

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>PEAK plans to develop annually a formal demographic profile of the population it is designated and likely to serve in the state of Colorado.</p>	<input type="checkbox"/> Yes	<input checked="" 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 PEAK is English (84% of people over the age of 5). 16.6 % of people over the age of 5 in Colorado speak a language at home other than English; 10.5% of the Colorado population speak Spanish at home. Of the other languages spoken in Colorado, 2.5% of the population speak Indo-European languages, and 1.6% speak Asian and Pacific languages.</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>PEAK has a well-established, collaborative relationship with El Grupo Vida, a Denver-based, family-driven group that provides outreach to Spanish-speaking parents of children with disabilities. El Grupo Vida and PEAK work closely together to identify and provide information services to Spanish –speaking families. PEAK is also affiliated with the Denver Community Parent Resource Center, a Denver-based federally-designated Community Parent Resource Center that serves typically underserved families in the metro Denver area. In addition, PEAK has collaborated with the Hmong American Association of Colorado to serve Colorado’s Hmong community on several key projects as well as the Denver Refugee Project.</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>PEAK has a contact management system that collects information on ethnicity of families who are assisted by telephone or in-person technical assistance and who participate in PEAK workshops and in the annual Conference on Inclusive Education. This confidential information resides on PEAK’s primary database which is accessed by designated staff. In addition, PEAK has data for the number of families who request and are provided with Spanish-language interpretation so they can access PEAK’s services. However PEAK does not currently have a thorough process for surveying, collecting, and recording primary language data for individuals who speak languages other than Spanish.</p> <p>PEAK provides its annual parent survey in Spanish as well as evaluations of workshops and conferences.</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

programs or activities? If Yes, what are they?		
<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>PEAK conducts numerous programs and activities that have serious consequences. PEAK is the designated Parent Training and Information Center for CO, 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; we are the only PTI in CO, so families who need this information rely on PEAK to provide it. Families rely on PEAK's programs to provide information, training, technical assistance, and support across all of the systems that impact children and families.</p>	X 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>If families who speak languages other than English cannot participate in PEAK 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, as PEAK serves as a "one-stop" for families across the systems that impact their children.</p>	X Yes	<input type="checkbox"/> No
Section IV: Resources		
Have you identified resources needed to provide meaningful access for LEP persons?	X Yes	<input type="checkbox"/> No
Are those resources currently in place?	<input type="checkbox"/> Yes	X 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>Patricia Maycott, Outreach Specialist, coordinates PEAK's Cultural and Linguistic Outreach & Support activities with assistance from Jacey Tramutt who also speaks Spanish. Patricia provides individualized assistance to Spanish speaking families and coordinates check out of our translation equipment which is used widely in the state by other groups as well as for PEAK's trainings and also does Spanish translation with families as needed. She is under the supervision of PEAK's Executive Director, Barbara Buswell and in collaboration with the other members of the Management Team (Julie Harmon, Parent Services Director and Beth Schaffner, Special Projects Director).</p>	X 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>PEAK has identified the following points of contact where an LEP person is most likely to interact with our organization: calling the 800#; coming into the office for resources or information; participating in a workshop; accessing our website; attending our annual conference. PEAK also provides staff to the Colorado Department of Education to interview Spanish-speaking families to get their participation in OSEP Indicator B8 parent survey process.</p>	X 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>Language assistance is available at the identified points of contact as follows: PEAK has two bilingual staff people, one in the main office and another remote staff person who lives</p>	X Yes	<input type="checkbox"/> No

<p>in another area of the state. PEAK has a process in place for assisting families who contact PEAK who speak Spanish through a recording on our phone answering system in Spanish, which directs them to our dedicated language line connecting to our bilingual staff person. In addition, the main page of PEAK's web site provides a link to information in Spanish about PEAK's PTI services and resources. PEAK uses free web-based language translation programs when contacted by families who need interpretation in languages other than Spanish. PEAK provides free Spanish language interpretation and translated resource materials to workshop and conference participants who need and request those services. PEAK uses Traducelo Ahora and Google Translate in translating resources for families. PEAK also provides language interpretation services to individuals who speak languages other than Spanish as requested and as resources are available. An example: PEAK recently provided interpretation services and support to an Ethiopian family whose primary language is Amharic) PEAK also connects individuals with cultural liaisons in their school district or community. As mentioned above, Spanish-speaking PEAK staff assist the Colorado Department of Education in collecting Indicator #8 parent survey data.</p>		
<p>By languages spoken, how many employees in your organization fluently speak a language other than English?</p> <p>A total of 2 PEAK staff speak languages other than English fluently. One staff person is fluent in French. PEAK also contracts with several interpreters to interpret during PEAK trainings and conferences.</p>	<p>#: 3</p>	<p>Languages: Spanish, French</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>10%</p>	
<p>Do you utilize employees in your organization as interpreters? (Interpreting is a different skill than being bilingual and able to communicate mono-lingually in more than one language).</p> <p>PEAK's bilingual employees are sometimes used to interpret for telephone conversations with Spanish-speaking parents who contact PEAK for assistance. Professional interpreters are used at PEAK conferences and trainings.</p>	<p>X Yes</p>	<p>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 on phone calls or face to face in the office..</p>	<p>X Some time <input type="checkbox"/> All the time</p>	<p><input type="checkbox"/> Always Never</p>
<p>What are the most common uses by your organization of other than employee (outside sources) language interpreter services?</p> <p>PEAK owns 2 electronic, fm translation equipment systems (with 2 transmitter for interpreters and 43 headset receivers) for simultaneous interpretation services. This equipment is used for interpretation services at PEAK events and is also lent out to other groups who request it from PEAK.</p> <p>PEAK utilizes professional interpreters with people attending PEAK-sponsored workshops, programs, and conferences who need Spanish language interpretation.</p>		
<p>What outside sources for interpreter services do you use?</p> <p>PEAK maintains a resource list of professional interpreters and translators who are contacted as needed to provide services and also works in collaboration with several community - based organizations focused on serving families from specific ethnic groups who speak languages other than English.</p>	<p>X Con-tract <input type="checkbox"/> Tele-phone</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>PEAK uses outside sources for interpreters primarily for the Spanish language, however, as mentioned above, PEAK recently used a professional Amharic interpreter to provide access to one of its training programs to a family who recently moved to Colorado from Ethiopia.</p>		

PEAK has also used interpreters as needed from the Hmong association.		
<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>PEAK does not rely on LEP person's friends, family members, or other informal interpreters to provide meaningful access. Occasionally friends or family members or other informal interpreters initiate contact with PEAK for the LEP individual.</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 PEAK to translate more documents into more languages. In order to translate all relevant and important PEAK resources into all the languages spoken by CO families, it could cost a considerable amount of money. PEAK is aware of some of the costs involved in increasing access but does not have a comprehensive analysis of costs. In CO, the vast majority of families who speak a language other than English at home and who do not speak English, speak Spanish. However, with additional resources, PEAK could advertise and offer interpretation and translation services in languages other than Spanish that are used by the population in Colorado.</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>Are there any limitations in resources (dollars and personnel) that could impact the provision of language assistance services?</p> <p>PEAK's resources to provide language assistance services are based on our grants, contracts, fee-for-service, contributions, and other income. PEAK writes translation costs into virtually all of our grant applications and fee-for-service activities, and routinely translates PEAK documents into Spanish using an outside contractor. PEAK has hired staffs that speak Spanish, but does not have the resources to hire staff that speaks all of the languages spoken by CO 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 explore options for families as situations arise. We have not explored all options available across the state.</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Part B: Developing a Language Assistance Plan		
Section II: Planning		
Have you developed a comprehensive plan for language assistance to LEP persons?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does your organization have a written policy on the provision of language interpreter and translator services?	<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>PEAK consistently, at least annually, communicates with its employees the principles and practices it already has in effect for assuring access to PEAK's information and services to LEP families.</p>	<input checked="" type="checkbox"/> Yes	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>This is currently done on an informal basis.</p>	<input type="checkbox"/> Yes	X No
<p>Do your subcontractors have a written policy on the provision of language interpreter and translator services?</p> <p>We do not currently check for this.</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>	<input type="checkbox"/> Yes X 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>Beneficiaries who do not speak English are informed that they will be provided interpreting services when they contact PEAK and on flyers and other materials that market PEAK's services, but they are not specifically informed that it will be at no cost to them. However, all services are provided at no cost to beneficiaries.</p>	X 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>PEAK does not currently have a formal process for checking the qualifications of translators and interpreters, however we typically use interpreters and translators who we are referred to by our multi-cultural partners in the state, especially El Grupo Vida and the Hmong Foundation. For translation, we typically contract with court-certified interpreters.</p>	<input type="checkbox"/> Yes	X 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>PEAK's job notices indicate that PEAK is an affirmative action/equal employment opportunity employer and that bilingual staff are preferred for positions such as Parent Advisor, Training, and TA positions where bilingual capacity is most critical. We identify the languages that are needed by looking at the relevant demographic data.</p>	X 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>PEAK Parent Center consistently checks candidates' bi-lingual qualifications in the interview and reference-checking processes and has qualified staff or consultants converse with the candidate and review their skill in writing in the particular language</p> <p>For one of PEAK's two bilingual staff members, her non-English language (Spanish) is her first language.</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Do you provide written materials to the public in languages other than English?</p> <p>PEAK provides its workshop marketing brochures, workshop flyers, and many of its content-related materials about the IEP process and other topics relevant to the needs of families in Spanish.</p>	X Yes	<input type="checkbox"/> No
<p>Is the public notified of the availability of the translated materials? If Yes, how?</p> <p>PEAK has materials about the IEP process and other relevant topics available in Spanish and English on its web site and offers materials in Spanish at PEAK trainings. Currently there is not a formal place on the PEAK web site or a process for informing the public about PEAK's commitment to providing access to information in their native language for LEP families. There is a link on the PEAK home page to a page that provides basic information about PEAK and its services as well as downloadable files of basic informational articles in relevant content areas in Spanish.</p>	X 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. In PEAK's quarterly SPEAKOut Newsletter, at least one key content-related article is always provided in both English and</p>		

<p>Spanish within the newsletter. All of PEAK's IEP process and basic rights workshop materials are made available in Spanish and in English</p> <p>For its Annual Conference, PEAK provides a letter in Spanish welcoming and encouraging participation in the conference is disseminated, a translated conference brochure, and conference agenda with session descriptions, as well as materials for selected conference sessions are provided in Spanish.</p> <p>Materials provided by PEAK in Spanish:</p> <ul style="list-style-type: none"> ▪ Encontrar al niño ▪ A importancia de abogar - Cathy Heisman, Directora Ejecutiva del "Child Advocacy Center" de Cincinnati, Ohio ▪ Los servicios de medicaid 1 los servicios de medicaid 2 los servicios de medicaid 3 ▪ Las habilidades from the Abilities column by Lynn Zaritsky © 2000. Dist. by Universal Press Syndicate ▪ Derechos de los Padres y sus Hijos en la Educación Especial – Colorado Department of Education <p>From Guia de la ley de Educacion Especial by Randy Chapman (Spanish and English) (handouts)</p> <ul style="list-style-type: none"> - Ambiente menos restrictivo - La Disciplina y la Discapacidad - El Programa Educativo Individualizado - Que es Educacion Especial? - Evaluaciones de las Necesidades de los Estudiantes con Discapacidades - Resolucion de Disputas de Acuerdo con IDEA - Los Niños en las Escuelas Privadas - El Acta para la Educacion de los Individuos con Discapacidades <p>From Colorado Department of Human Services:</p> <ul style="list-style-type: none"> * Guia III Planear para la Transicion <p>FROM NICHCY (handouts)</p> <ul style="list-style-type: none"> * Servicios Relacionados * Trastornos del Habla y Lenjuaje * La Tecnologia Asistencial * Discapacidades Especificas del Aprendizaje * Preguntas Comunes de los Padres Sobre los Servicios de Educacion Especial * Preguntas comunes de los Padres * Ayuda para los bebes hasta su tercer cumpleaños * Guia para Padres de Familia * Desarrollando el IEP de su Hijo * Cuando Le Preocupa la Conducta de su Nino en la Escuela * La Mediacion * Apelacion y Accion Civil * Audiencia de Proceso Legal Debido * El Proceso de Resolucion * Queja de Proceso Debido * Queja Estatal * Como Resolver Disputas Entre Familias y Escuelas * Reuniones para Desarrollar el IEP * Como Solicitar una Evaluacion de Su Nino * El Espectro del Autismo * Como Solicitar un Cambio de Ubicacion * Comunicandose con la Escuela: Una Introduccion al Arte de Escribir Cartas * Como Solicitar que se Revise el IEP de su Nino 		
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<p>* El Trastorno por Deficit de Atencion/Hiperactividad</p> <p>FROM PACER CENTER (handouts)</p> <ul style="list-style-type: none"> * Servicios Relacionados y los Ninos que tienen discapacidades * Como saber si mi hijo esta progresando * Acomodaciones y Modificaciones Escolares * Asistencia a Reuniones para Planear el Programa de Educacion Individualizado * Educacion Especial: Evaluacion * Consentimiento informado de los Padres para ninos con discapacidades en Edad Preescolar y escolar * Evaluacion: Que Significa para su nino? * Tecnologia Auxiliar Para Infantes y Ninos Pequenos con Discapacidades * Aviso Previo por Escrito * Acomodaciones y Modificaciones Escolares <p>From Children's Home Society of California – Parenting pamphlets on a variety of topics (in Spanish and Vietnamese)</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 used to decide the answers to each of these questions. Most key resource materials are translated into Spanish as soon as possible, and usually the Spanish translation is done by an outside contractor whose translations are tested by having them reviewed by our Spanish-literate staff.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes	X No X No X No <input type="checkbox"/> No X 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 PEAK's bilingual staff.</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Section III: LAP Evaluation		
<p>Do you have and use a tool for collecting data on beneficiary 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>We have received informal feedback from people who have used our language access services that has been positive. 97% of Spanish-speaking families who attended PEAK workshops reported in evaluations that the information they received was useful and 91% reported the information was relevant to their needs.</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>	<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 checked="" type="checkbox"/> Yes <input 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? We will do this once our policy / plan is written and in force.</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>Do you obtain feedback from the community? PEAK does not currently have a formal process for obtaining feedback from the</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

community other than follow-up calls for families and professionals who have used PEAK's services.		
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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