

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

Part A: Self Assessment		
Section I: Demography		
<p>Has your organization developed a demographic profile of the population served or likely to be served by your Federally funded programs and activities?</p> <p>Matrix Parent Network and Resource Center shares a federally-funded Parent Training and Information Center grant as part of the Northern California Coalition, which consists of Parents Helping Parents in San Jose, Support for Families of Children with Disabilities, San Francisco and DREDF in Berkeley. NCC4 covers the San Francisco Bay Area, a mixture of urban, suburban and rural counties. The demographic profile of the NCC4 is very diverse, consisting of whites at 58.5%, 20.6% Asian, 6.6% Black or African American, 5% American Indian and Alaska Natives, .5% Native Hawaiian or Other Pacific Islander, 9.8% report some other races, 3.6% report 2 or more races. 23% of the population is Hispanic/Latino.</p> <p>The 4 county area that Matrix covers consists of between 19% and 25% who do not speak English at home, the largest group being Spanish-speaking.</p>	x Yes	<input type="checkbox"/> No
<p>By primary language spoken? If yes, list language groups and languages spoken.</p> <p>The primary language spoken by the population served or likely to be served by us is English, closely followed by Spanish.</p>	x 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>Matrix works with several community based organizations that are familiar with and are serving families who speak languages other than English. We work with Migrant Education, Head Start, community health clinics, public health providers, Area Boards for Developmental Disabilities, CASA, Childcare Resource and Referral Agencies, County departments of probation and juvenile justice, county offices of education and LEAs</p>	x Yes	<input type="checkbox"/> No
Section II: Frequency of Contact		
<p>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.</p> <p>Matrix has a data collection system that collects information on primary languages spoken by families who are assisted by telephone or in-person assistance and who participate in workshops, trainings and support groups. The categories used in the database include language spoken, by language. The data resides in our database and can be accessed by the Management Team (Director, Program Director, Training Director, other members of the team).</p>	X Yes	<input type="checkbox"/> No

Section III: Importance		
Do you conduct compulsory activities?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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?	<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>Matrix conducts numerous programs and activities that have serious consequences. As a Parent Training and Information Center, funded by the US DOE to provide information, training, and assistance to families of infants, toddlers, children, youth and young adults with disabilities in the early intervention and special education systems in our 4 county catchment area. Matrix is also the Family Resource Center funded by the California to provide services to families in Part C.</p> <p>Besides the information, training and support that families seek from us around issues of special needs, education and disabilities, we also provide information and referrals to families around more generic resources such as housing, accessing services through other NPOs and government assistance agencies.</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>Given that complex information and understanding of all aspects of special education, accessing services and the family's rights are difficult for families who are native English speakers to grasp, if families do not speak English, it is very challenging for them to be active, informed participants in their child's education. The sooner the family has information presented to them in a way that is understandable, both in the native language and culturally competently, the sooner the family can begin to feel empowered to try and navigate the systems that are available to serve their child.</p> <p>If families who speak languages other than English cannot participate in Parent Center programs or activities, there are likely to be significant negative impacts on the education, health, access to human services, and ability to assert rights of such families and their children.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Section IV: Resources		
Have you identified resources needed to provide meaningful access for LEP persons?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are those resources currently in place?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially	<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>Director of Program Services Information/Training Coordinator</p> <p>Both under the supervision of the Executive Director</p>	<input checked="" type="checkbox"/> Yes	<input checked="" 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>Matrix has identified the following points of contact where an LEP person is most likely to interact with our organization:</p> <ul style="list-style-type: none"> • calling the 800#; • coming into our office • participating in a workshop; • accessing our website; • participating in a support group 	<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> <ul style="list-style-type: none"> • Our 800# has a Spanish language feature • We have at least 2 Spanish-speaking staff available 5 days a week in our office • English workshops will offer FM headsets for interpretation if requested and we also offer workshops solely in Spanish • We have not set up Traducelo Ahora • We have several support groups for Spanish-speaking families 	<input 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>3 of 18 staff people are fluent in Spanish. We are currently in the process of recruiting and hiring another bicultural, bilingual staff person to provide direct services which would have 22% of our staff bilingual, bicultural in an area where between 19% and 25% are Spanish-speaking families</p>	<p>#: 3</p>	<p>Languages: Spanish</p>
<p>What percent of the total employees in your organization are bilingual and able to competently assist LEP persons in the LEP person's language?</p>	<p>17%</p>	
<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>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>Employees within our organization provide interpreter services (check one):</p> <p>We sometimes use Spanish-speaking staff to interpret with families working with non-Spanish speaking TA staff.</p>	<input checked="" type="checkbox"/> Some time <input type="checkbox"/> All the time	<input type="checkbox"/> Always <input type="checkbox"/> Never
<p>What are the most common uses by your organization of other than employee (outside sources) language interpreter services?</p> <p>Our first call is to seek assistance from our partners in the NCC4, they have staff fluent in Chinese,(several dialects) Vietnamese and other languages. We also reach out to the other PTIs/CPRCs in our region for assistance w/Korean, Tagalong and other languages.</p>		
<p>What outside sources for interpreter services do you use?</p> <p>None at this point, as I said before, if we request for information in a language other than English or Spanish, we utilize the other members of NCC4 or other parent centers in Region 6. We also rely on other local agencies such as Head Start, WIC, and public health to relay contact information of those other resources to the families</p>	<input type="checkbox"/> Contract <input checked="" type="checkbox"/> Telephone	<input checked="" 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>See comment about using fellow parent centers</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>Matrix does not rely on LEP person’s friends, family members, or other informal interpreters to provide meaningful access.</p>	<input type="checkbox"/> Yes	<input checked="" 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>Minors are not used as interpreters.</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>If additional resources are needed to ensure meaningful access, have you identified the cost of those resources?</p> <p>Additional resources would allow us to translate more documents into more languages. In order to translate all relevant and important Parent Center resources into all the languages spoken by families in our area, we have never estimated actual costs to have all materials translated into Spanish.</p> <p>Another issue for meaningful access, with Spanish-speaking families, is less about having materials translated and interpreters available and more about transportation and childcare costs so families can attend activities such as workshops, trainings and support groups. These costs are harder to estimate and find funding to support</p>	<input type="checkbox"/> Yes Somewhat	<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>Our resources to provide language assistance services are based on our grants, contracts, contributions, and other income. We write a portion translation costs whenever possible into all of our grant applications however, we have only recently found a reliable, high-quality person who can translate materials. There is a backlog of materials which have been updated in English and need to be translated into Spanish. We also utilize translated documents and training materials from other parent centers.</p>	<input 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> <p>We are currently exploring Traducelo Ahora versus Google translator for our website. .</p>	<input type="checkbox"/> Yes	<input 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>No-but we will be developing a plan</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>Does your organization have a written policy on the provision of language interpreter and translator services?</p> <p>No, but it will be developed</p>	<input type="checkbox"/> Yes	<input checked="" 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 is it made available?</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

<p>Do you inform your employees of your policies regarding LEP persons? If so, how? How often?</p> <p>No formal or specific activity occurs regarding policies for LEP families, we weave that discussion into all of our planning and staff meetings, etc. We believe that access to accurate, understandable information and resources is the cornerstone of our mission and agency and have not developed specific policies regarding LEP families.</p>	<input 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>We do not currently have any subcontractors</p>	<input 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>We do not currently have any subcontractors, however, we will develop a written policy on this provision to have should we have subcontractors in the future</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<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 is it made available?</p> <p>See above</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Do not know	<input type="checkbox"/> No
<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>All of our information about our services states that they are free to all families, from the first contact and going forward.</p> <p>We do not specifically mention interpreting services as a separate service.</p>	<input type="checkbox"/> Yes Indirectly	<input type="checkbox"/> No
<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>Our Spanish language translation is primarily done by a skilled Spanish language translator whose work was examined carefully by several people who are fluent in Spanish to determine quality, readability and fluency with special education idioms.</p> <p>Our Spanish-speaking staff provide interpreting services as needed. All staff are required to sign a confidentiality statement as a condition of employment.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<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>We are an affirmative action/equal employment opportunity employer and that bilingual staff are preferred for positions such as parent services positions where bilingual capacity is most critical. We have identified Spanish as the primary language of LEP families based on demographic studies.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Do you ensure that your bilingual staff is qualified to provide services in another language? If Yes, how?</p> <p>Two of our Spanish-speaking staff are very fluent in both English and Spanish/.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

<p>One of our bilingual staff need to improve their English language capacity but is fully qualified to provide services in their language of origin.</p>		
<p>Do you provide written materials to the public in languages other than English?</p>	<p>X 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>The public is notified of the availability of translated materials through information on the home page of Parent Center’s website which contains the information on Traducelo Ahora and the other web-based language translation programs available to translate materials from our website. The public is also notified by our list of publications which indicates the languages in which the publications are available (generally Spanish). Families who contact our TA line are also informed of the availability of translated materials by the TA providers.</p>	<p>X 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>IEP -- El Plan Individual de Educación</p> <p>Cambios Importantes en IDEA</p> <p>Previa Notificacion Por Escrito</p> <p>Lista de Verificación del IEP Evaluación</p> <p>El Ambiente Menos Restringido (LRE) y la Ubicación</p> <p>Base Legal en la Educación Especial</p> <p>Archivos Escolares</p> <p>25 Consejos del Padre para una Reunión más eficaz del IEP</p> <p>Early Start: Bienvenido a Matrix Centro de Recursos Familiares</p> <p>Educación Especial y Desabilidad Los Acrónimos</p> <p>Transición de Intervención Temprana a La Pre-Escuela</p> <p>Transición de la Pre-Escuela al Kinder</p> <p>Transición de Escuela Primaria a la Secundaria</p> <p>Transición de la Preparatoria a La Vida Adulta</p> <p>Carta de Muestra: Para Una Reunion del IEP</p> <p>Carta de Muestra: Solicitud para una evaluación inicial para la elegibilidad de la</p>		

<p>educación especial para un estudiante</p> <p>HELP! Sheets</p> <ol style="list-style-type: none"> 1. Yo no pienso que el Plan Individual de Educación (IEP) de mi hijo esté funcionando tan bien como debería, ¿Qué debo hacer? 2. El comportamiento de mi hijo en la escuela esta interfiriendo con su aprendizaje. 3. ¿Cómo puedo hacer para evaluar los tratamientos y las intervenciones? 4. Mi hijo fue suspendido, ¿qué hago? 5. Yo pienso que ha mi hijo lo intimidan en la escuela, ¿qué hago? 6. A mi hijo no le va bien en la escuela, ¿qué hago? 7. ¿Qué hago, mi hijo no está yendo a la escuela? 8. Mi adolescente quien recibe Educación Especial está cumpliendo 18 años, ¿qué debo yo saber o hacer? 9. Las Pruebas de Educación Especial para mi Hijo son difíciles de entender. 10. ¿Podría mi hijo con necesidades especiales calificar para los beneficios del Seguro Social? 11. ¿Puede mi hijo con necesidades especiales recibir ayuda del Centro Regional? <p>In addition, every issue of our newsletter, The Networker, contains a section in Spanish, which are translated articles from that issue.</p>		
<p>Are there set criteria for deciding: <i>Which materials will be translated?</i> <i>Who will translate the materials?</i> <i>How you will assess competency to translate?</i> <i>Who will provide a second check on the translation?</i> <i>Into which languages the materials will be translated?</i></p> <p>There are informal criteria that are used to decide the answers to each of these questions. Most of our materials are translated into Spanish as soon as possible, and usually the Spanish translation is done by our bilingual translator whose translations are tested by having them reviewed by our other Spanish-literate staff as well as by Spanish-speaking parent leaders with whom we work closely.</p>	<p>X Yes X Yes X Yes X Yes 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>Our materials are pre-tested before made final, usually by staff and/or parent leaders fluent in the languages of the translated materials.</p>	<p>X Yes</p>	<p><input type="checkbox"/> No</p>
<p>Section III: LAP Evaluation</p>		

<p>Do you have and use a tool for collecting data on beneficiary satisfaction with interpreter services?</p> <p>All of our presentations, workshops and trainings have an evaluation form, translated into Spanish, for immediate feedback from families who have participated. The actual focus of the evaluation tool is to rate the event not the interpreter service, however we believe the event would be rated far lower in parent satisfaction regarding useful, high-quality and relevance if it was inaccessible because of lack of interpreters.</p> <p>We also post surveys on our website asking for input on satisfaction with our services and randomly call families who have received our services. Again, to date we are not asking for feedback on interpreter services specifically, but it is noted if families express satisfaction or dissatisfaction in accessing the information,.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> To some extent	<input type="checkbox"/> No
<p>Have any grievance or complaints been filed because of language access problems? If Yes, with whom?</p> <p>No grievances or complaints have been filed because of language access problems.</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing?</p> <p>The Executive Director, Training Coordinator and Program Director regularly reviews the results of training evaluations, surveys and any other anecdotal information regarding satisfaction with training and our services, including the results of feedback from families speaking languages other than English.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Are the data used as part of a review by senior management of the effectiveness of your organization's language assistance program implementation?</p> <p>It is used to guide supervision activities of staff and to help decide on possible program changes or restructuring.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> To some extent	<input type="checkbox"/> No
<p>Do you regularly update your LAP and assess for modifications given changing demographics or changes or additions to your program?</p> <p>This is our first attempt at a Language Access Plan, it will be annually reviewed by senior management staff and board to determine if changes or modifications are needed.</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Do you obtain feedback from the community?</p> <p>Our collaborations within our community with other agencies provides opportunities for feedback on the full range of our services</p>	<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