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   ***Yes***   No
to be served by your Federally funded programs and activities?

Centro Cultural La Familia (CCLF) is a federally funded Community Parent Resource Center (CPRC) funded by the Office of Special Education Programs, U.S. Department of Education. The organization became a CPRC in October 2009. CCLF serves primarily Hispanic/Latinofamilies in an area known as the Southside. The Southside is located in the largest city in the state. A demographic profile of the population being served was developed when CCFL prepared its application to become a CPRC.

By primary language spoken? If Yes, list language groups and languages spoken.   ***Yes***   No

The Southside's primary language groups are as follows: English (54%), Spanish (37%), Hmong (7%), and languages representative of immigrants from other West African countries (2%). The Southside has the largest Hispanic/Latino population in the state.

Is your institution working with any community-based organization(s) that is (are) familiar   ***Yes***   No
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.

Although CCFL works primarily with Hispanic/Latino families in the Southside area, our center works closely with statewide and community-based organizations that are familiar with the language needs of individuals served by the center and those likely to be served by CCFL. CCFLis a member of a statewide organization that is comprised of various immigrant and migrant organizations in the state. CCFL also holds membership in a local community-based organization which addresses the needs of families living in urban populations and those families which may have transitioned from more rural communities in the state to the Southside area. CCFL works very closely with the two largest organizations in the state which focus on the needs of Hispanic/Latino families in areas other than special education such as housing, medical, jobs, adult education and adult literacy. CCFL works collaboratively with the statewide Parent Training and Information Center which has developed resources for Hmong families (see language groups) and with other families of children and youth with disabilities.

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Section II: Frequency of Contact

Does your organization have a process for surveying, collecting and/or recording primary language data for individuals that participate in your programs and activities? If Yes, describe the categories used in the collection of data, where the data resides, and who can access the data. **_Yes_**   No

CCFL collects information about individuals that participate in our programs and activities – families assisted by phone or with in-person assistance, families who participate in workshops and trainings; families who receive home visits, families who visit our website, and walk-ins who visit our center. With assistance from the national office of technical assistance we were able to obtain a free-of -charge data system called CAIMS which has a secured off-site server. With technical assistance, CCFL was able to design a part of the CAIMS to collect and record primary language data and information. This information can be accessed by the co-directors.

Section III: Importance

Do you conduct compulsory activities?   Yes   **_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?   Yes   **_No_**

Do you conduct programs or activities that have serious consequences, either positive or negative, for a person who participates? (including, but not limited to, for example: health, safety, economic, environmental, educational, law enforcement, housing, food, shelter, protection, rehabilitation, discipline, transportation, etc.). If Yes, what are they?   **_Yes_**   No

CCFL provides training and information to families of infants, toddlers, children and youth with disabilities about their educational rights in early intervention and special education systems. CCFL assists families in navigating the medical system and provides information about health and safety. CCFL provides referral to the statewide PIRC which helps families seeking education information for their children in general education. CCFL provides referral to families seeking help with housing, food, shelter, adult literacy, immigration issues and jobs through its collaborations with other community-based organizations.

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?   **Yes**   No

We have discussed the impact on beneficiaries among staff, board members and other community based organizations. However, much of the data is anecdotal and not quantifiable. We believe that when services are delayed, children suffer negative impacts in their education, and in their social, medical and emotional well-being. The information, training and assistance that families can receive from our organization is very beneficial to the overall well-being of the children, the families, and the community.

Section IV: Resources

Have you identified the resources needed to provide meaningful access for LEP persons? **_Yes_** No

Are those resources currently in place? **_Yes_** No

Is there a staff member in your organization assigned to coordinate language access activities? If Yes, please identify by name or title, etc. **_Yes_** No

Hector and Rosa Melendez are the founders and co-directors at CCFL. Rosa and Hector are the sister and brother of an adult male with disabilities and also serve as his guardians. They are long term residents of the Southside. Hector assumes the major role for coordinating the language access activities.

Have you identified the points of contact where a LEP person interacts with your organization? If Yes, please describe. **_Yes_** No

We have identified the following points of contact where a LEP person is most likely to interact with our organization. This interaction may occur as follows: (1) persons calling CCFL's main office, (2) persons participating in a CCFL sponsored workshops and trainings, (3) persons meeting with a CCFL staff at one of the events we attend in collaboration with other community based organizations, (4) persons (walk-ins) visiting our organization which is open Monday through Friday 9:00 a.m. to 5:00 p.m., (5) persons attending a once a month parent support group and dinner and (6) persons visiting the CCFL website.

Given the identified points of contact, is language assistance available at those points? If Yes, please describe. **_Yes_** No

Language assistance is available at the identified points of contact. All CCFL staff speak Spanish fluently. Therefore, if a person engages in one of the listed activities, a Spanish speaking staff member is available. All staff members are fluent in English as well.

By language spoken, how many employees in your organization fluently speak a language other than English? Number: Language

There are a total of 5 staff members and all five staff members speak <u>Spanish</u> fluently. One staff member speaks fluent <u>French</u>. Eighty percent of the board members speak fluent Spanish.

What percent of the total employees in your organization are bilingual and able to competently assist LEP persons in the LEP person's language? <u>Per Cent: 100%</u>

All staff members are bilingual and able to assist persons in Spanish and English.

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.) Yes **_No_**

Employees within our organization provide interpreter services (check one): Some of the time
Most of the Time

Always
Never

What are the most common uses by your organization of other than employee (outside sources) language interpreter services?

For clarification our employees are using language of origin. If a person contacts our organization and speaks a language that is not Spanish, and is representative of our community language group we reach out to a community based organization which helps with language access.

What outside sources for interpreter services do you use? (check all that apply.)

Contract Interpreters
Telephone Services
Community Based organizations
Language Banks
Other (Please Specify)

For what languages other than English are outside sources of language interpreters most commonly used? Please list. If so, how?

To date, we have not been contacted by families that speak languages other than English or Spanish. However, we have relationships with organizations that serve families speaking Hmong and other languages who are available if we need them

Although you should not plan to rely on an LEP person's friends, family members, or other informal interpreters to provide meaningful access, are there times when you appropriately allow use of such informal interpreters? If Yes, under what circumstances?   ***Yes***   No

Twice a year CCFL holds two events for the Southside community. CCFL sponsors a summer block party and a community holiday party (December) and at that time we engage individuals who want to join in the fun and help community members enjoy the activities. (See demographic profile).

Are minors used as interpreters? If Yes, under what circumstances and how are issues such as competency, appropriateness, confidentiality, and voluntariness assessed?   Yes   ***No***

No, minors are not used.

If additional resources are needed to ensure meaningful access, have you identified the cost of those resources?   ***Yes***   No

CCFL has identified the cost of these resources. CCFL could increase the number of families we served if there was additional staff.

Are there any limitations in resources (dollars and personnel) that could impact the provision of language assistance services?   ***Yes***   No

We are a small nonprofit whose services and activities are based on our grant from the federal government and other small grants from out state and some local foundations.

If so, have you explored all options available to you in order to ensure the provision of language assistance services?   Yes   *No*

<u>As much as possible</u>

We are continuing to learn what resources and funding opportunities are available. CCFL continues to take advantage of technical assistance that is offered and networks with other community based organizations so that we can leverage our current resources and be aware of what other options may exist to help us assist all families in our community.

Part B: Developing a Language Assistance Plan
Section II: Planning

Have you developed a comprehensive plan for language assistance to LEP persons?   ***Yes***   No

Does your organization have a written policy on the provision of language interpreter And translator services?   Yes   ***No***

We do have a policy which addresses language assistance and access to LEP persons. Because we are providing services in the language of origin for families that we serve, we do not have a written policy on the provision of language interpreter and translator services. However, we now understand that we need such a policy for families speaking languages other than English and Spanish and will develop it.

If so, is a description of this policy made available to the general public?   **Yes**   *No*
If so, how and when is it made available?
Our language assistance and access policy is available in Spanish and English.

In what languages other than English is it made available?

Do you inform your employees of your policies regarding LEP persons? If so, how?   ***Yes***   No
How often?

The board of directors reviews the policy once per year regarding LEP access. Employees are formally addressed regarding LEP access at the annual staff retreat.

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?   Yes   ***No***

We do not have subcontractors.

Do your subcontractors have a written policy on the provision of language interpreter And translator services?   Yes   *No*

We do not have subcontractors.

If so, is it distributed to the general public?   Yes   ***No***
If so, when and how is it made available?
In what languages other than English is it made available?

Are beneficiaries informed that they will be provided interpreting services at no cost?   Yes   ***No***
How are they informed and at what points of contact?

Do you ensure that your translators and/or interpreters are qualified to provide interpreting Yes   *No*
services (which is a different skill than being bilingual) and understand any confidentiality
requirements? If so, how?

This is not applicable for our organization.

Is ability to speak a language other than English a factor in hiring decisions in your   ***Yes***   No
organization? If Yes, how do you identify which languages are needed?

We identify the language needs based on the goals, objectives, and activities of our grant to serve the families of infants, toddlers, children and youth with disabilities who are primarily Hispanic/Latino as well as periodically reviewing information about the languages spoken in our service area.

Do you ensure that your bilingual staff is qualified to provide services in another   ***Yes***   No
language? If Yes, how?

Staff receive training and professional development which prepare them to train and inform families about their children's educational rights.

Do you provide written materials to the public in languages other than English?   ***Yes***   No
Is the public notified of the availability of the translated materials? If Yes, how?   ***Yes***   No

Written materials in Spanish are available to the public.   The types of written materials are available on training materials, hand-outs, outreach brochures and materials and on our website as well. The website is available in both Spanish and English.

List all written materials provided to the public in languages other than English and the
languages for which they are available.

All materials produced and distributed by CCFL are in Spanish and in English and are made available to the public. All training materials such as handouts, power points, notices about trainings and workshops are in Spanish and English. A catalog is attached of all materials that are available through our center. Please see the appendix if you wish to access an individual listing of all materials.

Are there set criteria for deciding: ***Yes***   No
☐ Which materials will be translated?   ***Yes***   No
☐ Who will translate the materials?   ***Yes***   No
☐ How you will assess competency to translate?   ***Yes***   No

☐ Who will provide a second check on the translation? **_Yes_** No
☐ Into which language(s) the materials will be translated? **_Yes_** No

Are all translated materials pre-tested before made final? If No, which materials are not **_Yes_** No
pre-tested and why?

Staff pre-test all materials. There are also board members who are willing to pre-test our materials. In addition, one of the community based organizations assisted with pre-testing materials.

Section III: LAP Evaluation

Do you have and use a tool for collecting data on beneficiary satisfaction with Yes **_No_**
Interpreter services?

We do have a process that is used to collect information on participant satisfaction but it is not specific to interpreter services. We collect information and data on participant satisfaction about the activities we perform such as trainings, workshops, etc.

Have any grievances or complaints been filed because of language access problems? Yes **_No_**
If ,Yes, with whom?

Do you monitor the system for collecting data on beneficiary satisfaction and/or **_Yes_** No
grievance/complaint filing?

Both co-directors are involved in reviewing all participant satisfaction data. This information is also reported quarterly at board of director's meetings. Changes to programming may occur based on changing demographics.

Are the data used as part of a review by senior management of the effectiveness of your Yes No
organization's language assistance program implementation? **Somewhat**

Do you regularly update your LAP and assess for modifications given changing **Yes** No
demographics, or changes or additions to your programs?

CCFL is a new fairly new organization and we are just learning about these requirements. However, we do plan to update the LAP regularly.

Do you obtain feedback from the community? **_Yes_** No

We receive feedback particularly through our association with other statewide and community-based organizations.