

Language Assistance Self-Assessment and Planning Tool for Recipients of Federal Financial Assistance

Part A: Self Assessment		
Section I: Demography		
Has your organization developed a demographic profile of the population served or likely to be served by your Federally funded programs and activities?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>By primary language spoken? If yes, list language groups and languages spoken.</p> <p><i>The primary language spoken by the population served by ECAC and all of its projects in North Carolina is English. In North Carolina 809,075 individuals or 9.6% of the total state population speak a language other than English at home. 67.1% out of that percentage speak Spanish, and 56.8% out of that speak English less than “very well”. This is followed by 16.4% of Indo European Languages, such as French, German, and Persian, and a 2.4% out of that percentage speaks English less than “very well”. 12.4% corresponds to Asian and Pacific Island Languages such as, Chinese, Vietnamese, and Korean, and a 43.1% out of that percentage speak English less than “vey well”</i></p> <p><i>North Carolina is one of the top ten fastest growing state and the 6th with the largest increase in population size. Approximately 20.5% of the total population increase between 2000 and 2006 in NC was directly attributable to immigrants, especially individuals who speak Spanish.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Is your institution working with any community-based organizations that are familiar with the language needs of individuals participating in any of your programs and activities, or to whom you provide services or encounter? If yes, describe.</p> <p><i>ECAC projects such as, PTI (Parent Training Information), NCPIRC (North Carolina Parent Information and Resource Center, and HIC(Health Information Center) through partnership with Latino organizations provide statewide workshops in Spanish upon request, and disseminate educational information for Latino parents in such language through exhibits and the Lending Library program. Each of these projects has an outreach program intended to identify the most effective leaders in those organizations to ensure that we effectively reach the Latino population. NCPIRC works with Title 1 schools, community- based organizations and churches mostly through workshops, staff training, and exhibits. These institutions are very familiar with the language needs of the LEP state population, since most of their programs are destined for minorities and schools in improvement. PTI in partnership with Latino organizations through out the state provides workshops in Spanish as needed. The outreach efforts ensure that the leaders of Latino organizations are aware of ECAC services. To effectively reach the Latino families who have children with disabilities, PTI attends festivals sponsored by community-based organizations and participates in Latino radio stations to spread the word about our programs. The NC Family to Family Health Information Center frequently partners with community based organizations and local support groups to provide workshops and materials to Latino families across the state. By providing our translated materials at health fairs and exhibits we are also able to reach non English speaking families.</i></p>		<input type="checkbox"/> No
Section II: Frequency of Contact		
Does your organization have a process for surveying, collecting and/or recording primary language data for individuals that participate in your program and activities? If yes, describe the categories used in the collection of data, where the data resides, and who can access the data.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

<p><i>ECAC has a contact management system that collects information through internal contact sheets from families and organizations to which we provide technical assistance by phone or in person. we technically assist by phone or in-person. We also collect data after our workshops in the form of evaluations. Although we do not collect/request specific data regarding primary language spoken, we keep anecdotal records based on the language needs preferences of those requesting ECAC resources support. The external evaluation and feedback come from the University of North Carolina Greensboro (UNCG)'s evaluators. ECAC's internal data base is housed in our Center, and can be accessed by the ECAC Director, PTI Director, and NCPIRC Director.</i></p>		
Section III: Importance		
<p>Do you conduct compulsory activities?</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>Do you conduct involuntary programs or activities (like custodial interrogations, hearings, trials, evictions, etc.) or provide compulsory education or other mandatory programs or activities? If Yes, what are they?</p> <p><i>Although we do not directly conduct this kind of activities, we have been a parent training component for other organizations programs that previously have asked for our services. For instance we as NC PIRC has been a component of others parent training programs that have asked for our services as a complement of their mandatory activities programs. Ex: Parent Involvement workshop for parents who have lost the custody of their children.</i></p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>Do you conduct programs or activities that have serious consequences, either positive or negative, for a person who participates (including but not limited to health, safety, economic, environmental, educational, law enforcement, housing, food, shelter, protection, rehabilitation, discipline, transportation, etc.)? If Yes, what are they?</p> <p><i>Since ECAC is committed to improving the lives and education of all children, especially from those with disabilities, one of its primary goals is to affirm the rights of all individuals across the state of North Carolina regardless of their background, culture or spoken language. To make that right a reality ECAC provides information, education, training, outreach, and support to families with LEP, through several programs intended to empower them and to enhance their children's lives by improving their school performance. One of the best ways to know these families and their children have been positively impacted by our programs is verifying the positive impact of ecac programs on families and children from the feedback we obtain from them through verbal or written communication/evaluation of our provided services. This feedback provides specific examples of the benefits of acquiring knowledge, skills, and power in order to advocate for their children and make better decisions for them. These improved skills are the result of our services provided in the major spoken language such as, Spanish through workshops, webinars, informative materials, DVD's, technical assistance by phone, website, exhibits and lending library have been successfully provided by Parent Training Information Center PTI funded by US DOE, North Carolina Parent Information and Resource Center NCPIRC funded by US DOE, Health Information Center HIC funded by US DHHS, and State Improvement Project SIP funded for our State Office of Public Instruction.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Have you determined the impact on actual and potential beneficiaries of delays in the provision of services or participation in your programs and/or activities (economic, educational, health, safety, housing, ability to assert rights, transportation costs, etc.)? If Yes, what are they?</p> <p><i>Although we have not determined the impact in a collected data, whether positive or</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

<p><i>negative on the beneficiaries' families, we have done it in an anecdotal way, through verbal comments and phone calls made from these families and/or from the leaders who serve such families and request our services. The positive feedback always stress the difference in the parents we assist before and after being informed and empowered to make effective decisions about their children's education and health. We have fielded many concerns at times when our services have to be cut back as a result of reductions in budgets and resources for LEP population.</i></p>		
Section IV: Resources		
<p>Have you identified resources needed to provide meaningful access for LEP persons?</p> <p><i>* ECAC sets expectations on how many families will be served based on the percentage in need. For instance, NCPIRC provides services based on needs in terms of groups more than in terms of individuals (services are provided based on how children from minorities academically perform at school).</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Are those resources currently in place?</p> <p><i>Although demand continues to grow and often out strips available resources.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Is there a staff member in your organization assigned to coordinate language access activities? If Yes, identify by name or title, etc.</p> <p><i>Paula Hutchison is the ECAC Parent Outreach Coordinator who coordinates every activity that involves LEP population and her focus is on establishing effective working relationship with organizations' leaders to make sure that ECAC services succeed in meeting the educational needs of the families.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Section IV: Resources, continued		
<p>Have you identified the points of contact where an LEP person interacts with your organization? If yes, please describe.</p> <p><i>ECAC has identified the phone as a main point of contact with a LEP person, especially the Line exclusively for Parents. ECAC has identifies key places and activities that are essential to families in need, including workshops performed at schools especially Title 1 schools, churches, and community based organizations, exhibits and informative materials delivered in person or by mail, Lending Library services, and meetings with LEP organizations leaders .</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Given the identified points of contact, is language assistance available at those points? If Yes, please describe.</p> <p><i>Language assistance is always available when previously requested from the identified points of contact. ECAC has bilingual staff in the main office speaking English and Spanish and mostly uses the Line for Parents for non speaking English persons to assist them. ECAC has tried in the past websites or soft wares translation programs for written materials and because of its low level of accuracy, ECAC translates most of its informative materials into Spanish.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>By languages spoken, how many employees in your organization fluently speak a language other than English?</p> <p><i>Four ECAC staff speak Spanish fluently.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>What percent of the total employees in your organization are bilingual and able to</p>	<p>12.5%</p>	

competently assist LEP persons in the LEP person's language?		
<p>Do you utilize employees in your organization as interpreters? (Interpreting is a different skill than being bilingual and able to communicate monolingually in more than one language).</p> <p><i>ECAC encourages schools and organizations that work with that work with us have or staff their own interpreters as a way to make sure that the provided information is effectively delivered to LEP families. In some unusual situations and when previously requested by the receiver sponsoring or host organization, ECAC bilingual staff have served as interpreters.</i></p>	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Employees within our organization provide interpreter services (check one):</p> <p><i>ECAC sometimes uses Spanish-speaking staff to simultaneously interpret with non-speaking Spanish staff when working with LEP families.</i></p>	X <input type="checkbox"/> Some time <input type="checkbox"/> All the time	<input type="checkbox"/> Always <input type="checkbox"/> Never
What are the most common uses by your organization of other than employee (outside sources) language interpreter services?		
<p>What outside sources for interpreter services do you use?</p> <p><i>ECAC typically utilizes contract interpreters and simultaneous translation devices for conferences, and telephone services and AT&T language service for particular situations requiring assistance to families who speak a language other than the one spoken by ECAC staff.</i></p>	X <input type="checkbox"/> Contract X <input type="checkbox"/> Telephone	<input type="checkbox"/> CBOs <input type="checkbox"/> Language banks
<p>For what languages other than English are outside sources of language interpreters most commonly used? Please list. If so, how?</p> <p><i>Only Spanish language because Latino is a growing population in North Carolina.</i></p>		
<p>Although you should not plan to rely on LEP person's friends, family members, or other informal interpreters to provide meaningful access, are there times when you allow use of such informal interpreters? If Yes, under what circumstances?</p> <p><i>ECAC always encourages those receiving services to have an official interpreter, and allows the use of informal interpreters only when the mediator (ex: school) lacks the resources to use a formal interpreter. For instance, when delivering NCPIRC workshops at Title 1 schools, ECAC staff encourages parents to work closely with the teachers through parent-teacher conferences, yet these conferences are not effective if families do not speak English well. Only in the event that school can not provide interpreting services, then ECAC suggests parents consider inviting friends, family members, or another adult to serve as an informal interpreter for them.</i></p>	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Are minors used as interpreters? If Yes, under what circumstances and how are issues such as competency, appropriateness, confidentiality, and voluntariness assessed?</p> <p><i>Minors are never used as interpreters.</i></p>	<input type="checkbox"/> Yes	X <input type="checkbox"/> No
<p>If additional resources are needed to ensure meaningful access, have you identified the cost of those resources?</p> <p><i>ECAC has identified the cost of additional resources to some degree and in an informal cost-cause analysis.</i></p>	X Yes	<input type="checkbox"/> No

<p>Are there any limitations in resources (dollars and personnel) that could impact the provision of language assistance services?</p> <p><i>ECAC relies on grants and other income sources such as contributions to pool the necessary resources to provide language assistance services. Our bilingual staff translates all our informational materials into Spanish, the most spoken language in the state, although we have not estimated the dollar-personnel/year for language assistance services, and we do not have the resources to hire staff who speak all of the other most spoken languages by North Carolina families.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>If so, have you explored all options available to you in order to ensure the provision of language assistance services?</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>Part B: Developing a Language Assistance Plan</p>		
<p>Section II: Planning</p>		
<p>Have you developed a comprehensive plan for language assistance to LEP persons?</p> <p><i>NCPIRC has developed an informal plan for assisting LEP persons and a formal plan is in the process for being developed. The informal plan is developed based on the schools and parents feedback, and the formal plan is being developed based on the grant guidelines and project evaluation outcomes.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Does your organization have a written policy on the provision of language interpreter and translator services? Standard practice as an organization so therefore it has not been written</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>If so, is a description of the policy made available to the general public? If so, how and when is it made available? In what languages other than English are it made available?</p> <p>.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> To some extent	<input type="checkbox"/> No
<p>Do you inform your employees of your policies regarding LEP persons? If so, how? How often?</p> <p><i>ECAC policy regarding language access for LEP persons is discussed through our staff meetings which are scheduled individually by every ECAC Program Director. Also, opening jobs when outreach positions are posted specify that bilingual candidates are encouraged to apply. Every ECAC Program Director have a plan in place based on their project data collected for reaching LEP families, and every project ensure that these families learn that ECAC services includes language access, and our informational materials are available in Spanish.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Do you inform your subcontractors of their obligation to provide language assistance to LEP individuals who either participate in their programs and activities and/or to whom services are provided? If so, how? How often?</p> <p><i>We have informed all of our subcontractors of this obligation, through verbal notifications.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Do your subcontractors have a written policy on the provision of language interpreter and translator services?</p> <p><i>We are in the process of developing a written policy on provision of language support</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

<p><i>services. In the meanwhile, all of our ECAC's subcontractors are informed that they are expected to provide language assistance to all LEP persons that request our services.</i></p>		
<p>If so, is it distributed to the general public? If so, when and how is it made available? In what languages other than English are it made available?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> Do not know</p>	<p><input checked="" type="checkbox"/> No</p>
<p>Are beneficiaries informed that they will be provided interpreting services at no cost? How are they informed and at what points of contact?</p> <p><i>Our direct services are provided in Spanish at point of contact, and they are informed through verbal interaction, website, e-mails, phone, informative materials, and exhibits. Other families in need of services and who speak other foreign language than Spanish are informed that the services will be provided for them through language electronic assistance and/or AT&T language line. Services cost are not specify</i></p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>Do you ensure that your translators and/or interpreters are qualified to provide interpreting services (which is a different skill than being bilingual) and understand any confidentiality requirements? If so, how?</p> <p><i>ECAC can ensure the quality of translators or interpreters we hire, yet professionals hired by schools or any other organization are out of ECAC purview.</i></p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>Is ability to speak a language other than English a factor in hiring decisions in your organization? If yes, how do you identify which languages are needed?</p> <p><i>ECAC has identified the languages that are needed based on research completed in 2005 identifying Spanish as the primary second language spoken in the country/ state. Based on this data, speaking a language other than English is as a factor in hiring decisions and on the guidelines established by the grant for the project.</i></p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>Do you ensure that your bilingual staff is qualified to provide services in another language? If Yes, how?</p> <p><i>Although our bilingual staff are not qualified as certified translators or interpreters, they are natives from Latin America, and when the translated material goes out of the state or out of the country, we've always received a positive feedback from our recipients.</i></p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>Do you provide written materials to the public in languages other than English?</p> <p><i>In Spanish</i></p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>Is the public notified of the availability of the translated materials? If Yes, how?</p> <p><i>Every time ECAC has contact with a Latino parent either on the phone or in person, he/she is notified that the publications are available in Spanish. These publications are usually translated materials from its original English language into Spanish, and we ensure that every Latino family served is informed that materials are available and can be requested through workshops, conferences, phone, website, e-mail, exhibits, mail and in person.</i></p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>List all written materials provided to the public in languages other than English and the languages for which they are available.</p> <p><i>Most of the ECAC materials are available to the public in Spanish. These translated</i></p>		

<p>materials include power point presentations, workshop handouts, DVD's, brochures, fact sheets, and newsletters.</p> <p>From our PTI project the following materials are available in Spanish: <i>Basic Information Package, Autism Package, IEP Package, Introduction to Special Education Power Point, Your Child Best Advocate Power Point, Writing an Effective IEP Power Point, Transition to Kindergarten Power Point, and Earl Intervention Information</i></p> <p>From our NCPIRC project the following materials are available in Spanish: <i>No Child Left Behind workshop-handout, Helping your Child to Become a Good Reader workshop-handout, Helping your Child with Homework workshop-handout, Parent Teacher Conference workshop- handout, Parent Involvement workshop-handout, Positive Behavior workshop-handout, Middle School Years workshop-handout, Preparing your Child for Testing workshop-handout, Effective School Partnership workshop-handout, and Family Meetings workshop.</i></p> <p>From our HIC project the next following are available in Spanish <i>Medical Home Power Point and Curriculum Spanish, Care Notebook Transition Power Point and Curriculum Spanish, Health Care Transition Power Point and Curriculum Spanish, How to be an Effective Health Care Advocate Power Point and curriculum Spanish, Several of our Spanish Power Point presentations are recording in Spanish for Latino individuals that are not proficient readers. The Power Point's that are recorded include Medical Home and Care Notebook.</i></p> <p>From our NCSPDG State Personnel Development Grant <i>Responsiveness to Instruction (RIT) in North Carolina DVD, Middle School Positive Behavior Support DVD, School-Wide Positive Behavior Support in North Carolina DVD.</i></p>		
<p>Are there set criteria for deciding: Which materials will be translated? Who will translate the materials? How you will assess competency to translate? Who will provide a second check on the translation? Into which languages the materials will be translated?</p> <p><i>The set criterion to decide which materials will be translated is informal, and it is based on terms of family needs, grant guidelines, and priority of services delivered, as workshops, meetings or conferences. Usually the Spanish translations are done, and revised internally by our staff bilingual translators, and the external revision is done by bilingual schools, and personnel from agencies, Puerto Rico APNI organization, and UNCC bilingual professionals</i></p>	<p>X <input type="checkbox"/> Yes <input checked="" type="checkbox"/> X Yes</p>	<p><input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No</p>
<p>Are all translated materials pre-tested before made final? If No, which materials are not pre-tested and why?</p> <p><i>Our materials are pre-tested and revised twice before made final, usually by ECAC bilingual staff and focus groups</i></p>	<p>X <input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
Section III: LAP Evaluation		
<p>Do you have and use a tool for collecting data on beneficiary satisfaction with interpreter services?</p>	<p><input type="checkbox"/> Yes</p>	<p>X <input type="checkbox"/> No</p>
<p>Have any grievances or complaints been filed because of language access problems? If Yes, with whom?</p>	<p><input type="checkbox"/> Yes</p>	<p>X <input type="checkbox"/> No</p>

Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are the data used as part of a review by senior management of the effectiveness of your organization's language assistance program implementation?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Do you regularly update your LAP and assess for modifications given changing demographics or changes or additions to your program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you obtain feedback from the community? <i>ECAC always obtains a formal feedback from the LEP community, because our programs requires a recipient written evaluation after the service was provided, specially workshops delivered by NCPIRC, PTI, and HIC projects. Frequently the feedback is received through an informal communication such as over the phone, e-mail or card sent by mail from the LEP recipient.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Source:

The Interagency Working Group on LEP (www.lep.gov), c/o Coordination and Review Section – NYA Civil Rights Division, Department of Justice, 950 Pennsylvania Ave., NW, Washington, DC 20530