

**Only smart people can read this.**

**I couldn't believe that I could  
actually understand what I was reading. The  
phonemic power of the human mind,  
according to a research at Cambridge  
University, it doesn't matter in what order the  
letters in a word are, the only important thing  
is that the first and last letter be in the right  
place. The rest can be a total mess and you can  
still read it without a problem. This is  
because the human mind does not read every  
letter by itself, but the word as a whole.  
Amazing huh? yeah and I always thought  
spelling was important!**

# PROMOTING LANGUAGE ACCESS IN YOUR ORGANIZATION

**Long Island  
Language Advocates Coalition (LILAC)**

**November 9, 2012**

# 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](http://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?*

YES

NO

# 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

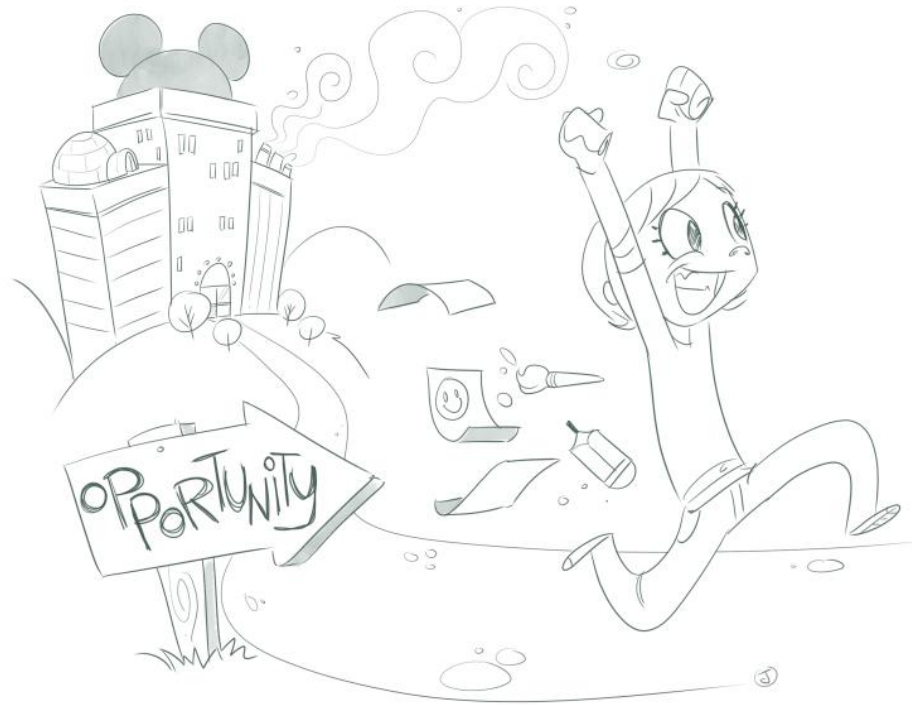
NO

# 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



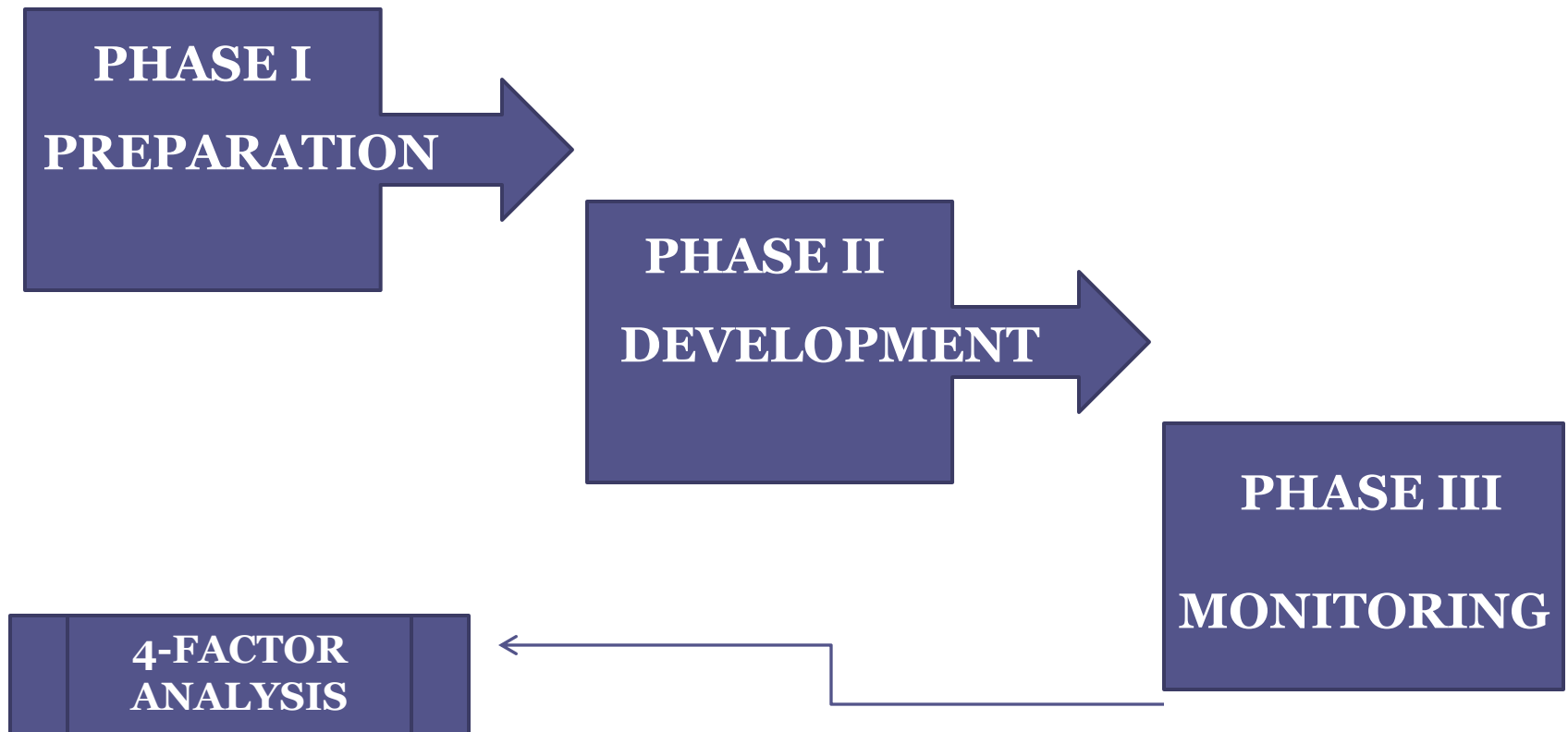
**IT IS POSSIBLE TO ENSURE 'LAS' !**

# 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

- i. Demographics
- ii. Frequency
- iii. Importance
- iv. Resources available

## PHASE II DEVELOPMENT

- i. Clear goals
- ii. Management accountability
- iii. Opportunities for community input and planning throughout the whole process

**PHASE II  
DEVELOPMENT**

- 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

**PHASE II  
DEVELOPMENT**

**PHASE II  
DEVELOPMENT**

- 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 II  
DEVELOPMENT**

## 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**