Olny srmat poelpo can raed tihs.

I cdnuolt blveiee taht I cluod aulaclty uesdnatnrdr waht I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdrnig to a rscheearch at Cmabrigde Uninervtisy, it deosn't mttarer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Amzanig huh? yaeh and I awlyas tghuhot slpeling was ipmorantt!
PROMOTING LANGUAGE ACCESS IN YOUR ORGANIZATION

Long Island Language Advocates Coalition (LILAC)

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PRESENTERS

Berta A. Cevallos, CHI, President/CEO
BML Language Consultants LLC
bertacevallos@gmail.com

Lillian M. Moy, Executive Director
Legal Aid Society of Northeastern New York
lmoy@lasnny.org
WHY WE CAN’T WAIT

“The limits of my language are the limits of my world”

*Ludwig Von Wittgenstein*
FOUR-FACTOR ANALYSIS

1. The number of LEP individuals eligible to be served or likely to be encountered by the program.
2. The frequency of contact
3. The nature of the various types of encounters the institution has with LEP populations
4. The resources available to the institution and the cost associated with providing language access services
ASSESSMENT AND PLANNING TOOL

- Understanding how LEP individuals interact with your agency
- Identification and assessment of LEP communities
- Providing LAS
- Training of staff on Policies and Procedures
- Providing notice of LAS
- Monitoring and updating LAS Policy, Procedures and Plan

www.lep.gov
HOW DO LEP INDIVIDUALS INTERACT WITH YOUR ORGANIZATION?

**Self-Assessment Questions**

There is no “correct” answer

Think about your response to each
SELF-ASSESSMENT TOOL

1. DOES YOUR ORGANIZATION:

   a. Interact or communicate with the public?
   
   b. Have staff members who might interact with Limited English Proficient clients?

   YES  NO
SELF-ASSESSMENT TOOL

2. HOW DO YOU INTERACT?

a. *In person*
b. *Telephonically*
c. *Electronically (email/website)*
d. *Via Correspondence*
e. *Other:* ______________________
SELF-ASSESSMENT TOOL

3. DOES YOUR AGENCY RECEIVE FEDERAL FINANCIAL ASSISTANCE?

*Recipients can range from state and local agencies, to nonprofits and other organizations

YES

NO
SELF-ASSESSMENT TOOL

4. DOES YOUR ORGANIZATION COMPLY WITH TITLE VI?

a. Is there an active program in place to comply with Title VI and language access standards?
SELF-ASSESSMENT TOOL

5. IF YOUR ORGANIZATION DOES RECEIVE FEDERAL FUNDING:

a. Is there a budget for language assistance services?

b. Do you know which grants can be used, in whole or in part, to improve language access?

[ ] YES [ ] NO
THE DEMOGRAPHIC IMPERATIVE

- Number of LEP people
- Locations
- Languages Spoken
THE MORAL IMPERATIVE

- Services should be accessible to all clients/consumers
- Responsive to changing client needs
- Provide meaningful access to LEP clients
- Provide full range of high quality services to clients regardless of their language ability
IT IS POSSIBLE TO ENSURE ‘LAS’!
KEY COMPONENTS OF A LANGUAGE ACCESS PLAN

• Key Terms:
  ▫ **Limited English Proficient** Individual: A person who does not speak English as their primary language and has limited ability to read, speak, write or understand English.
  ▫ **Interpretation**: Oral communication
  ▫ **Translation**: Written communication
THREE MAIN PHASES

PHASE I
PREPARATION

PHASE II
DEVELOPMENT

PHASE III
MONITORING

4-FACTOR ANALYSIS
PHASE I
PREPARATION

- Demographics
- Frequency
- Importance
- Resources available
PHASE II DEVELOPMENT

i. Clear goals
ii. Management accountability
iii. Opportunities for community input and planning throughout the whole process
I. Identify LEP individuals who need LAS

- “Language Communication Cards”
- Language information from past interactions
- Multi-lingual signage
II. Identify language assistance measures

- Types of services available
- Staff access to those services
- How to respond to LEP callers
- How to respond to written communications
- How to respond to face-to-face contact
- How to ensure competency of interpreters and translators
III. Identify staff training to be provided

- Policies and Procedures
- How to work with in-person and telephone interpreters
IV. Provide notice to LEP populations
- Signage in all entry points
- Outreach information
- Community and faith based organizations
- Telephone tree
- Media
PHASE III MONITORING

• Four-factor analysis
• Is existing service meeting the needs of LEP clients?
• Does staff know and understand the plan and how to implement it?
• Are there resources still available?
LEP PLAN - CHECK OFF LIST

✓ Is there a LEP coordinator identified?
✓ Are you working with community and faith-based organizations?
✓ Are you identifying, collecting and recording language data?
✓ Have resources been identified?
✓ Are LAS available at all points of contact?
Check-off List

✓ Have bilingual employees been identified?
✓ Have they been screened, trained and qualified?
✓ Have interpreter services for the area been identified?
✓ Have costs of additional resources been identified?
Check-off list

- Is there a policy and procedure in place?
- Have all employees and subcontractors been informed and trained about the policy?
- Do subcontractors have a LEP policy in place?
- Are you surveying LEP clients about LAS?
- Have there been complaints filed because of LAS problems?
Immigrants in America

“Remember, remember always, that all of us...are descended from immigrants and revolutionists”

Franklin D. Roosevelt
THANK YOU

LONG ISLAND LANGUAGE ADVOCATES COALITION