

National LEP Advocacy Task Force Language Access Assessment
 (A compiled resource extracted from a number of sources and the DOJ LEP Guidance)

Recipient name:	Contact person:	
Address:	Telephone:	Fax:
	E-mail:	
	Web Address:	
Description of Services Provided:	Number of Employees:	

FEDERAL FINANCIAL ASSISTANCE RECEIVED

Federal Agency:	Name/Purpose of Assistance	Departments/Programs/Activities Receiving Assistance

FOR SCHOOL DISTRICTS ONLY

List the Title I and Title III Schools in the district.

Title I Schools:	Title III Schools:

Does the school district and the individual schools have a written Parental Involvement Plan according to No Child Left Behind for its Title I Schools? (Parental Involvement Plan should include the detailed provision of effective communication and reflect the language in the Title VI LEP Plan)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Please explain how LEP and low literacy parents were recruited to actively participate in the development of this plan.

Please explain how LEP actively participated in the development of this plan.

FOR SCHOOL DISTRICTS ONLY *(continued)*

Did LEP and low literacy parents agree to the plan? Please explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do the schools have a Parent Compact? How were language minority parents involved with the development of this plan?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Please explain, in detail, the Parent Compacts.

FOR ALL RECIPIENTS

Does the recipient have a written Title VI of the 1964 Civil Rights Act Limited English Proficiency (LEP) Plan regarding the provision of language interpreter and translator services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
In the development of this LEP Plan, did the recipient use the Four-Factor Analysis recommended by the U.S. Department of Justice, Civil Rights Division, Coordination and Review Section?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the recipient involve stakeholders in the development of the LEP plan? Explain the stakeholders' role.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did stakeholders approve the LEP Plan? Explain the reasons why or why not.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

List the Stakeholders:

IDENTIFICATION Of LANGUAGES SPOKEN In The AREA SERVED		
Which of the following methods did the recipient utilize to identify the languages spoken in the area served?		
The 2000 Census?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the recipient inflate census figures because of the census undercount?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Data from school districts within the area served?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was this data based upon school or district <i>Home Language Surveys</i> ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was this data based upon the language minority numbers? (individuals for whom English is not their first language and their language proficiency is unknown)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was this data based upon Limited English Proficient (LEP) students (individuals with limited English skills enrolled in ESL, bilingual or other support services)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the recipient inflate the numbers to include parents, children not in school, and extended family members? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
City data? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
State data? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other Federal data? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Community cultural and/or religious entities? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Community social services or other providers? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
What are the languages spoken and number of speakers of each language in the service area?		

IDENTIFICATION OF INDIVIDUAL LANGUAGE NEEDS			
Untrained individuals commonly over-estimate language proficiency because the LEP person is smiling, nodding, and appears to understand. Does the recipient assess the reading, writing, speaking and comprehension skills of LEP individuals? If yes, how? Assessment tool? Please explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
What are the qualifications of the person administering the assessment?			
If no formal assessment is used, how does the recipient determine language proficiency? For example, asking a series of open-ended questions, having the LEP read some program information and discussing it. Having the LEP person complete an application requiring writing sentence in the past, present and future tenses. Explain:			
Does the recipient use language identification cards?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
FREQUENCY OF ENCOUNTER			
Does the recipient survey, collect and record language data for LEP individuals participating in its programs and activities? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
IMPORTANCE OF PROGRAM OR ACTIVITY/CONDITIONS OF PARTICIPATION			
Does the Recipient:	Conduct compulsory activities? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Require applications? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Require consent? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Require releases? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Require interviews? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No

IMPORTANCE OF PROGRAM OR ACTIVITY/CONDITIONS OF PARTICIPATION <i>(continued)</i>			
Does the Recipient:	Conduct involuntary programs and activities? (custodial investigations, welfare-to-work programs, hearings, trials, evictions,) Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Conduct programs and activities with serious consequences (positive or negative) for the person participating. Explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
What is the impact of delays or denials of services on individuals participating or eligible to participate in your programs or activities? Explain:			
RESOURCES			
What are the resources (dollars and personnel) needed to provide meaningful access and participation for LEP persons? Explain:			
Are these resources currently in place?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a staff member assigned to coordinate language access? Explain the job description.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
By language spoken, how many employees fluently speak non-English languages? Explain:			
What percentage of bilingual employees providing direct services are able to competently assist LEP individuals in the LEP person's preferred language? Explain in detail.			
Has the recipient explored all options available in order to ensure qualified language assistance services? Explain		<input type="checkbox"/> Yes	<input type="checkbox"/> No

RESOURCES *(continued)*

Does the recipient utilize employees as interpreters? (Check one)		<input type="checkbox"/> Some of the Time	<input type="checkbox"/> Most of the Time
		<input type="checkbox"/> Always	<input type="checkbox"/> Never
Please explain the policies and procedures to assure staff interpreters are available to interpret considering the hours they work and their job responsibilities.			
What are the recipient's external resources for interpreters and translators?			
Is advanced notice necessary to obtain external interpreters and translators? If so, how much notice?			
Please explain the policies and procedures regarding how staff determine when and how to obtain external language assistance.			
For each resource, please explain how often used, in what circumstances is it used and identify the contract interpreters:			
Resource	How Often Used	What Circumstances	Contract Interpreters
Telephone Interpreters			
Community-based organizations			
Language Banks			
LEP Person's Friends			
LEP Person's Family Members			
Minors			
Other (Explain)			

RESOURCES *(continued)*

For what languages are external interpreters and translators most commonly used? In what situations?

How does the recipient provide qualified language services in the case of rare, infrequent and/or unexpected languages.

NOTICE OF LEP PLANS TO

The Public	Is a description of the written LEP plan made available to the general public?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	How and when is it made available?		
	In what languages other than English is it made available?		
Employees	Does the recipient inform employees of the LEP Plan?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Subcontractors	Does the recipient inform its subcontractors of the recipient's policies regarding LEP persons? If Yes, how and how often?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Does the recipient inform subcontractors of their obligation to provide language assistance to LEP individuals? If Yes, how and how often?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Do subcontractors have an approved written LEP Plan?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Is it distributed to the general public? If Yes, when and how is it made available?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	What are the policies and procedures to monitor and enforce subcontractor compliance?		

NOTICE OF QUALIFIED LANGUAGE ASSISTANCE TO THE PUBLIC		
Has the recipient posted signs informing the public of the availability of prompt, free, and qualified interpretation services and <i>how</i> to access these services? <i>Example: "Welcome. If you have limited English skills, we will provide interpreter and translation services at no cost. You do not have to provide your own interpreter. Please ask _____ for assistance".</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have the signs been translated into each language spoken by at least 50 individuals receiving or eligible to receive services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are the signs prominently displayed at all first points of contact and key areas? (not in a corner or behind a desk...) Please list the languages used.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are the signs constructed of a durable material and securely attached? (not of paper or cardboard that can easily be torn off and not replaced)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are the signs of a large size with large bold fonts?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do outreach documents state that free qualified language services are available from the agency?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is notice provided in common documents, brochures, etc. Please list:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is the notice translated into the most common languages? List the languages.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has the recipient worked with community-based organizations and other stakeholders to inform LEP individuals of the recipients' services, including the availability of language assistance services? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the recipient use a telephone voice mail menu in English and the most common languages encountered? What languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the voice mail provide information about available language assistance services and how to get them? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No

NOTICE OF QUALIFIED LANGUAGE ASSISTANCE TO THE PUBLIC
(continued)

When the recipient provides notice in local newspapers, television, radio etc. in English, is the notice also provided in languages other than English? List the languages.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has the recipient provided notice on <u>non-English-language</u> radio and television stations, newspapers etc. about the availability of language assistance services and how to get them? List	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has the recipient provided presentations and/or notice at schools and religious organizations about the availability of language assistance and services in non-English languages? List	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are there brochures, audio or video translations providing notice of the availability of language assistance List.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**PROVISION OF QUALIFIED LANGUAGE ASSISTANCE
IN A PROMPT MANNER**

How does the recipient assure that qualified interpretation is provided in a timely manner at all hours of operation? Explain:

Bilingual Employees:

Interpreters:

Telephone Interpreter Service:

INTERPRETER QUALIFICATIONS

How does the recipient assure interpreters (including employees, volunteers, community etc.) are competent?

How does the recipient inquire about interpreter qualifications? (Check all that apply)

<input type="checkbox"/> Request References <input type="checkbox"/> Request certificates, licenses or diplomas <input type="checkbox"/> Referral verification <input type="checkbox"/> Criminal background check	<input type="checkbox"/> Formal assessment (Explain) <input type="checkbox"/> Other (List)
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Does the inquiry include the following competencies?	Have evidence of interpreter training.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Demonstrate proficiency in and ability to communicate information accurately in both English and other languages.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Identify and use the appropriate mode of interpreting (e.g., consecutive, simultaneous, or sight translation).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Have knowledge in all languages interpreted of specialized terms and concepts peculiar to the entity's program.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Have knowledge of any particularized vocabulary and phraseology used by the LEP person.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Understand and follow confidentiality.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Understand and adhere to ethics such as not summarizing, not speaking for, or advocating for the LEP individual.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Understand and adhere to the role of the interpreter without acting as an advocate, legal advisor, friend, or other roles.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are certified or have additional credentials in situations where the LEP persons' health, safety, or rights depend on accurate communication,	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

TRANSLATIONS OF WRITTEN MATERIALS

Do written materials normally disseminated to the public include the translated notice of the availability of translations and interpretation services? Yes No

List the written materials provided to the public in English.

List the translated written materials provided to the public and languages in which the translated notice is included.

How does the recipient determine what written materials are translated?

TRANSLATOR QUALIFICATIONS			
How does the recipient determine whether a purported translator is qualified?	Does the translator possess an undergraduate or graduate degree in translation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Has the translator received university education in both English and the language to be translated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Has the translator provided documentation of extensive experience as a translator, with references and a portfolio for review?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
ASSURING TRANSLATIONS ARE ACCURATE			
Does the recipient assure translators have written competency both in English and the target language? Explain		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the recipient analyze the source and target language texts and make sure the translation is accurate? Explain		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the recipient assure a team of two or three people produce each translation? That is, 1) the translator, 2) an independent reviewer, who is as qualified as or more qualified than the translator and compares the translation to the original to verify accuracy, and 3) a proofreader, who reads only the translation and checks for correct spelling, formatting, etc.? Explain		<input type="checkbox"/> Yes	<input type="checkbox"/> No
In rare languages where there is a shortage of qualified translators, recipients may need to resort to back translation, in which a second translator who is only as qualified as the first one translates the target-language text back into the source language and the two source-language texts are compared. Back translation is appropriate only when you don't have qualified reviewers. Does the recipient have translated material "back-translated" to assure accuracy?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
STAFF TRAINING			
Has the recipient assured staff clearly understands the obligation to provide meaningful communication with LEP persons?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
When and how often does staff receive training?			
How does the recipient assure the trainers are qualified?			
Does the recipient utilize members of the cultures served to participate in the training?			

STAFF TRAINING <i>(continued)</i>			
Check all that apply. Does the training include:	<input type="checkbox"/> LEP policies and procedures?	<input type="checkbox"/> How to obtain language assistance?	
	<input type="checkbox"/> When to obtain language assistance?	<input type="checkbox"/> The role of the interpreter.	
	<input type="checkbox"/> How to respond to LEP telephone callers?	<input type="checkbox"/> How to work effectively with an interpreter?	
	<input type="checkbox"/> How to respond to walk-ins?	<input type="checkbox"/> General cross cultural topics.	
	<input type="checkbox"/> How to communicate when written information needs to be interpreted?	<input type="checkbox"/> Culture-specific understanding.	
MONITORING AND UPDATING THE LEP PLAN			
Does the recipient have an on-going process for:	Meeting regularly with advocate and client stakeholders to assess the efficacy of the LEP plan? Explain when, how, and with whom.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Assuring staff understands and is implementing the LEP Plan. Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Tracking the frequency of encounters with LEP groups? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Anticipating new arrivals? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Preparing for new-arrivals? Explain	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Determining when programs, activities, services, or benefits need to be revised, improved, or discontinued?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Whether the existing language assistance is meeting the needs of the LEP language groups?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Whether identified sources of interpretation and translation are still available and viable? Explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Source:

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