Connecting with Your Community: Strategies for Serving Hawai‘i’s Multilingual Population

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Ana Paula Noguez Mercado, LL.M
WELCOME!
The Office of Language Access (OLA) provides oversight and central coordination to state agencies, (the executive, legislative and judicial branches of Hawai‘i’s state government) as well as technical assistance to state and covered entities, in developing and implementing their Language Access Plan as required by law.

OLA also monitors and reviews state agencies for compliance and provides language access complaint resolution.
The Asian Pacific Institute on Gender-Based Violence is a national resource center on domestic violence, sexual violence, trafficking, and other forms of gender-based violence in Asian and Pacific Islander (API) communities.

The Interpretation Technical Assistance & Resource Center (ITARC) works to improve systems responses to LEP victims by providing technical assistance and training on the development and implementation of language accessible services.
WHO IS HERE TODAY?

Be ready to share via Poll Everywhere.

Internet: PollEv.com/anapaulanogu546

Cell phone: Text ANAPAUULANOGU546 to 2233
Language you speak/use in your daily lives and languages that have been spoken by your family
English is your second language

Yes

No
You have a family member whose first language is other than English

Yes

No
POWER OF LANGUAGE
With a partner, each person shares:

1. A story of a moment when you very clearly felt the power/importance of language (1 minute for each person).
2. While your partner is sharing jot down a word/phrase that caught your attention
3. Write the phrase or word in one of the post-its provided
<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are any challenges/frustrations you experience when trying to connect with customers whose primary language is other than English.</td>
<td>What would like to take with you after this training?</td>
</tr>
</tbody>
</table>
LEARNING OBJECTIVES

Following this workshop, you will be able to:

- Objective One: Identify how your role upholds Hawaii’s government’s core values on providing meaningful language access
- Objective Two: Offer solutions to communication when working with multilingual communities
- Objective Three: Implement strategies to connect with customers effectively and efficiently
COMMUNITY AGREEMENTS

- Respect to each other, our experiences and backgrounds
- Take care of your self
- Listen up!
- ?
OBJECTIVE ONE:
Identify how your role upholds Hawai‘i’s government’s core values on providing meaningful language access
Experiential activity: Putting yourself in your customer shoes

1) Put your customer hat on
2) Share about a time when you felt frustrated while trying to receive services from a public agency.
3) How did you feel? What kind of response did you receive from the customer service staff?
- Apathy
- Sympathy
- Empathy
- **Apathy**: Standing back, not caring

- **Sympathy**: requires you to find compassion -- from a distance -- for another's misfortune

- **Empathy**: Demands that you revisit your own misfortune in order to relate to someone else's.

Source: Adapted from Huffington Post, The Difference Between 'I'm Sorry' and 'I've Been There’, [https://www.huffpost.com/entry/the-difference-between-im_b_5604424](https://www.huffpost.com/entry/the-difference-between-im_b_5604424)
PLACING CUSTOMERS’ EXPERIENCE AT THE CENTER

VALUES

PREFERENCES

NEEDS
OBJECTIVE TWO: Offer solutions to communication when working with multilingual communities
HOW DOES LANGUAGE IMPACT YOUR WORK?

1. What came up when you realized you could/ could not fill out the form? How did you feel?

2. Have you ever had to navigate a situation in a foreign language, and you felt lost in translation? What did you do?

3. What could be the consequences of lack of language access for you in this specific situation? And in your experience or knowledge, what would be the consequences on a customer? And on the provider?
MOVING FROM EMPATHY TO COMPLIANCE

ʻO ka ʻŌlelo Ke Ola

Language is Life
WORKING WITH MULTILINGUAL COMMUNITIES: SOME BASIC CONCEPTS

- Individuals with Limited English Proficiency (LEP), refers to an individual whose primary language is not English and who self-identifies as having difficulty speaking, reading, writing or understanding English.

- Deaf (upper case ‘D’) refers to an identity with its own culture, language, and diverse communities.

- ‘deaf’ refers to a physical condition/ impairment
  - Deaf and hard of hearing (HoH is often understood as a disability issue, but it is also a cultural and language identity.
  - LEP and D/HoH intersect!
OTHER IMPORTANT TERMS

- Bilingualism – an individual’s ability to use two or more languages
- Multilingualism – a societal practice of multiple languages within a group, community, region or country
- Primary language – individual’s mother tongue, first language, home language, ancestral and/or heritage language
- Community language – all languages used in broader social spheres (e.g. educational settings, schools, institutions, community organizations)
- Audism - belief that people with hearing are superior to those who are deaf or hard of hearing, discrimination or prejudice against people who are deaf or hard of hearing.
- Linguicism – discrimination based on language
380+ languages in US
25M are “Limited English Proficient” (LEP)

Most spoken languages in the entire US in 2010

English is spoken by 80.38% of people over 5 years old in the entire US. Languages other than English are spoken by 19.62%. Speakers of languages other than English are divided up as follows.

- Spanish 62.13%
- Chinese 2.96%
- Tagalog 2.70%
- Vietnamese 2.24%
- French 2.24%
- Korean 1.94%
- German 1.94%
- Russian 1.48%
- Arabic 1.33%
- Italian 1.33%
- Portuguese 1.22%
- French Creole 1.17%
- Other 17.32%
LEP communities are predominantly communities of color

Limited English Proficient

- Latino: 63%
- Non-Latino American Indian/Alaska Native: 21%
- Non-Latino Asian/Pacific Islander: 13%
- Non-Latino Black: 3%
- Non-Latino White/Other: 0%

Total: 25.1 million
LEPs are predominantly foreign born
INTERSECTIONAL IDENTITIES
BREAK
Language Access in Hawaii

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Hawaii Residents

- Hawaii is one of the most culturally diverse states.
- Hawaii has one of the highest proportions of non-English speakers in the nation.
- Out of Hawaii’s total estimate population 5 years and over of 1,337,965; more than 25% or 344,880 speak a language other than English at home.
- Out of those who speak a language other than English at home, 152,618 or 11.4% are LEP who speak English less than “Very Well.”

[the U.S. Census Bureau, 2017 American Community Survey (ACS) 1-year estimates]
Non-English speaking population in Hawaii: statewide and by county

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<thead>
<tr>
<th></th>
<th>Statewide</th>
<th>Honolulu</th>
<th>Hawaii</th>
<th>Kauai</th>
<th>Maui</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks other than English at home (% of population aged 5 and older)</td>
<td>25.8%</td>
<td>28.3%</td>
<td>21.3%</td>
<td>19.7%</td>
<td>19.1%</td>
</tr>
<tr>
<td></td>
<td>(261,383)</td>
<td>(40,218)</td>
<td>(13,335)</td>
<td>(29,932)</td>
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</tr>
<tr>
<td>Speaks English less than “very well” (% of population aged 5 and older)</td>
<td>11.4%</td>
<td>12.8%</td>
<td>8.8%</td>
<td>8%</td>
<td>7.7%</td>
</tr>
<tr>
<td></td>
<td>(118,551)</td>
<td>(16,535)</td>
<td>(5,409)</td>
<td>(12,123)</td>
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</table>
### Top 15 Languages Spoken by LEP in Hawaii
*(Resource released by the U.S. DHHS, OCR, Aug 2016)*

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
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<tbody>
<tr>
<td>1.</td>
<td>Ilocano</td>
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<tr>
<td>2.</td>
<td>Tagalog</td>
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<tr>
<td>3.</td>
<td>Japanese</td>
</tr>
<tr>
<td>4.</td>
<td>Chinese (Cantonese)</td>
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<tr>
<td>5.</td>
<td>Korean</td>
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<td>6.</td>
<td>Spanish</td>
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<td>7.</td>
<td>Vietnamese</td>
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<td>8.</td>
<td>Samoan</td>
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<td>9.</td>
<td>Marshallese</td>
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<td>10.</td>
<td>Trukese (Chuukese)</td>
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<tr>
<td>11.</td>
<td>Hawaiian</td>
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<tr>
<td>12.</td>
<td>Micronesian</td>
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<tr>
<td>13.</td>
<td>Bisayan (Visayan)</td>
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<tr>
<td>14.</td>
<td>Tongan</td>
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<tr>
<td>15.</td>
<td>Laotian</td>
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</table>
WHY PROVIDE LANGUAGE ACCESS?

- It’s the right thing to do!
- It’s a legal obligation!

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Language is a crucial component of any government agency’s effort seeking to improve the life, safety and well-being of (LEP) individuals and their families.

For LEP persons, language can be a barrier to accessing important benefits or services, understanding and exercising important rights, complying with applicable responsibilities, or understanding other information provided by government and government-funded programs and activities.
IT’S A LEGAL OBLIGATION

- Hawaii is home to thousands of individuals with LEP who are a substantial portion of users of Federally and State funded program.

- Growth in LEP Population and constant linguistic changes

- Federally and state subsidized recipients are legally required to provide meaningful access to eligible population with LEP.
OBLIGATIONS TO PROVIDE LANGUAGE ACCESS UNDER FEDERAL LAW

- Individuals with limited language proficiency (LEP) and/or Dd/HoH are more likely to look for services if those are provided in their preferred language.

- Any government agency receiving federal financial assistance—either directly or indirectly—is required to comply with Title VI of the Civil Rights Act of 1964. They also need to comply with the American with Disabilities Act.

Source: Translating Justice Curriculum, Jannette Brickman- Vera Institute of Justice
AMERICANS WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT (ADA)

DEAF AND HARD OF HEARING

Title III

EFFECTIVE COMMUNICATION

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Dd/HoH: Key points

- ADA requires Public accommodations and state entities to provide ASL interpreters, and other auxiliary aids, to ensure effective communication with deaf and hard of hearing individuals.

- Most nonprofits are Title III Entities – Public Agencies. As Title III Entities that serve the public, it is required to communicate effectively with the people who have communication disabilities, such as being Deaf/deaf and Deaf/blind.

Source: Translating Justice Curriculum, Jannette Brickman- Vera Institute of Justice
You're having a great day at the office. A colleague approaches you to see whether you could help out with a customer that is LEP. As you and your colleague try to communicate with them, you remember the telephonic interpretation service you used last year. As you go to get the number from your supervisor, you are told that there are no more funds for that service and you and your colleague will just have to figure out what's going on without one.

You are no longer having a great day.

Is your agency in compliance?
LEP: Key points

- Title VI prohibits discrimination based on race, color, or national origin in any program or activity that receives federal funds or other federal financial assistance.

- Federal financial assistance recipients must ensure that LEP persons have meaningful access to their programs and services (EO 13166).
WHAT IS THE “MEANINGFUL ACCESS”

“Language assistance that results in accurate, timely, and effective communication at no cost to the LEP individual. For LEP individuals, meaningful access denotes access that is not significantly restricted, delayed or inferior as compared to programs or activities provided to English proficient individuals.”

US Department of Justice’s Language Access Plan
OBLIGATIONS TO PROVIDE LANGUAGE ACCESS UNDER STATE LAW

Federal Mandate
Title VI Executive Order 13166

Hawaii Revised Statute (HRS) ______

LIMITED ENGLISH PROFICIENT

Meaningful access
Hawaii Revised Statute (HRS) 321C

- Purpose is to affirmatively address, on account of **national origin**, the language access needs of LEP persons to ensure meaningful access to *state* services, programs and activities
- Applies to all state agencies (executive, legislative and judicial branches) and covered entities (receive state funding and provide services to the public – counties, non-profits)
Why is language access a priority in Hawaii?

- **Language access** – is a CIVIL RIGHT. It is the provision of language services (interpretation and translation) to limited English proficient (LEP) individuals to ensure meaningful access to government services, programs and activities.

- "**Access**" - be informed of, participate in, and benefit from the services, programs, and activities offered by the State and covered entities.
WHAT IS OLA?

OLA – Office of Language Access.

OLA was established in 2007 under HRS 371 C.31-37 (repealed and replaced in 2012 with HRS 321C) to oversee compliance of all state agencies and all state-funded entities to language access laws.
What does OLA do?

- Provide oversight, central coordination, and technical assistance to state agencies and state-funded entities in the implementation of language access requirements under Hawaii and federal laws, rules and guidance.

- Resolve public complaints to eliminate language access barriers for limited English proficient (LEP) persons.

- Create and distribute multilingual materials to help State agencies and covered entities to effectively communicate with limited English proficient (LEP) persons.

- Consult with State language access coordinators, language access advisory council, and department heads.
What does OLA do?

- Administer a statewide language access resource center.
  - Maintain a publicly available roster of language interpreters and translators.
  - Coordinate efforts that promote the recruitment and retention of language interpreters and translators working in the State.
  - Coordinate, facilitate, organize or publicize training opportunities to develop or advance skills of interpreters/translators.
  - Collaborate and partner with various agencies and stakeholders to develop process/mechanism for testing interpreters/translators and bilingual staff.
  - Train agencies on obtaining language assistance services and how to work effectively with LEP persons and interpreters/translators.
Requirements

State agencies and covered entities are **required** to assess the need for providing language services and take "**reasonable steps**" to ensure "**meaningful**" access to state services, programs and activities.
A Language Access Plan should:

• Utilize census data and assure consultation with stakeholders
• Identify how language services will be provided
• Identify vital documents to be translated
• Identify ways to provide notice to LEP persons about language services
• Provide for staff training
• Include a plan to monitor and adjust services to assure meaningful access.
What resources are available?

- Hawai‘i Court Interpreter Registry
- Office of Language Access Online Roster of spoken Language Interpretation and Translation
- Bilingual Staff
QUESTIONS?

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Objective 3: Integrating Language Access for Service Provision to Communities and Clients
Case study: Soo Jung’s Story (handout)
CONSEQUENCES OF LACK OF LANGUAGE ACCESS

For the customer:

- Services and legal protections are EFFECTIVELY closed to individuals without language access
- Service provision that are not translated or interpreted incorrectly:
  - Hinder individual's ability to participate in their service-seeking process
  - Incorrect info impacts safety and wellbeing
- Lack of community trust in your agency

For the agency:

- Challenges to quality of service and to fulfilling agency's mission
- Lack of compliance with legal mandate and liability issues.
4 STEPS TO ENSURING MEANINGFUL ACCESS

- STEP 1 – Identify an LEP person
- STEP 2 – Identify the language
- STEP 3 – Identify appropriate language services
- STEP 4 – Record the LEP Encounter
Identifying LEP Individuals

- Do not speak English
- Listen for grammar, sentence structure
- Listen to pronunciation
- Ask questions requiring narrative responses
- Identify irrelevant responses
- Self-identify
Module 1:
L
GROUP ACTIVITY QUESTIONS:

- How would you greet that individual?
- What steps do you take to ID language(s)?
- What steps would you take to communicate effectively with individuals with LEP?
- What are current barriers in your work environment that prevent ensuring meaningful access?
LANGUAGE IDENTIFICATION TIPS

• Ask Client
  ✓ Talk slower
  ✓ Use simple words
• Use a Language Identification card, poster or a world map
• Check application form/ Client’s file
• Call a telephonic interpretation service to identify the language

Remember: An interpreter is needed for BOTH parties to communicate!

*Stigma issues*

Source: DHS Language Identification Cards,
https://www.dhs.gov/xlibrary/assets/crcl/crcl-i-speak-booklet-law-enforcement.pdf

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## Knowing Your LEP Population

### Number or Proportion

- **a)** How many individuals with LEP live in your service area?
- **b)** What languages do they speak?

### Frequency of Contact

- **a)** How does the LEP Population come in contact with you?
- **a)** How frequently are you in contact with LEP individuals from different language groups seeking assistance?

### Nature or Importance of Services

Would there be serious consequence if language barriers prevented LEP person’s access to them?

### Other Resources Available

What resources are available to your agency to address language needs?
WHAT ARE THE LANGUAGES SPOKEN IN YOUR SERVICE AREA?

What data does your organization have on language and service population?

a) Local government, local courts, school districts, universities

Hawai‘i Disability and Communication Access Board: http://health.hawaii.gov/dcab/communication-access/

Hawaii School for the Deaf and the Blind http://www.hawaiipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/Hawaii-School-for-the-Deaf-and-the-Blind.aspx
What are the points of contact?

<table>
<thead>
<tr>
<th>Point of contact</th>
<th>Expectations of Staff</th>
<th>Tools and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service Hotline</td>
<td>Identify language spoken. Contact bilingual staff. Connect with interpreters</td>
<td>Language Line, Bilingual Staff, etc.</td>
</tr>
<tr>
<td>One-on-one services (intakes, interviews, etc.)</td>
<td>....</td>
<td>I speak cards, Bilingual Staff, In-house interpreter, Interpretation agency</td>
</tr>
</tbody>
</table>
Once you have established the primary language, you must provide language services in a “timely” and competent” manner.

Questions to consider:
• How to respond to LEP callers?
• How to respond to written communications from LEP persons?
• How to respond to LEP individuals who have in-person contact with staff?
<table>
<thead>
<tr>
<th>What tools are available to ensure meaningful access?</th>
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<tr>
<th><strong>BILINGUAL STAFF</strong></th>
<th><strong>INTERPRETING</strong></th>
<th><strong>TRANSLATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fluent in English and native Language</td>
<td>• Spoken language from one language to another</td>
<td>• Written text converted from one language to another</td>
</tr>
<tr>
<td>• <strong>Not</strong> a conduit or neutral party</td>
<td>• Fluency in English and Native language</td>
<td>• No DOJ standard for Translation</td>
</tr>
<tr>
<td>• No government standard, but assessment recommended</td>
<td>• Training and certification</td>
<td>• Vital documents</td>
</tr>
<tr>
<td></td>
<td>• Neutral party</td>
<td>• Safe Harbor</td>
</tr>
<tr>
<td></td>
<td>• Conduit to communicate - In-person - Telephonic - Video</td>
<td></td>
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</tbody>
</table>
BILINGUAL STAFF

Being Bilingual **DOES NOT** mean someone can interpret

Questions to consider:
- Do you or your agency's staff have training and the skill level to interpret?
- Is there additional compensation for interpreting?
- Do bilingual staff have discretion on when they can decide to interpret?
- Are monolingual staff being trained on how to access interpreters and when to use bilingual staff?
INTERPRETING EXERCISE
INTERPRETING
Modes of Interpretation- Spoken

+ Simultaneous
Orally rendering a message from the source >> to the target language in real-time as the speaker speaks
  - Unidirectional: Interpreting only to the non-dominant language, and consecutively into English when needed.
  - Bi-directional: Interpreting into both the non-dominant language and English with everyone wearing headsets

+ Consecutive
Orally rendering a message in one language into another language after the speaker has completed a statement or question

+ Sight Translation
The rendering of material written in one language into spoken speech in another language


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Modes of Interpretation - Sign language

Interpreting

- The process of transmitting spoken language (English for example) into Sign Language and/or gestures, and vice versa, for communication between deaf and hearing people.

Transliteration

The process of transmitting spoken language into any one of the several English-oriented varieties of manual communications between Deaf and hearing people.

Source: Sykora, Alice, Translating Justice, Module 5 –.

https://www.youtube.com/watch?v=Bc_ad2LJWVA
RELAY INTERPRETING

Hawaii Sign Language into spoken Hawaiian

Hawaiian speaking Interpreter interprets into English

English speaking frontline staff
Summarization is NOT Interpretation!
WORKING WITH INTERPRETERS

Video source: Working with Interpreters Legal Services NJ
https://www.youtube.com/watch?v=pVm27HLLiiQ&t=2s


© Asian Pacific Institute on Gender-Based Violence
Video source: NYC Child Services, Working with telephonic interpreters, https://www.youtube.com/watch?v=FxMX3ligYD4
DEBRIEF

Tip Sheet
How to Work with Interpreters

Preparing the Client About Working with an Interpreter
1. Assess a client’s English fluency/factual proficiency objectively.
   - Does a client speak English well enough to:
     a. Tell a story and answer questions?
     b. Listen to communications in English and understand them?
     c. Be understood by the court?
     d. Understand everyone in the court (considering regional accents, speed, etc.)?

   If client doesn’t want an interpreter because she speaks some English: explain that limited English isn’t enough to understand court proceedings.

2. Explain the role of the interpreter: this increases empowerment; remember the interpreter is a conduit for telling a victim’s story.

3. Explain the interpretation process to the client, specifically:
   a. The interpreter is a conduit
   b. Speak 1-2 sentences at a time, speak clearly
   c. The interpreter may ask you to slow down, or repeat something
   d. Don’t interrupt interpreter, let her/him finish
   e. The interpreter will interpret everything
   f. Don’t ask the interpreter not to interpret something
   g. Don’t ask questions or raise concerns to interpreter, ask the speaker
   h. Don’t have side conversations with interpreter

4. If the advocate is going to have to interpret, explain: “I’ll be in a different role, I will repeat everything that’s said whether it is true or not.”

Pre-Session Preparation Between Advocate & Interpreter
1. Schedule additional time for any meeting where an interpreter is needed.
2. Check with interpreter and client before interview that they do not know each other.
3. Inform the interpreter in advance about the nature of the proceeding, who is involved, special terminology or vocabulary that will be used, etc. so the interpreter is well prepared.
4. English fluency is essential for competent interpretation. Difficulty speaking and understanding English is a strong indication that the interpreter is not qualified. If you and the interpreter are having difficulty communicating in English, then you should get another interpreter.

Continued on next page
Onsite Interpretation Services
OLA Key points

▪ Onsite interpreting generally requires advanced booking.
▪ This type of interpretation is normally used for complex or formal settings that require lengthy discussion.
▪ Agency can utilize a bilingual volunteer staff (Preferably familiar with program), contact an interpreter individually, or use an interpreter referral service.
▪ OLA discourages the use of friends and family members as interpreters.
▪ Use of a minor as an interpreter is permitted in emergency situations only.
Telephonic Interpretation Services
OLA Key points

- Agency has immediate access to telephone interpreter services in more than 100 languages, 24 hours per day, 7 days per week.
NOT RECOMMENDED

- Bilingual Staff acting as interpreters
- Using Friends/Family (Don’t use CHILDREN)
  - Can be traumatic
  - May not have skill set to interpret
  - Summarization
- Using Video Relay Services in two different rooms to save money
  - Against FCC communications consider VRI
### GUIDING PRINCIPLES/CODE OF ETHICS

<table>
<thead>
<tr>
<th></th>
<th>1. Accuracy</th>
<th>6. Scope of Practice</th>
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<tbody>
<tr>
<td></td>
<td>2. Integrity</td>
<td>7. Impediments to Performance</td>
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<td>3. Impartiality</td>
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<td>4. Professionalism</td>
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<td>5. Confidentiality</td>
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<td>8. Ethical Violations</td>
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<td>9. Professional Development</td>
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STRETCH BREAK

1. 10-20 seconds, two times
2. 8-10 seconds, each side
3. 15-20 seconds
4. 3-5 seconds, three times
5. 10-12 seconds, each arm
6. 10 seconds
7. 10 seconds
8. 8-10 seconds, each side
9. 8-10 seconds, each side
10. 10-15 seconds, two times
11. Shake out hands, 8-10 seconds
A document will be considered vital if it contains information that is critical for obtaining federal services and/or benefits, or is required by law.

Examples:

- Emergency Plan
- Notices of Rights
- Restraining orders and other legal documents
- Test for obtaining Job Licenses
SAFE HARBOR

a. Written translations for vital documents for each LEP language group that constitutes 5% or 1000 persons, whichever is less of the population served.

b. If fewer than 50 persons in the LEP group are 5% of the population served, written notice of the primary language of LEP language group of the right to receive competent oral interpretation of written materials, free of cost.
TRANSLATION BEST PRACTICES

- Certified Translator/ Assessed and qualified bilingual staff
- Back Translate
- Community responsiveness to terms
- Glossary development
- Follow up with interpretation services if translating brochures
- Utility Considerations
Can you trust Computer Automated Translation?

• What are your organization’s parameters on when to use Computer Automated Translation?
• Avoid use for full length websites, translated documents, interviews, or interrogations
• Considerations:
  • Is it an emergency?
  • Does this require a “simple” yes or no answer?
  • When can you get an interpreter to follow up on the conversation?
  • Is this an effective and equitable way to communicate?

Additional resources: Can you trust Google Translate: https://www.theguardian.com/world/2015/nov/03/google-translate-error-as-pontes-spain-clitoris-food-festival-grelo-galicia
NOTICE

- Agencies must provide **Notice** of Language Assistance Services.

- Agencies must provide Language Access Services to LEP persons.
STEP 4 – Record the LEP Encounter

- Record each LEP encounter.
- Document your efforts and the decision of the client to accept or decline the free language services offered by your agency.
REMEMBER!!

- Inform LEP individuals of their right to free language services.
- Avoid using a client’s/applicant’s friend or family member. Do not use minor as an interpreter except emergency only.
- Contact interpreter services (phone or in-person).
- Use Volunteer/Staff Interpreters as appropriate and needed.
- Document your efforts and the decision of the client to accept or decline the free language services offered by your agency.
Language Exclusion to Language Justice Continuum Activity

Language Exclusion

Language Tolerance

Language Access

Language Justice

Source: CRLA, Language Justice Program
Barriers to participation for individuals with LEP

Common barriers experienced by individuals with LEP when wanting to participate in government sponsored spaces:

- Limited language access for outreach, meetings, events & online trainings within organizations
- Limited access to interpreting
- Lack of trained interpreters
- Limited staff capacity
- Spoken English voice dominates
IMPLEMENTING LANGUAGE JUSTICE PRACTICES

▪ How can we engage and foster full participation of all individuals, specifically, speakers of non-dominant languages and Deaf individuals in our agency’s programs, activities and events?

▪ How can we ensure that all individuals participate on equal footing with English and spoken language participants?
You program is hosting an Emergency Preparedness and Community Response Teams event. Several people have confirmed their participation, including some of your organization’s staff. There are few English speakers registered and several people who prefer communicating in HSL, Spanish and Tagalog. The goal is for all participants to be able to share information and experiences.

What strategies would you use to plan for this event?

What tools would you need?
CREATING MULTILINGUAL SPACES: 10 CORE COMPONENTS

1. Budgeting
2. Planning (Includes a Language Needs Assessment for Spoken Language)
3. Building Your Team: Advisory Committee
4. Selecting Translators and Interpreters
5. Determining Event structure (facilitation and activities)
6. Inviting Speakers that reflect the demographics of the community you are working with
7. Registration and Outreach
8. Preparing interpreters & speakers/facilitators
9. Interpretation and translation Best Practices during the event
10. Celebrate and Evaluate
“Organizational multilingual capacity focuses on creating social justice spaces where language is used democratically to strengthen cross-cultural alliances by providing the tools and resources necessary for bridging communication across language.”

## TIMELINE

### PLANNING AND DESIGN (6+ months before the event)
- Partner with culturally specific organizations (language needs assessment);
- Advisory committee?;
- Budget for language access;
- Plan for interpretation & translation: hire experienced interpreters, translators, and captioners/ secure equipment;
- Prepare translations well ahead of time;
- Outreach, outreach, outreach!
- Prepare interpreters, event organizers and presenters (terminology, equipment use, interpretation practices);
- Registration strategy?

### DURING THE EVENT
- Encourage language parity throughout the event (faculty, activities, media resources)
- Interpretation best practices: set up the space as shared commitment, communication guidelines
- Coordinator

### AFTER THE EVENT
- Post-event evaluation

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SUMMARY

❑ Build inclusion into your event agenda and activities
❑ Work with interpreters/translators who have an understanding around power/privilege and language
❑ Provide interpreters pertinent materials ahead of time
❑ Promising practices for bilingual/multilingual spaces:
  ❑ Set up interpretation station/table
  ❑ Everyone who is not bilingual or multilingual wears the headset; account for enough equipment (budget permitting!)
  ❑ Brief introduction to interpretation and to equipment use
    ■ Language justice as a shared responsibility
  ❑ Give interpreters a break

Source: Just Communities, Preparing an Interpreted Event:
https://docs.wixstatic.com/ugd/53f282_f43bddd7fcd94d22be56174243a02ec4.pdf
We are weaving new ties, weaving new visions of being and living
Visions that breakdown the boundaries...
Visions that open up the possibilities...
Visions that allow us to experiment with new ways of being powerful and just...

We create spaces here that sow seeds to be carried with us
We create here spaces to hear and feel stories of courage, compassion and healing
These spaces, within us and with each other, are spaces of hope and possibility...

Welcome to an amazing journey
-- Ratnesh Nagda
QUESTIONS
RESOURCES

- U.S. Department of Justice
  - Civil Rights Division
    Federal Coordination & Compliance Section (FCS)
    www.justice.gov/crt/cor
    www.lep.gov
- Casa de Esperanza/ National Latin@ Network LEP Toolkit:
  http://nationallatinonetwork.org/lep-toolkit-home
- NIWAP Translations for Immigrant Legal Rights
  http://niwaplibrary.wcl.american.edu/cultural-competency/multilingual-materials-for-victims/are-you-safe-at-home
- Deafhope: http://www.deaf-hope.org/videos/
- Vera Institute of Justice Center on Victimization:
CONTACT

- Technical Assistance: phone, video-conference, and on-site
- Interpretation Technical Assistance Resource Center
  - Wendy Lau-Ozawa - wlau@api-gbv.org
  - Ana Paula Noguez Mercado – anoguez@api-gbv.org
REQUESTING TA AND TRAINING

- Submit a request via https://www.api-gbv.org/culturally-specific-advocacy/language-access/

legal service providers. Use this form to submit a request.

Potential topics include:
- Federal and state laws and policies on language access in civil and criminal courts,
- Meeting the needs of culturally diverse victims/survivors with limited English proficiency,
- Improving language access policies and practices in organizations and systems,
- Roles and responsibilities of advocates and systems personnel at various points of contact,
- Model programs and practices for

Submit a request:

Name

Organization/Program Name

Email Address

Please briefly summarize your technical assistance or training request
Thank you and see you tomorrow!