitioners within the education space. Additional training for educational interpreters around pedagogy and classroom management. Resources (staff, sabbaticals, etc.) to address burnout.

I would like to see schools let interpreters do their job and stop adding "other duties as assigned" (bathroom duty, recess, tutoring, hall monitor, para, paper copier, disciplinarian, attendance keeper, behavior modification - should not be added to interpreter's responsibility.). It damages trust between deaf people and interpreters.

I don't think there is enough general knowledge about what the role of an educational interpreter is, and what it means to be an educational interpreter. I wasn't really taught much about educational interpreting, except that we shouldn't go into it, and was hardly taught how to interpret for children. Interpreting for children is very different from interpreting for adults, and I think there should be more resources about interpreting for those under 18.

Tell our professors in the college interpreting programs that educational interpreting is something to not look down upon. These new ITP students don't go into educational interpreting because they are being told that educational interpreting is less than and is something not to be desired.

There's absolutely no way to address the interpreter shortage. There aren't enough qualified interpreters. Deaf programs need to come back. More kids need to attend MSAD, MDS, or MSSD.

Participant responses summarized (answers are listed with the most common responses first)

- Increase the pay (this comment was made by 46 participants)
- Educational interpreting needs to be seen as a valued profession
- Provide more training for educational interpreters (roles, working with students, language development, understanding the school system, how to advocate for yourself)
- Educate school districts about educational interpreter roles/responsibilities (stop adding “other duties as assigned) add them to the educational team
- ITPs need to respect and value educational interpreting (they are actively telling students not to go into education)
- School districts need to provide better support for interpreters and DHH teams
- Better benefits
- Provide teaming opportunities
- Don't have interpreters work all day without breaks
- More meaningful mentorship (not just checking the boxes) & teach how to navigate the system
- Promote other educational options for students that do not rely on interpreters
- Increase the ITP internships in education and hire recent grads/create apprentice programs
- Schools need to understand Deaf education, language access, language deprivation, and provide opportunities for students to succeed
- Schools need to provide interpreting access and understand the law (not create barriers or force families/interpreters to fight for access)
- MN should lower the EIPA requirement to match neighboring states
- Education needs to increase and highlight its “perks” so it can compete with other areas (provide comparisons pay plus benefits better than higher pay?)
- Interpreter recruitment
- Create an environment that doesn't cause burnout
- Experienced interpreters need to step up and work in education (not new interpreters who aren't good language models)
- Provide more support for educational interpreters to get certified
- MDE needs to provide more clarity on MN Laws and how interpreters can work in education
- Schools should pay for certification testing/create pathways to certification
- ITPs should invite educational interpreters to come speak
- Establish a pay scale based on skill, experience, and degrees (similar to teachers)
- State or school districts could provide student loan forgiveness incentives
- There's absolutely no way to address the interpreter shortage. There aren't enough qualified interpreters.
- Provide grants to help fill positions

- Ask the school districts what they can do to entice interpreters
- Create a statewide database of school districts that will show how many interpreters work in that district and if there are any vacancies (easier for interpreters to find jobs and school districts could share resources)
- Allow interpreters to join a union
- Create a support system for interpreters working as a solo interpreter in their district
- Create a support system for new educational interpreters
- Increase the number of ITP/IEPs (add more programs in greater MN)
- Schools should listen to their interpreter employees
- Schools should provide professional development opportunities or pay for training
- Not enough ITPs, graduating numbers are low
- Schools could help with housing searches

ANYTHING ELSE YOU'D LIKE TO SHARE?

This question was asked to ALL participants. (51 responses)

A summary will not be provided for this answer. All responses are unedited.

Participant Responses: Anything else you'd like to share?

- DI or CDI teams would also make the work feel better and more enticing
- Thank you for taking Ed interpreters seriously. This job is just as important and just as hard as any other interpreting job. I still go out into my community and am involved in deaf culture so I can be my all for these students.
- Why is MRID focused on the shortage of interpreters in education and not equally as concerned about the shortage of interpreters in healthcare, corrections, community, VRS/VRI and all other areas. This is also not unique to Minnesota - shortages are even more severe in other states. This should be a larger discussion that MRID is bringing to RID and CIT to begin a national dialogue. We have a severe shortage and IEP/ITPs are closing across the country, down from: Wisconsin 5 to 2 remaining programs, Iowa 4 to no remaining programs, South Dakota 2 to 1 remaining, North Dakota 1 to no remaining, Illinois 7 to 3 remaining, Missouri 4 to 2 remaining and on and on. We will never fix the issue if we only look at what is happening in our back yard and don't realize this is a crisis across the United States. Thanks for asking.
- Thank you for sending out this survey. I look forward to seeing the results since I know it is an area of high need.
- The challenges seem greatest for interpreters who don't have the support of a knowledgeable supervisor or experienced interpreters at their job.

- Thank you for doing this! I'd be curious to know the split between positions open in Greater MN (and what areas) and also in the metro. One of the challenges I've seen is that students and programs would LOVE to know who out there is willing to host an intern.
- I feel like it's important that the interpreting community understands that educational interpreting is an acceptable area of interpreting, and those who go into it should not be looked down on. I feel like there needs to be more awareness about the area, especially for young interpreters who are interested in ed interpreting, but do not want to be judged for their decision to go into it. All of my colleagues have experienced shame when telling our peers what area we wanted to interpret in, as well as telling them about our current careers as ed interpreters. This is very disheartening, and I believe that it is a significant reason that there is a shortage in educational interpreters.
- As someone living in Greater MN, I want to acknowledge the challenges that districts and parents face in figuring out best educational options for students. I just don't know that the full range of options is always considered and I wonder if short-term benefits are sometimes prioritized over the long-term benefits of being connected to a larger Deaf community.
- I would like to see more Deaf mentors or CDIs hired by school districts to support staff Interpreters. They could do observations and 1:1 mentoring and occasional classroom support. It could be bi-weekly or whatever works, but to be a regular ASL language connection not only for the Interpreter, but as an adult language model for the student.
- Please invest and advocate for deaf education. More interpreters are not the solution.
- I think it's sad that many interpreters have to fight for fair compensation and/or benefits in general everywhere. Teachers and paras get these benefits with/out question. Not ALL districts operate this way (some will hear you out and you need to clearly establish your needs and educate your role during interviews) but for me getting paid more through agencies and sometimes mileage more often than not, it's hard to settle for less pay with a district..
- This requires money and a cultural shift (in the profession). We can do it!! But it will be painful. Any time a freelance interpreter starts talking about language deprivation but doesn't get into the schools and roll up their sleeves, I lose respect for them. Get in there and HELP!!
- Thank you for asking these questions, MRID. Please release the results (not like other surveys that seem to have no data conclusion). We need to address this!
- Recent ITP graduates should work exclusively with CDI
- Interpreters coming right out of ITP are lacking skills. Which puts a lot of pressure on their team or even the student.
- Is there a shortage of educational interpreters in other states? Seems there is a shortage in all areas of interpreting.
- I really hope the CDI in schools bill gets passed; hopefully that would solve some issues. Win win for everyone.
- Although I think Minnesota requiring its own license would help the interpreting field insure qualified interpreters overall I do not see it helping fill empty positions and will most likely only

deter recent grads from progressing in their careers. Just something to consider with a recent and most likely ongoing interpreter shortage.

- Due to interpreter shortages in the educational system and other school policies, I was taken advantage of with mandatory overtime and had my shifts changed all the time to meet the need in my past educational interpreting job at the detriment of my own family and personal life. So I quit - basically left with not much notice because I could earn much more money and also have better control of my time and schedule outside of the educational arena. In the past, it was harder to find interpreting work and therefore interpreting jobs in education were more desirable. But now with increased interpreting standards and certification requirements it seems that there are less people going into the interpreting field. I'm concerned about the push in MN for interpreter licensure. I am against that as I believe it will further hinder people from going into the profession. (I am not saying this as a person against rigorous standards. I support excellence)
- I loved my job as an educational interpreter. I miss it. I live in a rural area now. I do keep my certification active and in good standing.
- Some districts contract for hire now and in the past interpreters were district employees with health ins. etc. Maybe that's a reason for not taking those jobs.
- I love K12 interpreting and wish districts recognized interpreters as a profession and didn't group interpreters with paraprofessionals. I'm not sure how that could be addressed and changed within districts.
- School districts and administrators need to be educated about the interpreting profession and the education requirements. Districts are paying freelance rates to fill vacancies and they have the power to pay staff interpreters more while saving money by not paying freelance pay. I assume most districts/administrations do not realize the money they pay to fill these vacant positions.
- I don't take any education interpreting now for several reasons: it's exhausting putting in a full day like that now, it's too hard to hear the students, don't understand teenage lingo anymore, and fingerspelling is hard now with arthritis in hands.
- It is often advertised as a place for interpreters to start their careers. I would love to have more visibility from interpreters who have stayed in the Ed. World and can share their experience!
- The United States educational system really works against anything related to the disability field...
- What I hear from others is that it's all about the money - or lack thereof
- For many years educational interpreters have been looked down upon in our state as if you were less qualified than freelancers. Educational interpreting requires quality interpreting just like other venues. Many schools are also eliminating prep time for educational interpreters and sending them home without pay if the student is sick. That doesn't help attract interpreters to the field.
- As a graduate of an ITP, it's tough to find a job that provides a wage that covers the bills. I graduated in 2015 and it was hard then, I can't imagine what ITP graduates feel now.

Oftentimes, schools do not provide a competitive wage so it's more appealing to look for work elsewhere. I realize this is not unique to the interpreting field, it's more of an issue affecting everyone nowadays.

- I would like to become an interpreter but don't want to pay a huge fee to get tested.
- My hats go off to all the educational interpreters! They go unnoticed, can be under-valued, and are working hard - if not harder- for less pay than they deserve!
- Thanks for looking into this!
- A better bridge between graduation and certification to get newer interpreters more easily into the field would also be beneficial
- I loved my job as an educational interpreter and I would have done that for years to come if it paid a living wage. I had to have a second job the entire time I was working in a school just to make ends meet.
- Interpreters sometimes get lumped into the same category as paraprofessionals. Districts don't see the financial value of these 'helping' positions.
- Do in services with the districts on "What an interpreter does and does not do," and "how to work with an interpreter" i.e. share with the terp ahead of time does not mean 2 minutes before you teach it....
- Maybe more education to the teachers/admin/other staff what our role truly is.
- Not every interpreter is willing/meant to work in education. I find it most beneficial. It is so rewarding to see the students you work with day after day succeed in the classroom.
- not at this time; thanks for the survey
- Thank you for doing this survey, MRID. Young people with hearing loss need better. It is incumbent on professional interpreters to figure this out.
- Find a way to improve so that qualified interpreters are willing to work in education
- Offering reimbursement of the EIPA (or RID) would encourage people to work on skills and tests to improve scores above the minimum requirement. Reimbursement only if the score is above minimum requirement and higher than previous scores.
- We are crying for interpreters in northeastern Minnesota. We have some mentors and many CEU opportunities. Two local agencies - - one with 35 years of interpreting experience. Please assist us with any feedback you glean that moves us forward with skilled interpreters willing to live in Lake Superior's splendor.
- I've had a great experience working in Education as a Freelance Contractor. I have NOT had good experience being hired through a district.
- Reaching a 3.5 on the EIPA is still a challenge for new interpreters. Interpreters who reach this score are able to effectively interpret for students.

Resources: 2021 MRID Census Data: Average Hourly Rate

Average hourly rate educational interpreters vs. all interpreter categories



Graph ID: Educational interpreters average hourly rate: \$31.80 (144 responses), All interpreters categories \$41.73 (590 responses)

All interpreting categories average daytime hourly rate based on employment type



Graph ID: Staff Position \$35.21 (254 responses), Agency \$42.44 (286), Direct Bill \$46.08 (229 responses)

Educational interpreters average FULL TIME hourly rate based on employment type



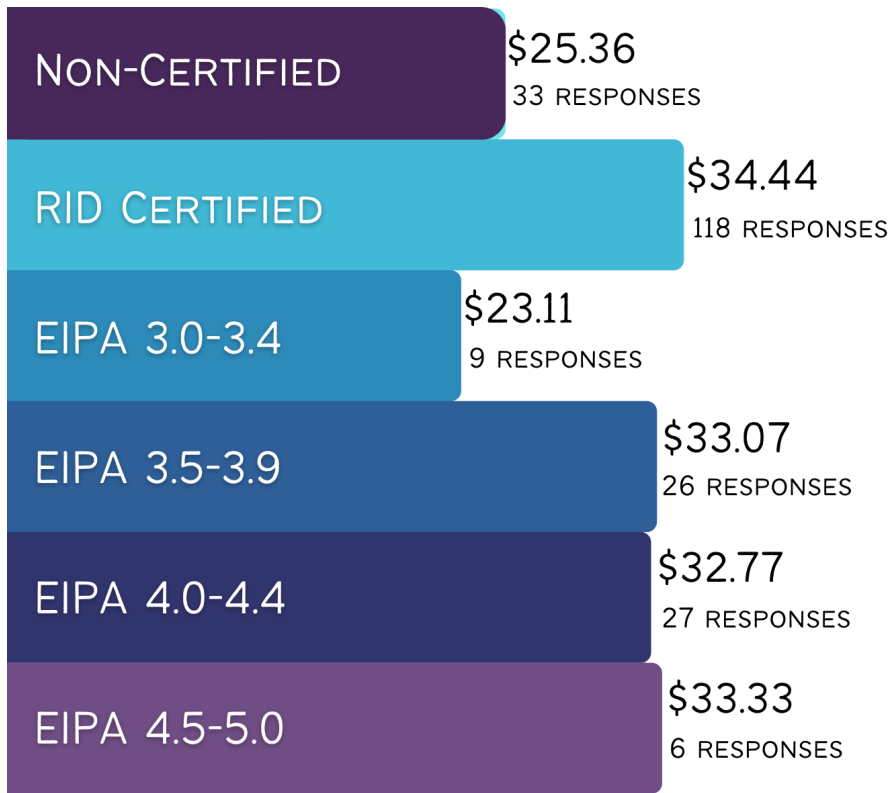
Graph ID: School District \$27.86 (90 responses), Agency \$37.66 (9 responses)

Educational interpreters average PART TIME hourly rate based on employment type



Graph ID: School District \$37.62 (8 responses), Agency \$39.96 (32 responses)

Educational interpreters average hourly rate based on certification/EIPA status



Graph ID: Non-Certified \$25.36 (33 responses), RID Certified \$34.44 (118 responses), EIPA 3.0-3.4 \$23.11 (9 responses), EIPA 3.5-3.9 \$33.07 (26 responses), EIPA 4.0-4.4 \$32.77 (27 responses), EIPA 4.5-5.0 (6 responses)

A special thank you to the MRID Census Committee for supplying this data. If you would like to see more data from the MRID Census, visit www.mrid.org or email census@mrid.org.