

WI FACETS Language Assistance Self-Assessment and Planning Tool for Recipients of Federal 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>WI FACETS has a federally-funded Parent Training and Information Center grant serving families and others statewide in Wisconsin, including 72 urban, suburban, and rural counties.</p> <p>The 2010 Census of 5,686,986 reflected an overall 6% population gain (9.7% national average). The demographic profile includes: 86.2% White, 6.3% Black/African American, 5.9% Hispanic/Latino, 2.3% Asian, 1% American Indian/Alaskan Native, 2.4% some other races and 1.8% two or more races. Hispanic/Latino experienced the greatest percentage of population change from 2000 – a 74.2% increase; other increases were: 45.6% Asian, 18% Black/African American, 15.5% American Indian/Alaskan Native, and 12.1% Native Hawaiian/Other Pacific Islander, and 60% some other race, and 55.9% two or more races.</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 WI FACETS is English, closely followed by Spanish.</p> <p>The complete 2010 Census data is not yet available for language. However, 2009 American Community Survey data for Language other than English spoken at home for individuals over 5 years old showed that 92.7% of Wisconsin's population spoke English (4,855,586) and 7.3% spoke languages other than English (438,692). Languages other than English included: 4.27% Spanish/Spanish Creole (226,324), 1% Other Asian/Pacific Island Languages, .88% German/other West Germanic languages, .55% other Indo-European languages, .42% Slavic languages, .35% Other and unspecified languages, .3% French (including Patois, Creole, Cajun), .27% Chinese, .12% Tagalog, .07% Korean, and .03% Vietnamese. 51.6% of the over 438,692 Wisconsinites who speak a language other than English at home speak Spanish.</p> <p>There are over 117 languages spoken in Wisconsin. Milwaukee and Dane Counties have the greatest number of languages spoken – 51 or more; 11 counties have 21-50 languages, only Florence county has 1-3 languages. Milwaukee's 74 languages tied for the 52nd highest number in any US county. Wisconsin has the second highest % of speakers of Luxembourgish, Miao/Hmong and Serbian in the US; ranks third in % of Ojibwa and Slovene; and fourth in % of German and Lettish speakers. Marathon County has the third highest % of Miao/Hmong speakers of any US county.</p> <p>Children with at least one immigrant parent account for 8% of all children in Wisconsin; 4% live with English language learner parents only. Most children (77%) in immigrant families have long-term resident parents (10 or more years). Many children in immigrant families have American citizen parents (63%); 86% of children are American citizens. Most children (60%) in immigrant families have an English fluent parent. Only 22% of children in immigrant families live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well. Hmong is the group least likely to speak English fluently. (9/09 Annie E. Casey data).</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>WI FACETS collaborates with many community-based organizations/initiatives that are familiar with and are serving families who speak languages other than English.</p> <p>We work with: Head Start, community health clinics (as, 16th St. Community Health, Oneida Behavioral Health, Southside Health Center), public health providers, school districts and cooperative educational service agencies (CESAs), Title I schools, Title VII programs (as, First Nations Studies), family resource centers, Birth to Three programs, Children and Youth with Special Health Care Needs regions, county disability services, disability organizations, migrant organizations/community centers (as, UMOS, La Causa, Hmong La Crosse Association; Lao Community Center, Asian CDR, Big Brothers/Big Sisters, Boys & Girls Clubs, Central Hispano, El Core Centro, Esperanza Unida), local churches and places of worship, autism clinics, children’s court programs, legal clinics (as, Central Legal), higher education (as, UW-M Latino Nonprofit Leadership). We work closely with the Alianza Latina Community Parent Resource Center and all Wisconsin Tribes (including Great Lakes Inter-Tribal Council, Indian Community School and Tribal elders teaching traditional Native languages).</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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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>WI FACETS has a contact management system that collects information on program participants who are assisted by phone, email, in-person, or who participate in workshops. Language categories used in both databases are: Limited English or Spanish-speaking. The workshop Filemaker Pro database records which workshops were conducted in Spanish. AIMS include anecdotal notes in individual client records about the language needs preferences of individuals requesting support from WI FACETS.</p> <p>The data resides in two databases: workshops are recorded in Filemaker Pro data base; other contacts are recorded in the AIMS database. The Administrative Team members run most reports. However, the data can be accessed and reports run by any WI FACETS staff member who wishes to do so.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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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>	<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>WI FACETS conducts numerous programs and activities that have serious consequences. Because WI FACETS is committed to improving the lives and education of all children, especially those with disabilities, one of its primary goals is to affirm the rights of individuals across Wisconsin regardless of their background, culture or spoken language. To make that right a reality, as a Parent Training and Information Center, funded by the US</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

<p>Department of Education Office of Special Education Programs, WI FACETS provides workshops, information and referral services, and individual support to empower Wisconsin families in order to enhance the lives of their infants, toddlers, children, youth and young adults with disabilities by improving their early intervention and special education performance and results. This support includes areas of education, transportation, disabilities, discipline, related services that include transportation, self-advocacy, and transition after high school which includes vocational rehabilitation.</p> <p>We also frequently provide information and referral support for families around more generic resources, such as housing (rent assistance, evictions), accessing services through other nonprofit organizations and various government assistance programs (as, for Badger Care medical insurance, Holiday Giving Tree, Long Term Family Care, Family Support, SSI, Food Share, autism and other child health waivers, special transit options, utility subsidy assistance, vocational rehabilitation, etc.</p> <p>Serious consequence activities might include staff supporting families during mediation or a facilitated IEP meeting. Staff does not attend other high consequence activities such as resolution meetings, due process hearings, manifestation determination hearings, or expulsion hearings. All staff and Volunteer Parent Leaders must complete annual training on unauthorized practice of law.</p> <p>WI FACETS is the only Parent Training and Information Center in Wisconsin, so families who need this information rely on WI FACETS to provide it. WI FACETS is also part of the WI Special Education Mediation System, and serves as a primary information source for families related to early dispute resolution. WI FACETS' Milwaukee Child Find project is a key resource to early identification of children with disabilities for Milwaukee Public Schools.</p>		
<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>If families who speak languages other than English cannot participate in WI FACETS' 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> <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, for families who do not speak English, it is even more challenging for them to be active, informed participants in their children's education. When the family has information presented to them in a way that is understandable, both in the native language and culturally competently, the family begins to feel empowered to navigate systems that are available to serve their child. The services provided to families will give them the tools to become their child's best advocate. WI FACETS will not always be there, but they will.</p> <p>We have not specifically collected data, positive or negative, on the impact on beneficiaries of delays in the provision of services or in the participation in our programs. However, 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 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 been cut back as a result of reductions in budgets and resources for LEP populations.</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

Section IV: Resources

<p>Have you identified resources needed to provide meaningful access for LEP persons?</p> <p>WI FACETS sets expectations on how many families will be served based on the percentage in need. LEP is a strong factor taken under consideration in ALL of our product development. Our intent is to vet all of our resource materials to be accessible to individuals with LEP. All OSEP funded TA&D centers are focused on providing LEP accessible information and resources. 82% of staff surveyed in 2010 felt that resources had been identified to provide meaningful access for LEP persons.</p>	<p><input checked="" type="checkbox"/> Yes Partially</p>	<p><input type="checkbox"/> No</p>
<p>Are those resources currently in place?</p> <p>Demand continues to grow and often outstrips available resources. 82% of staff felt that many resources were in place, but that there was a definite need for more resources.</p> <p>Examples of resources currently in place include: many print materials in Spanish and a small percent in other languages (as, Hmong/Lao); library media/DVDs about IEPs, family stories, mediation in Spanish, etc.; recordings in Spanish of most WI FACETS' workshops; WI Special Education Mediation System Interpreters' Manual. In addition, staff has knowledge of external resources: Tribal members who speak the native language of individual Tribes; persons who can function as interpreters (as, agencies with interpreting services; local school districts who employ ESL teachers); Alianza Latina Community Parent Resource Center; the new Parent Center Network website when includes a search feature for materials available in other languages.</p>	<p><input checked="" type="checkbox"/> Yes Partially</p>	<p><input type="checkbox"/> No</p>
<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>We have several staff coordinating language access activities, under supervision of WI FACETS' Executive Co-Director, Associate Director and other members of WI FACETS' Administrative Team (Nelsinia Ramos, Jenny Stonemeier).</p> <p>WI FACETS' Region 4 Parent TA Center provides technical assistance related to language access activities to 18 OSEP Parent Centers in 9 Midwest states. Our Region 4 PTAC Multicultural Specialists – Don Rosin and Nelsinia Wroblewski –serve on the OSEP Multicultural Workgroup, which has a focus on ensuring access to parent center activities for LEP persons. Don Rosin and Nelsinia Wroblewski also coordinate language access activities for WI FACETS. Nelsinia manages our Spanish-translated website.</p> <p>Martha Lechuga, WI FACETS' PTIC Statewide Latino Multicultural Specialist and Promotora Project Coordinator, and Becky Medina, Racine Center Multicultural Specialist, both work to assist with language access activities.</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>Have you identified the points of contact where an LEP person interacts with your organization? If yes, please describe.</p> <p>WI FACETS 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 one of our 3 toll-free numbers or a direct center phone line ◆ coming into our Milwaukee or Racine office ◆ accessing our website ◆ participating in a workshop (phone, webinar, in-person, recorded/archived) ◆ participating in a support group ◆ meeting in-person with our staff ◆ meeting in-person with our Volunteer Parent Leaders ◆ informational materials (mail, exhibit, etc) ◆ Lending Library 	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

<p>Given the identified points of contact, is language assistance available at those points? If Yes, please describe.</p> <p>Language assistance (primarily Spanish) is available at most of the identified contact points:</p> <ul style="list-style-type: none"> ◆ Spanish-language access is available through our Milwaukee toll-free and main office lines and Racine office phone line. ◆ Bilingual (Spanish) staff in the Milwaukee and Racine offices. Delays can occur when bilingual (Spanish) staff is not available or when another language is needed coming into our Milwaukee or Racine office ◆ Links to resources in Spanish are available on the website ◆ Most workshops (PowerPoint presentations, handout materials; archived workshops) are available in Spanish ◆ Two regular support groups in Spanish (Latino Autism group; Racine group) ◆ Some Spanish and Hmong/Lao-translated materials available for dissemination ◆ Lending Library includes Spanish-translated media and materials <p>WI FACETS also has relationships with some school district and community-based immigrant organizations that can assist us when we provide in-person TA to non-English speaking families.</p>	<p><input checked="" type="checkbox"/> Yes Partially</p>	<p><input type="checkbox"/> No</p>
<p>By languages spoken, how many employees in your organization fluently speak a language other than English?</p> <p>Four WI FACETS employees speak Spanish fluently: Nelsinia Wroblewski, Martha Lechuga, Becky Medina, and Maggie Ramos.</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</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>22%</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> <p>WI FACETS encourages schools and organizations that that work with LEP families to have their own interpreters as a way to make sure that the provided information is effectively delivered to LEP families.</p> <p>In some unusual situations, two of WI FACETS bilingual staff are very competent, have experience and are able to provide simultaneous translation in Spanish. For a recent systems change sharing session, for example, one staff member provided interpreting services for Spanish-speaking families attending the session (using our FM system/head phones).</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<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>	<p><input checked="" type="checkbox"/> Some time</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> Never</p>
<p>What are the most common uses by your organization of other than employee (outside sources) language interpreter services?</p> <p>WI FACETS typically contracts interpreters and uses simultaneous translation devices for conferences, workshops, listening sessions, and phone services for particular situations requiring assistance to families who speak a language other than the one spoken by WI FACETS staff.</p>		

<p>What outside sources for interpreter services do you use?</p> <p>Our first outside call for interpreter services is generally to a community-based immigrant organization with which we have a relationship, such as, the Southeast Asian Community Center, International Institute, etc. For Milwaukee families, we use the Milwaukee Parent Center which has bilingual staff in both Spanish and Hmong. We occasionally contract with professional interpreting individuals or services. We use staff from other disability organizations, college students, or interpreters employed by school districts. In some cases, a relative or friend of the consumer is able to assist. We have used an independent living center, IndependenceFirst, for ASL interpreting services for our youth summits.</p>	<p>X Contract X Telephone</p>	<p>X CBOs <input type="checkbox"/> Language banks</p>
<p>For what languages other than English are outside sources of language interpreters most commonly used? Please list. If so, how?</p> <p>Spanish, Hmong and ASL have been the ones for which we have had to use outside sources.</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>WI FACETS does not rely on LEP person's friends, family members, or other informal interpreters to provide meaningful access.</p> <p>On rare occasions we do allow use of informal interpreters. Examples include: when consumers have asked their friends to make the contact for them with our organization; when a call was started by a service provider who is already bilingual and interpreting for the family (and we double check that the parent provided verbal permission to the provider); when families are already working with other providers (as, doctors, nurses, case managers). Home visits may necessitate use of friends or a family member when LEP need was unknown prior to a visit.</p>	<p>X Yes</p>	<p><input type="checkbox"/> No</p>
<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>	<p><input type="checkbox"/> Yes</p>	<p>X No</p>
<p>If additional resources are needed to ensure meaningful access, have you identified the cost of those resources?</p> <p>Additional resources would allow Parent Center to translate more documents into more languages. In order to translate all relevant and important Parent Center resources into all the languages spoken by Wisconsin families, we have never identified the actual costs to do so. It could cost as much as \$50,000 or more. However, in Wisconsin, the vast majority of families who speak a language other than English at home and who do not speak English, speak Spanish.</p> <p>We know that translation services cost \$25-35/hour or have a per page fee. Interpreter services are about \$80/hour. An FM system with 16 units costs over \$5,000. Internet resource downloads would involve our normal copying costs.</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 that families can attend activities such as workshops and support groups. These costs are more difficult to estimate and find funding to support.</p>	<p>X Yes</p>	<p><input type="checkbox"/> No</p>

<p>Are there any limitations in resources (dollars and personnel) that could impact the provision of language assistance services?</p> <p>WI FACETS' resources to provide language assistance services are based on our grants, contracts, contributions, and other income. WI FACETS writes translation costs whenever possible into all of our grant applications. We routinely translate documents into Spanish using our own staff. There is a backlog of materials which have been updated in English but need to be translated into Spanish. We also utilize translated documents and training materials from other parent centers, TA&D centers and other sources. WI FACETS hires staff who speak languages other than English (i.e., Spanish currently), but does not have the resources to hire staff who speak all of the 117+ languages spoken by Wisconsin families.</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>We have not explored all the options available. We have checked prices of materials in Hmong on other parent center websites. We have considered web-based translation programs, but do not have one in place yet.</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>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 we will develop an agency policy.</p> <p>We do have an Interpreter Manual that we assisted in developing for our WSEMS grant, which outlines expectations for interpreters assisting with mediation and facilitated IEP sessions.</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 type="checkbox"/> To some extent	<input checked="" type="checkbox"/> No
<p>Do you inform your employees of your policies regarding LEP persons? If so, how? How often?</p> <p>We do not have a current formal policy regarding LEP persons. We also have not had formal or specific activity or staff training related to LEP families. However, we do weave that discussion into all of our planning and staff meetings and trainings, etc. We also discuss specific situations as they arise. 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> <p>Staff knows about the importance of language access by becoming familiar with all of the informational materials WI FACETS has available for dissemination in other languages, and making sure to include these when doing an exhibit. Staff is aware that whenever a job opening is announced, job descriptions indicate that bilingual persons are encouraged to apply and are preferred. Parent Center Project Co-Directors and Coordinators are aware of the practice that new materials developed by their project should at least be translated into Spanish as soon as the material has been developed.</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>We inform our subcontractors of this obligation, through verbal notification when the contract is being prepared and when issued.</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>We are in the process of developing a written policy on provision of language support services. In the meantime, WI FACETS subcontractors are informed that they are expected to provide language assistance to all LEP persons that request our services.</p>	<input type="checkbox"/> Yes	<input checked="" 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>	<input type="checkbox"/> Yes <input type="checkbox"/> Do not know	<input checked="" 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 going forward. We do not specifically mention interpreting services as a separate service. Our direct services are provided in Spanish, if needed, at point of contact, and Spanish-speaking individuals are informed at points of contact including: our agency brochure, verbal interaction, website, emails, phone, informative materials, exhibits, etc.. Families in need of services and who speak other foreign language than Spanish are informed that services will be provided for them through other methods.</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>WI FACETS uses professionally-trained interpreters to interpret at our conferences when needed. They do not translate confidential information.</p> <p>While WI FACETS' Spanish-speaking employees do not have formal training or certification as translators or interpreters, they are natives from Costa Rica, Mexico and Puerto Rico. They have many years of experience providing interpreting services for our parent center. All staff must annually sign a confidentiality agreement (contained in our Employee Handbook) as a condition of employment.</p> <p>Our Spanish language translation is primarily done by Nelsinia Wroblewski, a skilled Spanish language translator who is on our staff. As a staff person, she annually signs a commitment to maintain confidentiality. Nelsinia, as our Region 4 PTAC Multicultural Specialist, is also serving on the OSEP Spanish Glossary Project Team, where she is bringing her years of translating experience to the table to work with Spanish-speaking parent center staff from around the country to agree on terminology and definitions for commonly-used special education-related terms. Our translated material is always reviewed by Spanish-speaking individuals from multiple countries of origin to ensure accuracy and universal understanding. Becky Medina and Martha Lechuga also have experience with translation. Staff works closely together to review translated materials, often ask other parents and parents centers to review, sometimes use focus groups, or ask external Spanish-speaking individuals from community agencies to review translations.</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>WI FACETS’ job opening announcements indicate that WI FACETS is an affirmative action/equal employment opportunity employer and that bilingual staff are desired, but not required. Job requirements (as, level of education, certifications, experience, etc.) are foundational for hiring decisions. However, speaking a language other than English is one important factor considered in WI FACETS’ hiring decisions for all jobs. For Multicultural Specialist positions, it is a critical factor.</p> <p>Spanish has been identified as the primary language of LEP families based on demographic studies; however, Hmong would be the other desirable language to have among our staff.</p>	<p>X 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>Three of our Spanish-speaking employees are very fluent in both English and Spanish. The fourth WI FACETS’ bilingual staff member needs to become more confident in English language capacity but is fully qualified to provide services in Spanish, her language of origin.</p> <p>Qualification to provide services in another language is determined through conversation, observation and performance evaluation by project directors.</p>	<p>X Yes</p>	<p><input type="checkbox"/> No</p>
<p>Do you provide written materials to the public in languages other than English?</p> <p>WI FACETS has numerous publications available in different languages, primarily Spanish and some in Hmong.</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>Every time WI FACETS has contact with a Latino parent, either on the phone, in-person, at our exhibits, during our workshops, he/she is notified that the publications are available in Spanish. These publications are usually translated materials from its original English language into Spanish. We ensure that every Latino family served is informed that materials are available and can be requested through workshops, conferences, phone, website, email, exhibits, mail and in-person.</p> <p>The public is notified of the availability of translated materials through information on the home page of WI FACETS’ website which contains the “tab” for our Spanish webpage. The public is also notified by our list of publications which indicates the languages in which the publications are available (generally Spanish).</p> <p>We also notify the public during outreach to community-based organizations, schools, etc.</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>Most of WI FACETS’ materials are made available to the public in Spanish. Translated materials include PowerPoint presentations and workshop handouts for our basic workshops: Introduction to Special Education; IEP-Part 1; IEP-Part 2; Dispute Resolution Options; Facilitated IEPs; Resolution Session; Transition 1: Preparing for Life After High School; Ready Set Go-Preschool Transitions and Options; Effective Communication; and Creating Agreement. Some materials are available in Hmong also.</p> <p>WI FACETS also disseminates Spanish-language materials developed by national OSEP TA&D Centers, including information from NICHCY, NECTAC, etc. In addition, WI FACETS uses the search feature on the www.parentcenternetwork.org web portal to find materials in other languages that have been developed by other parent centers. These</p>		

<p>materials include disability specific information, information about self-advocacy, transition, child development, parent leadership, youth leadership, and more.</p> <p>A complete listing of all of our translated materials is being compiled by our four Spanish-speaking staff, and our Public Ally, Amna Aziz.</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. Criteria include family needs, grant guidelines, and priority of services delivered, as workshops, meetings or conferences. Usually Spanish translation is done, and revised internally by our experienced bilingual staff translators. Translations are reviewed internally by our other Spanish-literate staff, and Spanish-speaking parent leaders with whom we work closely. In addition, we also conduct some focus groups with Spanish-speaking families.</p> <p>Other materials are translated into other languages as required by specific grants or contracts. In these cases, we have used professional translation companies and then have had the materials reviewed by staff speaking those languages, community based organizations who have staff speaking those languages, or through focus groups with families speaking those languages. Other languages into which materials have been translated are noted in the question above.</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>Before made final, all translated materials are pre-tested and revised by WI FACETS' bilingual staff, and often also by bilingual Parent Leaders, consumers, interpreters and/or bilingual colleagues who are fluent and competent in the languages of the translated materials.</p> <p>When using vetted materials, as from the Wisconsin Department of Education or OSEP TA&D Centers, no additional testing is needed.</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 focus of the evaluation is to rate the event not the interpreter service, though there is a space for additional comments. 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 or poor quality interpretation.</p> <p>We also randomly call a sampling of families (ensuring that we include families who speak other languages than English, primarily Spanish) to determine their level of satisfaction with our services. The survey does not ask for feedback on interpreter services specifically, but it is noted if families express satisfaction or dissatisfaction in accessing information.</p>	<p>X Yes <input type="checkbox"/> To some extent</p>	<p><input type="checkbox"/> No</p>

<p>Have any grievances 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 Co-Director, Associate Director and Project Directors regularly review 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>Data is used to guide supervision activities of staff and to help decide on possible program changes or restructuring.</p>	<input checked="" 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 the Administrative Team and board to determine if changes or modifications are needed.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Do you obtain feedback from the community?</p> <p>WI FACETS obtains feedback from the LEP community in a variety of ways. This includes from our various collaborating organizations and bilingual stakeholders, such as: Spanish/Hmong pediatricians, nurses and social workers from 16th Street Community Health, Latino Health Organization, United Migrant Organization Services, bilingual special education, diagnostic teachers, school psychologists from the Milwaukee Public Schools, FISS program, staff from Centro Guadalupe in Madison, WI. All Birth-3 providers, autism clinics who serve minorities, Family Resource Centers serving in the Milwaukee area. Children’s Hospital of WI, guardianship clinic. Children and Youth with Special Healthcare Needs, Autism Society of WI and local Chapters, SE Asian Coalition, and our bilingual parent leaders from immigrant communities, especially Spanish-speaking immigrant communities.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Source:

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