

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
By primary language spoken? If yes, list language groups and languages spoken.	<input type="checkbox"/> Yes	<input checked="" 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>The PATH Project works in partnership with community organizations such as Easter Seals, MHMR, local PTAs, The ARC, Parent Support groups and many others organizations which serve and/or have supports in place to serve LEP families.</p>	<input checked="" type="checkbox"/> 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>PATH Project does not currently have a system that collects information on primary languages spoken by families who are assisted by telephone, in-person technical assistance and who participate in workshops. The agency does track the number of parents who receive bilingual services through Spanish workshop sign-in sheets and monthly service tracking logs. The data can be accessed by the Management Team (Executive Director, Project Director, Regional Coordinator and other members of the team).</p>	<input type="checkbox"/> Yes	<input checked="" 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>PATH Project is one of only 3 Parent Training and Information Centers in the State of Texas. PATH Project is funded by the US DOE to provide information, training, and TA to families of infants, toddlers, children, youth and young adults with disabilities in the early intervention and special education systems. Families who need this information and have received it have indicated that it is high quality and their children have received more appropriate services because they have put to use what they have learned.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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<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>Delays in provision of services to any of the families our programs serve could have a significant impact in the educational well-being and progress of the affected children. Due to strict timelines and guidelines in special education planning and processes, delay may not only have an immediate negative impact on the child's learning, but also lengthy, sometimes costly legal effects on the family. The additional stressors which could occur for a family with language barrier may not only add to the stressors often faced by families of disabled youth, but could delay processes even further if proper provisions are not in place.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Section IV: Resources

<p>Have you identified resources needed to provide meaningful access for LEP persons?</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Are those resources currently in place?</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>All members of the PATH Project team in collaboration with Partner's Resource Network Management team are expected to coordinate activities and provide services as appropriate to family who speak other languages. PATH Project employs one bilingual staff person, Barbara Haywood, who handles all incoming call for Spanish speaking parents.</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>PATH Project has identified the following points of contact where an LEP person is most likely to interact with our organization: calling the toll free number; participating in a workshop; accessing our website; upon referral by an outside agency/partner.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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<p>Given the identified points of contact, is language assistance available at those points? If Yes, please describe.</p> <p>Language assistance is available at the identified points of contact as follows: Parent Center has bilingual staff (Spanish) available at the main office, by telephone and by</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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<p>email. The PATH Project materials including brochures, newsletters, handouts, factsheets and Powerpoint presentations are translated into Spanish. Regional Coordinators have access to translators through partnerships with community organizations. These organizations often provide translators at no charge for trainings held in partnership with the Project.</p>		
<p>By languages spoken, how many employees in your organization fluently speak a language other than English?</p> <p>A total of 1 PATH Project staff members speaks a language other than English fluently (Spanish).</p>	#: 1	Languages: Spanish
<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>	11%	
<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 checked="" type="checkbox"/> Yes	<input 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 staff.</p>	<input type="checkbox"/> Some time <input checked="" 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>The PATH Project utilizes locally based professional interpretation services to assist us in interpreting for families who speak languages other than the languages spoken by our staff.</p>		
<p>What outside sources for interpreter services do you use?</p> <p>Community based organizations and professional translation services.</p>	<input checked="" type="checkbox"/> Contract <input checked="" 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>Spanish is the language service most often requested and if PATH staff is not available outside sources including community organization contacts and contract interpreters are utilized.</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>PATH Project has allowed informal interpretation by family members or representative of a community organization at first point of contact in order to determine the family's need. The PATH Project does not rely on LEP person's friends, family members, or other informal interpreters to provide meaningful access to our services and upon assessment of need of language services, these are provided by available resources.</p>	<input checked="" 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>Minors are not used as interpreters. However, upon first contact, if an LEP parent requests his minor family member to translate in order to express family's need or request language services, this would be allowed.</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>The majority of PATH Project LEP customers are in need of Spanish translation services. Additional resources, specifically funding to hire additional bilingual staff, would allow the</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

<p>project to provide services more efficiently and effectively. Funding for document translation services specific to the terminology of education and disability services would provide have an important effect on the audiences we serve. In order to hire additional staff and translate all relevant and important resources into all the languages spoken by Texas families, it could cost as much as \$50,000 or more.</p>		
<p>Are there any limitations in resources (dollars and personnel) that could impact the provision of language assistance services?</p> <p>PATH Project's resources to provide language assistance services are based on our grants, contracts, fee-for-service, contributions, and other income. Translation costs are written into our grant applications and fee-for-service activities. Partner's Resource Network routinely translates documents into Spanish using current staff. PATH Project currently employs one bilingual staff member who speaks Spanish, .</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> <p>PATH Project uses web-based translation programs, and collaborates with community-based immigrant organizations that serve families speaking multiple non-English languages to provide language assistance services.</p>	<input checked="" 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>	<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? See attached.</p>	<input checked="" 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 is it made available?</p> <p>To date, the description of the policy on the provision of language interpreter and translator services has not been specifically made available to the general public. However, translation services are available on the home page of Parent Center's website, and the Information section of Parent Center's website indicates that bilingual information, training, and TA is available. PATH Project's training and conference outreach materials include notice that translation services are available.</p>	<input type="checkbox"/> Yes <input checked="" 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>Our policy regarding language access for LEP persons is discussed with staff at least once each year at one of our quarterly All Staff meetings.</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>Not applicable</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>Not applicable</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>If so, is it distributed to the general public?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<p>If so, when and how is it made available? In what languages other than English is it made available?</p> <p>Not applicable</p>	<input type="checkbox"/> Do not know	
<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 PATH services include providing training, information, and technical assistance are at no cost to parents throughout the state of Texas. This information is provided on our website as well as PATH brochures.</p>	<input checked="" type="checkbox"/> Yes	<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>PATH Project uses locally-based, professional interpretation services. Our contracts with them specify the need for confidentiality and they contract to provide interpreting services by trained interpreters. PATH Project uses trained interpreters to interpret at our conferences; they do not translate confidential information. Spanish language document translation is primarily done by a skilled Spanish language translator who is a member of our Partner's Resource Network staff; all Partner's staff sign a commitment to maintain confidentiality that is contained in our Personnel Manual.</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>PATH Project is an affirmative action/equal employment opportunity employer and our job postings indicate this. Job postings also indicate bilingual candidates are encouraged to apply. Language needs are determined based on relevant demographic data.</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>PATH Project's bilingual staff is fluent in both Spanish and English and is able to use both languages effectively.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Do you provide written materials to the public in languages other than English?</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Is the public notified of the availability of the translated materials? If Yes, how?</p> <p>The public is notified on the PATH brochure that bilingual (Spanish) workshops are available. 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 toll free number are informed of the availability of translation services at the time of their call.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>List all written materials provided to the public in languages other than English and the languages for which they are available.</p> <p>Spanish: PATH brochures, newsletter, various fact sheets, Powerpoint presentations, workshop materials and handouts, curriculum and website.</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 on-staff 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. Materials have not been translated into any other languages at this time however these services are available.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No
<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 Partner’s Resource Network and PATH Project staff, and parent participants fluent in the languages of the translated materials.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<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>PATH Project contacts a random sampling of families who have participated in services on a quarterly basis to determine their level of satisfaction with our services. However, we do not specifically inquire as to their satisfaction with interpreter services.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> To some extent	<input checked="" 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 Project Director reviews the results of family call-backs as well as evaluation forms regarding satisfaction with training and technical assistance, including the results of call-backs to 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>	<input type="checkbox"/> Yes <input type="checkbox"/> To some extent	<input checked="" 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>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Do you obtain feedback from the community?</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