

Staff Training and Utilization of Telephonic Interpretation Service and Language Access Service Guidelines and Procedures for Federally Funded Entities.

*City of Shoreline's CTS Language Link Interpretation Service Staff Training Assessment and Next Step
Recommendations for Creating Language Access Services Guidelines and Procedures*

Kanwal Yousuf

A Capstone project presented in partial fulfillment of the requirements for the degree of Master of Arts in Policy
Studies

School of Interdisciplinary Arts & Sciences

University of Washington Bothell

2018



Abstract

At the City of Shoreline there is an absence of guidelines and procedures for language access services and underutilization of the on-demand telephonic interpretation service, CTS Language Link. This study found inconsistent staff training for CTS Language Link telephonic interpretation service at City of Shoreline is the reason for underutilization of the service. The absence of guidelines and procedures for interpretation and translation services prevent staff from providing meaningful access to LEP persons. Providing consistent staff training on language access services and a toolkit will guide staff to provide meaningful language access services for Shoreline's LEP population.

Acknowledgments

I acknowledge the following people for helping me complete this capstone project;

From the City of Shoreline, I thank Mary Reid for connecting me to Rob Beem & Suni Tolton. I thank Rob and Suni for giving me this opportunity. Thank you City of Shoreline staff members for responding to the surveys included in this study.

From University of Washington, Bothell; Dr. Shauna Carlisle, Dr. Bruce Kochis, Asiya Abdul-Alim, Hitoe Englebrekt, & Sonyah Terrason. Thank you for your support and guidance.

Thank you to the entities that are included in this study for allowing me to have the opportunity to interview them; Shoreline School District, City of Seattle Office of Immigrants and Refugee Affairs, City of Seattle Community Garden, Seattle School District, King County Superior Court Office of Interpretation Services, and City of Renton.

TABLE OF CONTENTS

1.1- King County Title VI Policy Statement and City of Shoreline's Resolution 401	0
1.2 - Demographics.....	1
1.3- Language ACCESS SERVICES for LEP Individuals	2
1.4 - City of Shoreline's Current Interpretation Service for LEP Population	2
CHAPTER 2: PURPOSE	5
CHAPTER 3 - LITERATURE	0
3.1 - Who are LEP Individuals and Finding LEP Persons.....	0
3.2 - LEP Policies and Judicial Review	2
3.3 - Executive Order (EO) 13666 Compliance Assessment and Department of Justice (DOJ) Four Factor Analysis	4
3.4 - LANGAUGE ACCESS SERVICES: Staff Training, Compliance, Barriers, and Disparities	6
3.5 - Conclusion of Literature Review.....	14
CHAPTER 4 - STAFF TRAINING CTS LANGUAGE LINK QUESTIONNAIRE SURVEY	14
4.1 - Survey Participants	14
4.2 - Survey Design and Materials	15
4.3 - Analytical Strategy for Survey	16
4.4 - Survey Variables	16
4.5 - Survey Results, Demographics and Responses.....	16
4.6 Survey Results Chi-square Analysis.....	19
4.7 - Tukey Analysis.....	22
4.8 - T-Test Analysis.....	22
4.9 - Spearman's Test.....	23
4.10 - Survey Open Response Results.....	23
CHAPTER 5 - INTERVIEWS WITH OTHER ENTITIES – LANGUAGE ACCESS SERVICES GUIDELINES AND PROCEDURES	26
5.1 - Interview Sample.....	26
5.2 - Interview results.....	27
CHAPTER 6 - DISCUSSION	38
6.1 - CTS Language Link Interpretation Staff Training Assessment Survey Response.....	38
6.2 - Interviews with Other Entities	39
7- CONCLUSION	40
7.1 - Limitations.....	40
7.2 - Recommendation.....	41
Appendices	48

CHAPTER 1 - BACKGROUND

Lack of staff training on how to use CTS Language Link (CTSLL) Telephonic interpretation service is the reason for underutilization of the service at City of Shoreline. Absence of guidelines and procedures for language access services (LANGAUGE ACCESS SERVICES) prevents city's staff from using these services.

The following problems that arise with lack of staff training and absence of guidelines and procedures are:

- (1) Excluding the population from full engagement with the appropriate services, which creates language disparities and lack of participation.;
- (2) The city is not in compliance of Title VI and Executive Order 13166, which creates a liability issue; and
- (3) CTSLL is ineffective

Understanding the relationship between the city's current CTSLL staff training and utilization of the service can help address why the service is being underutilized. The following questions were explored: (1) How much training has City of Shoreline staff received for the CTSLL? (2) How does lack of training result in underutilization of the service? (3) How often does staff encounter LEP individuals? (4) How are staff communicating with LEP individuals if they are not using CTSLL? To explore the question, what makes an effective language access services guidelines and procedures, neighboring entities within King County were interviewed about their existing language access services guidelines and procedures.

1.1- KING COUNTY TITLE VI POLICY STATEMENT AND CITY OF SHORELINE'S RESOLUTION 401

Under the King County Title VI Policy Statement¹ and Title VI of the 1964 Civil Rights Act², entities that are federally funded are prohibited from engaging in discriminatory practices and no person should be excluded from programs or activities³. City of Shoreline is a federally funded entity and when LEP individuals

¹ "Title VI Compliance." Equity and Social Justice. May 28, 2010. Accessed July 27, 2018. <https://www.kingcounty.gov/elected/executive/equity-social-justice/civil-rights/title-six.aspx>.

² Title VI, 42 U.S.C. § 2000d et seq.,

³ Reducing Discrimination Affecting Persons with Limited English Proficiency: Federal Civil Rights Guidelines under Title VI of the 1964 Civil Rights Act

are not given the opportunity to access language services, this excludes the population from programs and activities within the city.

According to the article, *Reducing Discrimination Affecting Persons with Limited English Proficiency: Federal Civil Rights Guidelines under Title VI of the 1964 Civil Rights Act*⁴, without providing effective language services, it is not an intentional discrimination but *de facto* conduct, a term used to describe discriminatory impact. This goes against City of Shoreline's vision and values.

On January 23rd, 2017, City of Shoreline council members adopted Resolution 401⁵ (See Appendix A), which states, "As leaders in the community, we have a special responsibility not to stay silent in the face of discrimination, harassment or hate against any of our residents, and we choose to be a leader in protecting human rights, equity, public safety and social well-being."⁶ City of Shoreline recognizes itself, as a city with an ethnically diverse community and has three main goals related to diversity and inclusion: (1) "Increase the capacity of City staff to promote service equity and inclusion", (2) "Increase access to City information and services by diverse communities", and (3) "Increase community-based support for diverse communities." To promote service equity and inclusion, staff should be informing LEP individuals that CTSL is available for them.

1.2 - DEMOGRAPHICS

According to King County's demographic analysis, more than half the recent population growth is from immigration⁷. Almost a quarter of the population (24.6%) speaks another language and within that group, 10.7% are Limited English Proficient (LEP). There are 11 major languages spoken, Spanish being the most

⁴ Rosenbaum, Sara. "Reducing Discrimination Affecting Persons with Limited English Proficiency: Federal Civil Rights Guidelines under Title VI of the 1964 Civil Rights Act." *Public Health Reports* 119, no. 1 (2004): 93-96.

⁵ City Council. *Resolution No 401*. City of Shoreline: City Council Members, 2017. Accessed July 31, 2018. <http://www.shorelinewa.gov/home/showdocument?id=31029>

⁶ "Diversity and Inclusion." City of Shoreline Washington. Accessed July 31, 2018. <http://www.shorelinewa.gov/our-city/diversity-inclusion>.

⁷ Felt, Chandler. "King County's Changing Demographics Investigating Our Increasing Diversity." King County Office of Performance. February 23, 2017. Accessed June 20, 2018. <https://www.kingcounty.gov/~media/depts/executive/performance-strategy-budget/documents/pdf/RLSJC/2017/Feb23/KingCountyDemographics022317>.

spoken. The demographic analysis mentions there are three major sub-areas for these languages in King County. One of the major sub-area is Seattle-Shoreline (See Appendix B).

In Shoreline, the *2011-2015 American Community Survey*⁸ estimated a total of 5,018 individuals who reported, “Speak English Less Than Very Well.” The survey finds Spanish as the most spoken language, after that is Chinese, African languages, Vietnamese, Korean, Tagalog, Russian, Japanese, and Cambodian as the least spoken language (See Appendix C) .

1.3- LANGUAGE ACCESS SERVICES FOR LEP INDIVIDUALS

Federally funded entities are to provide language access services for their LEP population, which include interpretation and translation services. According to King County’s translation and interpretation website⁹, interpretation is defined as, “The oral conversion of communication of a spoken message from one language to another” and translation is defined as, “The conversion of written communication from one language to another in a written format.” Interpretation services are used to help two individuals communicate to each other when both cannot converse in the same language. Translation services help to translate documents into different languages, while context and sentence structure is also considered.

1.4 - CITY OF SHORELINE’S CURRENT INTERPRETATION SERVICE FOR LEP POPULATION

City of Shoreline provides CTS Language Link (CTSLL) Telephonic interpretation service as a form of communication between a city staff and LEP individuals. The service was implemented in 2017. According to City of Shoreline’s record, CTS Language Link was used 16 times within the last two years. This indicates the service is being underutilized due to internal barriers that prevent staff from using these services with LEP individuals that they encounter. Barriers in this study are considered to be lack of training for CTSLL service and absence of LANGUAGE ACCESS SERVICES guidance and procedures. At this time, every department

⁸ "Diversity & Inclusion - Language Diversity." Chart. In *2011-2015 American Community Survey 5-Years Estimates*. American Community Survey.

⁹ “Translation and interpretation.” King County Information for Employees. Accessed July 31, 2018. <https://www.kingcounty.gov/audience/employees/translation-interpretation.aspx>

manager is required to train their team on how to use CTSLL, there should be a small card with instructions in staff badges, and instructions on how to use CTSLL on Sharepoint (City of Shoreline's employee server).

Table 1: 2018 CTS Language Link Telephonic Interpretation Use

Language	Job Date	Job Duration	Unit Name	Total Charge	Dept	Employee
Amharic	3/28/18	6.3	Minute(s)	\$3.93	Parks	Pool Reception Desk
Spanish	4/3/18	4.4	Minute(s)	\$2.74	Parks	Pool Reception Desk
Cantonese	4/12/18	18.4	Minute(s)	\$11.47	Clerks	N/A
Mandarin	5/4/18	10.6	Minute(s)	\$6.60	CSD	N/A
Mandarin	5/15/18	4.8	Minute(s)	\$2.99	ASD	N/A
Spanish	5/21/18	5.1	Minute(s)	\$3.18	Parks	Pool Reception Desk
Spanish	5/21/18	6.2	Minute(s)	\$3.86	Parks	Pool Reception Desk
Spanish	6/25/18	7	Minute(s)	\$4.36	Clerks	N/A

Table 2: 2017 CTS Language Link Telephonic Interpretation Use

Language	Hold Time (sec)	Connect Time (sec)	Duration (Min)	Charge	Dept
Spanish	22	9	7.50	\$4.65	Clerk's Office
Mandarin	26	18	11.60	\$7.19	CRT
Mandarin	21	20	6.80	\$4.24	CRT
Spanish	8	11	5.50	\$3.43	Permits
Mandarin	14	17	11.80	\$7.35	Planning
Spanish	9	12	2.60	\$1.62	Clerk's Office
Mandarin			3.60	\$2.24	Clerk's Office
Mandarin			13.50	\$8.41	Clerk's Office

CHAPTER 2: PURPOSE

The purpose of this study is to explore the following questions: (1) How has the training City of Shoreline's staff received for CTS Language Link Interpretation Service correlate with underutilization of the service? (2) What needs to be included in the LANGAUGE ACCESS SERVICES guidelines and procedures to ensure City of Shoreline's staff promotes service equity and inclusion for LEP populations? This study will conclude with a summary of the importance of providing language access services for LEP persons.

CHAPTER 3 - LITERATURE

Studies have found staff training, inconsistent guidance and planning for LANGUAGE ACCESS SERVICES are the reason for underutilization of language services, resulting in inequity of access to resources for LEP individuals. Under Title VI section 601¹⁰, federally funded entities have to provide translation and interpretation services for LEP persons, but it is up to each entity on how to enforce the utilization of services. The challenge for each agency is to create and implement practices, policy and procedures for services that include; budgeting, assessment, and monitoring. The following section reviews studies that explain the legal requirements to provide services for LEP populations, cost-benefits of having effective language access services in place, understanding the LEP population, barriers LEP population face every day within different aspects in their lives, barriers that staff face in providing language services for LEP populations, and recommendations for entities on LANGUAGE ACCESS SERVICES made by other analysts.

3.1 - WHO ARE LEP INDIVIDUALS AND FINDING LEP PERSONS

To explore what it means to be considered a LEP individual, the study *How to Engage Low-Literacy and Limited-English-Proficiency Populations in Transportation Decision making*¹¹ is a report that gives definition, statistics, and information on LEP populations. The study's goal was to identify best practices in engaging with LEP populations by collecting qualitative data through interviews with experts throughout the nation. Important questions were asked such as; what are ways to access LEP data on the sub-State level, what approaches are needed to achieve outreach for LEP populations, what are impacts on low literacy on population's abilities and constraints to participate in public's involvement, and how to provide this population with access to resources and opportunities. This confirms that a need for qualitative data for the best practices in engaging with LEP individuals are to be identified and used to provide effective language access services.

¹⁰ Title VI, 42 U.S.C. § 2000d et seq.,

¹¹ PBS&J, Inc., Author, and United States. Federal Highway Administration. Office of Planning, Issuing Body. *How to Engage Low-literacy and Limited-English-proficiency Populations in Transportation Decision making*. Washington, DC: Federal Highway Administration, Office of Planning, 2006.

Additionally, the *National Adult Literacy Survey*¹² is one of the, “most comprehensive and statistically” reliable survey in the US. The survey created three scales of literacy: individuals placed on Level 1 literacy are defined as fifth grade reading, individuals could read a little but not enough for functioning in everyday life (ex: reading a book to a child or filling out an application). Level 2 to 4 is defined as 5th to 7th grade reading and comprehension skills. The results of this study illustrates a direct correlation between low literacy, low educational attainment and low income. Finally, data from the National Institute for Literacy website¹³, US Census, US Department of Agriculture, US Department of Education, and Modern Language Association also provides access to reliable data on LEP populations. Indicators of LEP populations include areas with poverty, welfare, income, employment status, and crime.

This summary suggests that specialized outreach is necessary to support LEP individuals who have daily life constraints that make outreach challenging. These are constraints such as; not having access to computers or a city newspaper, working second or third shifts, and lack of transportation. The report considers the best form of outreach as immersing into the LEP population’s culture. LEP individuals may rely on ethnic media or word of mouth. Invitation to meetings can be considered, but this may not work because attending meetings may not be a part of many cultures and should not be the only way of outreach. Location of meeting is also important for some ethnic groups may not feel comfortable coming into a government meetings. The report states it is important to do outreach in community churches, ethnic festivals, schools, and malls spaces that LEP individuals may occupy. Places to find LEP individuals may be laundromats, discount stores, grocery stores that accept food stamps and sell ethnic foods. Talking to local officials and community insiders (such as school principals, community health care sites) can also assist to find LEP populations.

¹² "National Assessment of Adult Literacy (NAAL)." Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002, E.D. Tab. Accessed July 28, 2018. <https://nces.ed.gov/naal/>.

¹³ "LINCS | Adult Education and Literacy | U.S. Department of Education." Put Reading First -- K-3 (fluency). Accessed July 28, 2018. <https://lincs.ed.gov/>.

3.2 - LEP POLICIES AND JUDICIAL REVIEW

A case study by Robin-Willis, *Language Access Advocacy After Sandoval: A Case Study of Administrative Enforcement Outside the Shadow of Judicial Review*¹⁴, examined cases in which federally funded agencies did not provide language services for LEP persons at the time of need, preventing LEP individuals from accessing resources such as health care, housing, and public benefits. Robin-Willis examined the *Sandoval* case and finds federal anti-discrimination laws can be enforced without judicial reviews when referring to lack of language access services. Protection of language access through judicial review was removed due to this case. In other words, an individual can promote enforcement of language services within an entity but can't take the entity to judicial review if language services were not available for them. Civil Rights lawyers are trying to fight for the protection back while federal government expressed commitment to administration enforcement of language access. In result, the study finds the administrative enforcement of language access is a result of cost-benefit analysis while claiming that this could leave an LEP individual without recourse if cost of providing access is too high. The study recommends strategies for lawyers to promote language access after the *Sandoval* case. A LEP individual can file a complaint to the agencies for not complying with Title VI, Civil Rights Act of 1964¹⁵, but instead of obligations of removal of funding¹⁶, it is more effective and beneficial to negotiate a voluntary agreement with the agency to create a language access policy and plan and implementing an agreement. In recent years, this is how the federal government has moved from defending legality of its language access to enforcing it, using Executive Order 13666 as a guidance for federal funding recipients. In conclusion, although an LEP individual can sue the city for not providing the adequate language access and have their funding removed, lawyers can instead make an agreement to help the entity create a language access plan and to enforce it for future LEP individuals. The study puts emphasis on the

¹⁴ Rubin-Willis, Jessica. "Language Access Advocacy after Sandoval: A Case Study of Administrative Enforcement outside the Shadow of Judicial Review." *New York University Review of Law & Social Change* 36, no. 3 (2012): 465-511.

¹⁵ Title VI, 42 U.S.C. § 2000d et seq.,

¹⁶ 42 U.S.C. § 2000d-1 (2006); 28 C.F.R. § 42.108(b) (2011). Section 602 of Title VI requires a hearing on the record before funding can be terminated. 42 U.S.C. §2000d-1 (2006).

importance of finding an LEP individual to be presented as a consultant to help better serve other LEP individuals.

A study by Davis, *Ensuring Equal Access to Justice for Limited English Proficiency Individuals*¹⁷, explains the justice system's effective policies in place to better serve LEP populations in court. To uphold the concept of justice that our Constitution speaks about, courts must provide effective language services for LEP individuals because inadequate interpretation may put these communities at risk. Additionally, this study references to Title VI of the 1964 Civil Rights Act¹⁸ that, "Long standing case law, regulations, and agency interpretation hold that language-based discrimination constitutes a form of national origin discrimination under Title VI." This study emphasizes the importance of federally funded agencies being in compliance of Title VI and the Civils Act Right. It is important to understand that providing meaningful language access services means to avoid language-based discrimination. The case *Lau V. Nichols*¹⁹, argued that a school district that received federal funding violated Title VI due to failure of providing language services to LEP students and the consequences. This is an important case for federally funded agencies to refer to as an example of what happens if a federal funded entity is not in compliance of providing meaningful language access services.

In 2012, the American Bar Association adopted, "Standards for Language Access in Courts" to provide courts with guidance on interaction with LEP individuals and to help them to design, implement, and enforce LEP policies. The article recommends that Language Access Plan (LAP) in courts can better serve LEP populations and includes the following; identifying court users in need of language assistance and description of collecting and analyzing data, acknowledging what services are to be provided (signage, translators, interpreters, bilingual staff), internal training efforts, procedure of notifying LEP court users, process for monitoring and evaluating services, information on stakeholders involved, timelines and milestones, description of staff and funding for implementation and ongoing management, identification of obstacles and strategies.

¹⁷ Davis, Lynn W., and Isaacson, Scott A. "Ensuring Equal Access to Justice for Limited English Proficiency Individuals." *Judges Journal* 56, no. 3 (2017): 21-26.

¹⁸ Title VI, 42 U.S.C. § 2000d et seq.,

¹⁹ 414 U.S. 563 (more)94 S. Ct. 786; 39 L. Ed. 2d 1; 1974 U.S.LEXIS 151

This plan should be used for all organizations in order to create an effective language services to better service LEP populations. These steps are similar to the Four Factor Analysis²⁰, provided by the Department of Justice, as a guidance. This research makes similar recommendations after the studies were conducted, which can be found in the recommendations section.

3.3 - EXECUTIVE ORDER (EO) 13666 COMPLIANCE ASSESSMENT AND DEPARTMENT OF JUSTICE (DOJ) FOUR FACTOR ANALYSIS

The study, *Selected Agencies Can Improve Services to Limited English Proficient Persons*²¹, analyzed *Executive Order 13166*²² and the Department of Justice's (DOJ) language access plan guidance and the *Four Factor Analysis*. Executive Order 13166 directs federal agencies to improve their access to federal programs and services for LEP persons, using DOJ guidance to create a plan ensuring LEP persons can access their programs and services. The study refers to the *Four Factor Analysis* the EO and DOJ included in the guidelines as a criterion for agencies to use. The four factors helps to ensure agencies are providing meaningful access without, "imposing undue burdens" on agencies. According to the study, the four factor analysis includes the following: "(1) the number or proportion of LEP persons eligible to be served or likely to be encountered by the program or recipient; (2) the frequency with which LEP persons come in contact with the program; (3) the nature and importance to people's lives of the program, activity, or service provided by the recipient; and (4) the resources available to the recipient and the costs of language access services." The study determined which agencies completed their plan, assessed the agencies' implementation process according to the EO and guidance, and examined the 3 agencies that significantly interacted with LEP persons; IRS, FEMA, and SBA. The agencies showed varying levels of commitment to providing language services. The study refers to charts (See Appendix D) to examine how each agency has made a plan according to the DOJ guidance that includes;

²⁰ US. Department of Justice. *Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons*. June 18, 2002. Accessed August 7, 2018. <https://www.gpo.gov/fdsys/pkg/FR-2002-06-18/pdf/02-15207.pdf>.

²¹ United States. Government Accountability Office. *Language Access: Selected Agencies Can Improve Services to Limited English Proficient Persons : Report to Congressional Requesters*. Washington, D.C.]: U.S. Govt. Accountability Office, 2010.

²² 3 CFR 13166 - Executive Order 13166 Of August 11, 2000. Improving Access To Services For Persons With Limited English Proficiency

which departments is responsible for LEP programs and services, needs assessment process that includes the demographics assessment of LEP persons, internal assessment of products and services, and external assessment of effectiveness of language services of internal and external stakeholders, classification of what is considered to be vital documents to translate, planning of interpretation using contractors and employees, and collaboration of agencies. This study concluded that publicly available LEP plans could help to provide plans for other agencies to improve their programs and services. Further, three factors were identified to improving services, which are; assessing the needs of LEP persons, implementing policy to classify documents and translating vital documents, and collaboration of different agencies to share resources and exploring a shared services approach. This is important for City of Shoreline to consider when creating an effective language access services as implementing and assessing current services should not be the only step for providing meaningful language access services. This research makes recommendations based off this literature in the recommendations section.

In the study, *Supporting Limited English Communities*²³, DOJ Office of Justice Programs conducted a survey to examine how LEP persons are being served in the Weeds and Seeds community, a program developed by DOJ as an attempt to prevent and control violent crimes, drug abuse, and gang activities within target areas. Out of over 300 sites, 156 sites have foreign-born populations and were asked to participate in a self-assessment survey, 73 sites responded. Results found that majority of the sites need language-accessible services although 67 already had resources in place. 58 sites had employees that spoke a language other than English and 52 used employees as interpreters. Only a small number of the sites provided formal training for how to best serve LEP persons. Majority of sites use community volunteers and other interpretation and translation services, telephonic interpreter lines, government agencies, and most only used family members and children's as information interpreters in case of urgent situations. The study concludes with steps and recommendations to developing a LEP program according to DOJ four factor analysis guidelines, the first step is self-assessment. Sites need to assess the demographics of their area and the number of LEP persons, sites should assess how often LEP

²³ United States. Office of Justice Programs. Community Capacity Development Office. *Supporting Limited English Communities*. Washington, DC: U.S. Dept. of Justice, Office of Justice Programs, Community Capacity Development Office, Office of Weed and Seed, 2005.

individuals come in contact with their programs, and then the assessment of which programs, activities, and services are important or possibility of contact with the LEP community. Sites also need to assess what resources are needed for LEP persons to provide meaningful access. After the assessment, sites are to create a plan that includes identifying people with LEP, how to respond to LEP persons using services, staff training on services, policies and procedures, and outreach to LEP persons. Sites should monitor and update plan with annual reevaluation according changing demographics and services. Other considerations that are important are linguistic and cultural competency within the agency or organization and outreach as a key component such as meeting with ethnic community groups, posting of information wherever appropriate, and working with other organizations and agencies this study is considered to be an assessment of staff training and a collection of data on what makes an effective policies and procedures. The studies in this research takes a similar approach to collecting data and assessing the current services that City of Shoreline provides.

3.4 – LANGAUGE ACCESS SERVICES: STAFF TRAINING, COMPLIANCE, BARRIERS, AND DISPARITIES

Transit Agencies and Language Access Services Compliance

The study, *Transit Agency Compliance with Title VI: Limited English Proficiency Requirements*²⁴, examines complaints of LEP compliance within a transit agency. LEP population is growing in local communities and transit agencies and meeting the needs of LEP population is becoming a concern. There were two phases in the study's research process, the first phase being background research on local and federal policies of language access, Title VI and enforcement requirements, definition of LEP, and issues related to LEP in transit context. For the second phase, a survey questionnaire was sent out to 300 transit agencies, with 84 responses. The purpose was to examine if there were any complaints that were not reported by agencies. In results from the background research, the study mentions the four factors analysis the DOJ has provided under Executive Order 13166, but finds Department of Transportation (DOT) provides a voluntary compliance for

²⁴ Transit Cooperative Research Program. *Transit Agency Compliance with Title VI: Limited English Proficiency Requirements*. Research Results Digest (Transit Cooperative Research Program) ; 97. Place of Publication Not Identified]: [publisher Not Identified], 2011.

transit agencies, but if compliance fails, only funding of the out-of-compliance program is terminated. This is different from a city entity whereas the whole city can lose funding and not just a particular program or department in the city. The results of the survey finds majority of agencies did not have complaints, but found that LEP compliance is still an issue due to lack of guidance on how to better serve LEP individuals. Low number of complaints could be due to LEP individuals not understanding their rights or are reluctant to filing complaints. Another reason for low complaints could be there is no private right of action of enforcement to Title VI regulations relating to language access, as previously discussed with the case study, *Language Access Advocacy after Sandoval*²⁵. These two issues are barriers that LEP populations and staff face. This research helps to address the barrier or lack of guidance through the collection of data on what makes an effective guidance for staff to providing meaningful language access services for LEP population.

Government and Language Access Training

Related to staff and training, the qualitative study, *Trial and Error: Attending To Language Barriers in Child Welfare Service Provision From the Perspective of Frontline Workers*²⁶, a study done to understand the experiences of front-line workers with LEP population. The study finds the complexity of an interaction between a child service worker and LEP families. Important findings include inconsistent use of services, and lack of guidelines and training on how to and when to access interpreters. The article explains the concern for LEP parents, the fear that they face as well as the barriers of not being able to have their voices heard. The article explores the conservation of resources (COR) theory of stress²⁷ in which resources for a migrant can be depleted when changing locations, but these depleted resources are needed to help with success and long-term outcomes. Using this theory, the reason for depletion in resources for migrants is an agency's lack of funding, support, and preparation for staff on how to access and use interpreters.

²⁵ Rubin-Willis, Jessica. "Language Access Advocacy after Sandoval: A Case Study of Administrative Enforcement outside the Shadow of Judicial Review." *New York University Review of Law & Social Change* 36, no. 3 (2012): 465-511.

²⁶ Maiter, Sarah, Ramona Alaggia, Adrienne S. Chan, and Bruce Leslie. "Trial and Error: Attending to Language Barriers in Child Welfare Service Provision from the Perspective of Frontline Workers." *Child & Family Social Work* 22, no. 1 (2017): 165-74.

²⁷ Hobfoll, S.E. *Stress, Culture, and Community: The Psychology and Philosophy of Stress*. Plenum Press, New York (1998)

The article mentions another study, *Lost In Translation: How Child Welfare Workers In Norway And England Experience Language Differences When Working With Minority Ethnic Families*²⁸, which explains language barriers can result in information deficit, mistrust, and curtailed relationship building process in the child welfare services²⁹. This is something to consider for administrative agencies that want equity and to build relationships with LEP and immigrant communities.

The study included focus groups and interview questions that explored;

“Strategies employed when working with families not fluent in English, who assists if workers experience language struggles with clients, when are formal interpreters used, availability of interpreters, challenges and benefits of working with and using interpreters, impact of translation services on child welfare work, relationships and communication with clients, impact of low English proficiency for clients in child welfare and service availability for these clients.”

The study found themes from the interview responses for each question. The themes are related to the concerns that arise when using in person interpreters. Some concerns included confidentiality, engagement, and communication when an interpreter is present. The study finds that the interpreters may help clients get the big picture but smaller nuances are harder to interpret which leads to misunderstandings due to difference in cultural expressions. Other concerns included the quality of the interpreters and that the wrong information may be given to the LEP client or not given at all. The concerns from this study are concerns that should arise when communicating through family members and friends. An interesting finding was role confusion, when an interpreter feels like they are representing a client and advocating for them. This is a concern for a child welfare social worker when the interpreter sides with a client. This should not be happening if interpreters are upholding professional conduct. Positive findings from the study are that interpreters helped clients engage more confidently but also found a sense of relief when an interpreter was there that can relate to them, and also

²⁸ Kriz, Katrin, and Marit Skivenes. "Lost in Translation: How Child Welfare Workers in Norway and England Experience Language Difficulties When Working with Minority Ethnic Families." *British Journal of Social Work* 40, no. 5 (2010): 1353-367.

²⁹ Kriz, K. & Skivenes, M. (2009) "Lost in Translation: How Child Welfare Workers in Norway and England Experience Language Differences When Working With Minority Ethnic Families." *British Journal of Social Work*, 40 (5), 1353–1367.

lessened the work and stress for staff. Barriers also existed for workers such as challenges to access services, limited availability of interpreters, and lack of guidelines in using interpreters. The study found that when a LEP client needs a resource in their language, such as an assessment, they may not find one or have to go to another city to find it. Using this as an example in the case of administrative agencies, LEP communities may not be using other resources because it is not available in their language. If majority of resources or programs are not available in different languages, you will not find LEP individuals present. The study concludes with policy recommendations and considers lack of formalized training in using interpreters as a challenge for workers. Recommendations include organization support for bilingual workers, educating workers on how and when to access interpreter services, examination of interpreter services and other services. This study shows the complexity that arise even when interpreters are involved and training should be involved to resolve this. This study helps the researcher to consider what needs to be included in training, after assessing the current City of Shoreline's training on language access services. This can be found in the recommendations section.

Public Health and Language Access

Another study that examines staff's use of interpretation services is, *Community Pharmacists' Use of Language-Access Services in The United States*³⁰. This was a cross-sectional study to examine ways community pharmacists were using language access services (LAS), this includes both interpretation and written translation services. The study analyzed 296 mailed in surveys and found almost half of pharmacies did not use LAS even when available to them and more than half did not notify LEP patients of availability of services. Onsite personnel were used more often as interpreters such as pharmacist technician and customers. This is a concern because technicians are not able to give medical advice and using customers creates a confidentiality issue. Lack of using interpretation services can lead to poorer outcomes for patients related to medicinal use. Recommendations for pharmacies include collaboration with other pharmacies on creating a program, educating pharmacists, LAS kiosks, and use of social media to optimize use of LAS services by LEP patients. Barriers to

³⁰ Feichtl, Clauson, Alkhateeb, Jamass, and Polen. "Community Pharmacists' Use of Language-access Services in the United States." *Journal of the American Pharmacists Association* 51, no. 3 (2011): 368,373a-72,375a.

using LAS were inaccuracy of interpretation/translation and lack of time. The study does not find a recommendation for lack of time to use these services. Lack of time could be a barrier for most agencies, but if organized and workers are educated on the importance of using LAS services, lack of time should not be a concern. This study is an example of the barriers that workers face that causes underutilization of language services. It is important to note that pharmacies that did not tell patients of LAS is due to lack of education for pharmacists. Using interpreters and translators in a field related to health care has become important because of the equity issues that exist when LEP patients are not given access to LAS. Most studies and research done on LAS is related to this field. These studies help emphasize the importance of providing LAS for LEP individuals. Through public health agencies, it is easier to prove inequality and discrimination when not providing language access services as it is a direct link to health disparities. The study helps to understand the time it takes to utilize services may be a barrier for staff and is addressed in the conclusion section. This research considers the current time it takes for City of Shoreline staff to connect with interpreters using the CTS Language Link telephonic interpretation service.

The study, *Crossing the Language Chasm: An In-depth Analysis of What Language-assistance Programs Look like in Practice*³¹, also finds that in the US, communication between a patient and caregiver poses have an impact on health outcome and calls it a language chasm. The study compares linguistic competence and health care quality through studying health care plans. LEP patients go in for check-ups less, receive fewer preventative services leading to more costs in health care, even when compared to a person of same ethnicity who are proficient in English. The study gives lists of strategies of language assistance that work to improve care, which include; bilingual physicals, interpreter services, and having a greater role in organizing, facilitating, and financing language assistance programs. The study finds what has worked for health plans and gives list of recommendations on how to create an effective language assistance program. The first step is to collect data and assess health care members' language needs, then to recruit bilingual staff members, organizing

³¹ Brach, C., I. Fraser, and K. Paez. "Crossing the Language Chasm - An In-depth Analysis of What Language-assistance Programs Look like in Practice." *Health Affairs* 24, no. 2 (2005): 424-34.

and financing interpreters. Organizing and financing interpreters included using existing interpretation services, compiling a list of interpreters around the area and distributing it within the staff directory, scheduling interpreters to appear when LEP patient comes in to appointment, training staff as interpreters. Other uses of interpreters were using language banks and ad hoc staff interpreters for nonclinical business meetings. Educating members and staff about services through newsletters, provider manuals/handbooks, and orientations. Providing, "I speak [language]" cards for members to hand to physicians has worked. Training as part of the orientation or as stand-alone course to teach physicians how to use telephone and in-person interpreters. The study finds that reasons physicians may not use interpreters is because of a knowledge gap and believe their own language skills are sufficient or using family members or friends is appropriate. This is a common mistake that staff makes within an agency as it has been mentioned in the other studies. The study also explains collecting and using language data helps health plans to meet the language needs of LEP members that are being served and it is important to not rely on bilingual physicians for it confines members to limited providers. Educating and holding physicians accountable is important while recognizing that providing language assistance brings higher quality of services. The study also encourages agencies and policy makers to collect language data because it is not only important but also legal and an important to enforcing nondiscrimination requirements. This study is an emphasis of what should be included in training to educate staff on the importance of using language access services than to use their own skills. This is considered in the recommendations section.

Another study also examines health disparities and LEP populations, *Vulnerability of Older Latino and Asian Immigrants with Limited English Proficiency*³² points to vulnerability for older Latino and Asian immigrants as being LEP as a contributor. This population is more vulnerable to isolation. This study mentions that variations within ethnic groups and level of English ability have not received enough attention, referring to the older LEP populations. The data in this study are drawn from Health Interview Surveys focusing on Latinos and Asians 60 years or older. The survey responses show that immigrants with LEP had a significant greater

³² Zhang, Hong, Takeuchi, and Mossakowski. "Limited English Proficiency and Psychological Distress among Latinos and Asian Americans." *Social Science & Medicine* 75, no. 6 (2012): 1006-014.

health conditions than immigrants who were had English Proficiency. They measured greater in disability rates, overweight and obesity, and mental illness and psychological distress. They also responded to having difficulty understanding doctors, reading labels, and understanding written information. The study also points out that there are differences between LEP Latino population and LEP Asian population. This is an important note because of the differences in socioeconomic and education attainment. The study concludes that it is important to focus on the older LEP populations as they are the most vulnerable. This emphasizes the need for more language data and is included in the recommendations section of this research.

Public Education and Language Access

Other fields to consider when looking at research and data related to LAS, resources, and equity are Public Education entities. In the study, *Child Care and Early Childhood Education: More Information Sharing and Program Review by HHS Could Enhance Access for Families with Limited English Proficiency*³³, the Government Accountability Office (GAO) explored the question, if LEP parents are having a hard time accessing childcare and early education programs. These are programs that improve school readiness. The study refers to data given by the Child Care Development Funds (CCDF) program that shows children with LEP parents were less likely to receive financial assistance for child care. The questions explored are; what is known about children with LEP parent's participation in these programs, challenges LEP parents face accessing the programs, and what assistance exist to help LEP parents. The study found LEP Mothers faced challenges due to lack of awareness of available assistance and existing language barriers during application process and communication with English-speaking providers. Another challenge was that parents may be reluctant to apply due to fear of exposing an undocumented family member. Other factors considered were the majority of LEP parents were low income and challenges such as transportation or nontraditional hours prevented from applying to programs. One of the CCDF programs goal is to empower working parents on the best child care for their children, LEP parents not being able to access the programs can hinder them from receiving this same

³³ United States. Government Accountability Office. "Child Care and Early Childhood Education: More Information Sharing and Program Review by HHS Could Enhance Access for Families with Limited English Proficiency": *Report to Congressional Requesters. Washington, D.C.]: U.S. Government Accountability Office, 2006.*

opportunity, making them more vulnerable. An important finding at the time of this study is that CCDF has limited language data although LEP population is growing in the US, while five states made the collection of language data optional and was not guaranteed that the collection was consistent. This study magnifies how lack of language data and the collection of it can disadvantage children with LEP parents, going against compliance of Title VI of the Civil Rights Act of 1964³⁴

Financial Agencies and Language Access

Closest to administration and government entities, the study *Financial Literacy of Individuals with Limited English Proficiency*³⁵ seeks the importance of government, non-government, and private organizations in providing language services for LEP populations. The study focuses on financial literacy and points out that most financial documents are only available in English or sometimes in Spanish, which may create a barrier in paying bills or managing money. This makes LEP populations vulnerable to fraud because LEP persons are more likely to go to payday lenders and check cashing services instead of opening a secure bank account. The study also refers to unwise decisions by consumers leading to financial crisis, linking improvement of access for LEP populations to improving America's economy. Lack of language access is a barrier to conducting financial affairs that include; completing key documents, resolving problems, and accessing financial education. An important note from this study is that translation of financial information is not always effective if they are not written in culturally appropriate language and there may be terms that do not translate into different languages. LEP individuals may sometimes use their children for translation, but it is inappropriate because a child may not be able to translate the complexity of the affairs. Some solutions have been to use bilingual staff, but US banks don't always prioritize to hire bilingual staff and bilingual staff may not accurately explain products. Other challenges LEP populations and immigrants may face is the lack of familiarity with US financial system and tax system. Other immigrants may even mistrust financial institutes due to experiences with banks from their

³⁴ Title VI, 42 U.S.C. § 2000d et seq.,

³⁵ United States. Government Accountability Office. "Consumer Finance: Factors Affecting the Financial Literacy of Individuals with Limited English Proficiency": *Report to Congressional Committees*. Washington, D.C.]: U.S. Govt. Accountability Office, 2010.

homeland. This can be the reason that LEP individuals may not step into a bank. This is a good take away because government agencies may be looked at the same way. These two studies help the researcher consider the external barriers that may influence the underutilization of the CTS Language Telephonic Interpretation Service. This research examines how many times City of Shoreline's staff encounters LEP persons and numbers are low, these external barriers should be considered. The solution would be outreach, which is found in the recommendations section.

3.5 – CONCLUSION OF LITERATURE REVIEW

From this literature review of previous studies related to language access services, there is emphasis on understanding the culture and perspective of LEP persons to provide a meaningful language access services. From the studies, providing language access services promotes equity and inclusion and without effective language access services, disparities through-out all fields exist. Results of multiple studies show staff training and absence of guidelines and procedures discourages staff from utilizing language access services. Other issues to consider are external barriers that LEP persons face that is preventing them from coming into City of Shoreline buildings. The studies from this literature review inspired the researcher to focus on assessment on staff training on interpretation services and the necessary components of an effective policies and procedures for language access services. The next few chapters discusses the studies conducted, methodology of the studies, and results.

CHAPTER 4 - STAFF TRAINING CTS LANGUAGE LINK QUESTIONNAIRE SURVEY

4.1 - SURVEY PARTICIPANTS

This mixed methods study examines the question, how does training City of Shoreline's staff received for CTS Language Link Interpretation Service correlate with underutilization of the service? The sample population for this study included City of Shoreline staff members that have an existing City of Shoreline email in April 2018. Majority of the city's staff members were a part of this sample. The researcher did not pick a specific department and did not expect more responses from one department than the other.

According to the Shoreline City Staff Directory, there were 10 departments and a total of 165 staff members. The survey was open for staff member from these departments; Administrative Services, City Attorney's Office, City Clerk's Office, City Manager's Office, Communications Program, Community Services, Human Resources, Parks, Recreation, and Cultural Services, Planning and Community Development, and Public Works. Out of 161, 56 staff members responded to the survey resulting in a 35% response rate.

4.2 - SURVEY DESIGN AND MATERIALS

The questionnaire survey was created in electronic form through Survey Monkey. Survey Monkey was most convenient to use because City of Shoreline staff members have already consistently used it to create and respond to previous surveys. City of Shoreline uses one Survey Monkey account for all surveys. To access this account, username and password was provided by City of Shoreline's Parks, Recreation, and Cultural Services department. The survey was created and titled, *City Interpretation Needs* (See Appendix E).

The survey was sent out through an email with a clickable link attached. To access the City of Shoreline's email directory and to send the email, a Shorelinewa.gov email was created. The survey had up to 14 questions and took less than 5 minutes to complete. The survey asked staff members about the training they received for using CTS Language Link Interpretation service and their experience with both the service and LEP individuals. Questions were majority ordinal and nominal. The quantitative part of the survey were multiple-choice questions and the qualitative part of the survey for each multiple choice question was an open-response comment box. The open-response comment box was available for staff respondents if their answer was not an option to choose from the multiple choices. This way they could not skip any questions and had the choice to answer even if their answer was not there.

Questions were nominal, ordinal, and interval. Nominal questions were; Yes or No, department name, and employment status. Ordinal questions had non-numeric concept answers such as; not satisfied to mostly satisfied, not comfortable to mostly comfortable, not at all to definitely, etc. One question was an interval with a scaling of 1-4 years to 20+ years. Separate from the multiple-choice questions, the survey included two additional open-response questions that gave staff respondents the opportunity to ask any questions or make

comments about the survey or CTS Language Link Interpretation Service. To collect data and responses from the survey, Survey Monkey provides this in downloadable CSV. Approval was sought for this project by University of Washington Institutional Review Board. Ethical issues raised by this survey are the staff respondents email and computer IP address could be traced from Survey Monkey. To address this issue, Survey Monkey gives the option to opt out from collecting data on respondent's emails or IP Address.

4.3 - ANALYTICAL STRATEGY FOR SURVEY

For the surveys, Chi-square was used to determine if there was a relationship between intercepts and variables. If Chi-Square did not report any relationships on any of the variables, then Spearman's analysis was used to determine a correlation. Tukey analysis was used to see which variable means among other variable means differ between groups. T-test analysis was used to find any significant difference between the variable means. Comments for each question response were considered as qualitative analysis and identified into themes and categories.

4.4 - SURVEY VARIABLES

Dependent variables are the following: (1) If a staff knows how to use CTS Language Link Telephonic service, how comfortable staff is using the service, (2) If staff would like more training, (3) How often staff communicates with an LEP individual through family member or friends, (4) If staff informs LEP individual of CTS Language Link service, and (5) Satisfaction of using CTS Language Link service. Intercept variables are, (1) If a staff member has received training, (2) How often a staff has encountered an LEP individual, (3) Which department a staff works in, (4) How many years they have worked in City of Shoreline and employment status, (5) and if staff speaks another language

4.5 - SURVEY RESULTS, DEMOGRAPHICS AND RESPONSES

From the survey response, out of 56 staff respondents, 23.2% of respondents are from Public Works department, 21.4% from Parks, Recreation, and Cultural Services, 12.5% from City Manager's Office, 12.5% from Administrative Services, and the rest of respondents work in the other departments listed. The majority of

respondents have been working from 1-4 years, about 35.7%, 21.4% have been working from 11-14 years, 16.1% have been working from 5-10 years. 89.3% of respondents are working full-time and 10.7% work part-time.

Table 1 Staff Demographics		Total Sample	Percent
Total Sample		56	
<i>Demographics</i>			
Department	Administrative Services	7	12.5
	City Clerk's Office	5	8.9
	City Managers Office	7	12.5
	Community Services	2	3.6
	Human Resources	1	1.8
	Parks, Recreation, and Cultural Services	12	21.4
	Planning and Community Development	5	8.9
	Public Works	13	23.2
	Missing	4	7.1
Years with City of Shoreline	1-4 Years	20	35.7
	5-10 Years	9	16.1
	11-14 Years	12	21.4
	15-19 years	5	8.9
	20+ Years	4	7.1
	Less Than a Year	2	3.6
	Missing	4	7.1
Employment status	Work Full-Time	50	89.3
	Work Part-Time	6	10.7

Results for the question, “Do you know how to use CTS Language Link Interpretation service?”, 17.9% of staff respondents said “Definitely”, 35.7% said “Somewhat”, 12.5% said “Very Little”, and 30.4% said “Not at All.” From the survey results, 19.6% of staff respondents received, “Sufficient Training”, 26.8% of staff respondents received “Some Training”, 19.6% received “Minimal Training”, and 30% did not receive any training. 33.9% of respondents want more training and 46.4% does not want more training. For comfort on using the service, 3.6% are “Extremely Comfortable”, 12.5% are “Very Comfortable”, 33.9% are “Somewhat Comfortable”, 28.6% are “Uncomfortable”, and 12.5% are “Very Uncomfortable.” Majority of staff respondents encounter LEP individuals 3-4 times a year, 53.6%. 23.2% have not encountered an LEP individual, 7.1% responded “Once a Month”, and 5.4% responded “3-4 Times a Month.” There is a large number of respondents that communicate with LEP individuals through family members or friends, 3.6%

respondent, “Always”, “28.6% Usually”, 19.6% said “Sometimes”, “17.9% of staff said “Rarely”, and 10.7% said “Never.” For the Question, “Do you let LEP individuals know the service is available for them”, most respondents are, “Not sure When to Use Service or Have Not Encountered Situation” with 51.8%, 12.5% respondent said “Always”, 12.5% said “Sometimes”, and 19.6% said “Never”. From these results, the survey response shows that there is an inconsistent amount of training received and comfort level. LEP individuals are being encountered, but CTS Language Link may not be used because staff are communicating with LEP individuals through family member(s) or friends or communicating through their own abilities.

*See Appendix F for full chart and graphs (*Responses under category “Missing” are in the open response comment box section).*

4.6 SURVEY RESULTS CHI-SQUARE ANALYSIS

Variables	Received Training	CTS Comfort	Encounter LEP	Communicate Fam/Friends	Inform LEP of CTS	More Training	Use CTS	CTS Satisfaction	Document Translation	Document Type
Intercept										
Department	0.152	0.002	0.042	0.172	0.025	0.003	0.111	0.00	0.022	0.018
Employe Years	0.67	0.462	0.451	0.398	0.736	0.562	0.331	0.371	0.729	
Received Training		0.00	0.003	0.007	0.005	0.162	0.00	0.13		
More Training	0.162	0.00	0.011	0.31	0.252		0.628	0.00		
Inform LEP of CTS		0.00	0.794	0.031		0.252	0.00			
Use CTS		0.00	0.098	0.164	0.00	0.00				
Another Language Spoken				0.567	0.167					
P<.05										

To determine if there was a relationship between departments and training received, chi-square analysis was used for departments as an intercept and the dependent variables chosen were; staff who received training, how often staff encountered LEP individual, the need to translate documents into different languages, comfort level of using CTS Language Link, how often family members or friends were used for interpretation, letting LEP individuals know CTS Language Link is available to them, if the staff would like more training, and if they know how to use service.

From the analysis, chi-square indicated no statistical significance for intercept departments and dependent variables; if a staff has received training, how often a staff uses family members or friends for interpretation, comfort level of using CTS Language Link service, and if staff members know how to use CTS Language Link service.

Chi-square results reveal there is significance with departments as an intercept and the dependent variable how often a staff encounters an LEP individual, $\chi^2 (32, N = 56) = .042, p \leq .05$. This indicates particular departments are encountering LEP individuals more often than other departments. Results also reveal there is a significance with departments and if staff needed to translate documents into a different language, $\chi^2 (16, N = 56) = .022, p \leq .05$, indicating particular departments are translating documents more than other departments. There is a significance with departments and comfort level of using CTS Language Link, $\chi^2 (40, N = 56) = .002, p \leq .05$, and results also show there is a significance with departments and if an LEP individual is told CTS Language Link is available to them, $\chi^2 (32, N = 56) = .025, p \leq .05$, which indicates that particular

departments are both more comfortable in using the service and letting individuals know of the service. There is a significance with department and if more training is preferred with a significance equal to .003 ($P \leq .05$), which indicates that particular departments prefer more training. After finding there is a significance with department and the need to translate a document into another language, chi-square analysis was also done with department and what type of document was needed to be translated. Results show there is a significance, $\chi^2 (48, N = 56) = .018, p \leq .05$, this indicates that particular departments are translating specific types of documents more often.

The next chi-square analysis was conducted with how many years a staff has been working for the City of Shoreline as the intercept and the dependent variables as; if staff has received training, comfort level of using CTS Language Service, how often a staff uses family members or friends for interpretation, if an LEP individual is told the service is available to them, if staff members know how to use CTS Language Link service, if document has had to be translated into another language, and if they would prefer more training on the service. Chi-square results show there is no statistical significance with any of these variables.

To investigate whether the amount of training a staff received determines the comfort and utilization of the service, chi-square analysis was done on the variables “training received” as intercept and dependent variables as; comfort level of using CTS Language Link service, how often a staff uses family members or friends as interpreters, if staff knows how to use service, if an LEP individual is told the service is available to them, if more training is preferred, and how often an LEP individual is encountered.

The chi-square results found there is not a significance with training received and if staff would prefer more training. The results show there is a significance with training received and comfort level of using service, $\chi^2 (20, N = 56) = .000, p \leq .05$, which indicates that a staff’s comfort level with using CTS language Link depends on the training they received for using the service. There is a significance with training received and communicating with LEP individuals using family members or friends as interpreters, $\chi^2 (24, N = 56) = .007, p \leq .05$, which indicates that staff may not communicate through family members or friends if they receive more training, but this significance could be invalid because majority of respondents have responded that they have not encountered a situation they’ve needed to tell an LEP individual of the service.

There is a significance with training received and if staff knows how to use the service, $\chi^2 (16, N = 56) = .000, p \leq .05$, which indicates that the more training a staff has received the more likely staff knows how to use the service. There is a significance with training received and if staff lets LEP individuals CTS Language Link is available for them to use, $\chi^2 (16, N = 56) = .005, p \leq .05$, which indicates and there is a significance with training received and how often a staff encounters LEP individuals, $\chi^2 (16, N = 56) = .003, p \leq .05$, this indicates that a staff who received more training may have received training due to the nature of encountering LEP individuals. If staff is expected to encounter more LEP individuals, training may have been provided.

Chi-square was used to analyze if staff would prefer more training as an intercept and dependent variables as; how often staff communicates through friends and family members with LEP individual, if staff lets know LEP individual know service available for them, and comfort using service. Results show there is not a significance for any of these variables, except for if staff would prefer more training and comfort using service, $\chi^2 (20, N = 56) = .000, p \leq .05$, this indicates that those who did not receive enough training would like more training. Chi-square analysis was done with the variable “if staff knows how to use service” and how often staff communicates with family members or friends as interpreter, results show there is not a significance. Chi-square was also done with if a staff knows how to use service and comfort using service, results show there is a significance, $\chi^2 (20, N = 56) = .000, p \leq .05$, which indicates that those who do not know how to use service are more uncomfortable using the service.

Chi-square analysis was conducted for the variables satisfaction of interaction if service was used and if more training is needed, the results show there is a significance $\chi^2 (16, N = 56) = .000, p \leq .05$. This may not be valid because majority of staff respondents have not used the service before. Chi-square analysis was conducted for if staff knew another language and letting an LEP individual know the CTS Language Link is available to them but results show there is not a significance, indicating that a staff that knows how to speak another language isn't more likely to inform LEP individuals of the service.

See Appendix G for full charts, graphs and analysis.

4.7 - TUKEY ANALYSIS

A one-way ANOVA was conducted for training received as an intercept and the dependent variables were; comfort using service, staff communicating through family members and friends, if staff knows how to use service, if staff lets LEP individual know service is available for them, and how often staff encounters LEP individual who needs service. Each group from each variable is considered as a condition. The results show there is a significant difference between condition means. There is a significant effect of training received on comfort using service at the $p < .05$ level, [F (4, 51)=9.63, $p = .000$], indicating that the levels of training received has an effect on levels of comfort using the service. There is a significant effect of training received on staff communicating through family members and friends at the $p < .05$ level, [F (4, 51)=4.98, $p = .002$], indicating that the level of training received determines how often staff communicates through family or friends with LEP individual. There is a significant effect of training received on if staff knows how to use service at the $p < .05$ level, [F (4, 51)=9230.93, $p = .000$], which indicates the level of training received determines if staff knows how to use the service. There is a significant effect of training received on if staff informs LEP individual the service is available for them at the $p < .05$ level, [F (4, 51)=4.446, $p = .004$], indicating that the level of training received determines if staff informs LEP individuals of the service. There is a significant effect of if staff knew how to use the service on comfort using the service, at the $p < .05$ level, [F (5, 50)=6.126, $p = .000$], indicating that if staff knows how to use the service determines the comfort using the service.

See Appendix H for full charts and analysis.

4.8 - T-TEST ANALYSIS

Independent T-Test analysis was conducted to compare the dependent variables; if staff has had to translate document into a different language and if staff prefers more training with the intercept years a staff has worked at City of Shoreline. This test was used to determine if the years a staff has worked correlates with if documents have had to be translated or if they prefer more training . Results show there is not a significance for how many years a staff has worked and if staff has had to translate a document into a different language. Results show there is a significance difference in the score for “Yes”, more training preferred (M= 22.58, SD=

40.56) and “No”, more training isn’t preferred ($M= 2.46$, $SD= 1.56$) conditions with how many years a staff has worked. This indicates that depending on how many years a staff has worked, they may feel more training is preferred. It could indicate that new employees are more likely to prefer more training on the service because they have not received sufficient training on the service, have not had the chance to use it, or have not heard of the service.

See Appendix H for full chart and analysis.

4.9 - SPEARMAN’S TEST

Spearman’s test was used to analyze (1) If a staff has received sufficient training, does it correlate to satisfaction of using the service, (2) If a staff encounters LEP individuals more often, does it correlate to how often they let them know of the service? and (3) If staff knows how to use the service, will they use the service than to communicate through family members or friends? There is a positive correlation between the two variables “training received” and “satisfaction using the service”, [$r=.439$, $n=56$, $p=.439$], but this correlation is most likely invalid because majority of staff responded they have not encountered situation. Spearman’s test was also conducted on the variables how often a staff encountered an LEP individual and if staff lets know LEP individual know service available for them, results showed there is not a significance. Spearman’s test was conducted on the variables if staff knew how to use service and if staff communicated through family members and friends, results show there isn’t a significance.

See Appendix I for full chart and analysis.

4.10 - SURVEY OPEN RESPONSE RESULTS

Each multiple question on the survey had an open-response comment box to give the opportunity for staff respondents to provide additional answers. For the question, “Do you know how to use CTS Language Link Interpretation Service?” 5 respondents said they have instructions on how to use it. For training received, 1 person responded that the training was discussed at a meeting and another person said that a quick overview was given. For the question if the staff would like more training on the survey, 1 respondent would like a group

training, 2 respondents said that it is not necessary for their position, 1 respondent would like to see a video demonstration, and 1 respondent would like a link on SharePoint. For responses for comfort in using the service, 2 respondents have said they have not used the service before but can figure it out, 1 respondent would like to know how to use it to help LEP individuals, and one respondent said they don't want to use it. For the question if staff has encountered LEP individual a respondent said they have encountered an LEP individual but did not use the service when they should have. For responses for communication with LEP individuals through family members or friends, 1 respondent said it depends on the language and another respondent said they worked with their friends for a right-of-way acquisition. For the question if staff lets LEP individuals know the service is available to them, 5 respondents said if other ways are not working they plan on using the service, 5 respondents did not know the service existed, one respondent said they will be publicizing language assistance on printed materials and website, and 1 respondent said if a family member can't help the service will be used. For responses for what service staff used to translate another document; 2 respondents said they used CTS Translation service, 2 respondents used other staff on site, 1 respondent was referred to the coordinator of Diversity and Inclusion program, and 1 respondent used an audio narrator for individual who is blind. For response for what type of documents were translated that were not listed as an option, one respondent said calls for art, another respondent said committee material, and another respondent said webpage.

For the open-questions, the following are the respondents' comments on the use of the service:

- (1) *"Hoping the City will contract with a vendor for written translations, sight-impaired translations, sign language interpretations if required at a public meeting, and set up protocols for all of this"*
- (2) *"Having a citywide budget allocation for printed translation would be very helpful instead of each department scrambling to find money in their individual budgets to have their material translated."*
- (3) *"Should we have more documents readily available in alternative languages? Such as handout for permits, or notifications of public meetings?"*

- (4) *“Would like to know the areas where it is needed and if there is anything I could do to connect those who need translation services with that service”*
- (5) *“My primary need is for documents to be translated, Since I work with artists, they are almost always conversant in English by the time they find my program.”*
- (6) *“I need ASL more than any other language but we don't have ASL”*
- (7) *“Shoreline is a very diverse city. I can always use help.”*
- (8) *“Our City is so diverse it is great to have this tool.*

See Appendix J for charts and graphs of comment responses.



CHAPTER 5 - INTERVIEWS WITH OTHER ENTITIES – LANGUAGE ACCESS SERVICES GUIDELINES AND PROCEDURES

5.1 - INTERVIEW SAMPLE

The qualitative part of the study included interviews with other federally funded entities near the Seattle metropolitan area within King County. These entities were found through internet research. Entities that showed to have language access plans or interpretation/translation services advertised on their website were chosen to be contacted for this study. These entities are also required to provide free services for LEP populations and demographics are similar to City of Shoreline, although all may not be under the same sub-area group. Individuals that were contacted from the entities chosen are responsible for language access services (LAS) or a part of Diversity and Inclusion programs.

To contact these entities, Shoreline.wa.gov email was used, the same email to send out the surveys. Each entity was contacted once or twice through email and emails were exchanged to inform entity of purpose of the interviews while setting up dates and locations. Out of 14 entities contacted, 6 were interviewed, which includes the following; Shoreline School District, Seattle Office of Immigrant and Refugee Affairs, City of Seattle Community Garden, Seattle School District, King County Superior Court Office of Interpreter Services, and City of Renton. Five interviews were in person and 1 interview was over the phone. The in-person interviews took place at the entities' site. To get to their sites, city vehicle was used.

For the interview, a set of questions were asked to the interviewees and notes were taken throughout. Questions probed for; the entity's current policy and procedures for LAS, implementation and training process, outreach to LEP individuals and population, impact on LEP populations since implementing the policies and procedures, and evaluation of their interpretation and translation services. Interviews were between 45 minutes to an 1 hour long and were not recorded. This method was chosen so the interview felt more relaxed and encouraged free flow.

5.2 - INTERVIEW RESULTS

For the interviews, qualitative analysis was conducted. The analysis includes identified themes from each interview that were placed into different categories and organized according to questions asked. Literature review was referenced to search for any missing information that was not mentioned in an interview but may be significant for creating an effective guideline and procedures.

From the tables below, you will find common themes from each entity. Each one has procedures for LAS that are fairly recent, within the last 2 or 3 years. Every entity has different guidelines and procedures for LAS. Information such as what is included in the training process and who provides training was not mentioned in any of the interviews because this question was not asked. Information given during interviews were very broad and there was not a specific example given for what to include in guidelines and procedures.

Shoreline School District

Entity	Policy and Procedures	Vendor, Interpreters/Translators, and Budget	Implementation and Training	Outreach	Impact on LEP population
Shoreline School District, Melissa Sergent					
	Language Access Plan, Refer to Appendix K	Language Link	Communication with staff members on importance of using language access services	Parents know about services if they get a phone call	Language assistance help LEP parents get engaged. Family engagement helps students do better.
	In-Person Oral Interpretation- available in 100 languages, subject to scheduling and availability	Dynamic Language	Make it clear it is not an option	Interpreters call families on a list. Phone calls are personal	LEP parents come into meetings now.
	Phone Oral Interpretation- Provided for district staff on-the-spot interpretation. Individual can call any staff member and request for interpretation with preferred language	Translation Services: VIA	Certified staff ELL intervention		LEP parents are involved in their child's school life.
	Online-Translation- Google Translate tool translates websites to 100 languages		Incentives for teachers to use: Professional training and development, how to sheets, new teacher training,		
	Written Translation- Vital documents professionally translated as needed and requested. "Vital documents is translated into "each language group that constitutes at least 5% of District's total parent population or 1000 persons, whichever is less."		Slide shows on communication with multi-language family		
	List of what is considered to be vital documents		Discuss importance of providing language access service		
	Each school building has to plan for interpreter or translator				
	Top 5-7 languages interpretation/translation				
	Websites translated				
	Translated materials on website for teachers to access				

Shoreline School District has data and information on LEP populations that City of Shoreline can refer too. Shoreline School District has ELL teachers that are accessible for other staff to utilize as interpreters or translators, but it is recommended to make an appointment ahead of time. Every staff is encouraged to use telephonic interpretation services with LEP parents, especially when making phone calls.

Using students to communicate to their parents is discouraged. From the interview, conversations between staff members about the importance of using LAS are key to encouraging staff to utilize services. Providing language services help to reduce gaps with students who have LEP parents because parents can get involved with their schools. Vital documents and websites are translated. Shoreline School District has a Language Access Plan in process and advertise it on their website. (See Appendix K)³⁶

City of Seattle Office of Immigrants and Refugee Affairs

In 2017, City of Seattle signed Executive Order 2017-10³⁷ pertaining to Language Access, in response to refugee and immigrant voices being heard. In response, the Office of Immigrants and Refugee Affairs created a Language Access toolkit³⁸ for all of City of Seattle to use (See Appendix L). The toolkit is a LAS guidance and procedures that include definitions, what to do when in need of interpreters or translators, when interpreters or translators should be utilized, and budgeting. The Office of Immigrants and Refugees Affairs is in charge of their current language access plan³⁹. The key takeaway from this interview is that every department in City of Seattle was involved in creating the toolkit. It was also mentioned that staff on the front line will understand, but those who do not work in the public need to be brought into the conversation. Language services also saves money as a city and providing language services is the right thing to do.

³⁶ "Language Access Plan / Language Access Plan." / Professional Learning Communities. Accessed August 07, 2018. <https://www.shorelineschools.org/domain/1310>.

³⁷ Exec. Order No. 2017-10, 3 C.F.R. (2017). City of Seattle EO: Language Access

³⁸ Jahshan, Maha. *City of Seattle Language Access Tool Kit*. Seattle, WA: City of Seattle Office of Immigrant and Refugee Affairs, 2018.

³⁹ Jahshan, Maha. "Language Access." Seattle.Gov. Accessed August 07, 2018. <https://www.seattle.gov/iandraffairs/LA>.

Entity	Policy and Procedures	Vendor, Interpreters/Translators, and Budget	Implementation and Training	Outreach	Impact on LEP population
City of Seattle Office of Immigrant and Refugee Affairs, Maha Jahshan					
	Create a policy and plan so that if person in charge of the services leave the agency, another person is able to pick it up without a problem	Each department must plan for their budget	Feedback from staff on creation of toolkit	Go to communities	Language Access Plan and services in response to immigrant and refugee voices
	Language Access Services must be included in budget	If an emergency, Language Bank	Toolkit for interpretation/translation services	Culture Office	Without language access services it is an equity issue
	Reference to Title IV	Language Line	Ask each department what executive order should look like	Ethnic media campaign about services	
	Departments have to fill out Language Access plan.	Voyage 911	Advocates within agency	Good relationships with community and people in agency	
	Give deadline for language access plan	Hiring interpreter/translators from communities. They can help with flyers, 1 page documents, minimum help vs hiring contractor	Get each department involved to make plan	Campaign	
	Language Access Toolkit. Refer to Appendix L		Chart on how to incorporate interpreters in meetings	WA solidarity network	
			Partnership and relationship with departments. Right people/ right mentality		
			Same message different delivery to each department		
			Training required		
			Connect dots for staff through education and importance of language access service		
			Conversations and scenarios		

City of Seattle Community Garden

Entity	Policy and Procedures	Vendor, Interpreters/Translators, and Budget	Implementaion and Training	Outreach	Impact on LEP population
City of Seattle, Pea Patch Director Lisa					
		Dynamic	Train as many people as possible (those connected to community)	Interpretation services have helped LEP individuals get involved in City of Seattles community gardens, combatting isolation	
		Language Line	Community Liaison program		
		Language Connection (small business and professional, community interpreters in Seattle) you can get the same people and they get to know your style	Multilanguage video clips		
		Develop internal interpretation/translator	Video subs		
		Employee Language Bank	Build relationship with the same translators/interpreters		
			Rubric to navigate language services, send to schools and send to frontline		

City of Seattle community garden has found LAS to be important and useful. On-site telephonic interpretation services have been used at different community gardens and makes LEP individuals welcome and gives them their voice when communicating with other gardeners. The service helps to defeat isolation that many LEP individuals face when not able to communicate with others in the community due to language barriers. The community garden staff utilizes the language access toolkit provided by Office of Immigrants and Refugees Affairs when needed.

Seattle School District

Seattle School District provides a flow chart and language access plan for their staff (See Appendix M⁴⁰). Seattle School District has found students may be fluent in English, but their parents are LEP. It was also noted during the interview that a person may know English, but there are different levels of proficiency. Staff from different buildings have been able to rely on ELL teachers for translation and interpretation support, but other services are utilized in case of an emergency or in a more formal setting. Seattle School District has one main contact when staff needs help accessing resources.

⁴⁰ "Translation and Interpretation." About Seattle Public Schools - Seattle Public Schools. Accessed August 07, 2018. <https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=18197>.

Entity	Policy and Procedures	Vendor, Interpreters/Translators, and Budget	Implementation and Training	Outreach	Impact on LEP population
Seattle School District, ELL Teacher Narcita Eugenio			Linguistica how to access account instructions		
	Office of civil rights, are we in compliance with every project	Language Line	General education on service	Recording 1-2 sentences robocall in different language	
	WA associate director oversee policy and office of civil rights	Linguistica	When bilingual hired, test to see if they're fluent	Texting (communication program)	
	Language Access Plan, flow chart. Refer to Appendix M	Two budgets, one for ELL and another for general and LEP parents	Target new hires first trans/interp 101		
	Translate vital documents	Staff is working with City of Seattle to train individuals to become interpreters and translators within communities	Training once or twice a year for new staff		
			Tenured staff need refresher course		
			Cultural competency training		
			Collab between agencies and departments		
			Provide documents in another language on server		
			If there is an event use robocall		
			1 or 2 slides for new staff orientation, 2-3 hours training		
			Walk through process (pretend to do interpretation). How to know someone is LEP, protocols, and how to respond		

King County Superior Court, Office of Interpreter Services

King County Superior Court is required to have guidelines and procedures in place for staff members in compliance of Washington State Legislation RCW 2.43.01⁴¹. Each court house within King County has different procedures for LAS. From this interview, the importance of equity and budgeting was emphasized. Budgeting should not be a problem when planning for LAS because it is an equity issue. It was also emphasized that a federally funded entity is at risk if liability of services are not provided effectively.

⁴¹ USA. Washington State Legislators. House of Representatives. *Revised Code of Washington*. Accessed August 6, 2018. <http://app.leg.wa.gov/RCW/default.aspx?cite=2.43&full=true#2.43.010>.

Entity	Policy and Procedures	Vendor, Interpreters/Translators, and Budget	Implementation and Training	Outreach	Impact on LEP population
King County Superior Court, Office of Interpreter Services, Martha Cohen					
	Must have an interpreter and translator planned Top 10 languages	Listserv	Front page news paper		Without use of Language Access Services, it is an equity issue
	Listserv	Hiring local interpreters that are certified	Community events		
	Each court house has their own plan	Each court house has their own budgeting plan	Find an ally, city council or judge, 2 or 3 people		
	King County Written Language Translation Process Manual. Refer to Appendix N	Language Banks	Emphasis on retraining, encourage everyone		
	Definitions		Bilingual signs		
	Interpreters for Non-English Speakers 2.43 RCW. Refer to Appendix O		Training materials		
			Orientation sessions		

City of Renton

At the time of the interview, City of Renton is also working on their LAS, but finds that diversity and inclusion shouldn't be separate from other departments, but included in all projects and programs. City of Renton has one person to take care of all of staffs LAS needs and have found the needs have changed with an increasing diverse demographics. City of Renton also coordinates with their municipal court when the city is in need of interpreters.

Entity	Policy and Procedures	Vendor, Interpreters/Translators, and Budget	Implementation and Training	Outreach	Impact on LEP population
City of Renton, Preeti Shridhar					
	Instant phone translation	Budget from mayor's office	Training on how use services	News letter	
	Translation of materials and interpretation services w/ advanced notices		One person as consultant over services	Open house or meetings sent to communities	
	Plan in advanced and pay ahead of time	On site interpreter	Posters in 20+ languages	Ethnic media	
	In process of Language Access Service guidelines and procedures	Language Line	Municipal court help translate documents	Inform communities throughout city	
		Language Link	Coordinate with court		
		Inclusion should be considered in all projects	Partnership with school district		
			Inclusion training		
			Inform staff throughout city		

CHAPTER 6 - DISCUSSION

The results – quantitative and qualitative analysis have shown that the lack of staff training and procedures is a barrier in utilization the service. The survey questionnaire found that the lack of training was the reason for such low utilization of the CTS Language Link Interpretation service. Staff may also be concerned for the time it takes to use CTS Language Link service, during a face- to- face interaction with an LEP individual. From City of Shoreline’s CTS Language Link Interpretation service usage records, shown on Table 1 and 2, of the time to connect to the service and hold time is short, but the time in staying connected is longer which could indicate there is a longer interaction because more information is being exchanged within the conversation. Staff education on explaining the use of LAS is important can lead to greater utilization the service and normalization. It may create and increase awareness of the service to the LEP populations. Additionally, it may increase staffs’ comfort or increase observations from other staff departments.

Observations have also been made at City of Shoreline building and there have not been any indicators of signs posted in other languages. Signs within the city’s buildings, including art captions, brochures, and pamphlets are not translated into a second language. City of Shoreline buildings should be examined for this. This is important because adding a second language on signage can change perception, comfort level, and a more inclusive environment; keeping in mind LEP individuals may not have had a positive experience with governments in their homeland.

6.1 - CTS LANGUAGE LINK INTERPRETATION STAFF TRAINING ASSESSMENT SURVEY RESPONSE

From the survey responses and analysis, there is inconsistency with training and utilization of CTS Language Link Interpretation service. For the variable if staff informs LEP individuals of CTS Language Link service, most staff responded, “Have not encountered situation”, but majority of staff also responded encountering LEP individuals 1-4 times a year or 3-4 times a month. This might indicate that staff does not know when to offer or how to recognize if an person is LEP. From the open-response answers, staff respondents also said they do not know what the service is for, just learned of it, or do not find it useful for their position.

Many staff respondents have not received training, but even if training was received, the service is underutilized and staff is encountering LEP individuals and communicating through family members or friends. This is an indicator that departments are not receiving any training on the service, have not received sufficient training, and what is informed during training is to be considered. Education on why it is important not to communicate with LEP individuals through family member(s) or friends is to be a part of the training. The survey analyzation results and open-response answers also indicate the type of training received and if training was received have been inconsistent.

6.2 - INTERVIEWS WITH OTHER ENTITIES

Interviews with other entities proved the importance of having LAS guidelines and procedures. All of the tables presented the following common themes to help City of Shoreline in creating a LAS guidelines and procedures. Common themes included: language access plan, internal employee language bank, hiring interpreters/translators from the community, training and enforcement, ethnic media and community outreach, and consideration of equity in all projects through language access. City of Seattle's toolkit⁴² is a helpful tool for City of Shoreline to use and refer to when creating interpretation and translation guidelines and procedures.

⁴² Jahshan, Maha. *City of Seattle Language Access Tool Kit*. Seattle, WA: City of Seattle Office of Immigrant and Refugee Affairs, 2018.

7- CONCLUSION

It is important to provide effective language access services (LAS) so the city can avoid liability and negative exposure, while promoting equity. City staff need to understand the importance of using language services with LEP individuals and how to use CTS Language Link Interpretation service. City of Shoreline should make it a priority to welcome the LEP population through other efforts, such as outreach to the LEP community and translation of written signage and documents. Outreach to LEP community will improve City of Shoreline's community health while building bridges and relationships, but also encourage LEP individuals to use the city as a resource for success. This study suggests improvement to staff training of LAS, referring to the Four Factor Analysis as a guidance tool, and creating a toolkit on LAS guidelines and procedures will help to ensure Shoreline is in compliance with the city's Resolution 401 and diversity and inclusion goals. Also consider, from City of Shoreline's CTS Language Link Interpretation service usage records, the time to connect to the service and hold time is short, but the time in staying connected is longer which could indicate there is a longer interaction because more information is being exchanged within the conversation.

7.1 - LIMITATIONS

There are a few limitations to this study. One limitation is City of Shoreline's record of complaints from LEP individuals about LAS was not provided. If there have not been complaints from LEP individuals, studies have mentioned that LEP individuals may not be complaining due to lack of understanding or do not know their rights. Another concern is that the complaints are not being documented or reported to management. Another limitation is a record of how many LEP individuals are coming into contact with city staff or coming into city buildings wasn't provided. If there isn't a record, DOJ's four-factor analysis should be reviewed to help determine this number. The four-factor analysis should also help to inform the city of which programs are more likely to serve LEP individuals. Third limitation for the survey is majority of staff respondents were from Public Works, and Parks, Recreation, and Cultural service department. Staff from both departments are more likely to be front-line workers and is an indicator of why they encounter LEP individuals more than other staff respondents from other departments. Low numbers of staff respondents from other departments make it harder

to tell if they have received training on CTS Language Link Interpretation Service. Staff from other departments may not have taken the survey they do not know what CTS Language Link service is and feel they are not qualified to take the survey. This is an observation made after a conversation with a city staff member who did not take the survey because of their lack of knowledge with CTS Language Link service.

Satisfaction of using the service was hard to determine because majority of staff respondents have not used it. This can be considered for another study by interviewing staff members who have used CTS Language Link Interpretation service and their experience using it. Cost benefits of having LAS was not explored, but it is important for City of Shoreline to prevent from a liability happening and as referring to other studies, when providing effective LAS, it is a step to reduce barriers for LEP persons to reach resources that will help them succeed and provide long term outcomes and will reduce over-all long term costs for the city. An important limitation is this study did not consider American Sign Language or impaired hearing services. Providing guidelines and procedures for these services should be considered for another study.

7.2 - RECOMMENDATION

Four Factor Analysis:

City of Shoreline should refer to DOJ's four factor analysis to create a LAS plan to ensure no person is excluded from participation or denied from City of Shoreline programs or projects on the basis of their ability to speak English. The following steps are:

- (1) Identifying LEP persons and languages spoken
- (2) Identifying which of the city's programs and services LEP individuals are participating in
- (3) Staff Training
- (4) Determination of which documents are considered to be vital or should be translated
- (5) Development of community resources or partnership to meet needs of LEP services
- (6) Evaluation of services through monitoring and input from communities

An example of language access plan that includes the four factor analysis is Department of Justice Language Access Plan, See Appendix M⁴³. Language Access Plan should include the following; Title VI compliance, definitions, demographics, budgeting requirements, who is responsible for budgeting, person to contact,

Language Access Plan Toolkit

After reviewing the Four Factor Analysis, this tool will help to create a Language Access toolkit. Creating a Language Access toolkit as a guidelines and procedures for all of city staff to refer to will provide guidance on utilization of LAS. City of Seattle Office of Immigrants and Refugees *Language Access Toolkit* is an example City of Shoreline can refer to when creating one. Like City of Seattle, it is recommended for every department to be involved in creating this toolkit to meet the needs of staff and address any barriers. The Language Access toolkit should include the following:

- (1) Definition
- (2) Demographics
- (3) How to use CTS Language Link Interpretation Service
- (4) Instructions on what to do when in need, and how to use employee language bank
- (5) Planning guidelines for LEP accessibility
- (6) Budgeting
- (7) Interpreter request form copy
- (8) The City of Shoreline's LAS contact information

⁴³ US. Department of Justice. March 2012. Accessed August 6, 2018. <https://www.justice.gov/sites/default/files/open/legacy/2012/05/07/language-access-plan.pdf>.

Collection of Language Data:

City of Shoreline has existing data on their LEP population and demographics, but to take a step further it is important to analyze previous surveys to determine if LEP individuals are participating in city decisions. To collect additional data on language, new surveys given out to the public should include if another language is spoken at home. It is also worthy to find out which programs are more likely to serve LEP persons.

Staff Training

The current staff training needs improvement and should include all language services and not just CTS Language Link Interpretation service. Every staff should be trained on these services. New staff should receive training during orientation and instructions on how to utilize LAS, frontline workers and those who are in contact with the public should receive an in-depth mandatory training. Training for every department manager should also be mandatory. Training materials should be created and given out to managers for them to share with their team.

Training is recommended to be in slide show presentation format and should include everything in the language access toolkit:

- (1) Instructions on how to use CTS Language Link Interpretation Service
- (2) Definitions of interpretation, translation, LEP
- (3) Federal and county policy
- (4) Where to find instructions, toolkit, and guidelines and procedures
- (5) Who to contact for help
- (6) Importance of utilizing the service
- (7) Language Access toolkit
- (8) How to request for interpreters and translators
- (9) Education on the difference between on-site interpreters and telephone interpreters
- (10) How to identify an LEP person or what to do when encountering an LEP person
- (11) Hands on training on using the CTS Language Link Interpretation Service
- (12) How to translate documents and which documents are required to be translated

(13) Language and cultural competency

Selecting Interpreters and Translators Vendors

CTS Language Link Telephonic Interpretation service is a good start in providing access, but having a specific vendor for on-site interpreters is important for meetings that are planned in advanced. If a staff is meeting with an LEP person, staff should request for on-site interpreter a few days in advanced.

- Create an internal employee language bank and find staff members that are willing to be certified as interpreters and translators help interpret and translate
- Choosing local interpretation vendors will support their business, but also help to create a relationship between interpreters and staff. It is beneficial to have staff get the same interpreter consistently, so the latter can get to know the staff's style
- Train individuals from ethnic communities to become interpreters or translators or to create a partnership with Shoreline School District or Shoreline King County Municipal Court House
- Find other entities within the Shoreline city that use LAS and create a coalition
- Finding an LEP person to help evaluate these services will help improve the services

Recommendations for translation services;

- Create a document with list of chosen vendors for staff to contact. King County provides a list of translation contractors for all agencies in the county to use. Attached to the list are work order

request forms staff can fill out and send to the selected contractor for when a document needs to be translated. Instructions are also provided (See Appendix N) ⁴⁴.

Staff Requesting for Language Access Services

- It is recommended for each department to be given training, handed materials, and toolkit that will be useful as a guidance for when it is time to request for an interpreter or translator
- Each department and program should be responsible for making this plan, at least 48 hours before the interpreter or translator is needed

Outreach

- Ethnic media, LEP individuals are more likely to watch and listen to ethnic media and read ethnic newsletters and can be a source of advertisement of the city's language access services .
- Providing City newsletter in other languages
- Going into community buildings and ethnic business is also another way and recommended way to reach out to LEP individuals.
- Posting about city's language access services in stores and city buildings.\
- Researching locations within the city that have high populations of LEP persons and meeting them in person
- Ethnic community gatherings and festivals
- Outreach may also include receiving feedback from LEP individuals and what their needs are by providing surveys or having conversations with them using CTS Language Link Interpretation service.

⁴⁴ US. King County. *Interpreter-and-Agency-Contact-Information*.2017. Accessed August 08, 2018.

<https://www.kingcounty.gov/~media/audience/employees/translation-interpretation/Interpreter-and-Agency-Contact-Information.ashx?la=en>.

City Buildings

- It is recommended for city building artwork captions to be translated into the second language, Spanish
- Upon entering the building, there should be an indicator of language access services on posters near the front desk
- “I speak cards,” for front line workers to have in hand
- Public documents near the front desk such as brochures and pamphlets should be translated into other most spoken languages
- All city buildings should be examined for signage and written documents

Education and Enforcement of Training and Utilization

It is recommended that the utilization of LAS is enforced.

- The chosen manager of LAS should follow up with every department manager on providing training to their team and the importance of utilizing LAS with LEP individuals
- Conversations and giving examples of how language access services is useful to each department will help staff understand how these services will be useful to them
- If staff is not educated on the importance of using language access services, they may not use it and can be perceived as time consuming and turn to LEP individual’s family members or friends as a means of communication.

Timeline and Milestones

- Evaluation of the language access services should happen annually to ensure the city is keeping up to date with the changes of demographics
- Creating a timeline to complete these recommendations will be an incentive to prioritizing language access services. Timelines will also help to reach the next milestone

- Creating a list of challenges and having solutions for each will also help City of Shoreline to reach its diversity and inclusion goals

APPENDICES

Appendix A: Resolution 401.....	2
Appendix B: King County’s Language Demographic Analysis.....	4
Appendix C: 2011-2015 American Community Survey.....	10
Appendix D: <i>Selected Agencies Can Improve Services to Limited English Proficient Persons</i> ...12	
Appendix E: Shoreline City Interpretation Needs Survey Monkey.....	14
Appendix F: City Interpretation Needs Responses.....	25
Appendix G: City Interpretation Needs Survey Chi-Square Analysis.....	39
Appendix H: City Interpretation Needs Tukey Analysis.....	156
Appendix I: City Interpretation Needs T-Test Analysis.....	177
Appendix J: City Interpretation Needs Spearman’s Test.....	181
Appendix K: City Interpretation Needs Survey Open Response Results.....	191
Appendix L: Shoreline School District Language Access Plan.....	196
Appendix M: City of Seattle Language Access Toolkit.....	199
Appendix N: Seattle School District Language Access Plan.....	237
Appendix O: King County’s <i>Written Language Translation Process Manual Guidelines</i>	242
Appendix P: Washington State Legislation <i>RCW 2.43.01</i>	250
Appendix Q: Department of Justice Language Access Plan	257
Appendix R: King County Translation Contractors and Work Order Process.....	273

Appendix A

ORIGINAL

RESOLUTION NO. 401

A RESOLUTION OF THE CITY COUNCIL, CITY OF SHORELINE, WASHINGTON, DECLARING THE CITY OF SHORELINE TO BE AN INVITING, EQUITABLE AND SAFE COMMUNITY FOR ALL AND PROHIBITING INQUIRIES BY CITY OF SHORELINE OFFICERS AND EMPLOYEES INTO IMMIGRATION STATUS AND ACTIVITIES DESIGNED TO ASCERTAIN SUCH STATUS

WHEREAS, the City believes that the strength and vitality of our community comes from our rich diversity of cultures, experiences and faiths; and

WHEREAS, the City recognizes and upholds the rights of individuals to be treated fairly and to live their lives with dignity and respect and free from discrimination or targeting because of their immigration status, faith, race, national origin, sexual orientation, gender or gender identity, age, ability, ethnicity, housing status, economic status, or other social status; and

WHEREAS, the City strongly condemns any act of harassment, bullying, intimidation, violence, or other acts of hate that are based on immigration status, faith, race, national origin, sexual orientation, gender or gender identity, age, ability, ethnicity, housing status, economic status, or other social status; and

WHEREAS, the City is committed to ensuring that Shoreline remains a welcoming, inclusive and safe community for all who live, work and visit here; and

WHEREAS, the City will continue to work, in cooperation with our community partners, to ensure our services and programs are accessible and open to all individuals; and

WHEREAS, the City affirms the King County Sheriff's Office policy, with whom the City contracts for police services, that prohibits Sheriff's Office personnel from inquiring about an individual's immigration status and from engaging in activities to ascertain such status; and

WHEREAS, the City's current practice prohibits City employees from inquiring about an individual's immigration status and from engaging in activities to ascertain such status; and

WHEREAS, the City wishes to ensure that its officers and employees follow a policy of prohibiting the inquiring into a person's immigration status or from engaging in activities to ascertain such status; and

WHEREAS, as leaders in the community, we have a special responsibility not to stay silent in the face of discrimination, harassment or hate against any of our residents, and we choose to be a leader in protecting human rights, equity, public safety and social well-being;


NOW, THEREFORE, THE CITY COUNCIL OF THE CITY OF SHORELINE, WASHINGTON, DOES HEREBY RESOLVE AS FOLLOWS:

ORIGINAL


That the City Council of the City of Shoreline is committed to making Shoreline an inviting, equitable and safe community for everyone; committed to standing together with the people of Shoreline in opposing hate, violence and acts of intolerance committed against our community members; and committed to continuing our work to reach out to and connect with all members of our community to ensure that our programs are accessible and open to all individuals.

That the City Council of the City of Shoreline prohibits any inquiries, unless required by law or by court order, by Shoreline officers and employees into the immigration status of any person, or engage in activities designed to ascertain the immigration status of any person.

ADOPTED BY THE CITY COUNCIL ON JANUARY 23, 2017.

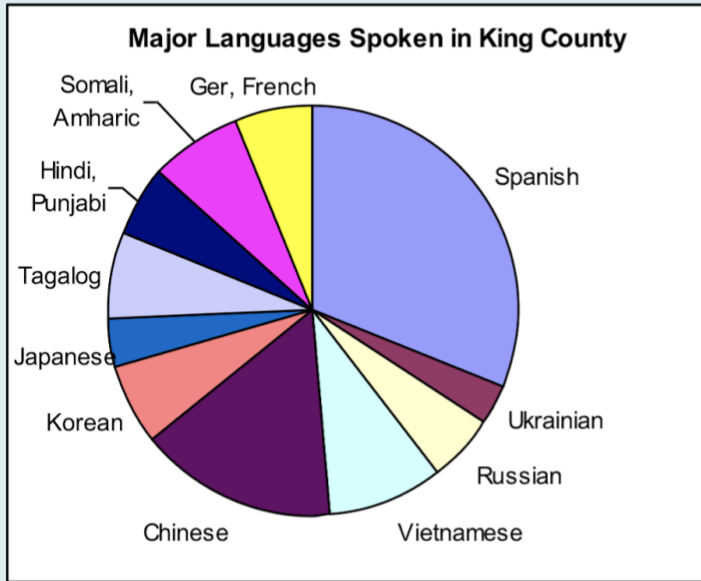

Christopher Roberts
Mayor

ATTEST:


Jessica Simulcik Smith, City Clerk

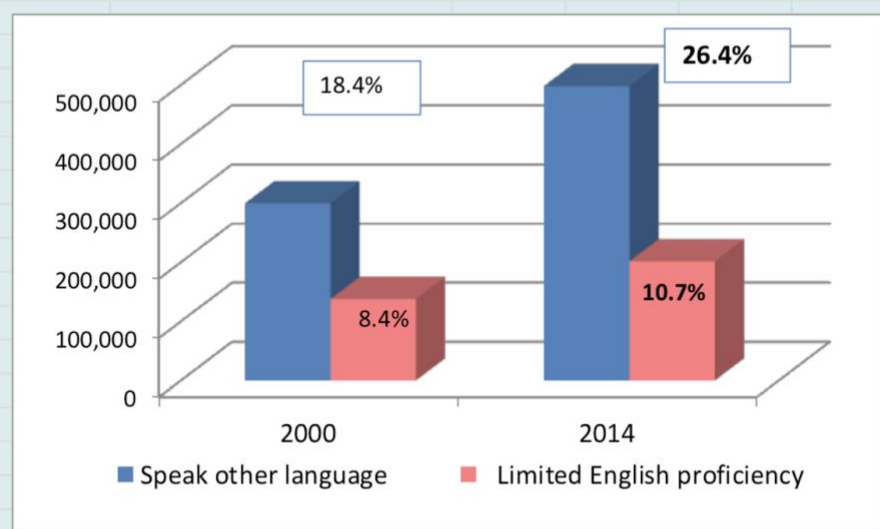
Appendix B

King County residents speak 170 different languages



Spanish	102,000
Ukrainian	10,000
Russian	17,700
Vietnamese	30,200
Chinese	51,000
Korean	21,100
Japanese	11,300
Tagalog	22,900
Hindi, Punjabi	18,400
Somali, Amharic	23,400
Ger, French	20,400
Other	73,500
	<hr/>
	401,900

Increasing numbers speak other languages



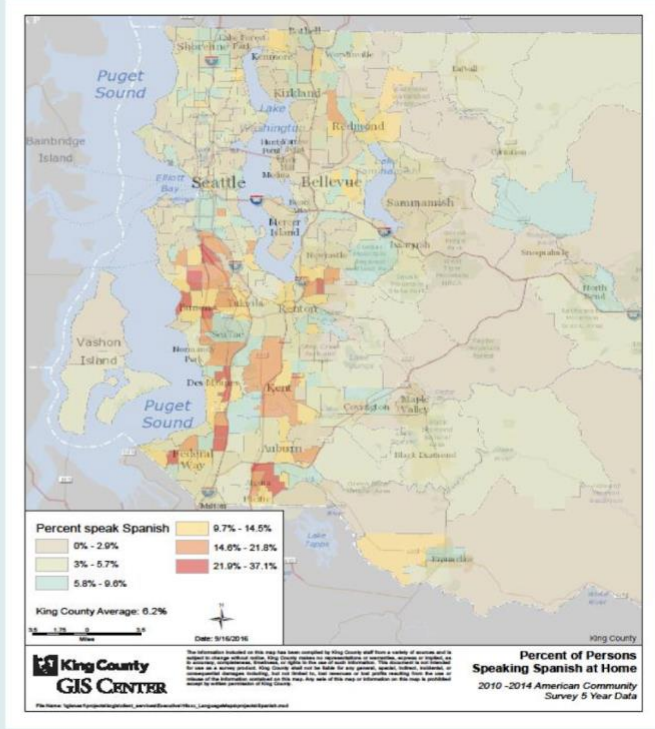
King County Languages Other Than English

	2000	2014
Speak other language	299,600	497,700
Limited English proficiency	137,700	201,500

Spanish speakers in King County by census tract

- Highest category: 22% - 37% speaking Spanish

Spanish speakers are widely distributed

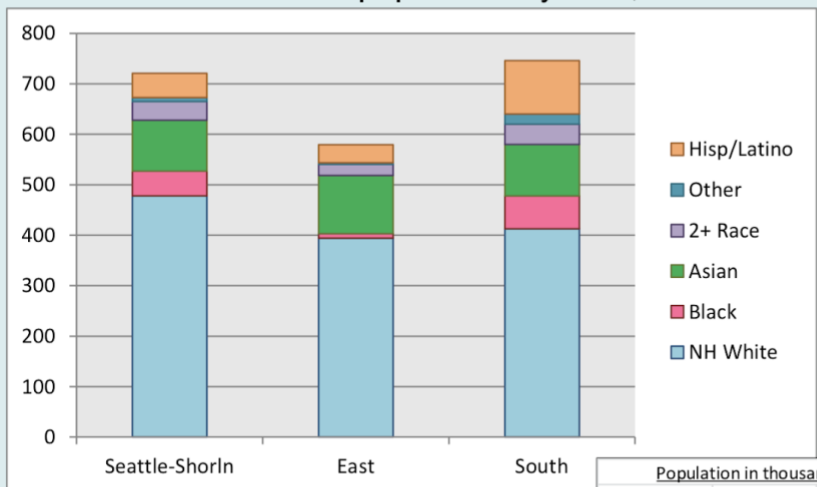


Three broad subareas of King County:

- Seattle-Shoreline
- Eastside
- South King County

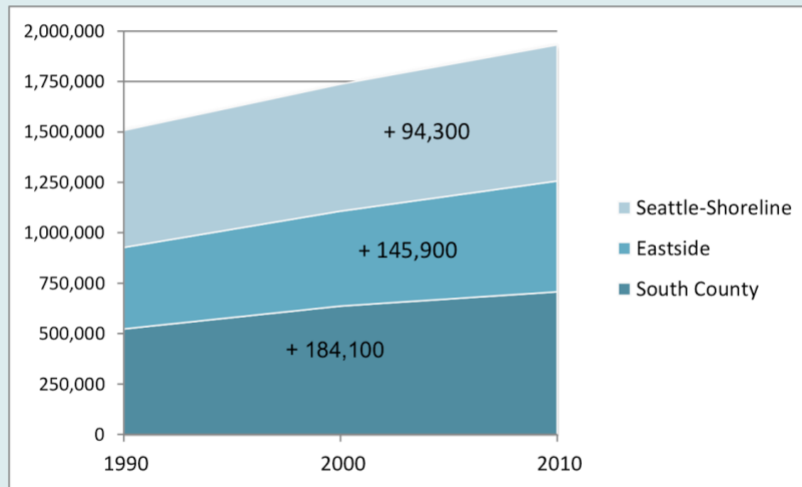


All 3 subareas are becoming more diverse 2015 population by race, in thousands



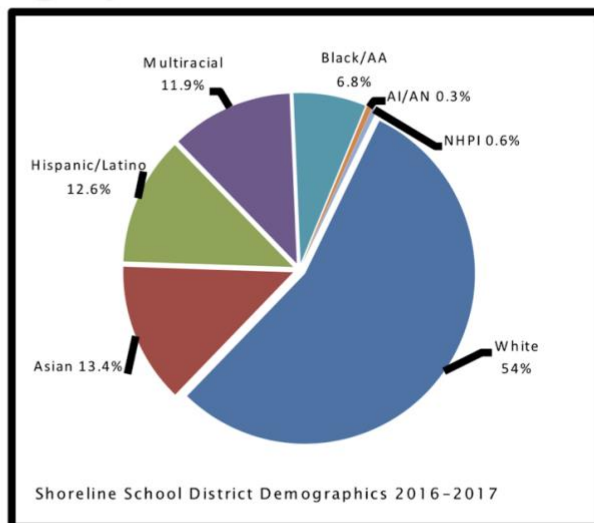
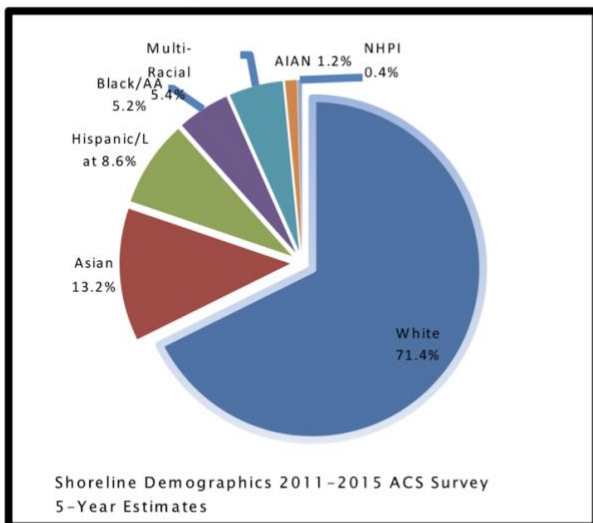
	Population in thousands			
	Seattle-Shorln	East	South	King County
NH White	478	394	413	1,285
Black	50	9	65	124
Asian	100	115	102	317
2+ Race	37	22	40	99
Other	8	3	20	31
Hisp/Latino	48	36	106	190
Total	721	579	746	2,046

Population growth: more than 400,000 in 20 years Growth shifting from South King County to Seattle



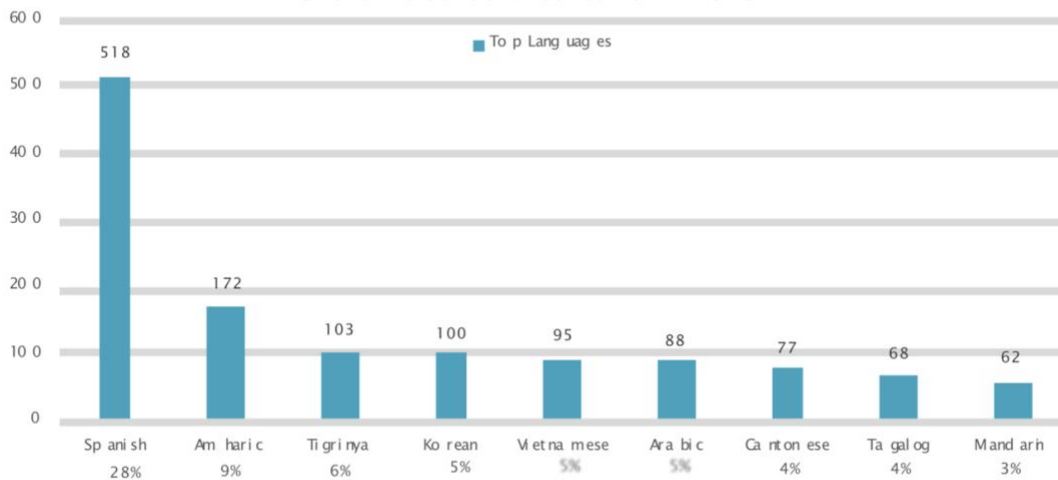
Appendix C

Diversity & Inclusion – Demographics



Diversity & Inclusion – Language Diversity

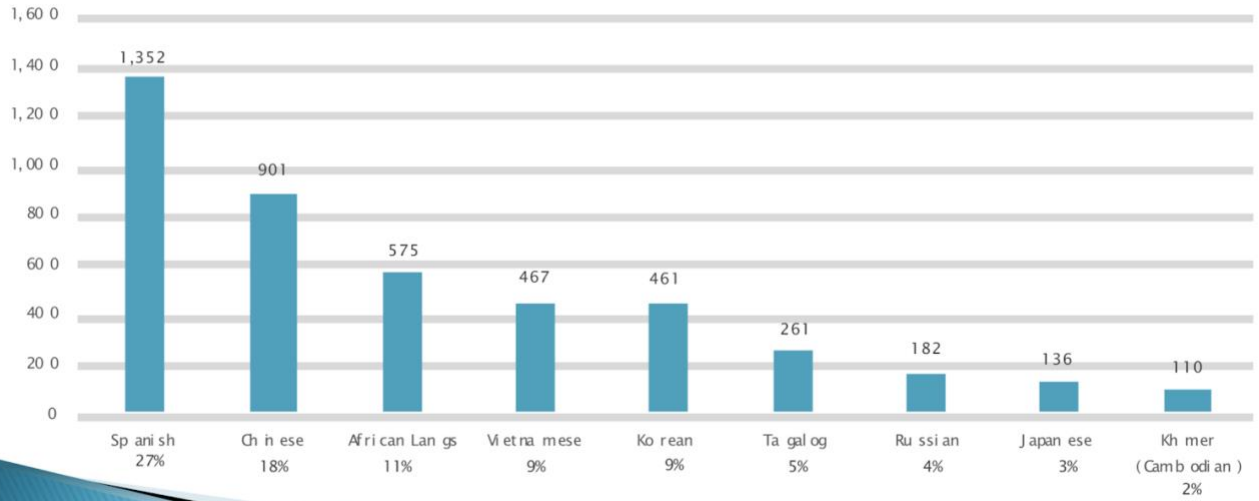
Shoreline School District 2017-2018



Diversity & Inclusion – Language Diversity

City of Shoreline

2011–2015 American Community Survey 5–Year Estimates



Appendix D

Figure 1: Elements for Improving LEP Access Addressed by Agencies

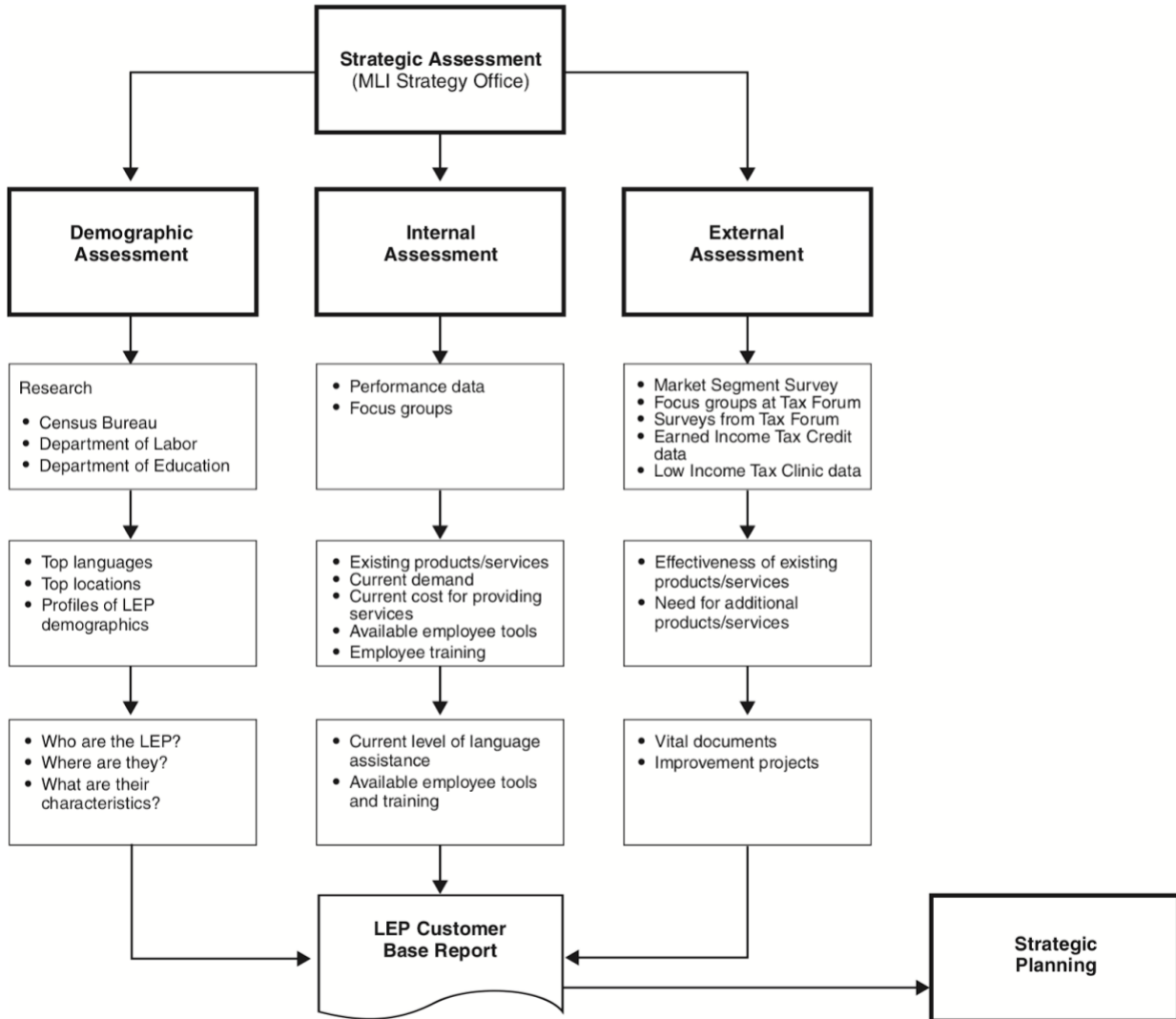
Element	Description	IRS	FEMA	SBA
1. Agency commitment	Issuance and implementation of agencywide LEP plan and issuance of guidance to funding recipients, as well as integrating services into strategic planning, processes, and resource allocation.	●	●	●
2. Needs assessment	Collection of data on size of LEP customer base, frequency of contact, and the level of service provision needed.	●	●	○
3. Service delivery	Systematic and strategic provision of services and outreach provided through internal resources, technology, and partner organizations.	●	●	●
4. Monitoring	Stakeholder feedback, ongoing measurement of resources used and program outputs and outcomes, and compliance with civil rights requirements.	●	●	●

- Fully implemented
- Partially implemented
- Not implemented

Source: GAO analysis of Executive Order 13166 and DOJ guidance.

Note: Language access services that are a part of service delivery include oral interpretation and written translation.

Figure 2: IRS LEP Strategic Needs Assessment Model



Source: IRS.

Notify others when new results come in for this survey. [Notify others now »](#)

City Interpretation Needs

4

SUMMARY → DESIGN SURVEY → PREVIEW & SCORE → COLLECT RESPONSES →

ANALYZE RESULTS

CURRENT VIEW

+ FILTER + COMPARE + SHOW

No rules applied

Rules allow you to **FILTER**, **COMPARE** and **SHOW** results to see trends and patterns.

[Learn more »](#)

SAVED VIEWS (1)

EXPORTS

No data exported

Exports allow you to download complete survey data, any saved view, or a single question summary. Exported data files will appear here for 14 days. To get started, click "Export All" below.

[Learn more »](#)

Export All

SHARED DATA

No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary.

[Learn more »](#)

+ Share All

RESPONDENTS: 56 of 56

QUESTION SUMMARIES

DATA TRENDS

INDIVIDUAL RESPONSES

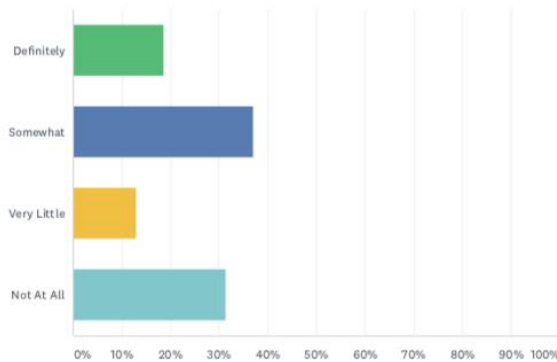
Page 1: City Interpretation Needs

Q1

Customize

Do you know how to use CTS Language Link Telephone Interpretation service?

Answered: 54 Skipped: 2



ANSWER CHOICES

RESPONSES

Definitely	18.52%
Somewhat	37.04%
Very Little	12.96%
Not At All	31.48%

TOTAL

Comments (10)

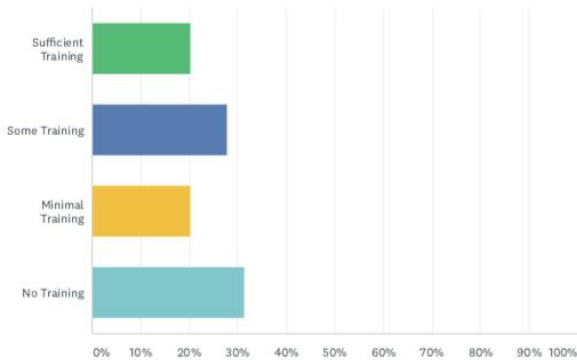
Q2

Customize

Have you received training on how to use the CTS Language Link Teleph

Interpretation service?

Answered: 54 Skipped: 2



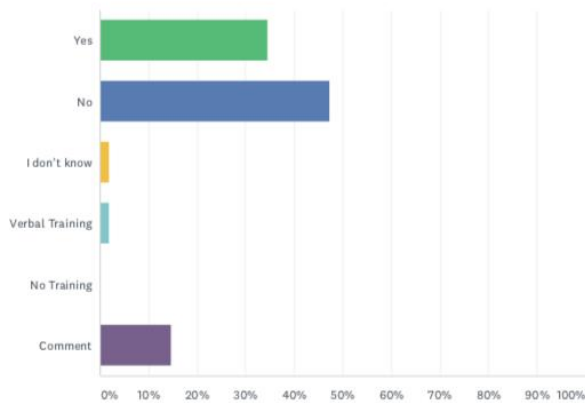
ANSWER CHOICES	RESPONSES
▼ Sufficient Training	20.37%
▼ Some Training	27.78%
▼ Minimal Training	20.37%
▼ No Training	31.48%
TOTAL	
Comments (4)	

Q3

[Customize](#) [I](#)

Would you like more training on the CTS Language Link Telephone Interpretation service?

Answered: 55 Skipped: 1



ANSWER CHOICES	RESPONSES
----------------	-----------

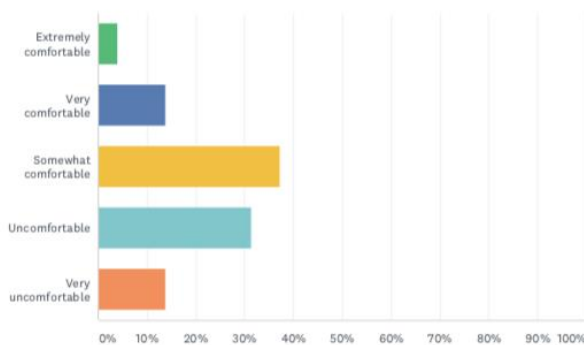
▼ Yes		34.55%
▼ No		47.27%
▼ I don't know		1.82%
▼ Verbal Training		1.82%
▼ No Training		0.00%
▼ Comment	Responses	14.55%
TOTAL		

Q4

Customize

How comfortable do you feel using the CTS Language Link Telephone Interpretation service?

Answered: 51 Skipped: 5



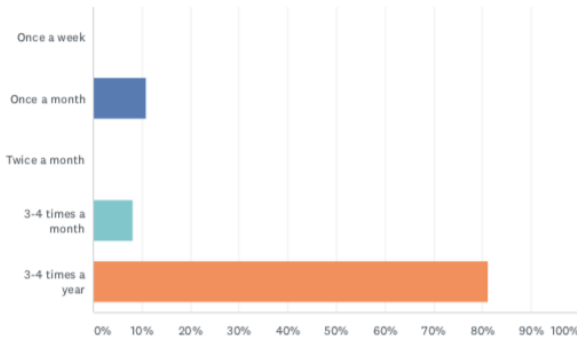
ANSWER CHOICES	RESPONSES
▼ Extremely comfortable	3.92%
▼ Very comfortable	13.73%
▼ Somewhat comfortable	37.25%
▼ Uncomfortable	31.37%
▼ Very uncomfortable	13.73%
TOTAL	
Comments (1)	

Q5

Customize

How often do you encounter an individual who may need the CTS Language Link Telephone Interpretation service? (*ex: someone who can not speak English)

Answered: 37 Skipped: 19



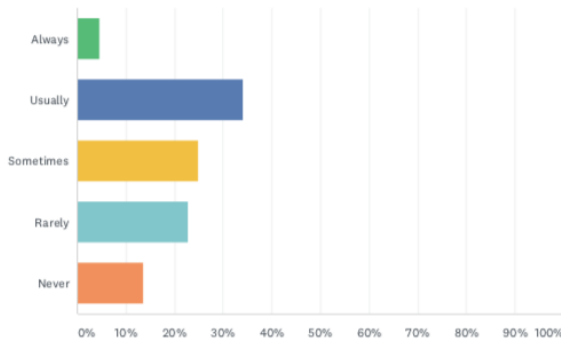
ANSWER CHOICES	RESPONSES
Once a week	0.00%
Once a month	10.81%
Twice a month	0.00%
3-4 times a month	8.11%
3-4 times a year	81.08%
TOTAL	
Comments (22)	

Q6

[Customize](#) | [I](#)

When interpretation is needed, how often do you communicate with individuals through their family member(s) or friends?

Answered: 44 Skipped: 12



ANSWER CHOICES	RESPONSES
Always	4.55%
Usually	34.09%
Sometimes	25.00%
Rarely	22.73%

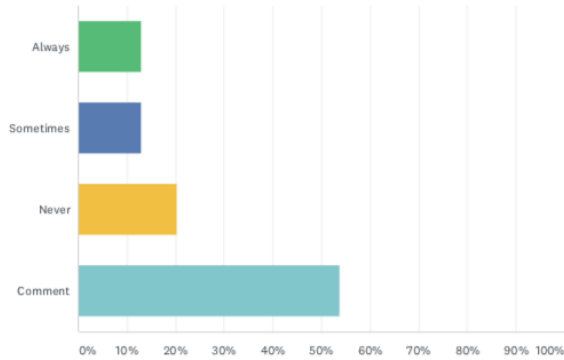
▼ Never 13.64%
TOTAL
Comments (12)

Q7

Customize |

Do you let individuals know the CTS Language Link Telephone Interpretation service is available to them?

Answered: 54 Skipped: 2



ANSWER CHOICES

RESPONSES

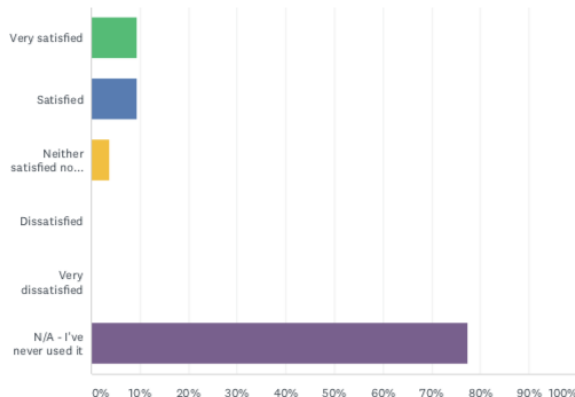
▼ Always	12.96%
▼ Sometimes	12.96%
▼ Never	20.37%
▼ Comment	Responses 53.70%
TOTAL	

Q8

Customize |

If you have used the CTS Language Link Telephone Interpretation service satisfied were you with the interaction?

Answered: 53 Skipped: 3



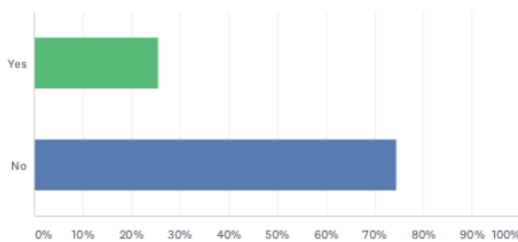
ANSWER CHOICES	RESPONSES
Very satisfied	9.43%
Satisfied	9.43%
Neither satisfied nor dissatisfied	3.77%
Dissatisfied	0.00%
Very dissatisfied	0.00%
N/A - I've never used it	77.36%
TOTAL	
Comments (0)	

Q9

Customize

In your work, have you needed to translate a document into a different language?

Answered: 55 Skipped: 1



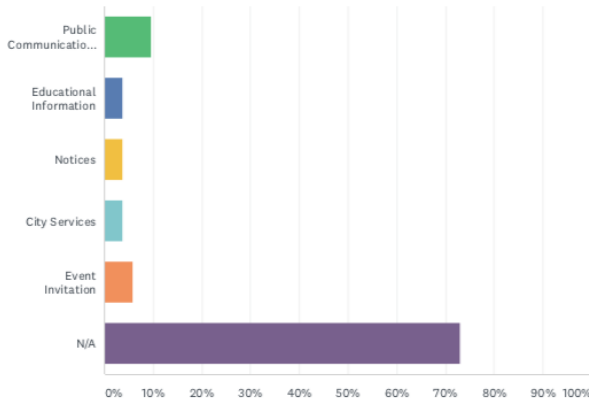
ANSWER CHOICES	RESPONSES
Yes	25.45%
No	74.55%
TOTAL	
Comments (9)	

Q10

Customize

If you have translated a document, what type of document was it?

Answered: 52 Skipped: 4



ANSWER CHOICES

RESPONSES

Public Communication Material	9.62%
Educational Information	3.85%
Notices	3.85%
City Services	3.85%
Event Invitation	5.77%
N/A	73.08%

TOTAL

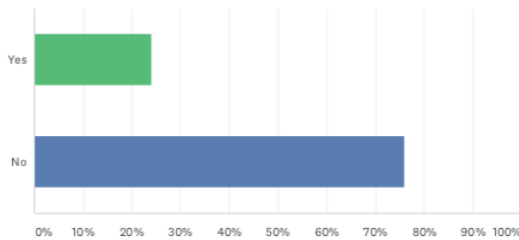
Comments (3)

Q11

Customize

Do you speak another language other than English?

Answered: 54 Skipped: 2



ANSWER CHOICES

RESPONSES

▼ Yes	24.07%
▼ No	75.93%
TOTAL	
Comments (13)	

Q12
Do you have any comments or questions about the CTS Language Link Telephone Interpretation service?

Answered: 27 Skipped: 29

RESPONSES (27) TEXT ANALYSIS TAGS (0)

Add Tags ▼ Filter by Tag ▼

Showing 27 responses

- 4/26/2018 3:13 PM [View respondent's answers](#) [Ac](#)
- no
4/26/2018 3:06 PM [View respondent's answers](#) [Ac](#)
- No
4/26/2018 2:11 PM [View respondent's answers](#) [Ac](#)
- N/A
4/26/2018 12:53 PM [View respondent's answers](#) [Ac](#)
- It is very easy to use.
4/26/2018 12:27 PM [View respondent's answers](#) [Ac](#)
- It works great and is so easy to use.
4/25/2018 2:08 PM [View respondent's answers](#) [Ac](#)

Q13
Do you have any comments or questions about translation needs?

Answered: 26 Skipped: 30

RESPONSES (26) TEXT ANALYSIS TAGS (0)

Add Tags ▼ Filter by Tag ▼

Showing 26 responses

Hoping the City will contract with a vendor for written translations, sight-impaired translations, sing-language interpretations if requ public meeting, and set up protocols for all of this.
5/17/2018 4:23 PM [View respondent's answers](#) [Ac](#)

No.
5/17/2018 9:14 AM [View respondent's answers](#) [Ac](#)

Having a citywide budget allocation for printed translation would be very helpful instead of each department scrambling to find mon their individual budgets to have their material translated.
5/16/2018 1:25 PM [View respondent's answers](#) [Ac](#)

n/a
5/16/2018 12:32 PM [View respondent's answers](#) [Ac](#)

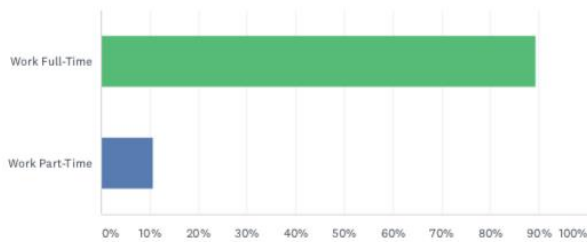
None
5/16/2018 12:32 PM [View respondent's answers](#) [Ac](#)

Q14

[Customize](#) [I](#)

What is your current employment status?

Answered: 56 Skipped: 0



ANSWER CHOICES

RESPONSES

- Work Full-Time
- Work Part-Time

89.29%
10.71%

TOTAL

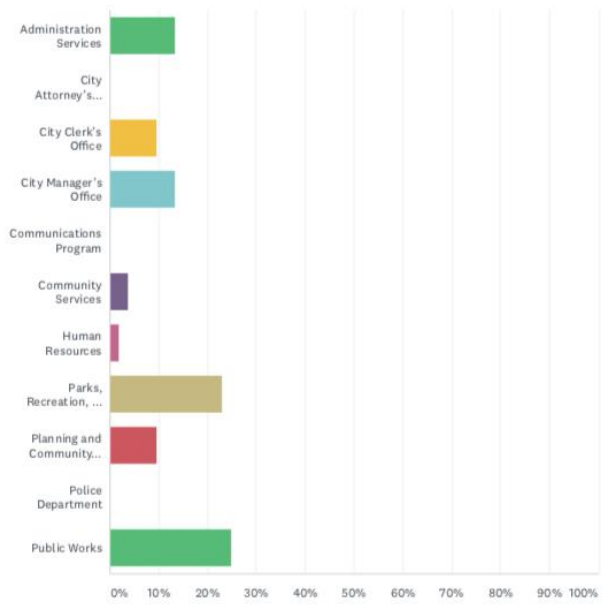
[Comments \(1\)](#)

Q15

[Customize](#) [I](#)

Which department do you work for?

Answered: 52 Skipped: 4



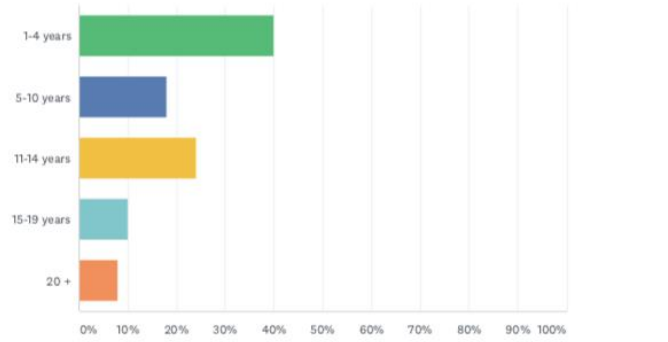
ANSWER CHOICES	RESPONSES
Administration Services	13.46%
City Attorney's Office	0.00%
City Clerk's Office	9.62%
City Manager's Office	13.46%
Communications Program	0.00%
Community Services	3.85%
Human Resources	1.92%
Parks, Recreation, and Cultural Services	23.08%
Planning and Community Development	9.62%
Police Department	0.00%
Public Works	25.00%
TOTAL	
Comments (1)	

Q16

Customize

How long have you been working for City of Shoreline?

Answered: 50 Skipped: 6



ANSWER CHOICES	RESPONSES
▼ 1-4 years	40.00%
▼ 5-10 years	18.00%
▼ 11-14 years	24.00%
▼ 15-19 years	10.00%
▼ 20 +	8.00%
TOTAL	
Comments (4)	

ENGLISH

About SurveyMonkey • Careers • Developers • Privacy Policy • Email Opt-In • Help • Cookies Policy
Copyright © 1999-2018 SurveyMonkey



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Do you know how to use the service	56	1	99	6.02	18.090
Received training	56	1	99	6.07	18.080
More training	56	1	99	17.30	36.078
Comfort using service	56	1	99	11.91	27.533
How often do you encounter an LEP individual?	56	2	99	17.36	28.944
Communicate through family member(s) or friends?	56	1	99	17.45	33.739
Do you let individuals know the service is available?	56	1	99	6.57	17.981
Satisfaction using service?	56	1	99	10.07	21.423
Needed to translate document	56	1	99	3.48	13.003
Type of document	56	1	99	10.07	21.418
Speak another language	56	1	2	1.77	.426
Employment status	56	1	2	1.11	.312
Department	56	1	99	13.37	24.203
Years with City of Shoreline?	56	1	99	9.32	25.138
Valid N (listwise)	56				

Frequencies

Statistics

	Do you know			Comfort using service	How often do you encounter an LEP individual?
Valid	56	56	56	56	56
	0	0	0	0	0
Mean	6.02	6.07	17.30	11.91	17.36
Median	2.00	3.00	2.00	3.50	5.00
Mode	2	4	2	3	5

Statistics

	Do you let Communicate through family	individuals know the		Needed to	Type of document
Valid	56	56	56	56	56
	0	0	0	0	0
Mean	17.45	6.57	10.07	3.48	10.07
Median	3.00	4.00	6.00	2.00	6.00
Mode	2	4	6	2	6

Statistics

	Speak another	Employment		Years with City of Shoreline?
Valid	56	56	56	56
	0	0	0	0
Mean	1.77	1.11	13.38	0
Median	2.00	1.00	8.00	9.32
Mode	2	1	11	0

Frequency Table

Do you know how to use the service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely	10	17.9	17.9	17.9
	Somewhat	20	35.7	35.7	53.6
	Very Little	7	12.5	12.5	66.1
	Not at All	17	30.4	30.4	96.4
	Missing	2	3.6	3.6	100.0
	Total	56	100.0	100.0	

Received training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sufficient Training	11	19.6	19.6	19.6
	Some Training	15	26.8	26.8	46.4
	Minimal Training	11	19.6	19.6	66.1
	No training	17	30.4	30.4	96.4
	Missing	2	3.6	3.6	100.0
	Total	56	100.0	100.0	

More training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	33.9	33.9	33.9
	No	26	46.4	46.4	80.4
	I don't know	1	1.8	1.8	82.1
	Verbal Training	1	1.8	1.8	83.9
	Missing	9	16.1	16.1	100.0
	Total	56	100.0	100.0	

Comfort using service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Comfortable	2	3.6	3.6	3.6
	Very Comfortable	7	12.5	12.5	16.1
	Somewhat Comfortable	19	33.9	33.9	50.0
	Uncomfortable	16	28.6	28.6	78.6
	Very Uncomfortable	7	12.5	12.5	91.1
	Missing	5	8.9	8.9	100.0
Total	56	100.0	100.0		

How often do you encounter an LEP individual?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a Month	4	7.1	7.1	7.1
	3-4 Times a Month	3	5.4	5.4	12.5
	3-4 Times a Year	30	53.6	53.6	66.1
	Have Not Encountered Situation	13	23.2	23.2	89.3
	Missing	6	10.7	10.7	100.0
	Total	56	100.0	100.0	

Communicate through family member(s) or friends?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	2	3.6	3.6	3.6
	Usually	16	28.6	28.6	32.1
	Sometimes	11	19.6	19.6	51.8
	Rarely	10	17.9	17.9	69.6
	Never	6	10.7	10.7	80.4
	Have Not Encountered Situation	3	5.4	5.4	85.7
	Missing	8	14.3	14.3	100.0
	Total	56	100.0	100.0	

Do you let individuals know the service is available?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	12.5	12.5	12.5
	Sometimes	7	12.5	12.5	25.0
	Never	11	19.6	19.6	44.6
	Not Sure When to Use Service or Have Not Encountered Situation	29	51.8	51.8	96.4
	Missing	2	3.6	3.6	100.0
	Total	56	100.0	100.0	

Satisfaction using service?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	8.9	8.9	8.9
	Satisfied	5	8.9	8.9	17.9
	Neither Satisfied Nor Dissatisfied	2	3.6	3.6	21.4
	N/A- I've never used it before	41	73.2	73.2	94.6
	Missing	3	5.4	5.4	100.0
	Total	56	100.0	100.0	

Needed to translate document

Frequency		Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	25.0	25.0
	No	41	73.2	98.2
	Missing	1	1.8	100.0
	Total	56	100.0	

Type of document

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public Communication	6	10.7	10.7	10.7
	Educational Information	2	3.6	3.6	14.3
	Notices	2	3.6	3.6	17.9
	City Service	2	3.6	3.6	21.4
	Event Invitation	3	5.4	5.4	26.8
	N/A	38	67.9	67.9	94.6
	Missing	3	5.4	5.4	100.0
	Total	56	100.0	100.0	

Speak another language

Frequency		Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	23.2	23.2
	No	43	76.8	100.0
	Total	56	100.0	

Employment status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Work Full-Time	50	89.3	89.3	89.3
	Work Part-Time	6	10.7	10.7	100.0
	Total	56	100.0	100.0	

Department

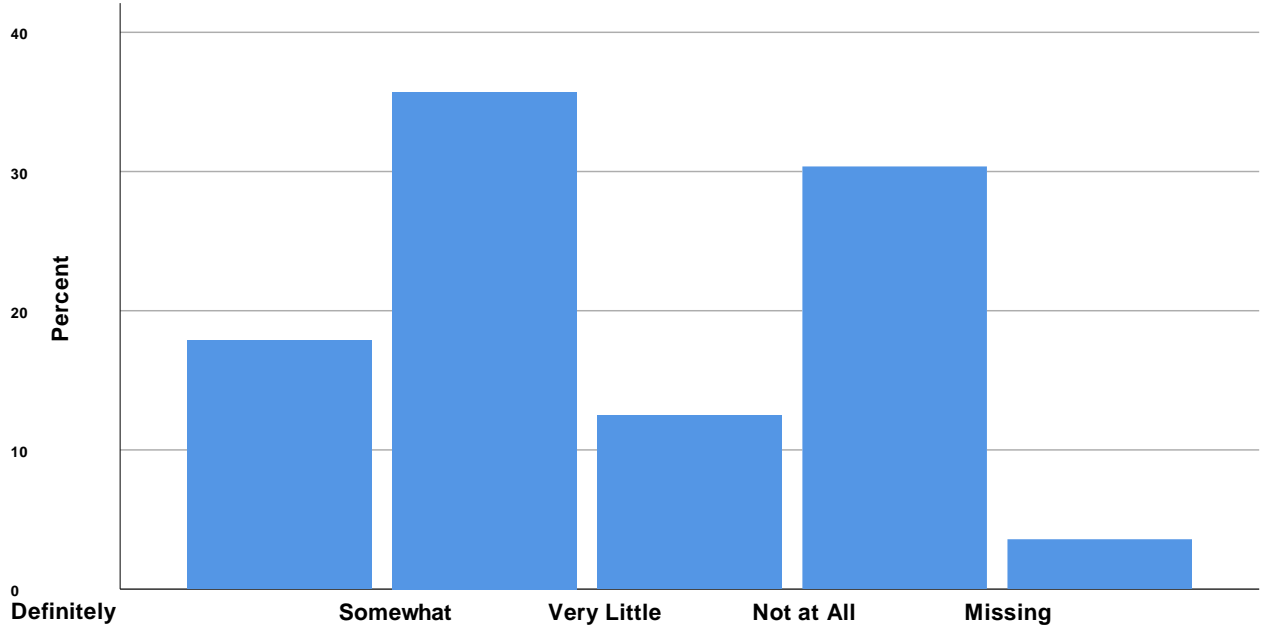
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrative Services	7	12.5	12.5	12.5
	City Clerk's Office	5	8.9	8.9	21.4
	City Managers Office	7	12.5	12.5	33.9
	Community Services	2	3.6	3.6	37.5
	Human Resources	1	1.8	1.8	39.3
	Parks, Recreation, and Cultural Services	12	21.4	21.4	60.7
	Planning and Community Development	5	8.9	8.9	69.6
	Public Works	13	23.2	23.2	92.9
	99	4	7.1	7.1	100.0
	Total	56	100.0	100.0	

Years with City of Shoreline?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-4 Years	20	35.7	35.7	35.7
	5-10 Years	9	16.1	16.1	51.8
	11-14 Years	12	21.4	21.4	73.2
	15-19 years	5	8.9	8.9	82.1
	20+ Years	4	7.1	7.1	89.3
	Less Than a Year	2	3.6	3.6	92.9
	99	4	7.1	7.1	100.0
	Total	56	100.0	100.0	

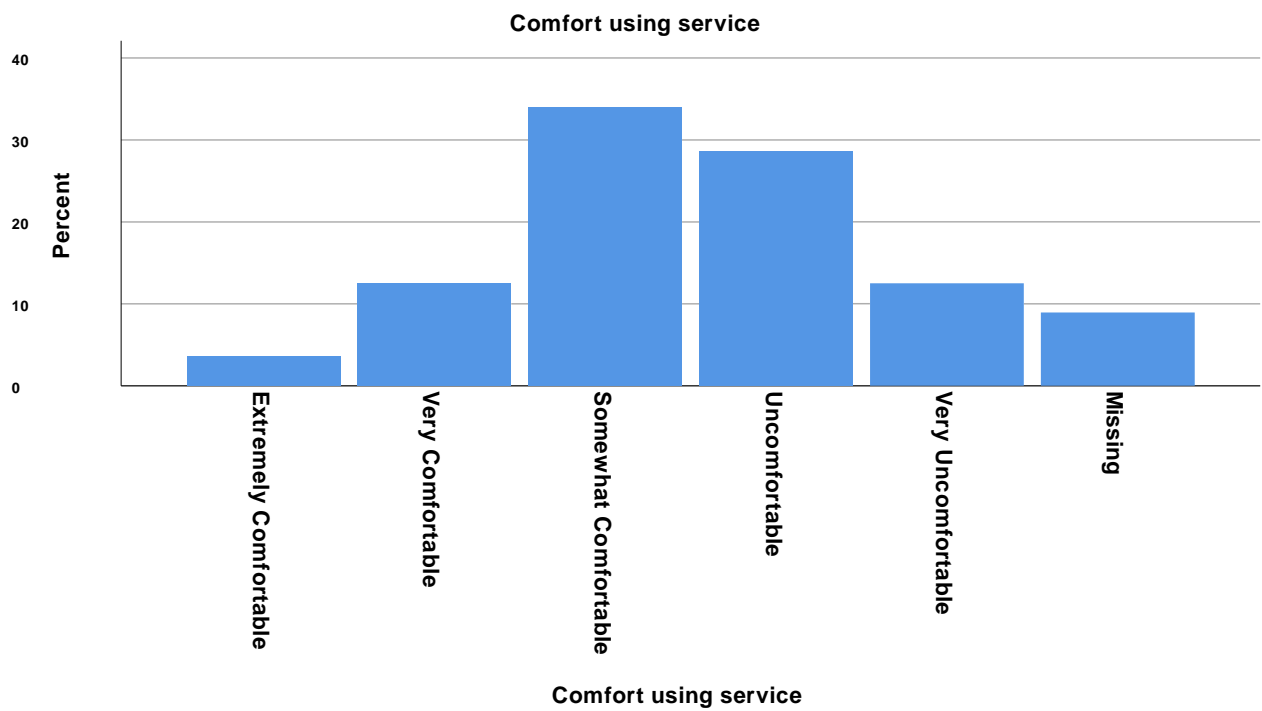
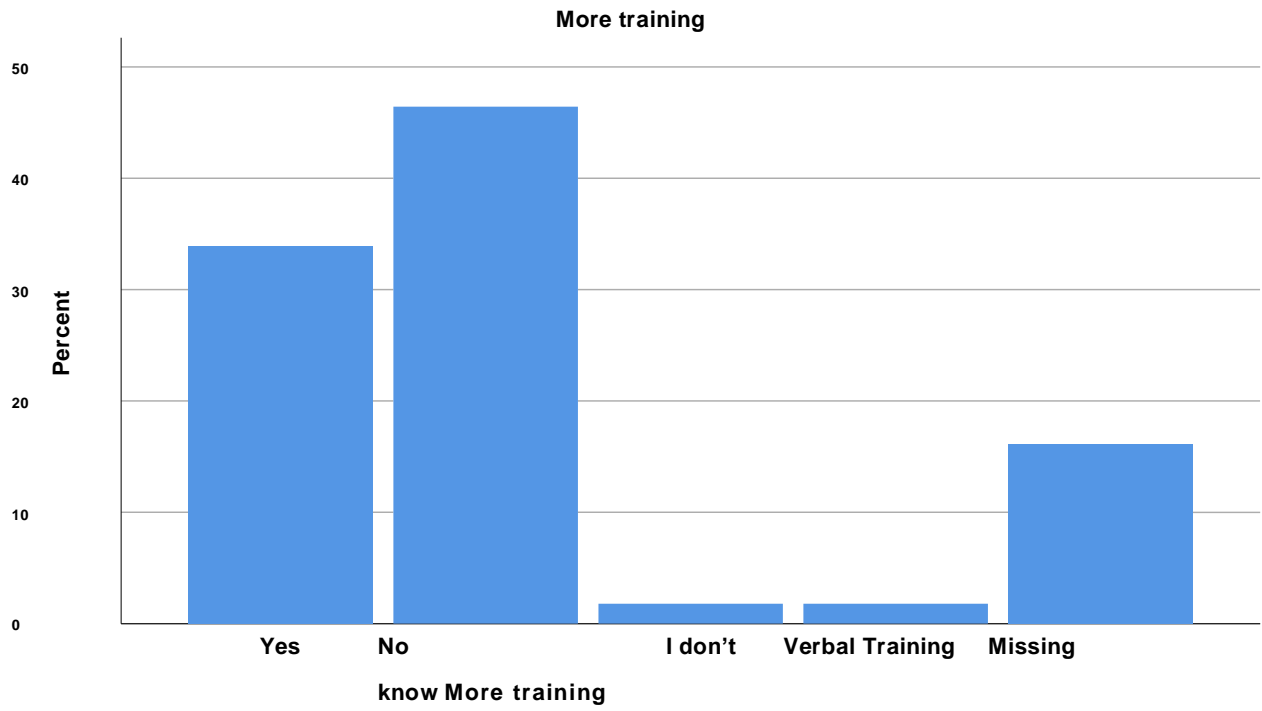
Bar Chart

Do you know how to use the service

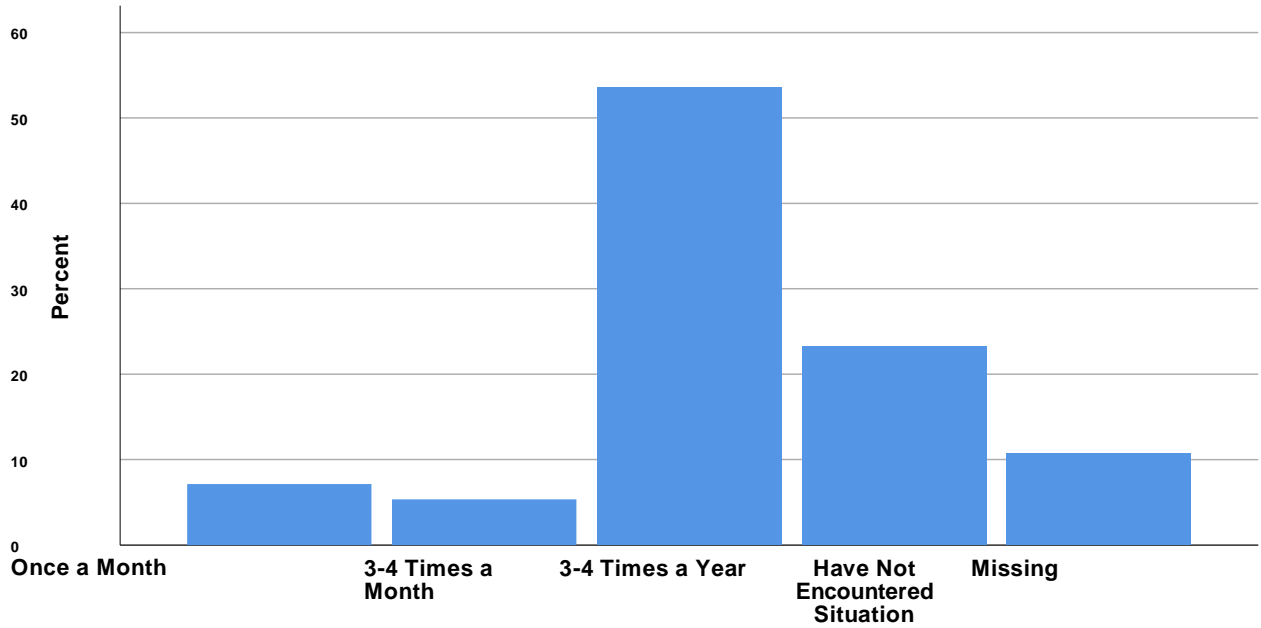


Do you know how to use the service



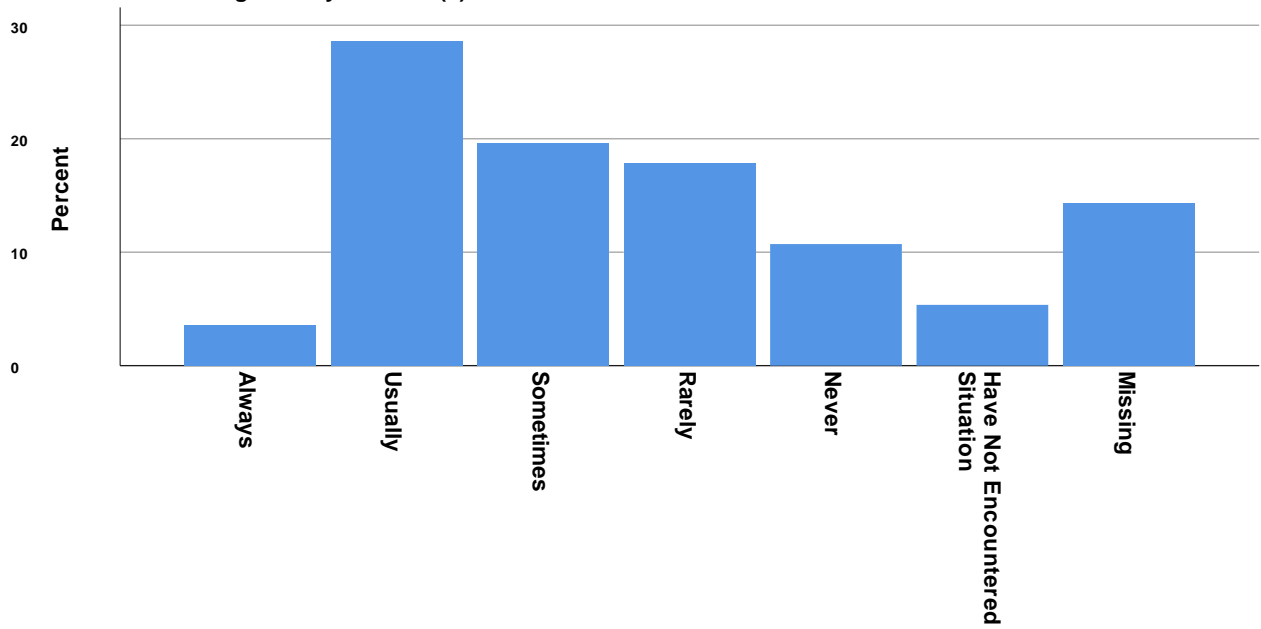


How often do you encounter an LEP individual?



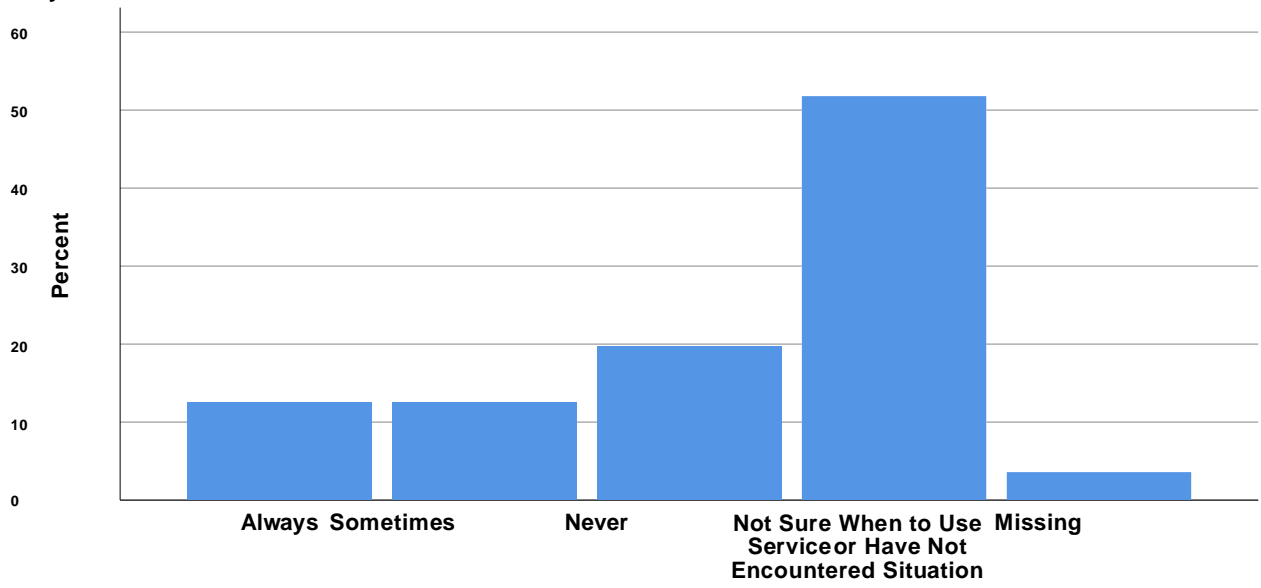
How often do you encounter an LEP individual?

Communicate through family member(s) or friends?

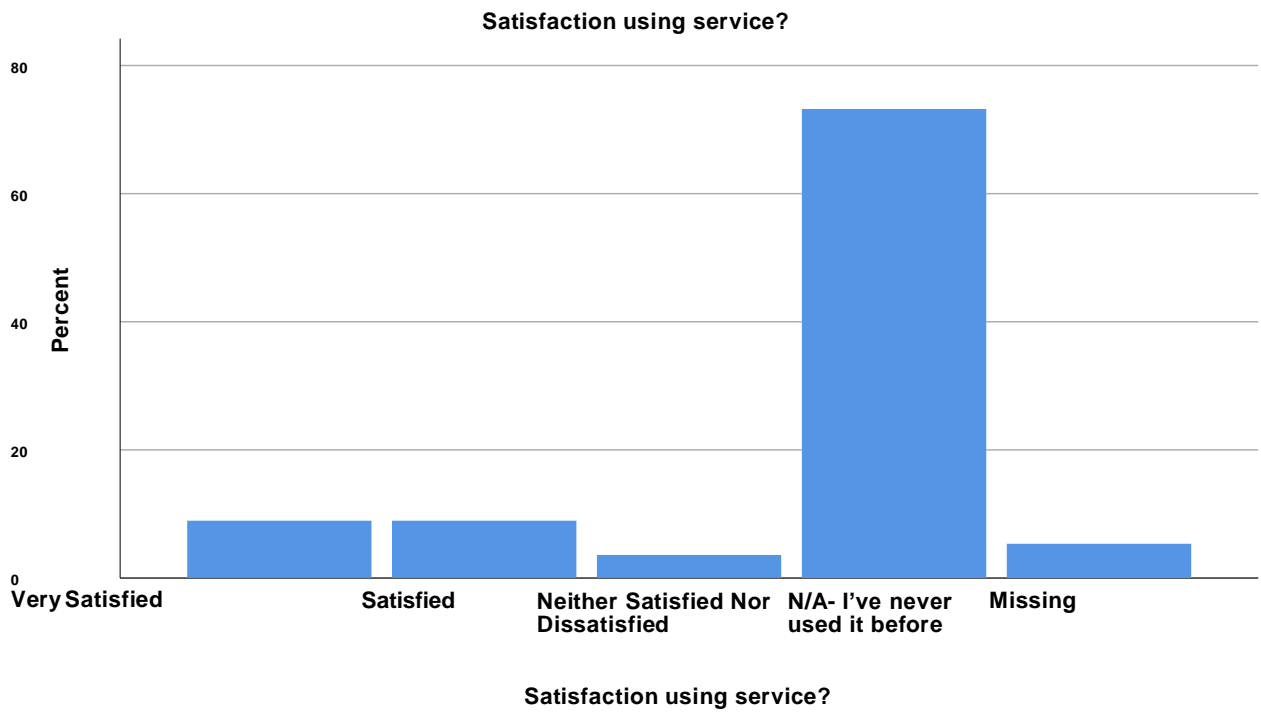


Communicate through family member(s) or friends?

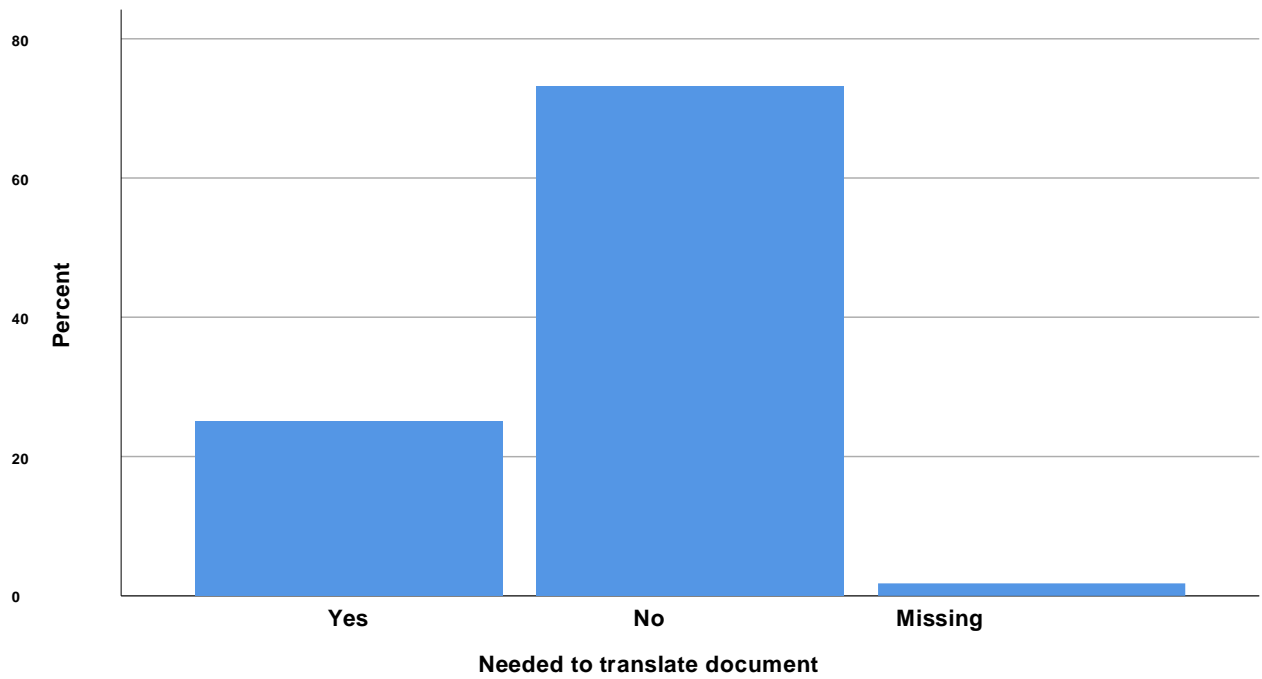
Do you let individuals know the service is available?



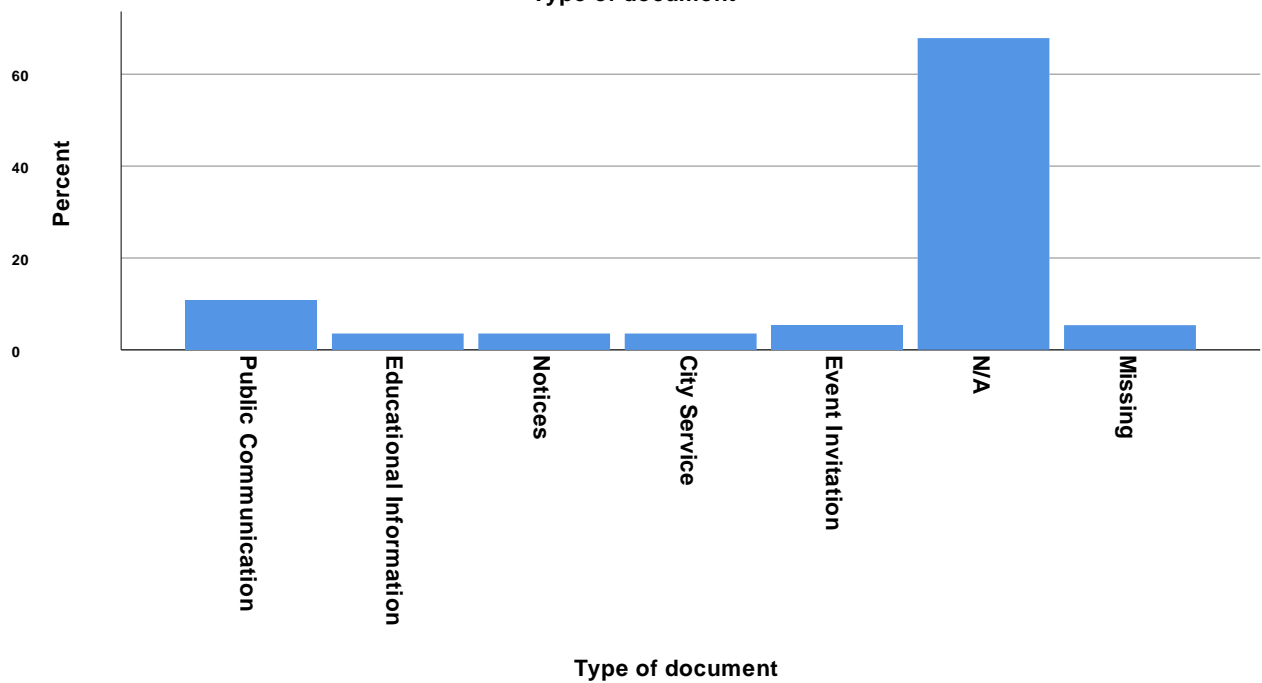
Do you let individuals know the service is available?

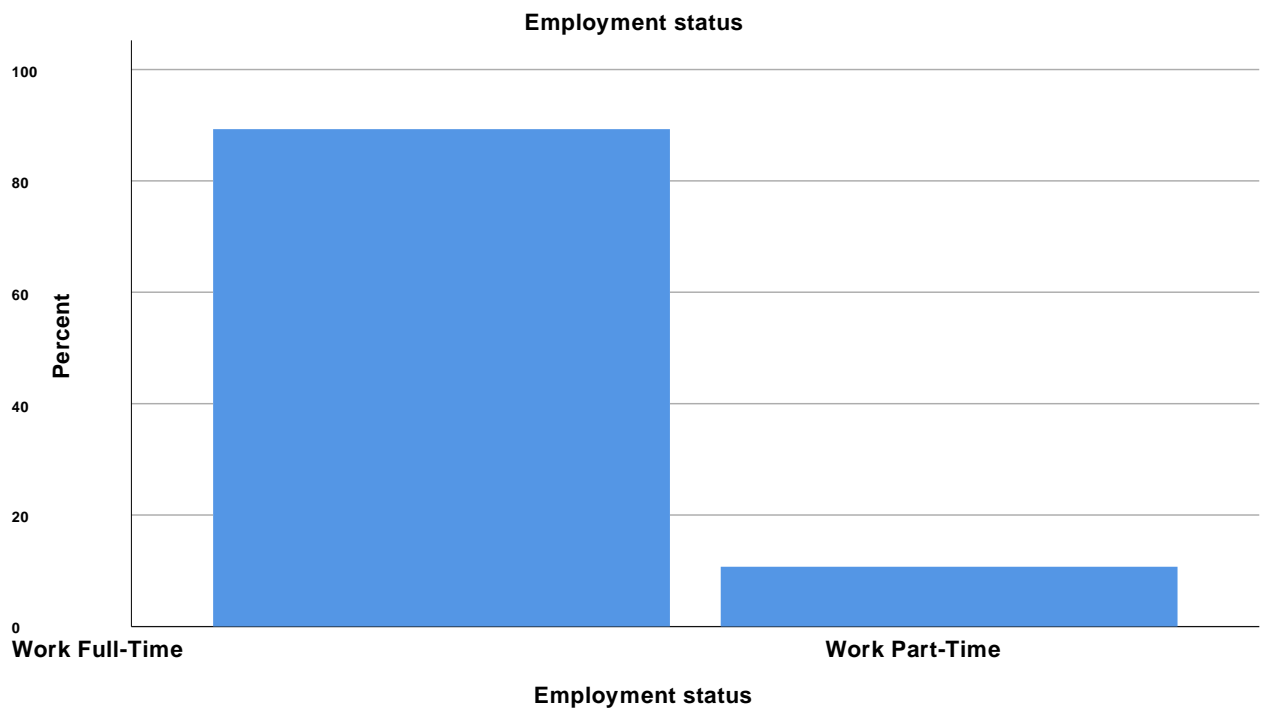
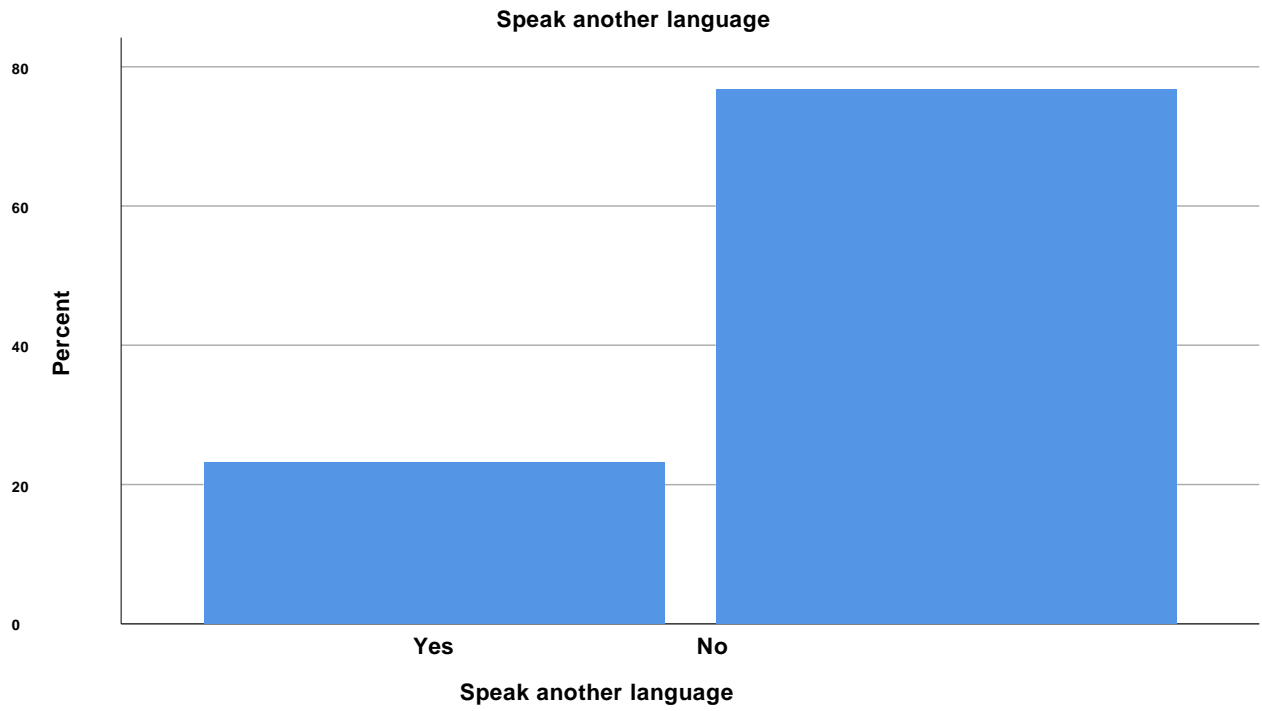


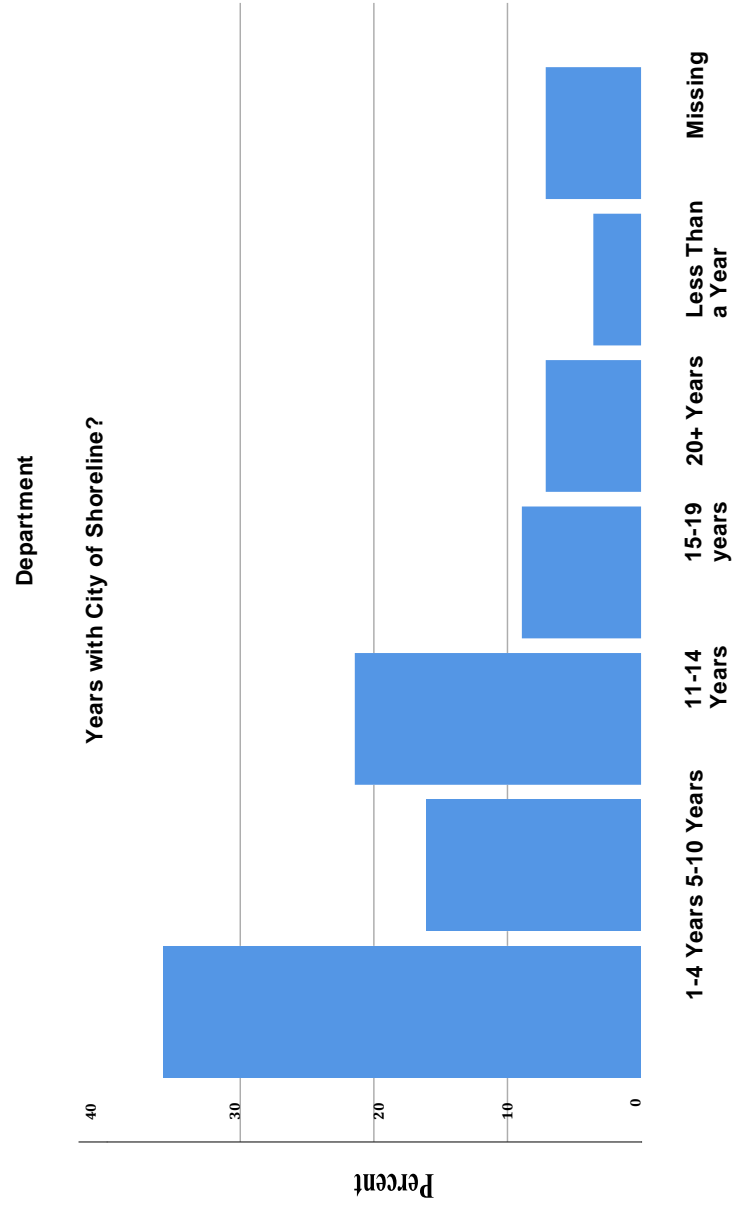
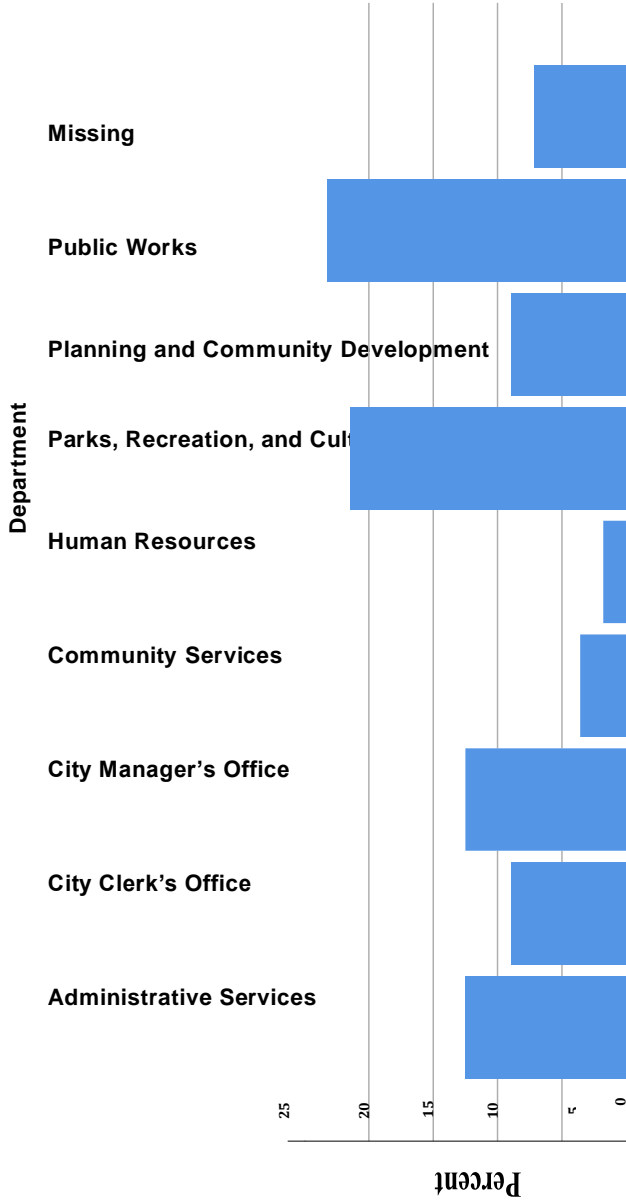
Needed to translate document



Type of document







Appendix G

```

CROSSTABS
/TABLES=depart BY trainr indenc doctran CTScom comfam indava trainm UseCTS C
TSsat
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CORR
/CELLS=COUNT
/COUNT ROUND CELL
/BARCHART.

```

Crosstabs**Notes**

Output Created	05-AUG-2018 11:39:...	
Comments		
Input	Data	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax	CROSSTABS /TABLES=depart BY trainr indenc doctran CTScom comfam indava trainm UseCTS CTSSat /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CORR /CELLS=COUNT /COUNT ROUND CELL /BARCHART.	
Resources	Processor Time	00:00:01.05

Elapsed Time	00:00:02.00
---------------------	--------------------

Notes

Dimensions Requested	2
Cells Available	524245

Case Processing Summary

	Cases				Total	
	Valid		Missing			
	N	Percent	N	Percent	N	Percent
Department * Received training	56	100.0%	0	0.0%	56	100.0%
Department * How often do you encounter an LEP individual?	56	100.0%	0	0.0%	56	100.0%
Department * Needed to translate document	56	100.0%	0	0.0%	56	100.0%
Department * Comfort using service	56	100.0%	0	0.0%	56	100.0%
Department * Communicate through family member(s) or friends?	56	100.0%	0	0.0%	56	100.0%
Department * Do you let individuals know the service is available?	56	100.0%	0	0.0%	56	100.0%
Department * More training	56	100.0%	0	0.0%	56	100.0%
Department * Do you know how to use the service	56	100.0%	0	0.0%	56	100.0%
Department * Satisfaction using service?	56	100.0%	0	0.0%	56	100.0%

Department * Received training

Crosstab

Count

		Sufficient Training	Received training		
			Some Training	Minimal Training	No training
Department	Administrative Services	0	0	2	5
	City Clerk's Office	2	2	0	0
	City Managers Office	3	2	2	0
	Community Services	1	1	0	0
	Human Resources	1	0	0	0
	Parks, Recreation, and Cultural Services	1	5	2	3
	Planning and Community Development	0	3	0	2
	Public Works	3	2	4	4
	Missing	0	0	1	3
Total		11	15	11	17

Crosstab

Count

		Received ..	
		Missing	Total
Department	Administrative Services	0	7
	City Clerk's Office	1	5
	City Managers Office	0	7
	Community Services	0	2
	Human Resources	0	1
	Parks, Recreation, and Cultural Services	1	12
	Planning and Community Development	0	5
	Public Works	0	13
	Missing	0	4
Total		2	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	40.160 ^a	32	.152
Likelihood Ratio	47.634	32	.037
Linear-by-Linear Association	.117	1	.732
N of Valid Cases	56		

a. 45 cells (100.0%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.046	.032	-.339
Ordinal by Ordinal	Spearman Correlation	.088	.140	.651
N of Valid Cases		56		

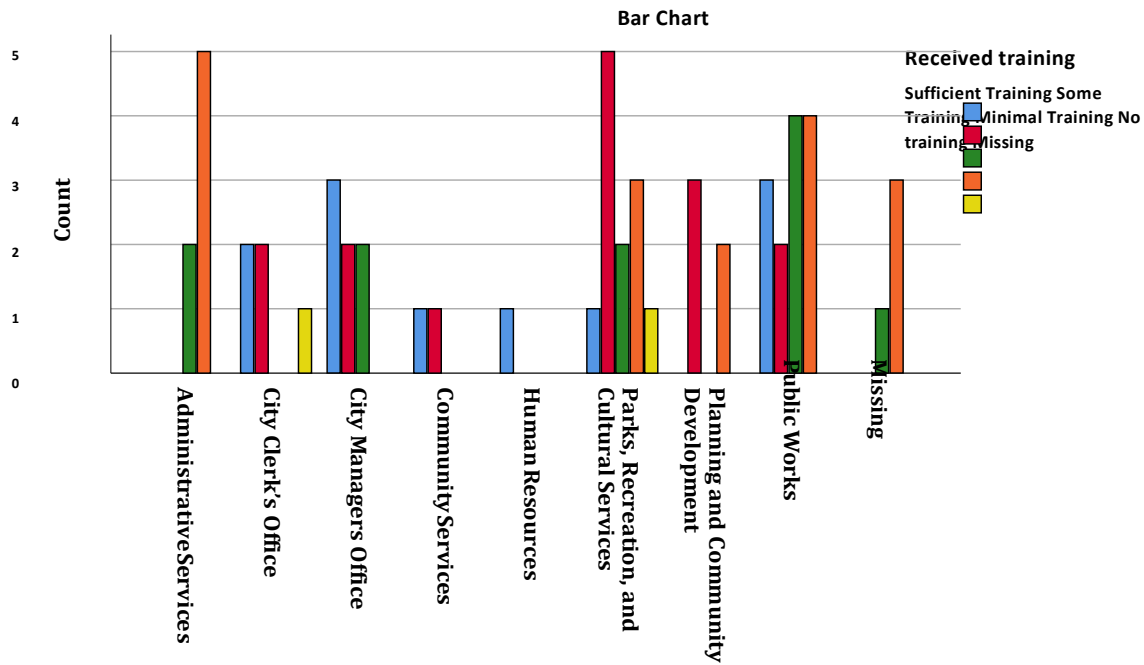
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.736 ^c
Ordinal by Ordinal	Spearman Correlation	.518 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department

Department * How often do you encounter an LEP individual?

Crosstab

Count

How often do you encounter an LEP individual?

		Once a Month	3-4 Times a Month	3-4 Times a Year
Department	Administrative Services	0	2	2
	City Clerk's Office	0	0	3
	City Managers Office	3	0	4
	Community Services	0	0	1
	Human Resources	0	0	0
	Parks, Recreation, and Cultural Services	0	1	6
	Planning and Community Development	0	0	2
	Public Works	1	0	9
	Missing	0	0	3
Total		4	3	30

Crosstab

Count

		How often do you ...		Total
		Have Not Encountered Situation	Missing	
Department	Administrative Services	3	0	7
	City Clerk's Office	0	2	5
	City Managers Office	0	0	7
	Community Services	0	1	2
	Human Resources	1	0	1
	Parks, Recreation, and Cultural Services	3	2	12
	Planning and Community Development	3	0	5
	Public Works	2	1	13
	Missing	1	0	4
Total		13	6	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	47.045 ^a	32	.042
Likelihood Ratio	42.359	32	.104
Linear-by-Linear Association	.498	1	.480
N of Valid Cases	56		

a. 43 cells (95.6%) have expected count less than 5. The minimum expected count is .05.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.095	.041	-.702
Ordinal by Ordinal	Spearman Correlation	.038	.133	.277
N of Valid Cases		56		

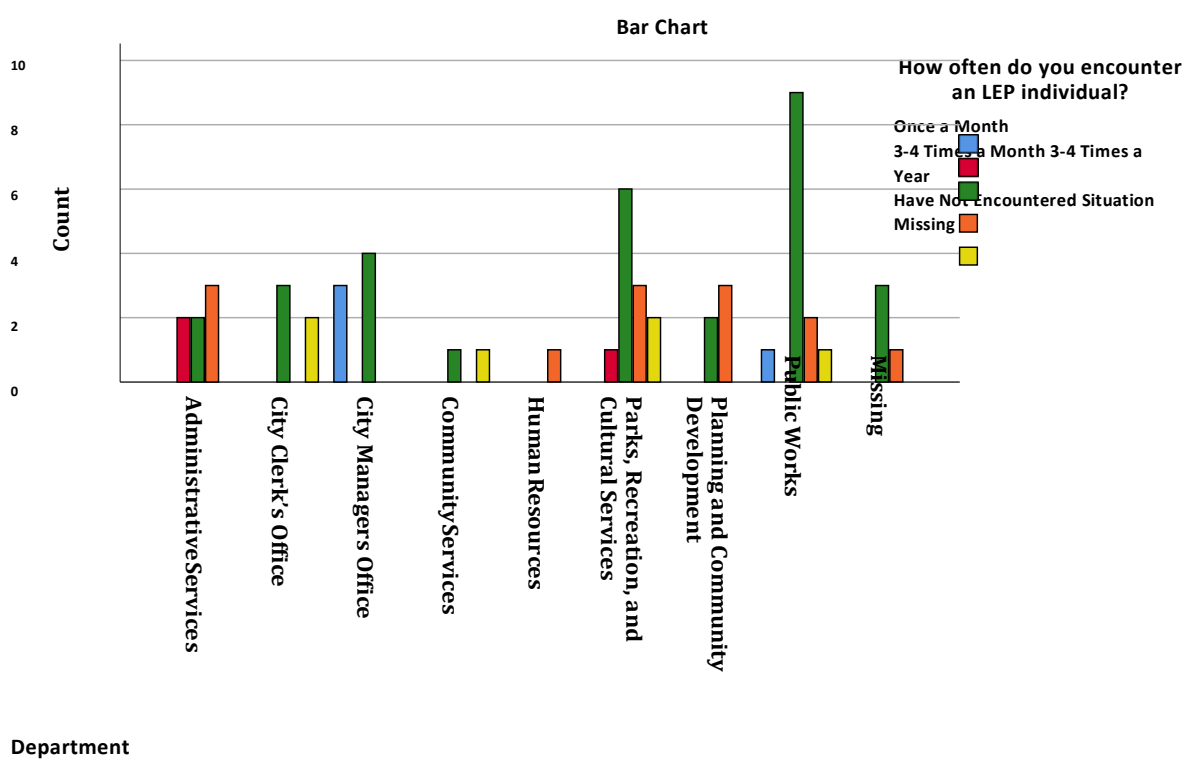
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.485 ^c
Ordinal by Ordinal	Spearman Correlation	.783 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department * Needed to translate document

Crosstab

Count

		Needed to translate document			Total
		Yes	No	Missing	
Department	Administrative Services	0	7	0	7
	City Clerk's Office	0	5	0	5
	City Managers Office	1	6	0	7
	Community Services	2	0	0	2
	Human Resources	0	1	0	1
	Parks, Recreation, and Cultural Services	8	3	1	12
	Planning and Community Development	0	5	0	5
	Public Works	2	11	0	13
	Missing	1	3	0	4
Total		14	41	1	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.222 ^a	16	.022
Likelihood Ratio	31.255	16	.012
Linear-by-Linear Association	.053	1	.819
N of Valid Cases	56		

a. 23 cells (85.2%) have expected count less than 5. The minimum expected count is .02.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.031	.019	-.227
Ordinal by Ordinal	Spearman Correlation	-.081	.107	-.594
N of Valid Cases		56		

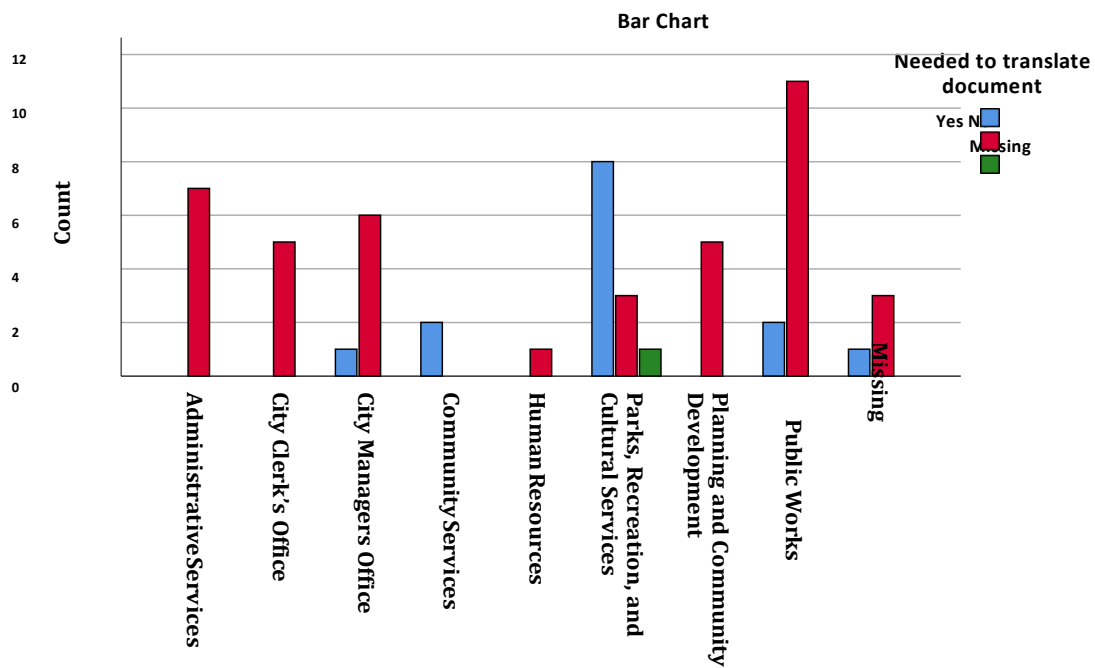
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.821 ^c
Ordinal by Ordinal	Spearman Correlation	.555 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department

Department * Comfort using service

Crosstab

Count

		Comfort using service		
			Very Comfortable	Somewhat Comfortable
Extremely Comfortable				
Department	Administrative Services	0	0	2
	City Clerk's Office	0	1	3
	City Managers Office	1	2	1
	Community Services	1	1	0
	Human Resources	0	0	0
	Parks, Recreation, and Cultural Services	0	3	4
	Planning and Community Development	0	0	4
	Public Works	0	0	5
	Missing	0	0	0
Total		2	7	19

Crosstab

Count

		Comfort using service			
		Uncomfortable	Very Uncomfortable	Missing	Total
Department	Administrative Services	1	4	0	7
	City Clerk's Office	0	0	1	5
	City Managers Office	3	0	0	7
	Community Services	0	0	0	2
	Human Resources	0	0	1	1
	Parks, Recreation, and Cultural Services	3	1	1	12
	Planning and Community Development	1	0	0	5
	Public Works	4	2	2	13
	Missing	4	0	0	4
Total		16	7	5	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	70.477 ^a	40	.002
Likelihood Ratio	59.015	40	.027
Linear-by-Linear Association	.224	1	.636
N of Valid Cases	56		

a. 54 cells (100.0%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.064	.034	-.470
Ordinal by Ordinal	Spearman Correlation	.119	.132	.882
N of Valid Cases		56		

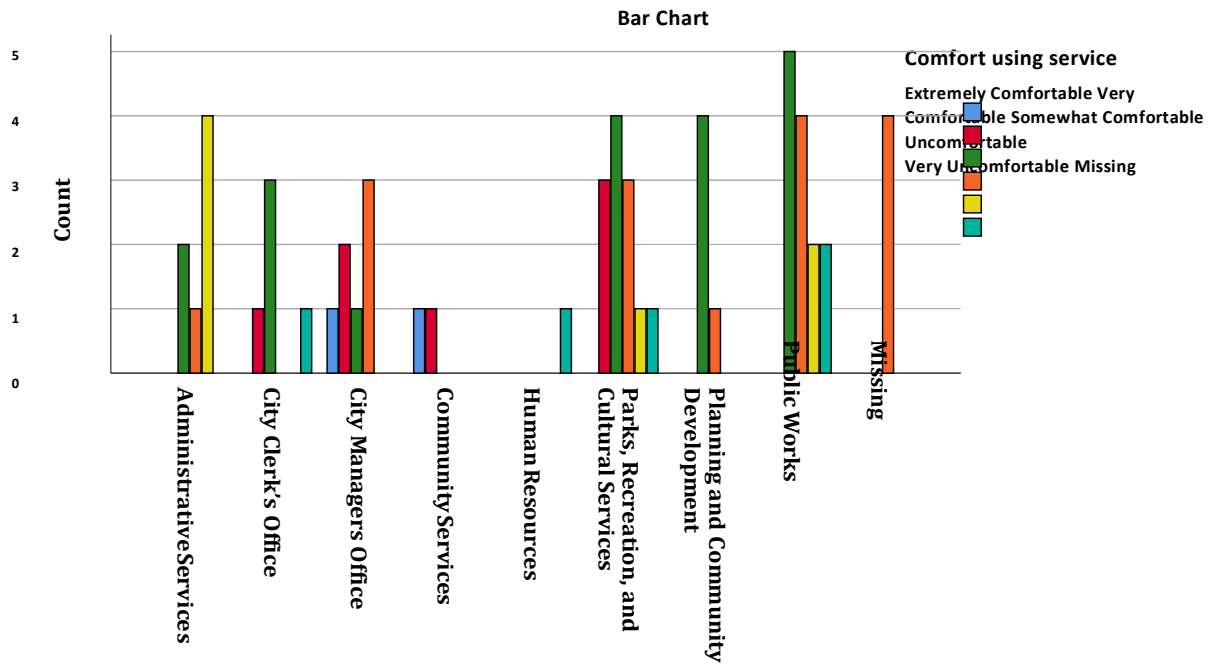
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.640 ^c
Ordinal by Ordinal	Spearman Correlation	.382 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department

Department * Communicate through family member(s) or friends?

Crosstab

Count

Communicate through family member(s) or friends?

		Always	Usually	Sometimes	Rarely	Never
Department	Administrative Services	0	2	3	0	2
	City Clerk's Office	1	1	1	0	0
	City Managers Office	1	3	1	2	0
	Community Services	0	0	1	1	0
	Human Resources	0	0	0	0	0
	Parks, Recreation, and Cultural Services	0	4	3	1	1
	Planning and Community Development	0	3	0	0	0
	Public Works	0	3	1	4	2
	Missing	0	0	1	2	1
Total		2	16	11	10	6

Crosstab

Count

Communicate through...

		Have Not Encountered Situation	Missing	Total
Department	Administrative Services	0	0	7
	City Clerk's Office	0	2	5
	City Managers Office	0	0	7
	Community Services	0	0	2
	Human Resources	0	1	1
	Parks, Recreation, and Cultural Services	0	3	12
	Planning and Community Development	2	0	5
	Public Works	1	2	13
	Missing	0	0	4
Total		3	8	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	57.157 ^a	48	.172
Likelihood Ratio	56.223	48	.194
Linear-by-Linear Association	.522	1	.470
N of Valid Cases	56		

a. 63 cells (100.0%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.097	.040	-.720
Ordinal by Ordinal	Spearman Correlation	.196	.118	1.469
N of Valid Cases		56		

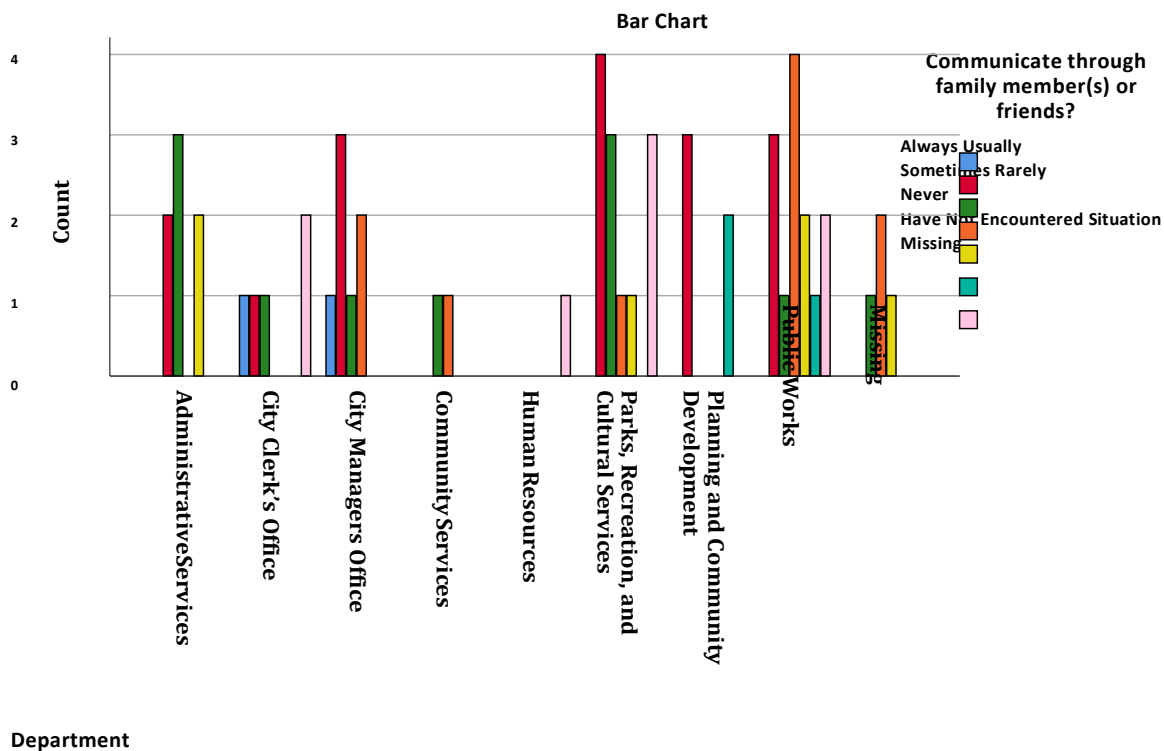
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.475 ^c
Ordinal by Ordinal	Spearman Correlation	.148 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department * Do you let individuals know the service is available?

Crosstab

Count

Do you let individuals know the service is available?

		Always	Sometimes	Never	Not Sure When to Use Service or Have Not Encountered Situation
Department	Administrative Services	0	0	2	5
	City Clerk's Office	0	3	0	2
	City Managers Office	1	1	1	4
	Community Services	2	0	0	0
	Human Resources	0	0	0	1
	Parks, Recreation, and Cultural Services	3	1	3	3
	Planning and Community Development	0	2	0	3
	Public Works	1	0	3	9
	Missing	0	0	2	2
Total		7	7	11	29

Crosstab

Count

Do you let ...

		Missing	Total
Department	Administrative Services	0	7
	City Clerk's Office	0	5
	City Managers Office	0	7
	Community Services	0	2
	Human Resources	0	1
	Parks, Recreation, and Cultural Services	2	12
	Planning and Community Development	0	5
	Public Works	0	13
	Missing	0	4
Total	2	56	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	49.444 ^a	32	.025
Likelihood Ratio	44.354	32	.072
Linear-by-Linear Association	.077	1	.781
N of Valid Cases	56		

a. 43 cells (95.6%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.038	.023	-.276
Ordinal by Ordinal	Spearman Correlation	.076	.113	.563
N of Valid Cases		56		

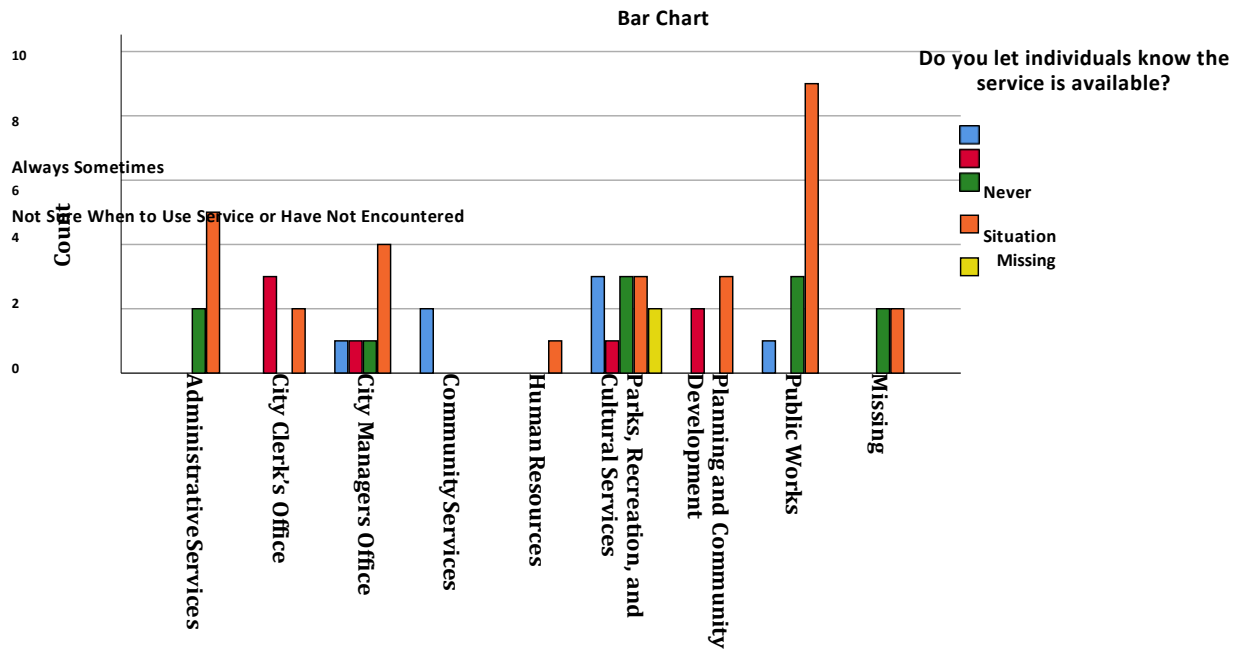
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.784 ^c
Ordinal by Ordinal	Spearman Correlation	.576 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department

Department * More training

Crosstab

Count

Department		More training			Verbal Training
		Yes	No	I don't know	
Administrative Services		1	4	0	0
City Clerk's Office		0	4	0	0
City Managers Office		4	2	0	1
Community Services		1	0	1	0
Human Resources		0	1	0	0
Parks, Recreation, and Cultural Services		4	6	0	0
Planning and Community Development		0	2	0	0
Public Works		6	7	0	0
Missing		3	0	0	0
Total		19	26	1	1

Crosstab

Count

		More ...	
		Missing	Total
Department	Administrative Services	2	7
	City Clerk's Office	1	5
	City Managers Office	0	7
	Community Services	0	2
	Human Resources	0	1
	Parks, Recreation, and Cultural Services	2	12
	Planning and Community Development	3	5
	Public Works	0	13
	Missing	1	4
Total		9	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	58.488 ^a	32	.003
Likelihood Ratio	41.996	32	.111
Linear-by-Linear Association	.137	1	.712
N of Valid Cases	56		

a. 43 cells (95.6%) have expected count less than 5. The minimum expected count is .02.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.050	.158	.367
Ordinal by Ordinal	Spearman Correlation	-.214	.131	-1.613
N of Valid Cases		56		

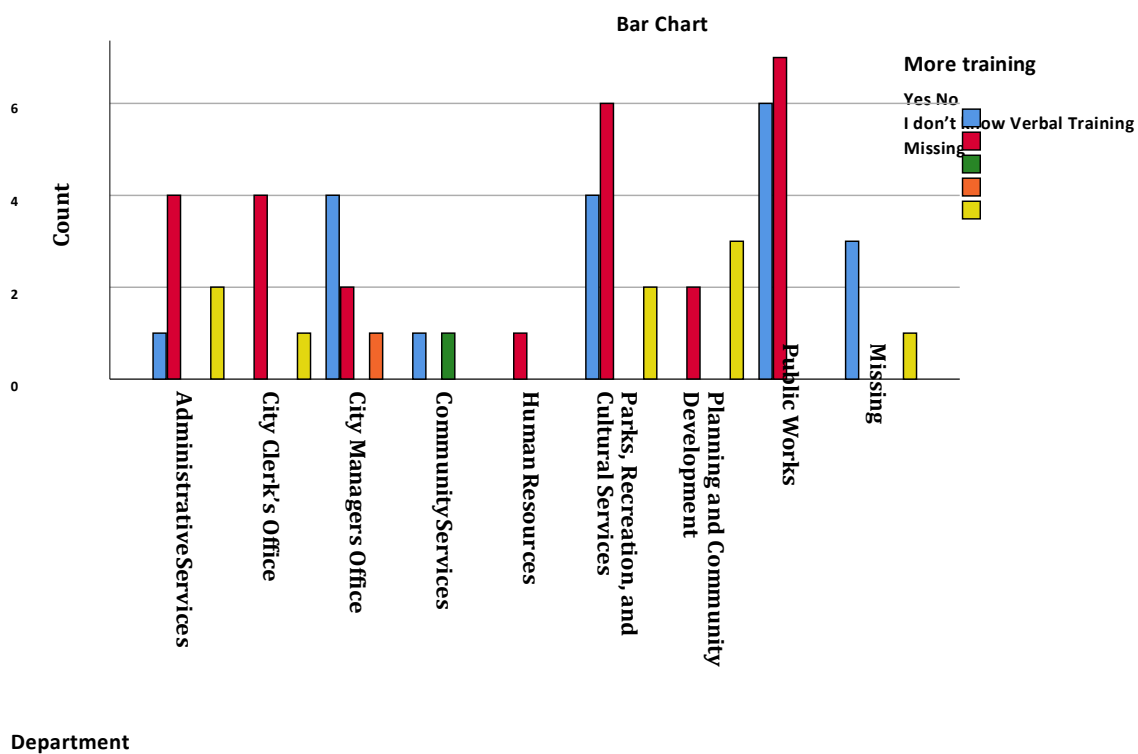
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.715 ^c
Ordinal by Ordinal	Spearman Correlation	.113 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department * Do you know how to use the service

Crosstab

Count

Do you know how to use the service

		Definitely	Somewhat	Very Little	Not at All	Missing
Department	Administrative Services	0	0	2	5	0
	City Clerk's Office	2	2	0	0	1
	City Managers Office	3	2	1	1	0
	Community Services	1	1	0	0	0
	Human Resources	0	1	0	0	0
	Parks, Recreation, and Cultural Services	3	6	0	2	1
	Planning and Community Development	0	3	1	1	0
	Public Works	1	5	3	4	0
	Missing	0	0	0	4	0
Total		10	20	7	17	2

Crosstab

Count

		Total
Department	Administrative Services	7
	City Clerk's Office	5
	City Managers Office	7
	Community Services	2
	Human Resources	1
	Parks, Recreation, and Cultural Services	12
	Planning and Community Development	5
	Public Works	13
	Missing	4
Total	56	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.984 ^a	32	.111
Likelihood Ratio	47.850	32	.036
Linear-by-Linear Association	.096	1	.757
N of Valid Cases	56		

a. 45 cells (100.0%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.042	.033	-.307
Ordinal by Ordinal	Spearman Correlation	.111	.143	.819
N of Valid Cases		56		

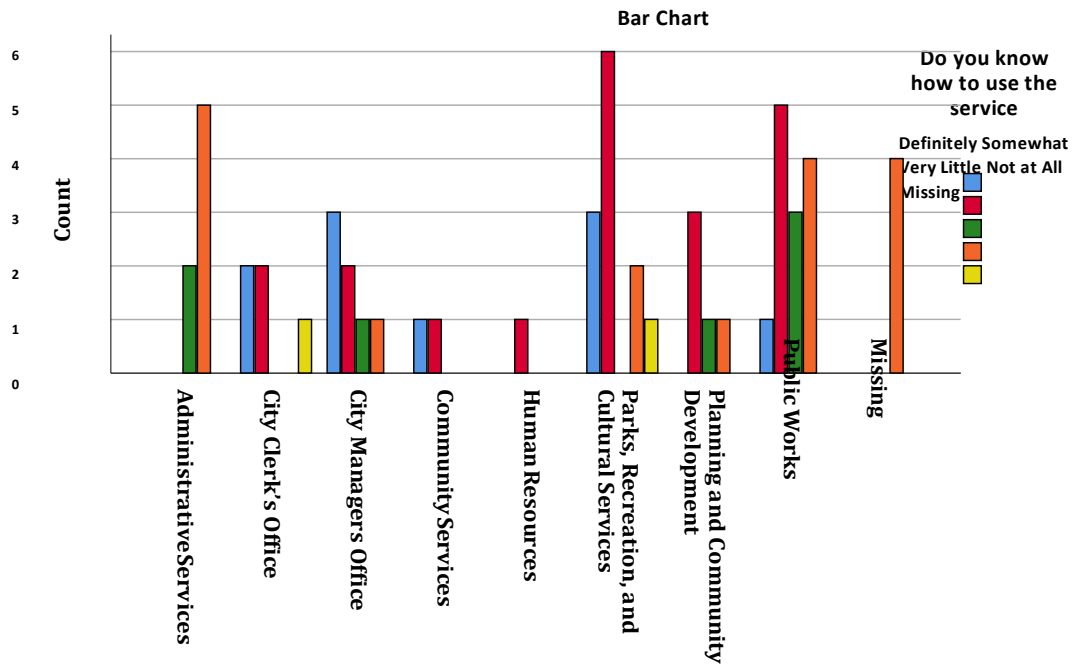
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.760 ^c
Ordinal by Ordinal	Spearman Correlation	.416 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department

Department * Satisfaction using service?

Crosstab

Count

		Satisfaction using service?			
		Very Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	N/A- I've never used it before
Department	Administrative Services	0	0	1	5
	City Clerk's Office	0	4	0	1
	City Managers Office	3	0	0	4
	Community Services	0	0	1	1
	Human Resources	0	0	0	1
	Parks, Recreation, and Cultural Services	1	1	0	9
	Planning and Community Development	1	0	0	4
	Public Works	0	0	0	12
	Missing	0	0	0	4
Total	5	5	2	41	

Crosstab

Count

		Satisfaction...	
		Missing	Total
Department	Administrative Services	1	7
	City Clerk's Office	0	5
	City Managers Office	0	7
	Community Services	0	2
	Human Resources	0	1
	Parks, Recreation, and Cultural Services	1	12
	Planning and Community Development	0	5
	Public Works	1	13
	Missing	0	4
Total		3	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	66.510 ^a	32	.000
Likelihood Ratio	44.145	32	.075
Linear-by-Linear Association	.139	1	.709
N of Valid Cases	56		

a. 41 cells (91.1%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.050	.036	-.370
Ordinal by Ordinal	Spearman Correlation	.291	.118	2.233
N of Valid Cases		56		

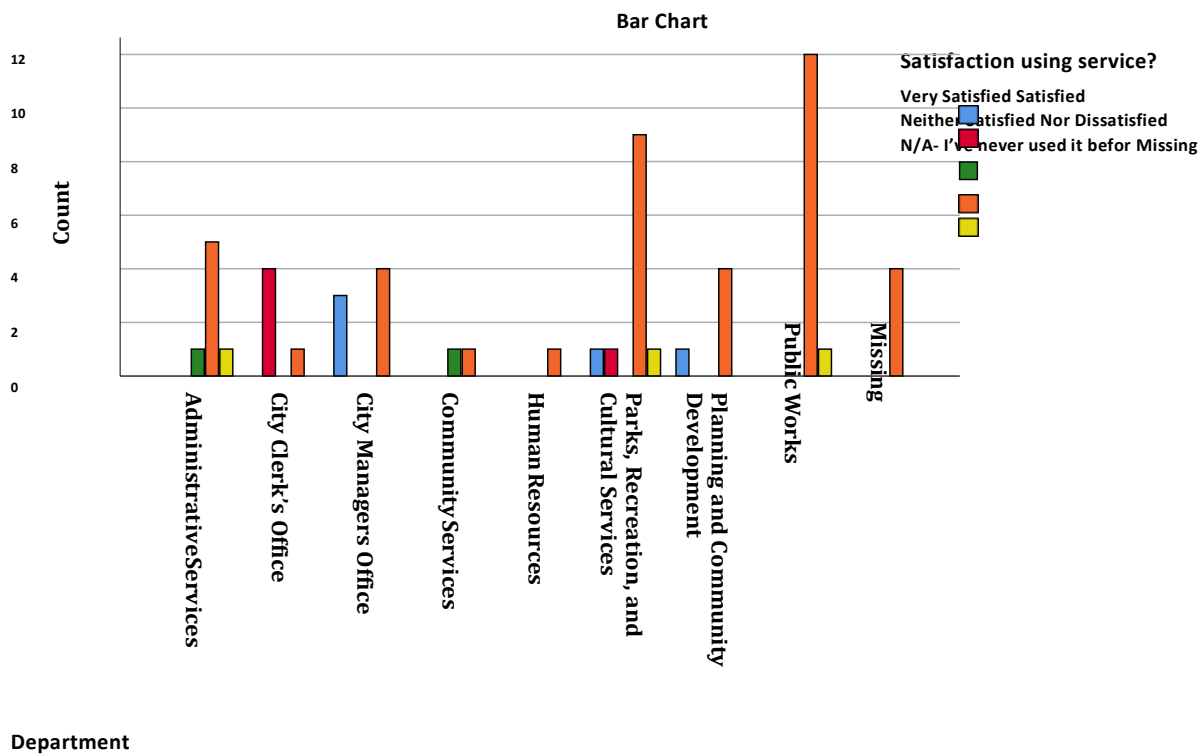
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.713 ^c
Ordinal by Ordinal	Spearman Correlation	.030 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



CROSSTABS

```

/TABLES=empyea BY trainr indenc doctran CTScom comfam indava trainm UseCTS C
TSsat
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CORR
/CELLS=COUNT
/COUNT ROUND CELL
/BARChart.

```

Crosstabs

Notes

Output Created		05-AUG-2018 11:39:...
Comments		
Input	Data	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=empyea BY trainr indenc doctran CTScom comfam indava trainm UseCTS CTSSat /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CORR /CELLS=COUNT /COUNT ROUND CELL /BarChart.
Resources	Processor Time	00:00:01.07
	Elapsed Time	00:00:01.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

	Cases				Total	
	Valid N	Valid Percent	Missing N	Missing Percent	N	Percent
Years with City of Shoreline? * Received training	56	100.0%	0	0.0%	56	100.0%
Years with City of Shoreline? * How often do you encounter an LEP individual?	56	100.0%	0	0.0%	56	100.0%
Years with City of Shoreline? * Needed to translate document	56	100.0%	0	0.0%	56	100.0%
Years with City of Shoreline? * Comfort using service	56	100.0%	0	0.0%	56	100.0%
Years with City of Shoreline? * Communicate through family member(s) or friends?	56	100.0%	0	0.0%	56	100.0%
Years with City of Shoreline? * Do you let individuals know the service is available?	56	100.0%	0	0.0%	56	100.0%
Years with City of Shoreline? * More training	56	100.0%	0	0.0%	56	100.0%
Years with City of Shoreline? * Do you know how to use the service	56	100.0%	0	0.0%	56	100.0%
Years with City of Shoreline? * Satisfaction using service?	56	100.0%	0	0.0%	56	100.0%

Years with City of Shoreline? * Received training

Crosstab

Count

		Sufficient Training	Received training		Total
			Some Training	Minimal Training	
Years with City of Shoreline?	1-4 Years	6			5
	5-10 Years	3			2
	11-14 Years	2			2
	years	3			1
	20+ Years	2			0
	Less Than a Year 99	5			0
	Total	112	15	11	
		0			
		1			
		0			
		0	1		1

Crosstab

Count

		Received training		Total
		No training	Missing	
Years with City of Shoreline?	1-4 Years	6	0	20
	5-10 Years	2	0	9
	11-14 Years	2	1	12
	15-19 years	1	0	5
	20+ Years	2	1	4
	Less Than a Year	2	0	2
	99	2	0	4
Total	17	2	56	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.460 ^a	24	.670
Likelihood Ratio	21.024	24	.637

Linear-by-Linear Association	.052	1	.819
N of Valid Cases	56		

33 cells (94.3%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.031	.024	-.227
Ordinal by Ordinal	Spearman Correlation	.217	.129	1.631
N of Valid Cases		56		

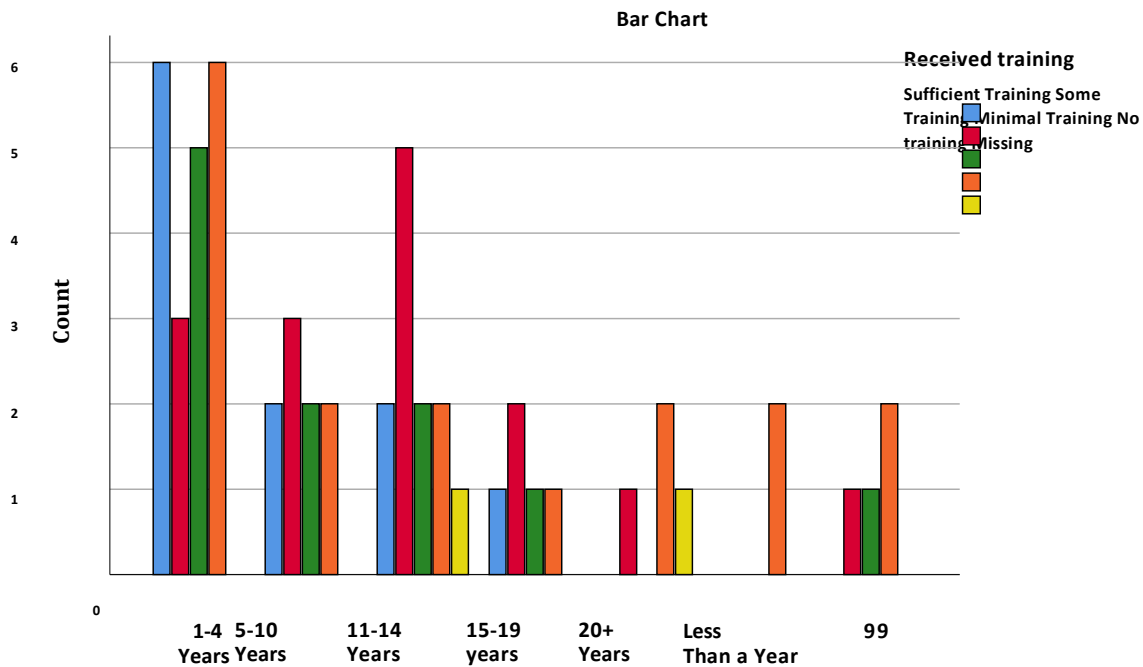
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.821 ^c
Ordinal by Ordinal	Spearman Correlation	.109 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Years with City of Shoreline?

Years with City of Shoreline? * How often do you encounter an LEP individual?

Crosstab

Count

How often do you encounter an LEP individual?

			3-4 Times a	3-4 Times a
Years with City of Shoreline?	1-4 Years	1	1	12
	5-10 Years	2	0	4
	11-14 Years	0	1	8
	15-19 years	1	0	2
	20+ Years	0	0	1
		0	0	0
		0	1	3
Total		4	3	30

Crosstab

Count

How often do you ...

		Have Not Encountered Situation	Missing	Total
Years with City of Shoreline?	1-4 Years	4	2	20
	5-10 Years	2	1	9
	11-14 Years	1	2	12
	15-19 years	2	0	5
	20+ Years	2	1	4
	Less Than a Year	2	0	2
	99	0	0	4
Total		13	6	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.189 ^a	24	.451
Likelihood Ratio	24.693	24	.423
Linear-by-Linear Association	.765	1	.382
N of Valid Cases	56		

a. 33 cells (94.3%) have expected count less than 5. The minimum expected count is .11.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.118	.036	-.873
Ordinal by Ordinal	Spearman Correlation	.057	.130	.421
N of Valid Cases		56		

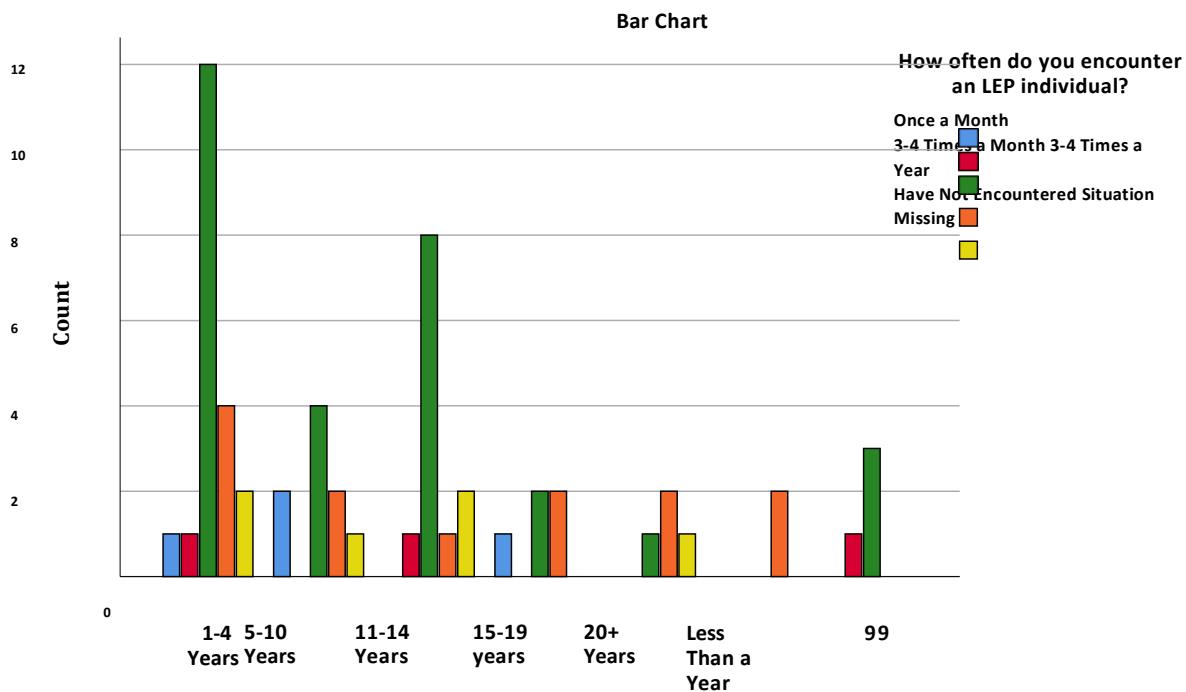
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.387 ^c
Ordinal by Ordinal	Spearman Correlation	.676 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Years with City of Shoreline?

Years with City of Shoreline? * Needed to translate document

Crosstab

Count

		Needed to translate document			Total
		Yes	No	Missing	
Years with City of Shoreline?	1-4 Years	4	16	0	20
	5-10 Years	2	7	0	9
	11-14 Years	4	7	1	12
	15-19 years	2	3	0	5
	20+ Years	0	4	0	4
	Less Than a Year	0	2	0	2
	99	2	2	0	4
Total		14	41	1	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.694 ^a	12	.729
Likelihood Ratio	9.302	12	.677
Linear-by-Linear Association	.085	1	.770
N of Valid Cases	56		

a. 17 cells (81.0%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

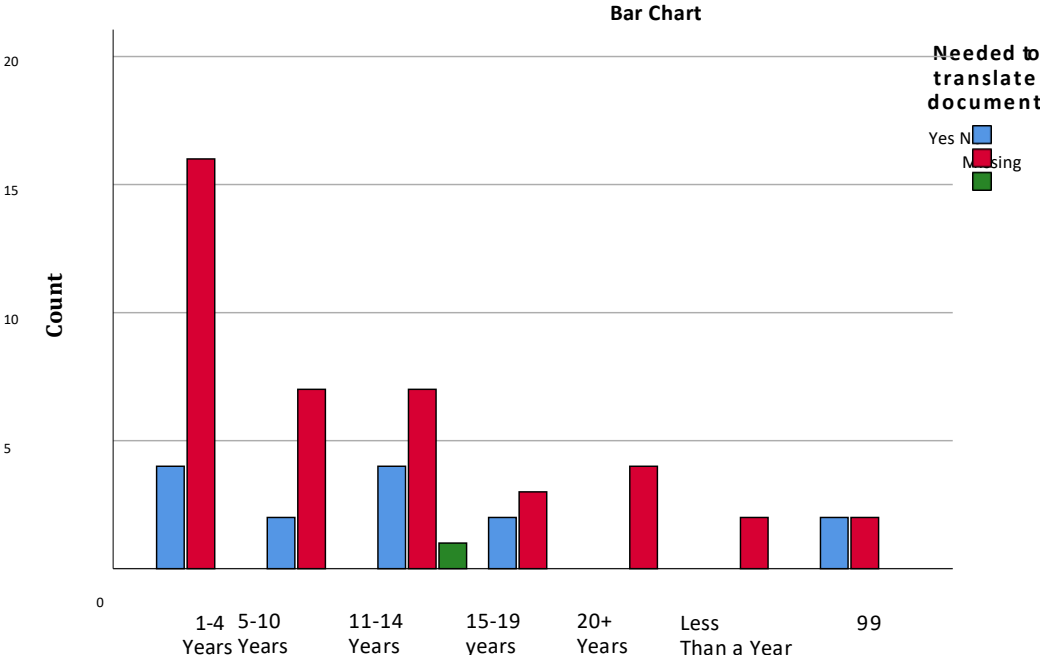
		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.039	.019	-.290
Ordinal by Ordinal	Spearman Correlation	-.067	.128	-.495
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.773 ^c
Ordinal by Ordinal	Spearman Correlation	.623 ^c

N of Valid Cases

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



Years with City of Shoreline?

Years with City of Shoreline? * Comfort using service

Crosstab

Count

		Comfort using service		
		Extremely Comfortable	Very Comfortable	Somewhat Comfortable
Years with City of Shoreline?	1-4 Years	1	1	6
	5-10 Years	1	3	3
	11-14 Years	0	2	3
	15-19 years	0	1	3
	20+ Years	0	0	2
	20+ Years	0	0	1
Total		2	7	19

Crosstab

Count

Comfort using service

		Uncomfortable	Very Uncomfortable	Missing	Total
Years with City of Shoreline?	1-4 Years	5	5	2	20
	5-10 Years	2	0	0	9
	11-14 Years	4	2	1	12
	15-19 years	1	0	0	5
	20+ Years	0	0	2	4
	Less Than a Year	1	0	0	2
	99	3	0	0	4
Total		16	7	5	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.066 ^a	30	.462
Likelihood Ratio	31.185	30	.406
Linear-by-Linear Association	.316	1	.574
N of Valid Cases	56		

a. 40 cells (95.2%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.076	.031	-.558
Ordinal by Ordinal	Spearman Correlation	-.046	.130	-.335
N of Valid Cases		56		

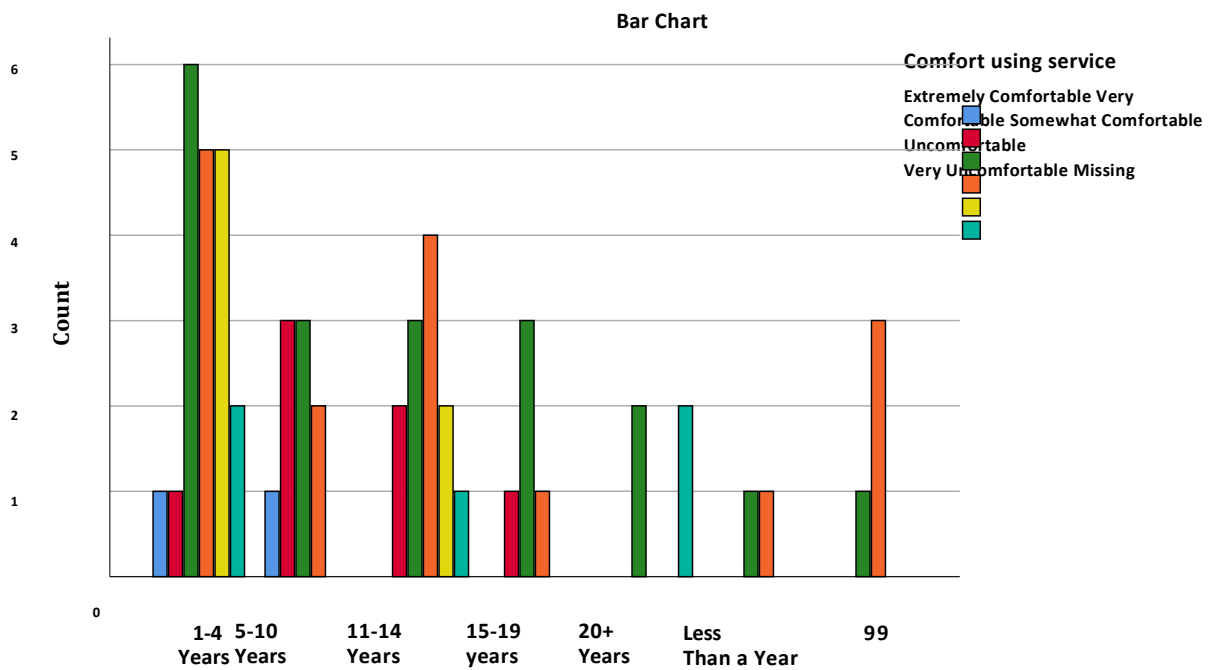
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.579 ^c
Ordinal by Ordinal	Spearman Correlation	.739 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Years with City of Shoreline?

Years with City of Shoreline? * Communicate through family member(s) or friends?

Crosstab

Count

Communicate through family member(s) or...

Years with City of Shoreline?	1-4 Years	1	3	5	2
	5-10 Years	0	4	0	3
	11-14 Years	1	5	2	3
	15-19 years	0	2	2	0
	20+ Years	0	0	1	0
	20+ Years	0	1	0	0
Total		2	16	11	10

Crosstab

Count

Communicate through family member.

		Never	Have Not Encountered Situation	Missing	Total
Years with City of Shoreline?	1-4 Years	3	1	5	20
	5-10 Years	2	0	0	9
	11-14 Years	0	0	1	12
	15-19 years	0	0	1	5
	20+ Years	1	1	1	4
	Less Than a Year	0	1	0	2
	99	0	0	0	4
Total		6	3	8	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37.544 ^a	36	.398
Likelihood Ratio	41.486	36	.244
Linear-by-Linear Association	.810	1	.368
N of Valid Cases	56		

a. 48 cells (98.0%) have expected count less than 5. The minimum expected count is .07.

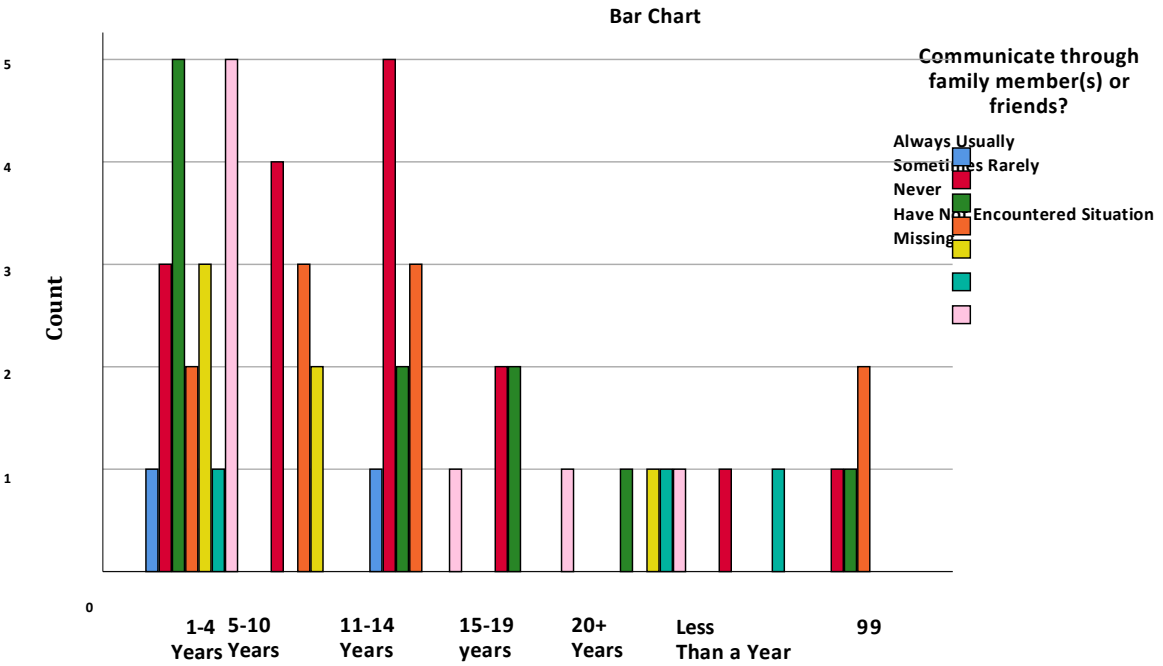
Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.121	.036	-.898
Ordinal by Ordinal	Spearman Correlation	-.119	.135	-.877
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.373 ^c
Ordinal by Ordinal	Spearman Correlation	.384 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



Years with City of Shoreline?

Years with City of Shoreline? * Do you let individuals know the service is available?

Crosstab

Count

Do you let individuals know the service is available?

					Not Sure When to Use Service or Have Not Encountered Situation
Years with City of Shoreline?		2	3	4	11
	1-4 Years	2	2	0	5
	5-10 Years	2	1	2	6
	11-14 Years	1	0	2	1
	15-19 years	0	0	1	3
	20+ Years	0	1	2	1
Total		7	7	11	29

Crosstab

Count

Do you let ...

		Missing	Total
Years with City of Shoreline?	1-4 Years	0	20
	5-10 Years	0	9
	11-14 Years	1	12
	15-19 years	1	5
	20+ Years	0	4
	Less Than a Year	0	2
	99	0	4
Total		2	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.300 ^a	24	.736
Likelihood Ratio	22.263	24	.564
Linear-by-Linear Association	.121	1	.728
N of Valid Cases	56		

a. 33 cells (94.3%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.047	.023	-.345
Ordinal by Ordinal	Spearman Correlation	.057	.122	.421
N of Valid Cases		56		

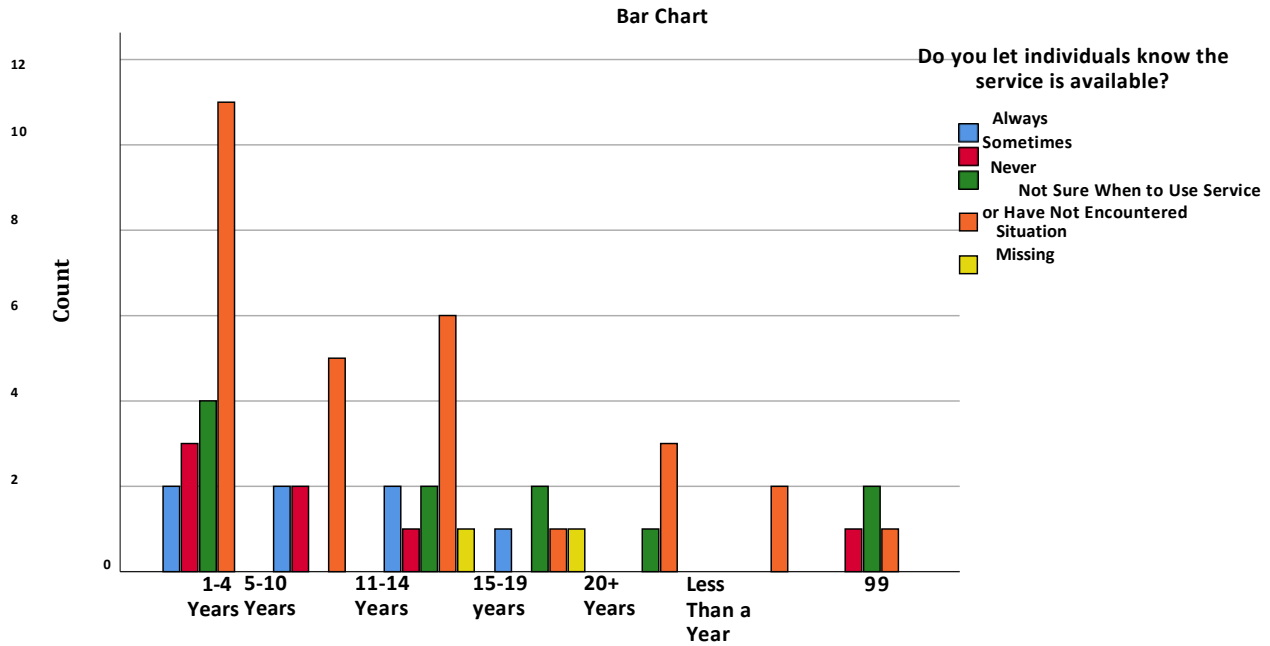
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.732 ^c
Ordinal by Ordinal	Spearman Correlation	.676 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Years with City of Shoreline?

Years with City of Shoreline? * More training

Crosstab

Count

		More training			Verbal Training
		Yes	No	I don't know	
Years with City of Shoreline?	1-4 Years	6	11		0
	5-10 Years		0		1
	11-14 Years	3	3		0
	years		0		0
	20+ Years	4	5		0
	Less Than a Year 99		1		0
Total		41	04	0	0
		19	0	26	1
			1	2	
			0		
			0	1	
			0		

Crosstab

Count

		More ...	
		Missing	Total
Years with City of Shoreline?	1-4 Years	3	20
	5-10 Years	2	9
	11-14 Years	2	12
	15-19 years	0	5
	20+ Years	1	4
	Less Than a Year	1	2
	99	0	4
Total		9	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.288 ^a	24	.562
Likelihood Ratio	21.628	24	.601
Linear-by-Linear Association	.818	1	.366
N of Valid Cases	56		

32 cells (91.4%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.122	.038	-.903
Ordinal by Ordinal	Spearman Correlation	-.087	.135	-.639
N of Valid Cases		56		

Symmetric Measures

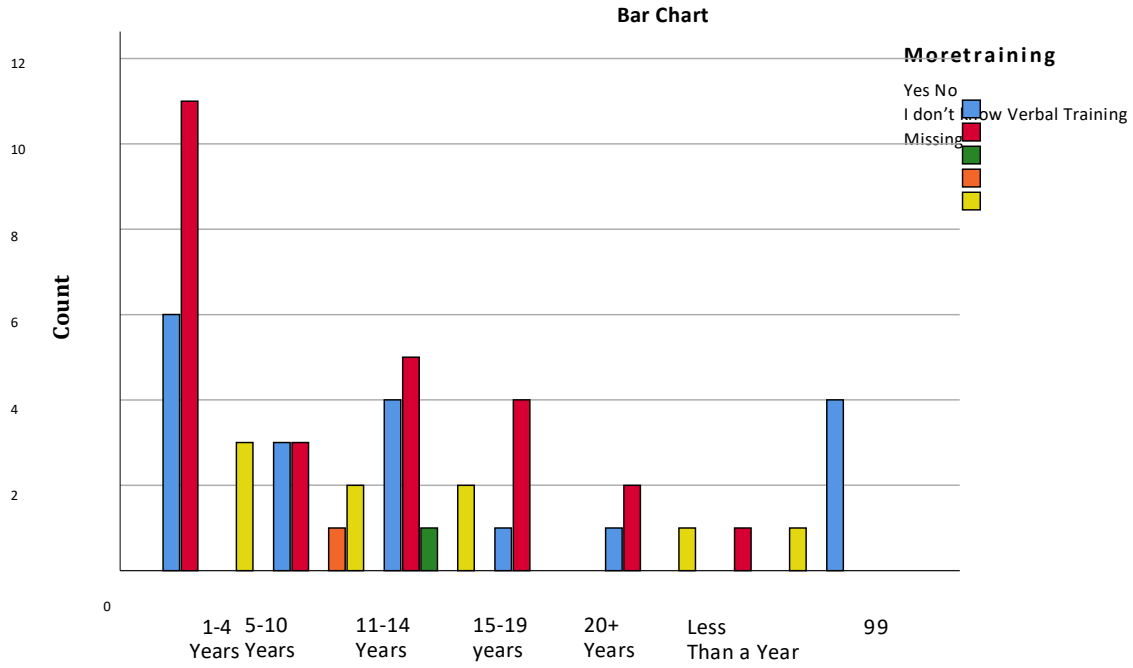
		Approximate Significance
Interval by Interval	Pearson's R	.371 ^c
Ordinal by Ordinal	Spearman Correlation	.526 ^c

N of Valid Cases

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Years with City of Shoreline?

Years with City of Shoreline? * Do you know how to use the service

Crosstab

Count

		Do you know how to use the service			
		Very Little	Not at All	Somewhat	Definitely
Years with City of Shoreline?	1-4 Years	4	6	4	6
	5-10 Years	4	3	0	2
	11-14 Years	1	7	1	2
	years	1	2	1	1
	20+ Years	0	1	0	2
	Less Than a Year 99	0	0	1	1
Total		10	20	7	17

Crosstab

Count

		Do you ...	
		Missing	Total
Years with City of Shoreline?	1-4 Years	0	20
	5-10 Years	0	9
	11-14 Years	1	12
	15-19 years	0	5
	20+ Years	1	4
	Less Than a Year	0	2
	99	0	4
Total		2	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.439 ^a	24	.331
Likelihood Ratio	26.339	24	.336
Linear-by-Linear Association	.038	1	.845
N of Valid Cases	56		

33 cells (94.3%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.026	.025	-.193
Ordinal by Ordinal	Spearman Correlation	.217	.127	1.637
N of Valid Cases		56		

Symmetric Measures

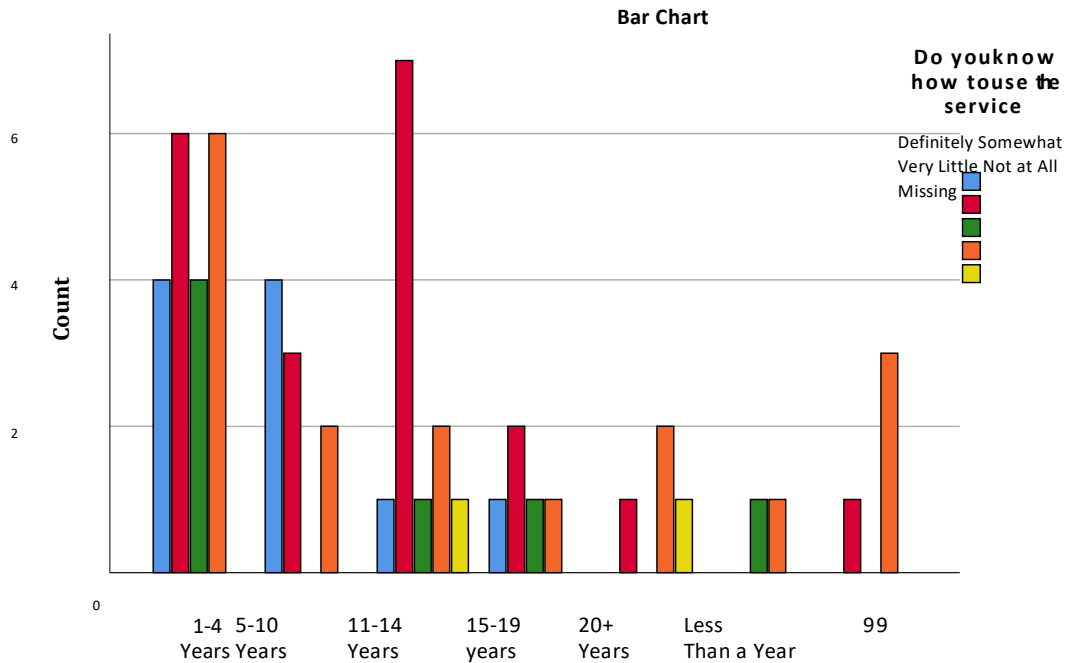
		Approximate Significance
Interval by Interval	Pearson's R	.848 ^c
Ordinal by Ordinal	Spearman Correlation	.108 ^c

N of Valid Cases

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Years with City of Shoreline?

Years with City of Shoreline? * Satisfaction using service?

Crosstab

Count		Satisfaction using service?		
		Very Satisfied	Neither Satisfied Nor Satisfied	Dissatisfied
Years with City of Shoreline?	1-4 Years	0	3	1
	5-10 Years	4	0	0
	11-14 Years	1	1	1
	years	0	0	0
	20+ Years	0	0	0
	Less Than a Year 99	0	0	0
Total		5	5	2

Crosstab

Count

Satisfaction using service?

		N/A- I've never used it before	Missing	Total
Years with City of Shoreline?	1-4 Years	15	1	20
	5-10 Years	5	0	9
	11-14 Years	8	1	12
	15-19 years	4	1	5
	20+ Years	4	0	4
	Less Than a Year	2	0	2
	99	3	0	4
Total		41	3	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.657 ^a	24	.371
Likelihood Ratio	24.543	24	.431
Linear-by-Linear Association	.219	1	.640
N of Valid Cases	56		

32 cells (91.4%) have expected count less than 5. The minimum expected count is .07.

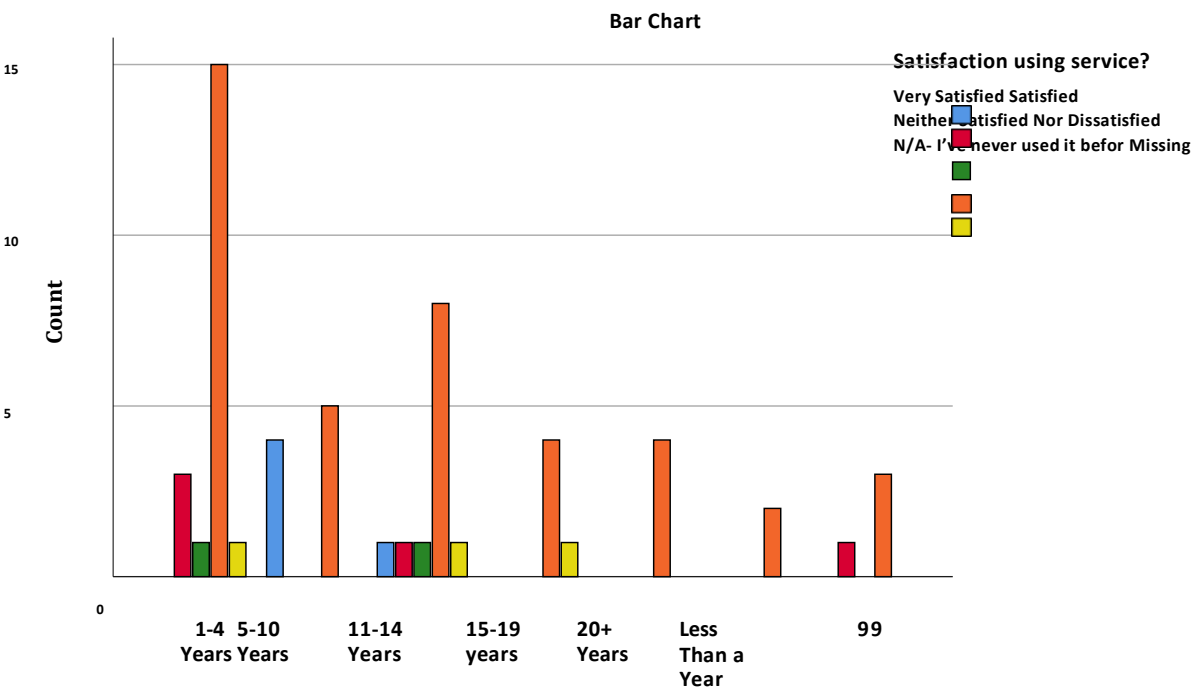
Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.063	.028	-.464
Ordinal by Ordinal	Spearman Correlation	.097	.113	.716
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.644 ^c
Ordinal by Ordinal	Spearman Correlation	.477 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



Years with City of Shoreline?

```

CROSSTABS
/TABLES=trainr BY indava comfam indenc UseCTS CTssat indava CTscom
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CORR
/CELLS=COUNT
/COUNT ROUND CELL
/BARCHART.
    
```

Crosstabs

Notes

Output Created		05-AUG-2018 11:40:...
Comments		
Input	Data	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		<pre> CROSSTABS /TABLES=trainr BY indava comfam indenc UseCTS CTssat indava CTScom /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CORR /CELLS=COUNT /COUNT ROUND CELL /BARCHART. </pre>
Resources	Processor Time	00:00:00.84
	Elapsed Time	00:00:01.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

Cases

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Received training * Do you let individuals know the service is available?	56	100.0%	0	0.0%	56	100.0%
Received training * Communicate through family member(s) or friends?	56	100.0%	0	0.0%	56	100.0%
Received training * How often do you encounter an LEP individual?	56	100.0%	0	0.0%	56	100.0%
Received training * Do you know how to use the service	56	100.0%	0	0.0%	56	100.0%
Received training * Satisfaction using service?	56	100.0%	0	0.0%	56	100.0%
Received training * Comfort using service	56	100.0%	0	0.0%	56	100.0%

Received training * Do you let individuals know the service is available?

Crosstab

Count

					Not Sure When to Use Service or Have Not Encountered Situation	
Received training	Sufficient Training	3	2	0	6	0
		2	4	1	7	1
	Some Training	2	1	2	6	0
	Minimal Training	0	0	8	9	0
	No training	0	0	0	1	1
Total		7	7	11	29	2

Crosstab

Count

		Total
Received training	Sufficient Training	11
	Some Training	15
	Minimal Training	11
	No training	17
	Missing	2
Total		56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	34.095 ^a	16	.005
Likelihood Ratio	31.512	16	.012
Linear-by-Linear Association	12.770	1	.000
N of Valid Cases	56		

a. 21 cells (84.0%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.482	.312	4.041
Ordinal by Ordinal	Spearman Correlation	.206	.133	1.546
N of Valid Cases		56		

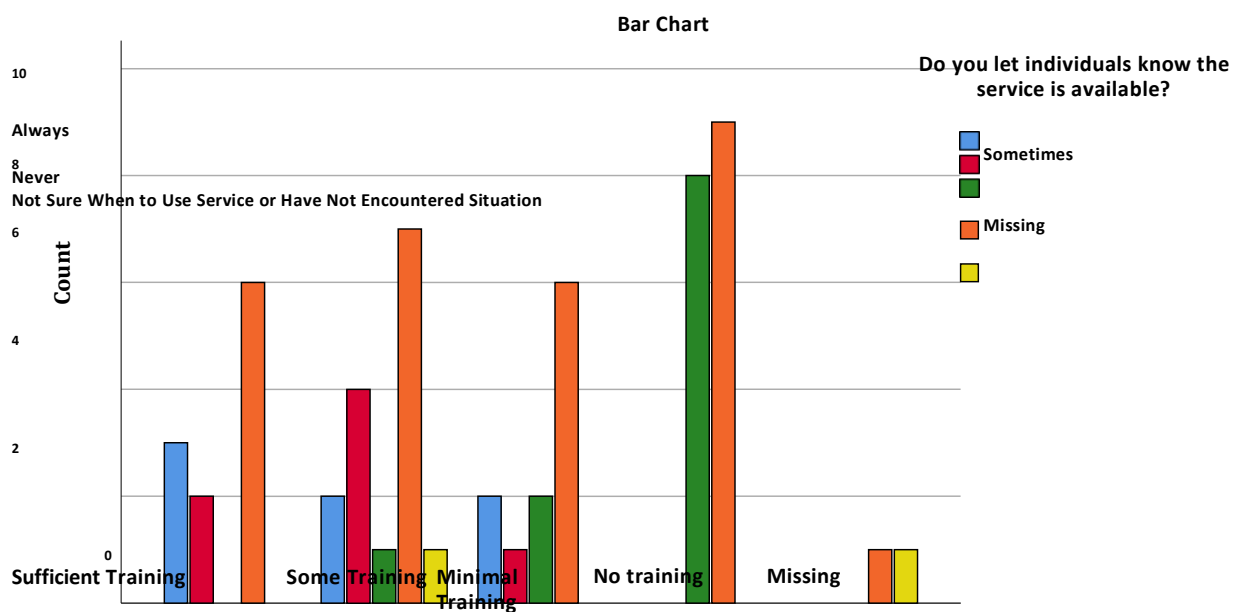
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.128 ^c
N of Valid Cases		

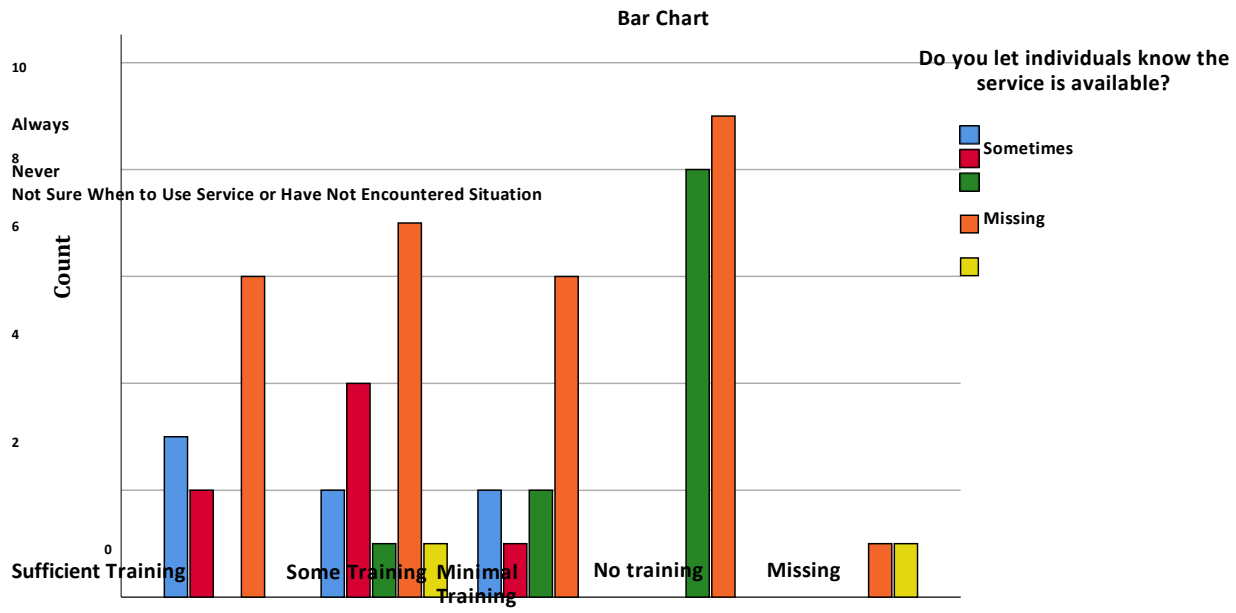
Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Received training



Received training

Received training * Communicate through family member(s) or friends?

Crosstab

Count

Communicate through family member(s) or friends?

		Always	Never	Not Sure	Sometimes	Missing
Received training	Sufficient Training	0	4	3	1	0
	Some Training	2	7	0	2	1
	Minimal Training	0	1	4	5	0
	Minimal Training	0	4	4	2	5
	No training	0	0	0	0	0
Total		2	16	11	10	6

Crosstab

Count

Communicate through...

		Have Not Encountered Situation	Missing	Total
Received training	Sufficient Training	0	3	11
	Some Training	1	2	15
	Minimal Training	1	0	11
	No training	1	1	17
	Missing	0	2	2
Total		3	8	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44.405 ^a	24	.007
Likelihood Ratio	44.163	24	.007
Linear-by-Linear Association	11.432	1	.001
N of Valid Cases	56		

a. 35 cells (100.0%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.456	.156	3.764
Ordinal by Ordinal	Spearman Correlation	.212	.141	1.595
N of Valid Cases		56		

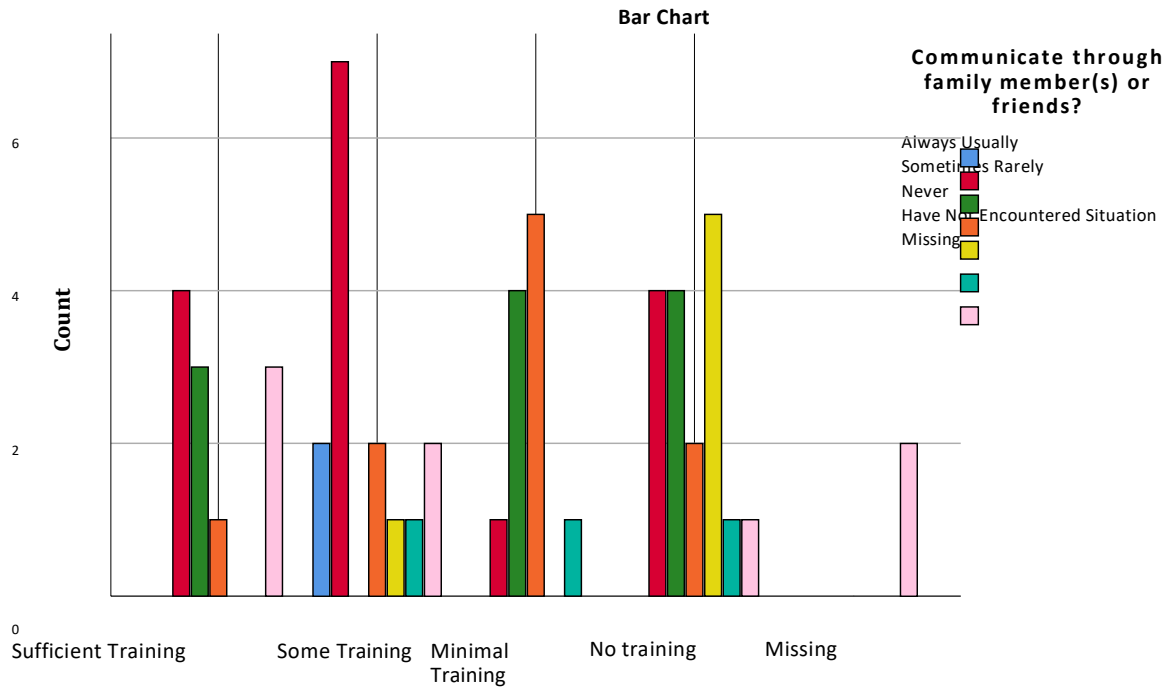
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.117 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Received training

Received training * How often do you encounter an LEP individual?

Crosstab

Count

How often do you encounter an LEP individual?

		How often do you encounter an LEP individual?	
		3-4 Times a	3-4 Times a
Received training	Sufficient Training	2	0
	Some Training	0	1
	Minimal Training	2	2
	No training	0	0
Total		4	3

Crosstab

Count

How often do you ...

		Have Not Encountered Situation	Missing	Total
Received training	Sufficient Training	2	1	11
	Some Training	2	2	15
	Minimal Training	1	0	11
	No training	8	1	17
	Missing	0	2	2
Total		13	6	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.781 ^a	16	.003
Likelihood Ratio	30.049	16	.018
Linear-by-Linear Association	16.313	1	.000
N of Valid Cases	56		

a. 21 cells (84.0%) have expected count less than 5. The minimum expected count is .11.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.545	.166	4.772
Ordinal by Ordinal	Spearman Correlation	.266	.136	2.029
N of Valid Cases		56		

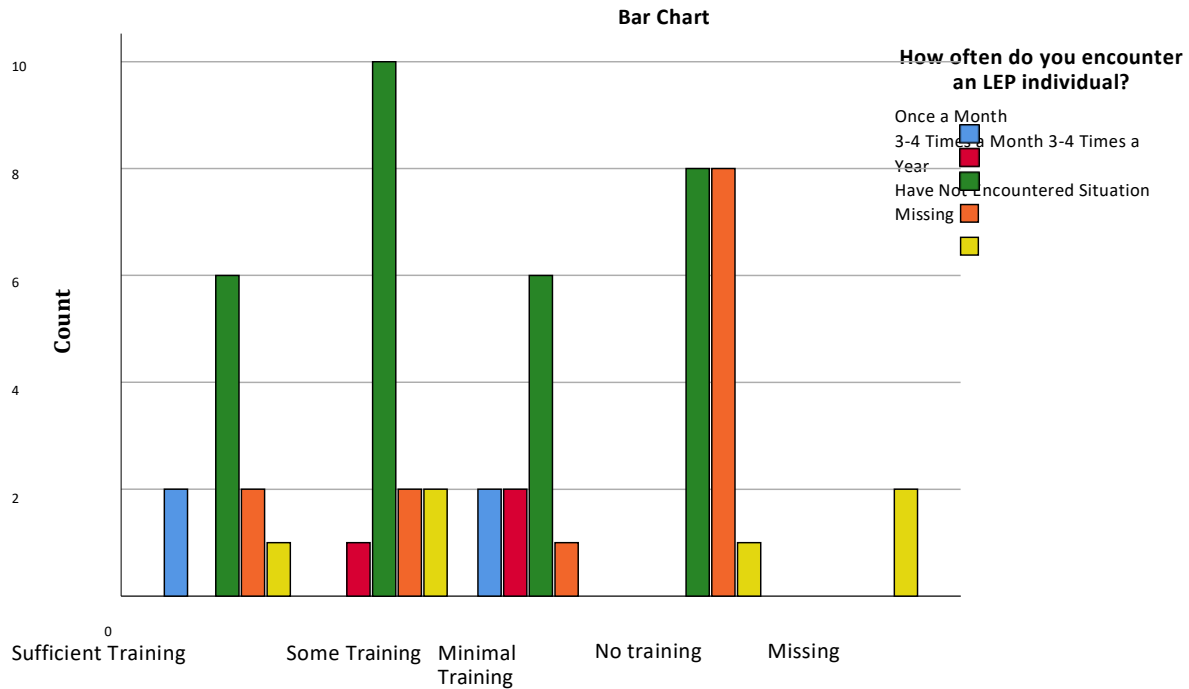
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.047 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Received training

Received training * Do you know how to use the service

Crosstab

Count

		Do you know how to use the service				
		Yes	No	Don't know	Missing	Total
Received training	Sufficient Training	6	5	0	0	0
	Some Training	2	12	1	0	0
	Minimal Training	2	2	3	4	0
	No training	0	1	3	13	0
Total		10	20	7	17	2

Crosstab

Count

		Total
Received training	Sufficient Training	11
	Some Training	15
	Minimal Training	11
	No training	17
	Missing	2
Total		56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	105.136 ^a	16	.000
Likelihood Ratio	72.049	16	.000
Linear-by-Linear Association	54.912	1	.000
N of Valid Cases	56		

a. 22 cells (88.0%) have expected count less than 5. The minimum expected count is .07.

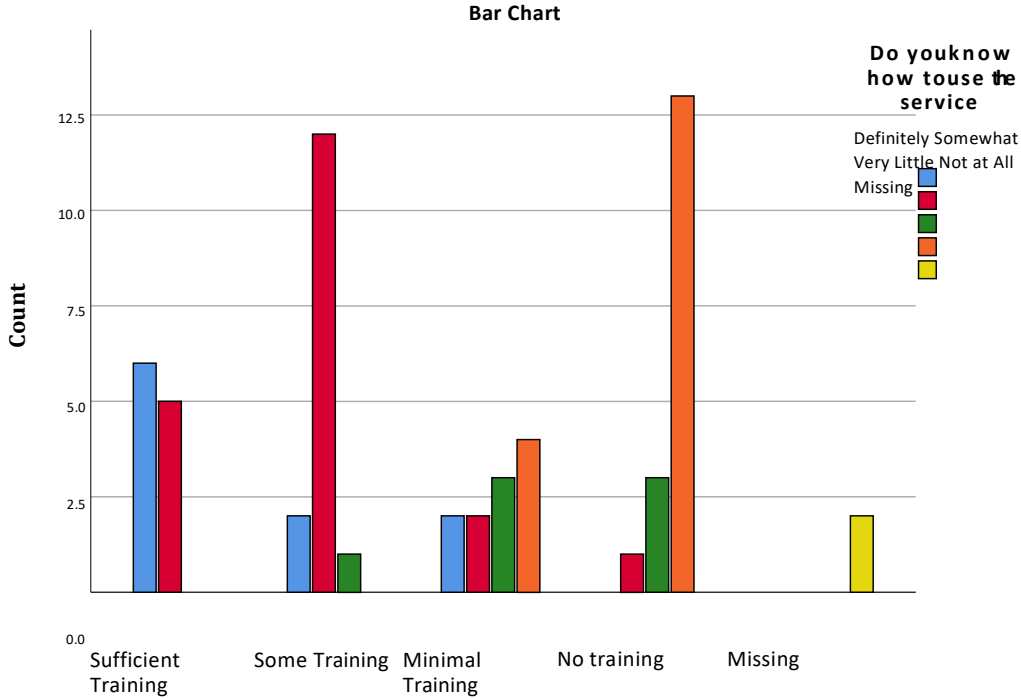
Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.999	.001	183.438
Ordinal by Ordinal	Spearman Correlation	.808	.052	10.079
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.000 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



Received training

Received training * Satisfaction using service?

Crosstab

Count		Satisfaction using service?			
		Very Satisfied	Satisfied	Dissatisfied	N/A- I've never used it before
Received training	Sufficient Training	2	2	0	7
Some Training	Minimal Training	2	3	1	9
Missing	No training	1	0	0	10
		0	0	1	14
		0	0	0	1
Total		5	5	2	41

Crosstab

Count

		Satisfaction...	
		Missing	Total
Received training	Sufficient Training	0	11
	Some Training	0	15
	Minimal Training	0	11
	No training	2	17
	Missing	1	2
Total		3	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.417 ^a	16	.130
Likelihood Ratio	23.343	16	.105
Linear-by-Linear Association	8.698	1	.003
N of Valid Cases	56		

a. 21 cells (84.0%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.398	.276	3.185
Ordinal by Ordinal	Spearman Correlation	.439	.099	3.592
N of Valid Cases		56		

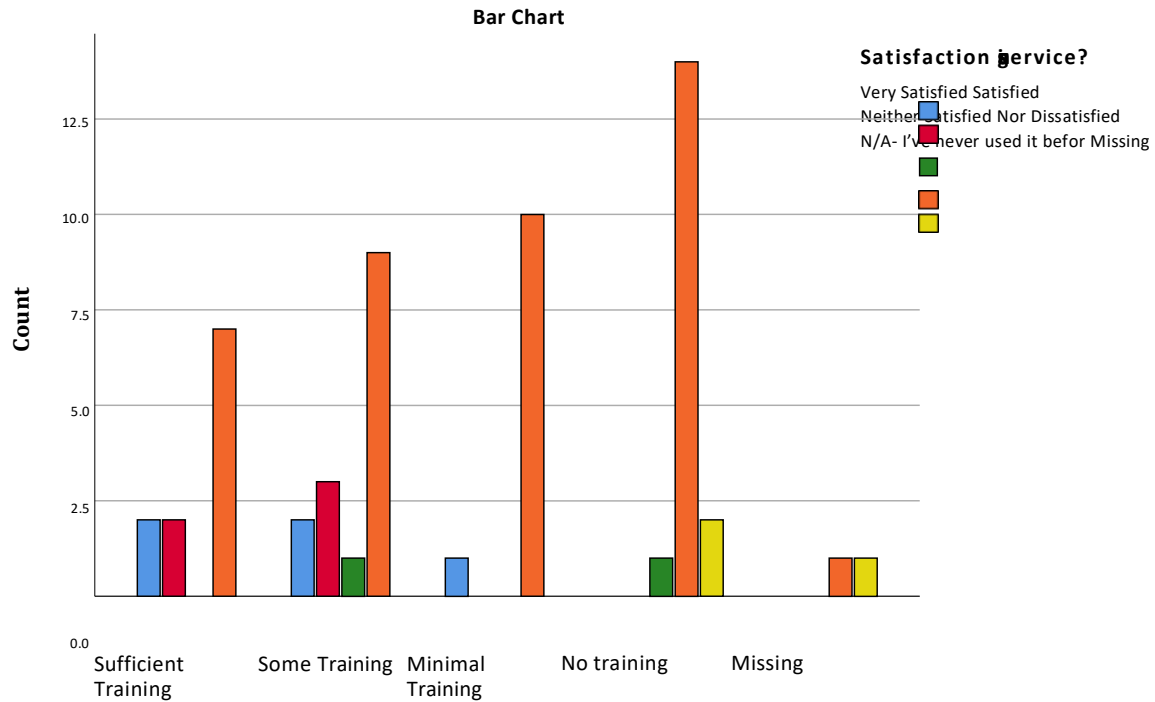
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.002 ^c
Ordinal by Ordinal	Spearman Correlation	.001 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Received training

Received training * Comfort using service

Crosstab

Count

		Comfort using service		
		Extremely Comfortable	Very Comfortable	Somewhat Comfortable
Received training	Sufficient Training	1	4	3
	Some Training	0	2	11
	Minimal Training	1	1	2
	No training	0	0	3
	Missing	0	0	0
Total		2	7	19

Crosstab

Count

Comfort using service

		Uncomfortable	Very Uncomfortable	Missing	Total
Received training	Sufficient Training	1	0	2	11
	Some Training	2	0	0	15
	Minimal Training	5	2	0	11
	No training	8	5	1	17
	Missing	0	0	2	2
Total		16	7	5	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	56.595 ^a	20	.000
Likelihood Ratio	50.147	20	.000
Linear-by-Linear Association	20.314	1	.000
N of Valid Cases	56		

a. 28 cells (93.3%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.608	.179	5.624
Ordinal by Ordinal	Spearman Correlation	.541	.123	4.724
N of Valid Cases		56		

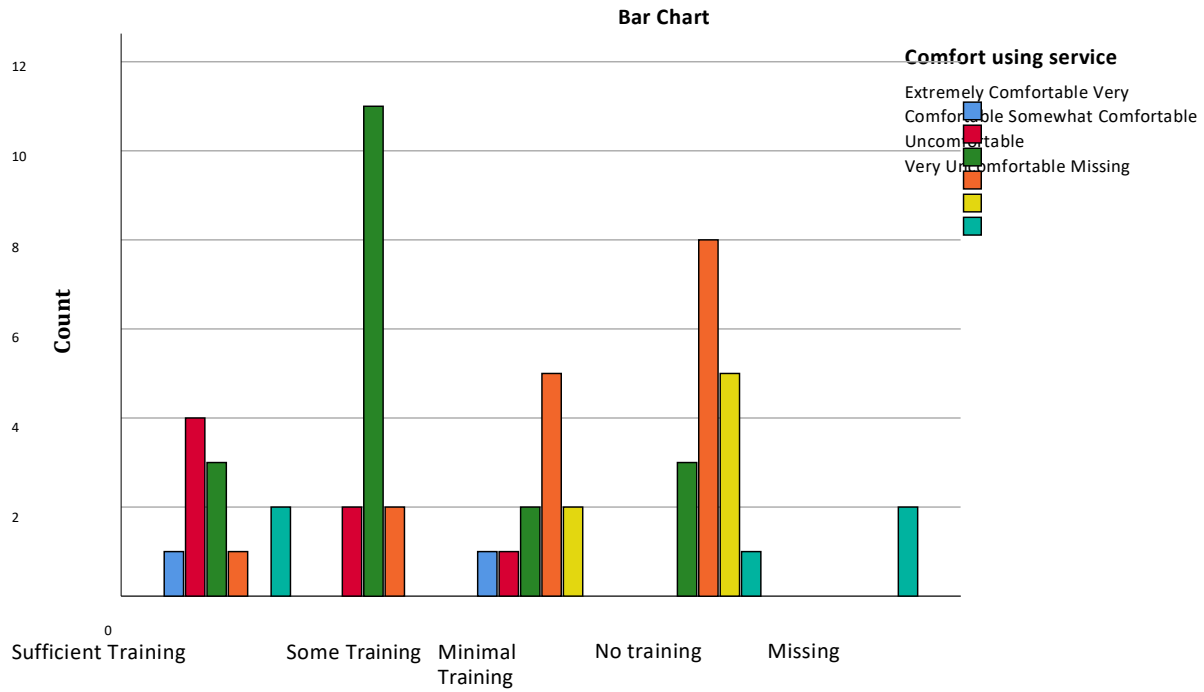
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.000 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Received training

```

CROSSTABS
/TABLES=trainm BY trainr comfam indenc UseCTS CTssat indava CTscom indava
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CORR
/CELLS=COUNT
/COUNT ROUND CELL
/BARCHART.
    
```

Crosstabs

Notes

Output Created		05-AUG-2018 11:40:...
Comments		
Input	Data	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		<pre> CROSSTABS /TABLES=trainm BY trainr comfam indenc UseCTS CTssat indava CTScom indava /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CORR /CELLS=COUNT /COUNT ROUND CELL /BARCHART. </pre>
Resources	Processor Time	00:00:01.07
	Elapsed Time	00:00:01.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

	Cases				Total	
	Valid N	Percent	Missing N	Percent	N	Percent
More training * Received training	56	100.0%	0	0.0%	56	100.0%
More training * Communicate through family member(s) or friends?	56	100.0%	0	0.0%	56	100.0%
More training * How often do you encounter an LEP individual?	56	100.0%	0	0.0%	56	100.0%
More training * Do you know how to use the service	56	100.0%	0	0.0%	56	100.0%
More training * Satisfaction using service?	56	100.0%	0	0.0%	56	100.0%
More training * Do you let individuals know the service is available?	56	100.0%	0	0.0%	56	100.0%
More training * Comfort using service	56	100.0%	0	0.0%	56	100.0%

More training * Received training

Crosstab

Count

		Received training			
		Sufficient Training	Some Training	Minimal Training	No training
More training	Yes	2		76	
No		4		54	
I don't know	Verbal Training Missing	9		00	
		7		01	
		00	3	0	5
Total		11	15	11	17

0
0

Crosstab

Count

		Received ..	
		Missing	Total
More training	Yes	0	19
	No	1	26
	I don't know	0	1
	Verbal Training	0	1
	Missing	1	9
Total		2	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.449 ^a	16	.162
Likelihood Ratio	23.399	16	.103
Linear-by-Linear Association	2.019	1	.155
N of Valid Cases	56		

a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.192	.184	1.434
Ordinal by Ordinal	Spearman Correlation	.018	.134	.134
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.157 ^c
Ordinal by Ordinal	Spearman Correlation	.894 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



More training * Communicate through family member(s) or friends ?

Crosstab

Count		Communicate through family member(s) or friends?				
		Yes	No	I don't know	Verbal Training	Missing
More training	Yes	1	6	6	4	0
	No	1	9	3	4	4
	I don't know	0	0	0	1	0
Total		2	16	11	10	6

Crosstab

Count

Communicate through...		Have Not Encountered Situation	Missing	Total
More training	Yes	1	1	19
	No	0	5	26
	I don't know	0	0	1
	Verbal Training	0	0	1
	Missing	2	2	9
Total		3	8	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.888 ^a	24	.310
Likelihood Ratio	27.915	24	.264
Linear-by-Linear Association	.984	1	.321
N of Valid Cases	56		

a. 32 cells (91.4%) have expected count less than 5. The minimum expected count is .04.

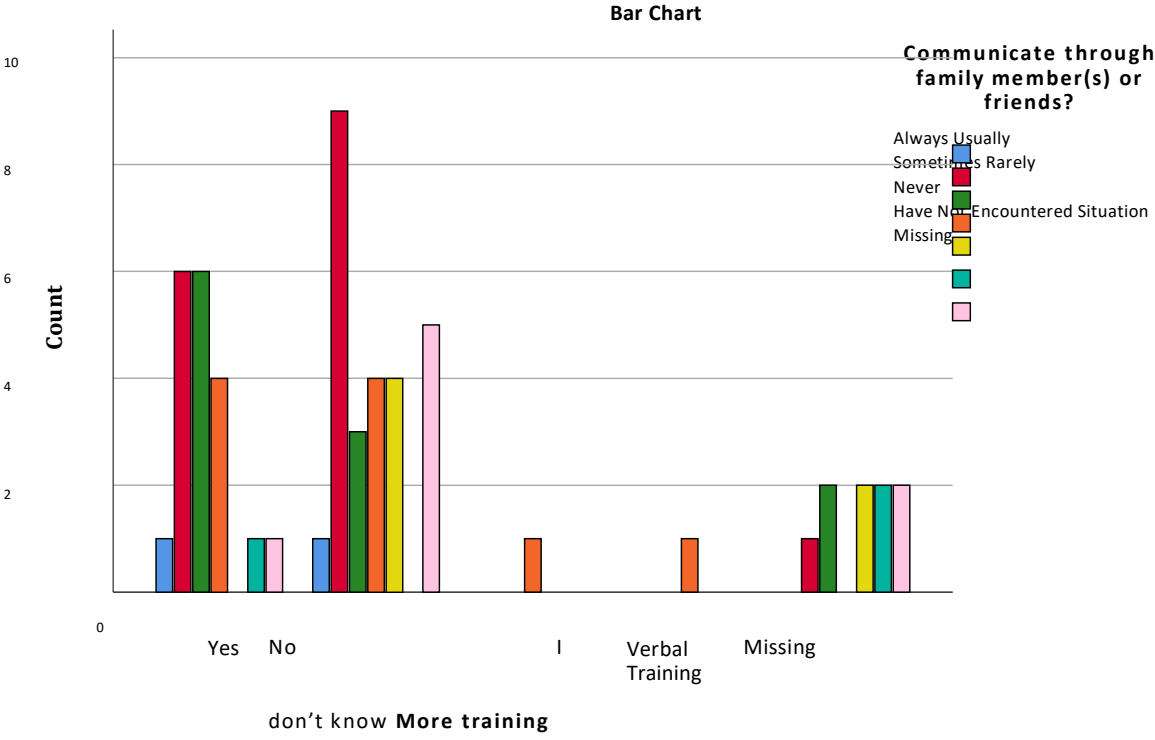
Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.134	.149	.992
Ordinal by Ordinal	Spearman Correlation	.301	.114	2.320
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.326 ^c
Ordinal by Ordinal	Spearman Correlation	.024 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



More training * How often do you encounter an LEP individual?

Crosstab

Count		How often do you encounter an LEP individual?			
		Have Not Once a Month	3-4 Times a Month	Times a Year	Encountered Situation
More training	Yes	3	1	15	0
					7
No		1	2	12	0
I don't know	Verbal Training Missing	0	0	0	0
		0	0	1	
		0	0	2	6
Total		4	3	30	13

Crosstab

Count

		How often ...	
		Missing	Total
More training	Yes	0	19
	No	4	26
	I don't know	1	1
	Verbal Training	0	1
	Missing	1	9
Total		6	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.627 ^a	16	.011
Likelihood Ratio	32.886	16	.008
Linear-by-Linear Association	.423	1	.516
N of Valid Cases	56		

22 cells (88.0%) have expected count less than 5. The minimum expected count is .05.

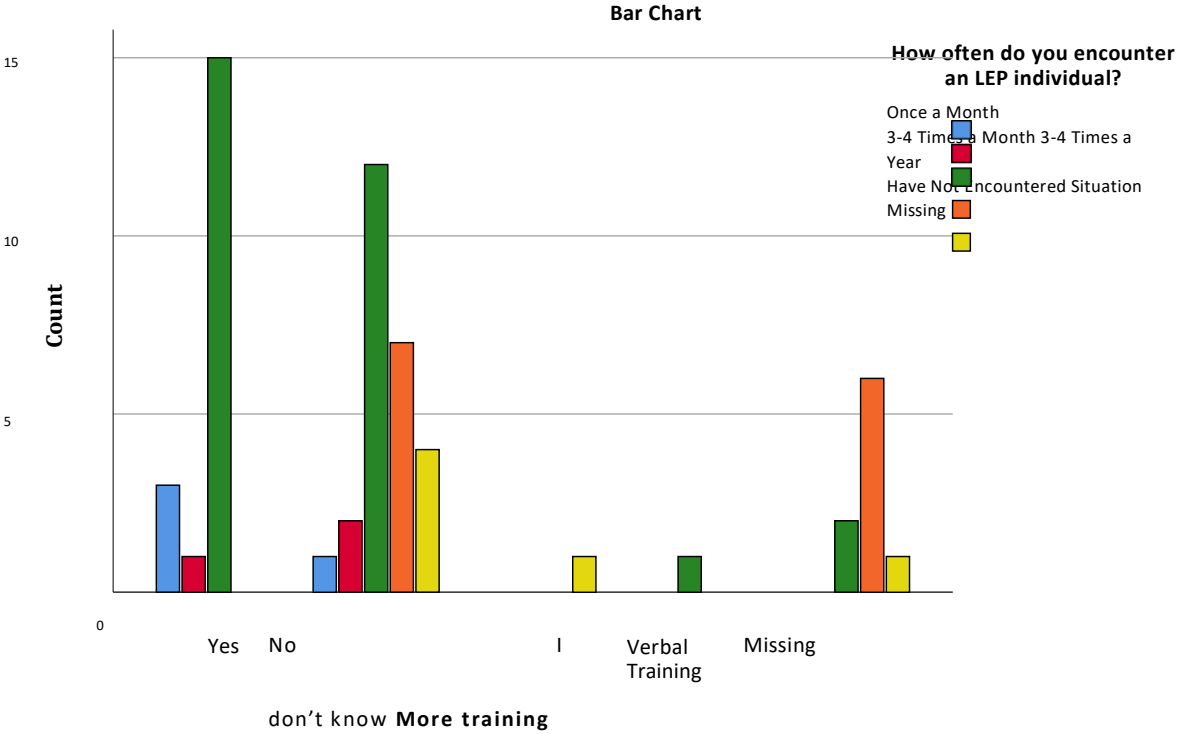
Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.088	.129	.647
Ordinal by Ordinal	Spearman Correlation	.534	.076	4.647
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.521 ^c
Ordinal by Ordinal	Spearman Correlation	.000 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



More training * Do you know how to use the service

Crosstab

		Do you know how to use the service				
		Yes	No	I don't know	Missing	Total
More training	Yes	2	5	3	9	0
	No	6	11	3	5	1
	I don't know	0	1	0	0	0
	Missing	1	0	0	0	0
Total		10	20	7	17	2

Crosstab

Count

		Total
More training	Yes	19
	No	26
	I don't know	1
	Verbal Training	1
	Missing	9
Total		56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.611 ^a	16	.628
Likelihood Ratio	12.887	16	.681
Linear-by-Linear Association	1.818	1	.178
N of Valid Cases	56		

a. 21 cells (84.0%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.182	.186	1.359
Ordinal by Ordinal	Spearman Correlation	-.129	.138	-.959
N of Valid Cases		56		

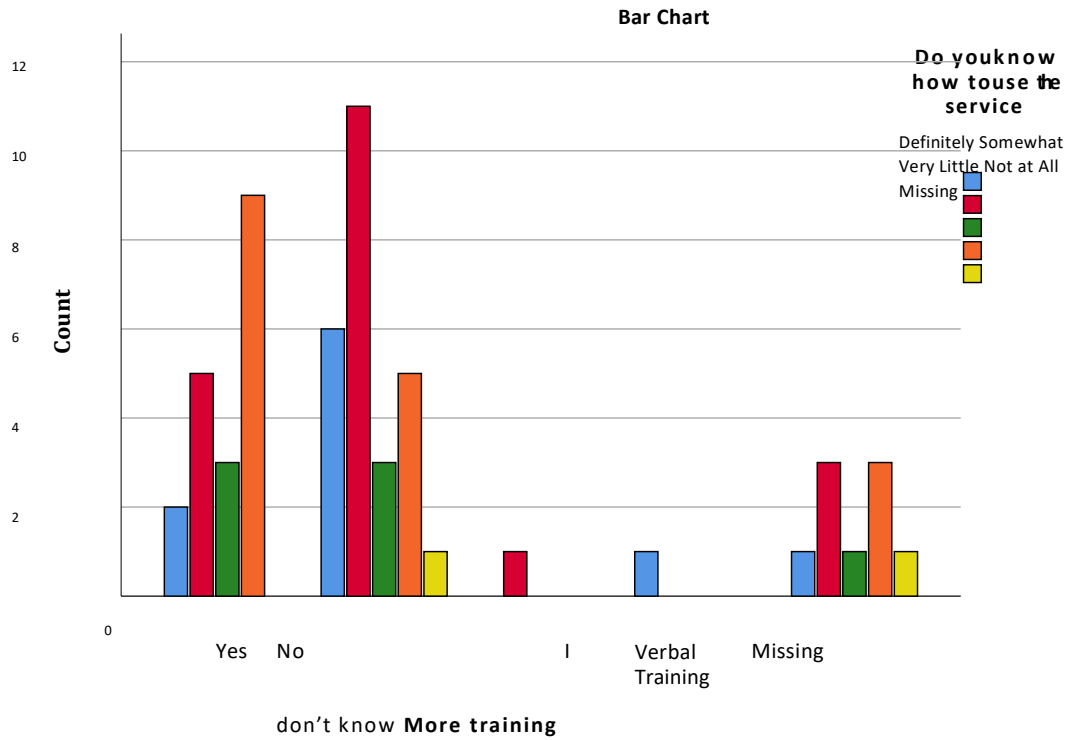
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.180 ^c
Ordinal by Ordinal	Spearman Correlation	.342 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



More training * Satisfaction using service?

Crosstab

Count

		Satisfaction using service?			N/A- I've never used it before
		Very Satisfied	Satisfied	Dissatisfied	
More training	Yes	1	1	0	17
	No	2	3	1	18
I don't know	Verbal Training Missing	0	0	1	0
		1	0	0	0
		1	1	0	6
Total		5	5	2	41

Crosstab

Count

		Satisfaction...	
		Missing	Total
More training	Yes	0	19
	No	2	26
	I don't know	0	1
	Verbal Training	0	1
	Missing	1	9
Total		3	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.750 ^a	16	.000
Likelihood Ratio	17.934	16	.328
Linear-by-Linear Association	.659	1	.417
N of Valid Cases	56		

a. 22 cells (88.0%) have expected count less than 5. The minimum expected count is .04.

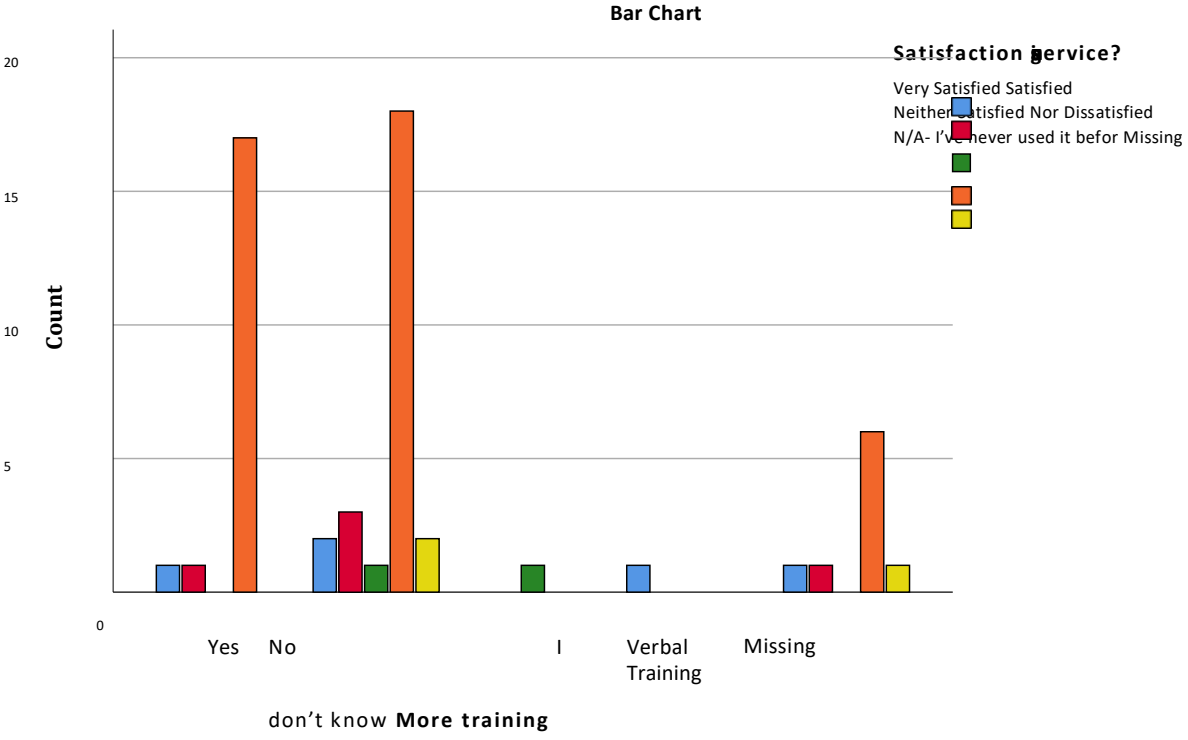
Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.110	.170	.810
Ordinal by Ordinal	Spearman Correlation	-.108	.133	-.799
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.422 ^c
Ordinal by Ordinal	Spearman Correlation	.428 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



More training * Do you let individuals know the service is available?

Crosstab

Count

Do you let individuals know the service is available?

		Always	Sometimes	Never	Not Sure When to Use Service or Have Not Encountered Situation	Missing
More training	Yes	2	1	5	11	0
	No	4	4	4	13	1
I don't know Verbal Training Missing		1	0	0	0	0
		0	1	0	0	0
		0	1	2	5	1
Total		7	7	11	29	2

Crosstab

Count

		Total
More training	Yes	19
	No	26
	I don't know	1
	Verbal Training	1
	Missing	9
Total		56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.336 ^a	16	.252
Likelihood Ratio	15.112	16	.516
Linear-by-Linear Association	1.899	1	.168
N of Valid Cases	56		

a. 22 cells (88.0%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.186	.185	1.390
Ordinal by Ordinal	Spearman Correlation	.000	.129	-.002
N of Valid Cases		56		

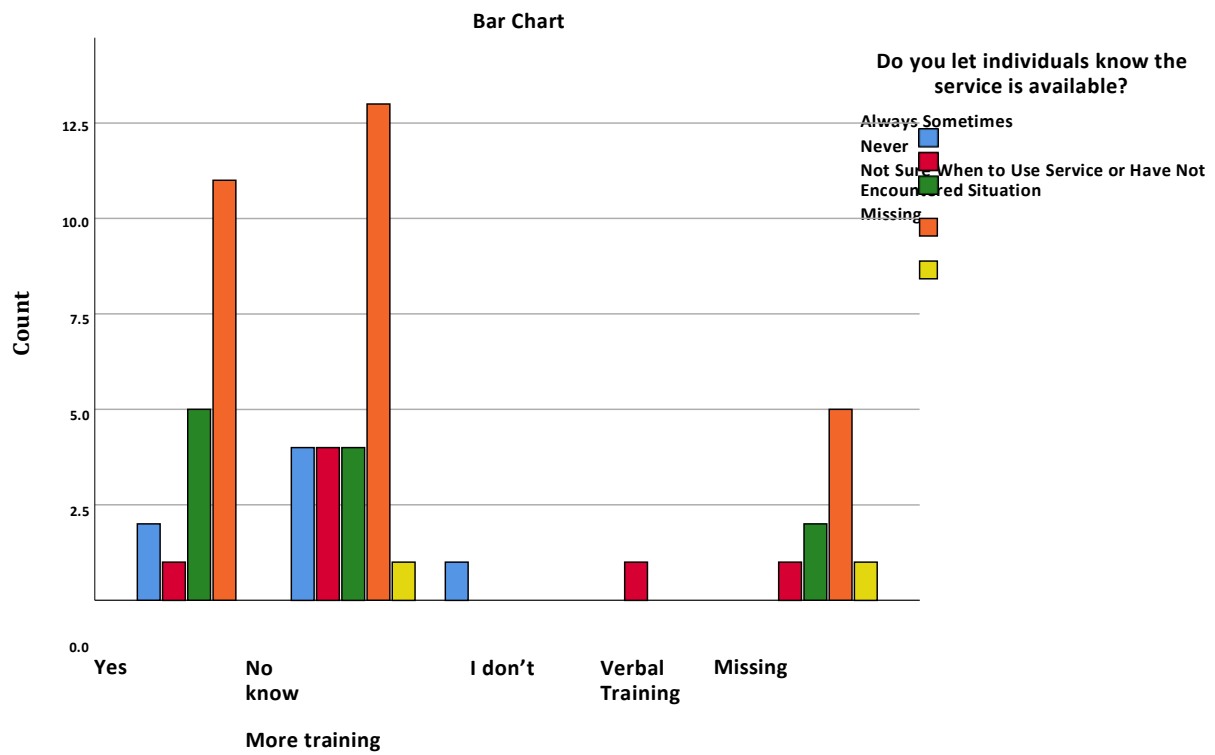
Symmetric Measures

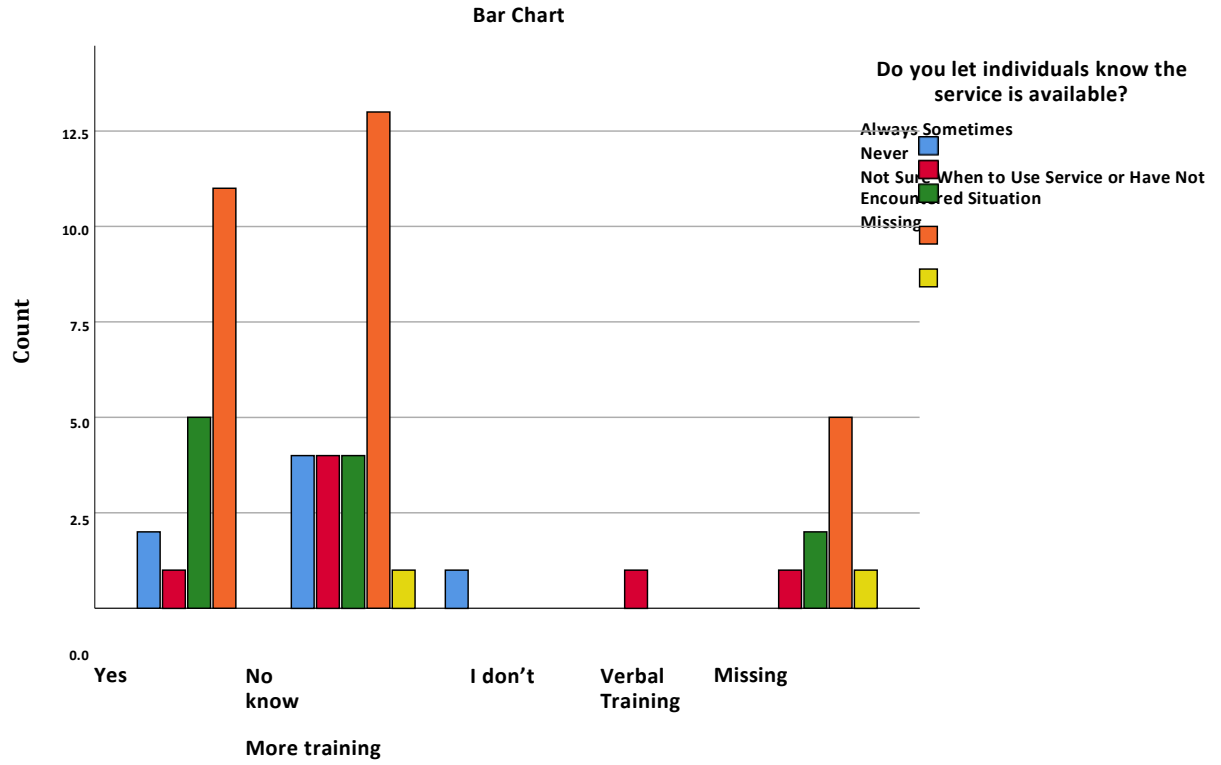
		Approximate Significance
Interval by Interval	Pearson's R	.170 ^c
Ordinal by Ordinal	Spearman Correlation	.998 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.





More training * Comfort using service

Crosstab

		Comfort using service			
		Extremely	Very	Somewhat	
More training	Yes	1	1	4	12
	No	0	5	11	3
	I don't know	0	1	0	0
	Total	1	0	0	0
Total		0	0	4	1
Total		2	7	19	16

Crosstab

Count

Comfort using service

		Very Uncomfortable	Missing	Total
More training	Yes	1	0	19
	No	3	4	26
	I don't know	0	0	1
	Verbal Training	0	0	1
	Missing	3	1	9
Total		7	5	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	58.479 ^a	20	.000
Likelihood Ratio	37.548	20	.010
Linear-by-Linear Association	.101	1	.751
N of Valid Cases	56		

a. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.043	.143	.315
Ordinal by Ordinal	Spearman Correlation	-.021	.134	-.153
N of Valid Cases		56		

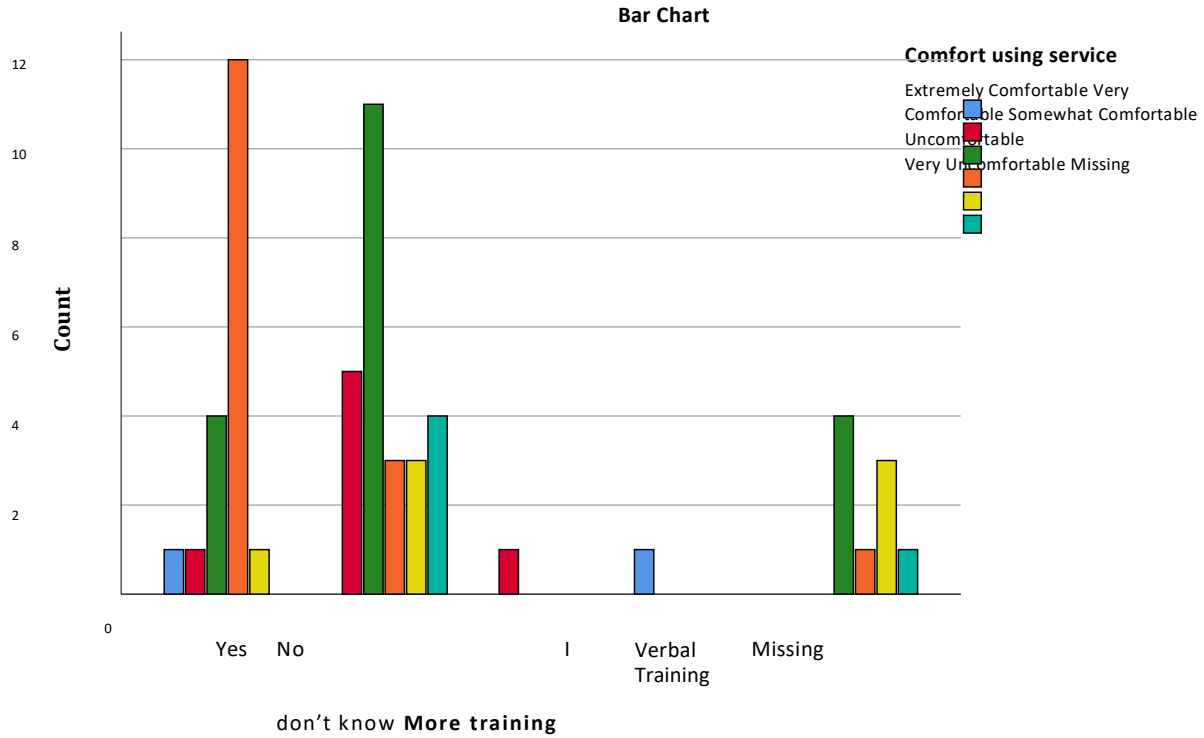
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.754 ^c
Ordinal by Ordinal	Spearman Correlation	.879 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



```

CROSSTABS
/TABLES=indava BY CTScom UseCTS indenc comfam
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CORR
/CELLS=COUNT
/COUNT ROUND CELL
/BARCHART.
    
```

Crosstabs

Notes

Output Created		05-AUG-2018 11:40:...
Comments		
Input	Data	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=indava BY CTScom UseCTS indenc comfam /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CORR /CELLS=COUNT /COUNT ROUND CELL /BARChart.
Resources	Processor Time	00:00:00.52
	Elapsed Time	00:00:01.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

Cases

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Do you let individuals know the service is available? * Comfort using service	56	100.0%	0	0.0%	56	100.0%
Do you let individuals know the service is available? * Do you know how to use the service	56	100.0%	0	0.0%	56	100.0%
Do you let individuals know the service is available? * How often do you encounter an LEP individual?	56	100.0%	0	0.0%	56	100.0%
Do you let individuals know the service is available? * Communicate through family member(s) or friends?	56	100.0%	0	0.0%	56	100.0%

Do you let individuals know the service is available? * Comfort using service

Crosstab

Count

		Comfort using service		
		Very Comfortable	Somewhat Comfortable	
Do you let individuals know the service is available?	Extremely Comfortable			
	Always	1	5	1
	Sometimes	1	1	5
	Never	0	0	1
	Not Sure When to Use Service or Have Not Encountered Situation	0	1	11
	Missing	0	0	1
Total		2	7	19

Crosstab

Count

		Comfort using service		
		Uncomfortable	Very Uncomfortable	Missing
Do you let individuals know the service is available?	Always	0	0	0
	Sometimes	0	0	0
	Never	5	4	1
	Not Sure When to Use Service or Have Not Encountered Situation	11	3	3
	Missing	0	0	1
Total		16	7	5

Crosstab

Count

		Total
Do you let individuals know the service is available?	Always	7
	Sometimes	7
	Never	11
	Not Sure When to Use Service or Have Not Encountered Situation	29
	Missing	2
Total		56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	53.748 ^a	20	.000
Likelihood Ratio	49.625	20	.000
Linear-by-Linear Association	4.461	1	.035
N of Valid Cases	56		

a. 28 cells (93.3%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.285	.235	2.183
Ordinal by Ordinal	Spearman Correlation	.441	.126	3.610
N of Valid Cases		56		

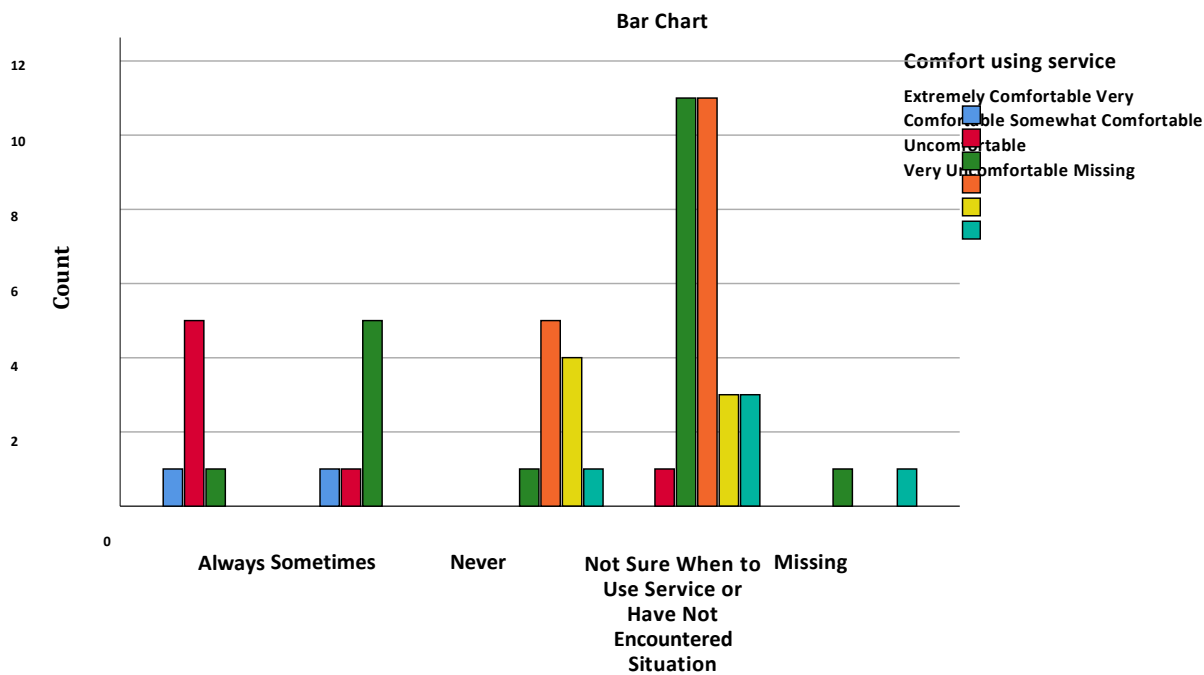
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.033 ^c
Ordinal by Ordinal	Spearman Correlation	.001 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Do you let individuals know the service is available?

Do you let individuals know the service is available? * Do you know how to use the service

Crosstab

Count

		Do you know how to use the service			
		Definitely	Somewhat	Very Little	Not at All
Do you let individuals know the service is available?	Always	5	1	1	0
	Sometimes	2	5	0	0
	Never	0	2	1	8
	Not Sure When to Use Service or Have Not Encountered Situation	3	11	5	9
	Missing	0	1	0	0
Total		10	20	7	17

Crosstab

Count

		Do you ...	
		Missing	Total
Do you let individuals know the service is available?	Always	0	7
	Sometimes	0	7
	Never	0	11
	Not Sure When to Use Service or Have Not Encountered Situation	1	29
	Missing	1	2
Total		2	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	45.538 ^a	16	.000
Likelihood Ratio	39.294	16	.001
Linear-by-Linear Association	12.815	1	.000
N of Valid Cases	56		

a. 22 cells (88.0%) have expected count less than 5. The minimum expected count is .07.

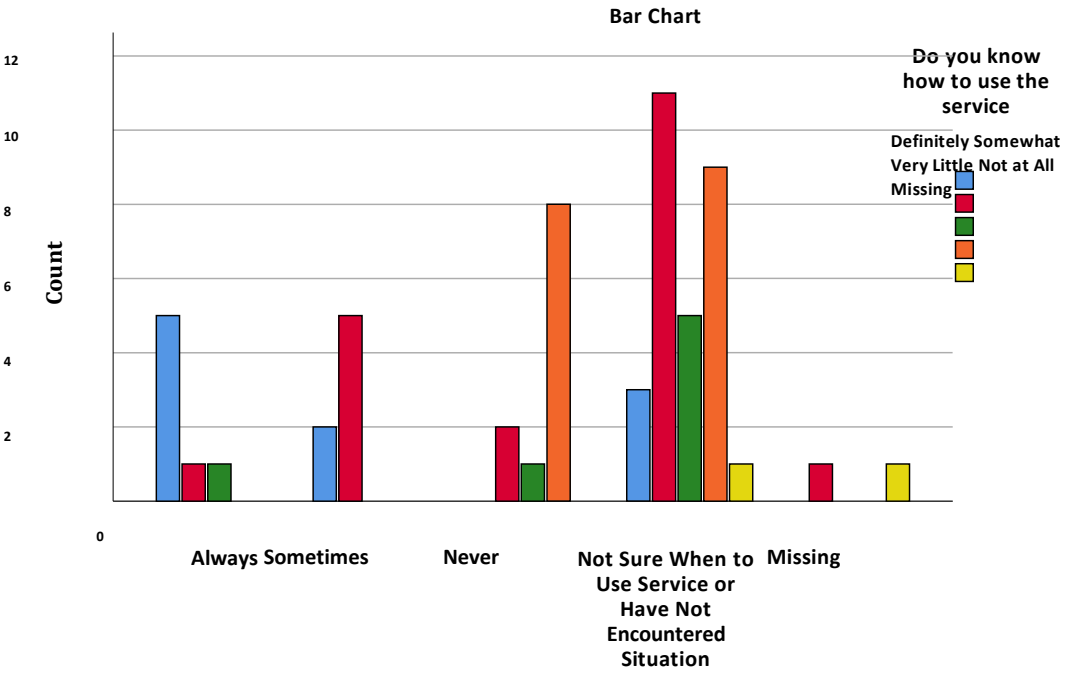
Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.483	.312	4.050
Ordinal by Ordinal	Spearman Correlation	.343	.131	2.679
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.010 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



Do you let individuals know the service is available?

Do you let individuals know the service is available? * How often do you encounter an LEP individual?

Crosstab

Count

How often do you encounter an LEP individual?

		Once a Month	3-4 Times a Month	3-4 Times a Year
Do you let individuals know the service is available?	Always	1	0	4
	Sometimes	0	1	5
	Never	1	0	6
	Not Sure When to Use Service or Have Not Encountered Situation	2	2	15
	Missing	0	0	0
Total		4	3	30

Crosstab

Count

		How often do you ...		
		Have Not Encountered Situation	Missing	Total
Do you let individuals know the service is available?	Always	1	1	7
	Sometimes	0	1	7
	Never	3	1	11
	Not Sure When to Use Service or Have Not Encountered Situation	8	2	29
	Missing	1	1	2
Total		13	6	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.240 ^a	16	.794
Likelihood Ratio	13.689	16	.622
Linear-by-Linear Association	3.857	1	.050
N of Valid Cases	56		

a. 22 cells (88.0%) have expected count less than 5. The minimum expected count is .11.

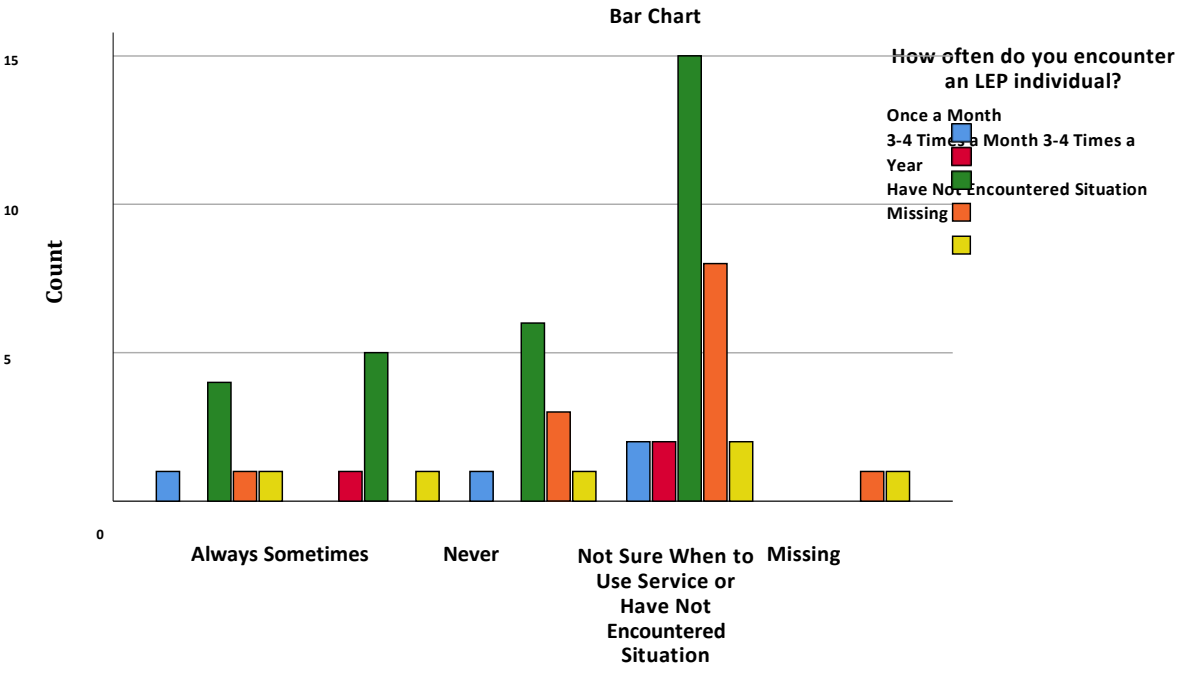
Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.265	.205	2.018
Ordinal by Ordinal	Spearman Correlation	.128	.139	.950
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.049 ^c
Ordinal by Ordinal	Spearman Correlation	.346 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



Do you let individuals know the service is available?

Do you let individuals know the service is available? * Communicate through family member(s) or friends?

Crosstab

Count

Communicate through family member(s) or...

		Always	Usually	Sometimes	Rarely
Do you let individuals know the service is available?	Always	0	2	2	3
	Sometimes	1	4	1	1
	Never	0	2	4	1
	Not Sure When to Use Service or Have Not Encountered Situation	1	8	4	5
	Missing	0	0	0	0
Total		2	16	11	10

Crosstab

Count

Communicate through family member.

		Never	Have Not Encountered Situation	Missing	Total
Do you let individuals know the service is available?	Always	0	0	0	7
	Sometimes	0	0	0	7
	Never	4	0	0	11
	Not Sure When to Use Service or Have Not Encountered Situation	2	3	6	29
	Missing	0	0	2	2
Total		6	3	8	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	38.495 ^a	24	.031
Likelihood Ratio	36.134	24	.053
Linear-by-Linear Association	12.902	1	.000
N of Valid Cases	56		

a. 32 cells (91.4%) have expected count less than 5. The minimum expected count is .07.

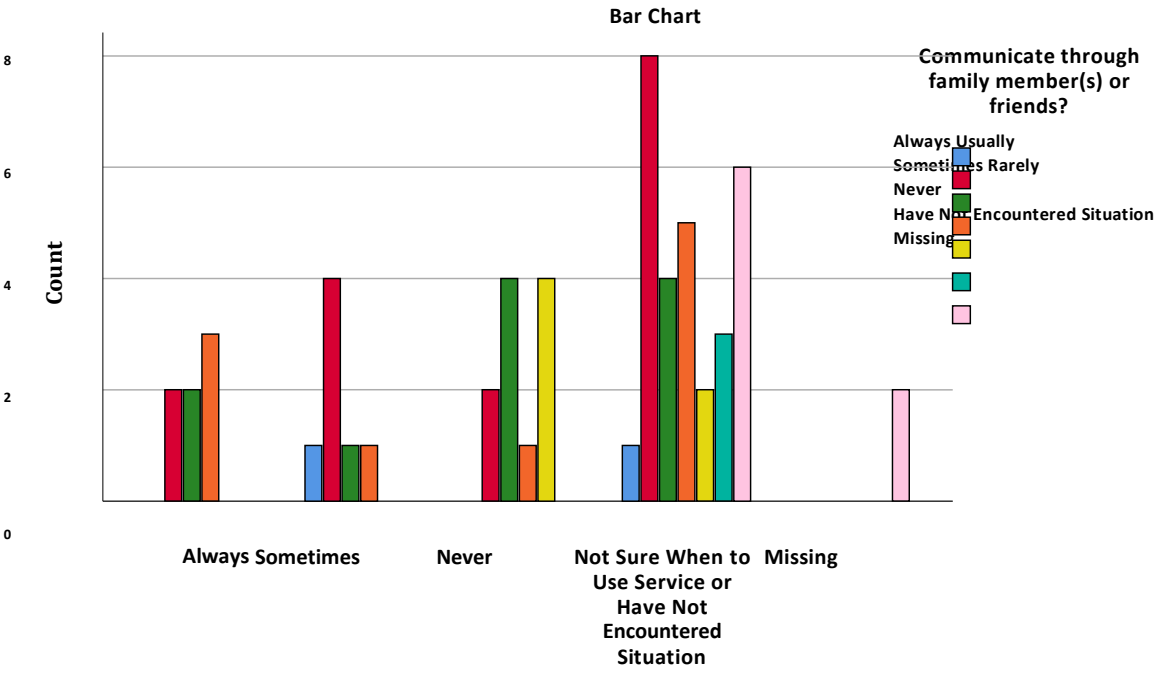
Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.484	.142	4.068
Ordinal by Ordinal	Spearman Correlation	.332	.120	2.585
N of Valid Cases		56		

Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.012 ^c
N of Valid Cases		

Not assuming the null hypothesis.
 Using the asymptotic standard error assuming the null hypothesis.
 Based on normal approximation.



Do you let individuals know the service is available?

CROSSTABS

```

/TABLES=UseCTS BY CTScom comfam indenc
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CORR
/CELLS=COUNT
/COUNT ROUND CELL
/BARCHART.

```

Crosstabs

Notes

Output Created		05-AUG-2018 11:40:...
Comments		
Input	Data	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=UseCTS BY CTScom comfam indenc /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CORR /CELLS=COUNT /COUNT ROUND CELL /BARCHART.
Resources	Processor Time	00:00:00.43
	Elapsed Time	00:00:00.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

	Cases				Total	
	Valid		Missing		N	Percent
	N	Percent	N	Percent		
Do you know how to use the service * Comfort using service	56	100.0%	0	0.0%	56	100.0%
Do you know how to use the service * Communicate through family member(s) or friends?	56	100.0%	0	0.0%	56	100.0%
Do you know how to use the service * How often do you encounter an LEP individual?	56	100.0%	0	0.0%	56	100.0%

Do you know how to use the service * Comfort using service

Crosstab

Count

		Comfort using service		
		Extremely Comfortable	Very Comfortable	Somewhat Comfortable
Do you know how to use the service	Definitely	2	6	2
		0	1	13
	Somewhat	0	0	3
	Very Little	0	0	1
	Not at All	0	0	0
Total		2	7	19

Crosstab

Count

		Comfort using service			Total
		Uncomfortable	Very Uncomfortable	Missing	
Do you know how to use the service	Definitely	0	0	0	10
	Somewhat	3	1	2	20
	Very Little	4	0	0	7
	Not at All	9	6	1	17
	Missing	0	0	2	2
Total		16	7	5	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	83.339 ^a	20	.000
Likelihood Ratio	69.255	20	.000
Linear-by-Linear Association	20.851	1	.000
N of Valid Cases	56		

a. 27 cells (90.0%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.616	.174	5.742
Ordinal by Ordinal	Spearman Correlation	.751	.077	8.366
N of Valid Cases		56		

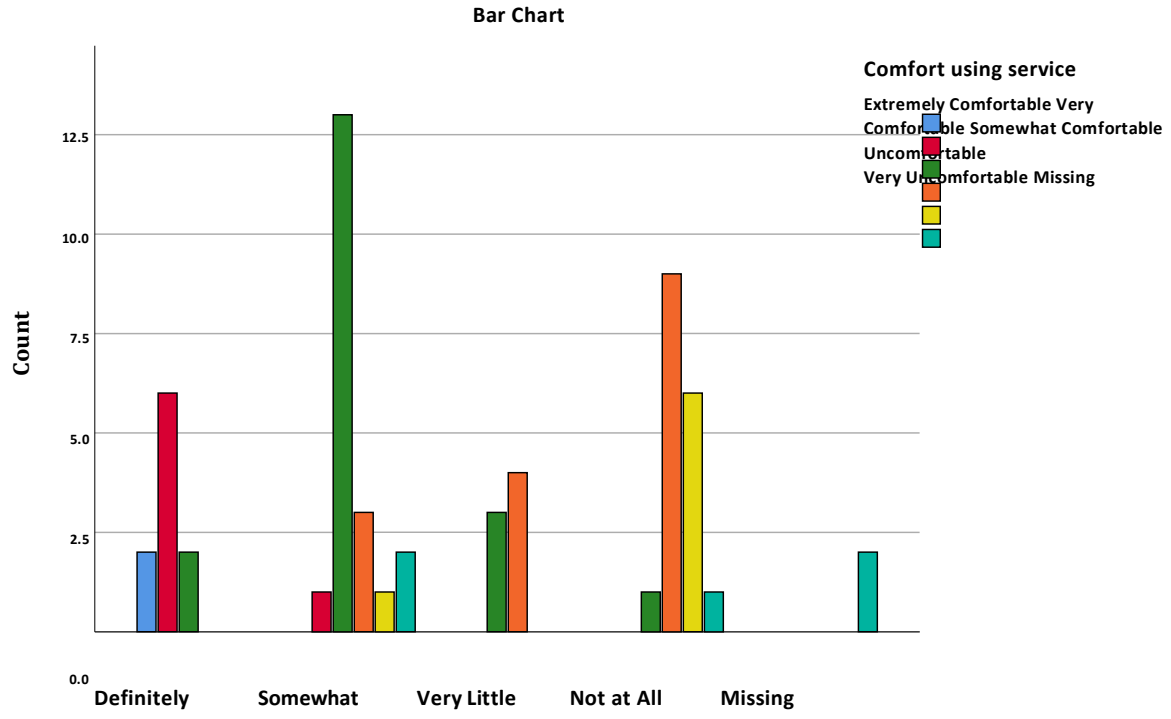
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.000 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Do you know how to use the service

Do you know how to use the service * Communicate through family member(s) or friends?

Crosstab

Count

Communicate through family member(s) or friends?

		0	1	2	3	4
	Definitely	0	3	3	2	0
	Somewhat	1	8	2	4	1
	Very Little	1	2	2	1	0
	Not at All	0	3	4	3	5
	Missing	0	0	0	0	0
Total		2	16	11	10	6

Crosstab

Count

Communicate through...

Communicate through...		Have Not Encountered Situation	Missing	Total
Do you know how to use the service	Definitely	0	2	10
	Somewhat	1	3	20
	Very Little	1	0	7
	Not at All	1	1	17
	Missing	0	2	2
Total		3	8	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.640 ^a	24	.164
Likelihood Ratio	28.089	24	.256
Linear-by-Linear Association	11.622	1	.001
N of Valid Cases	56		

a. 34 cells (97.1%) have expected count less than 5. The minimum expected count is .07.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.460	.154	3.804
Ordinal by Ordinal	Spearman Correlation	.192	.132	1.441
N of Valid Cases		56		

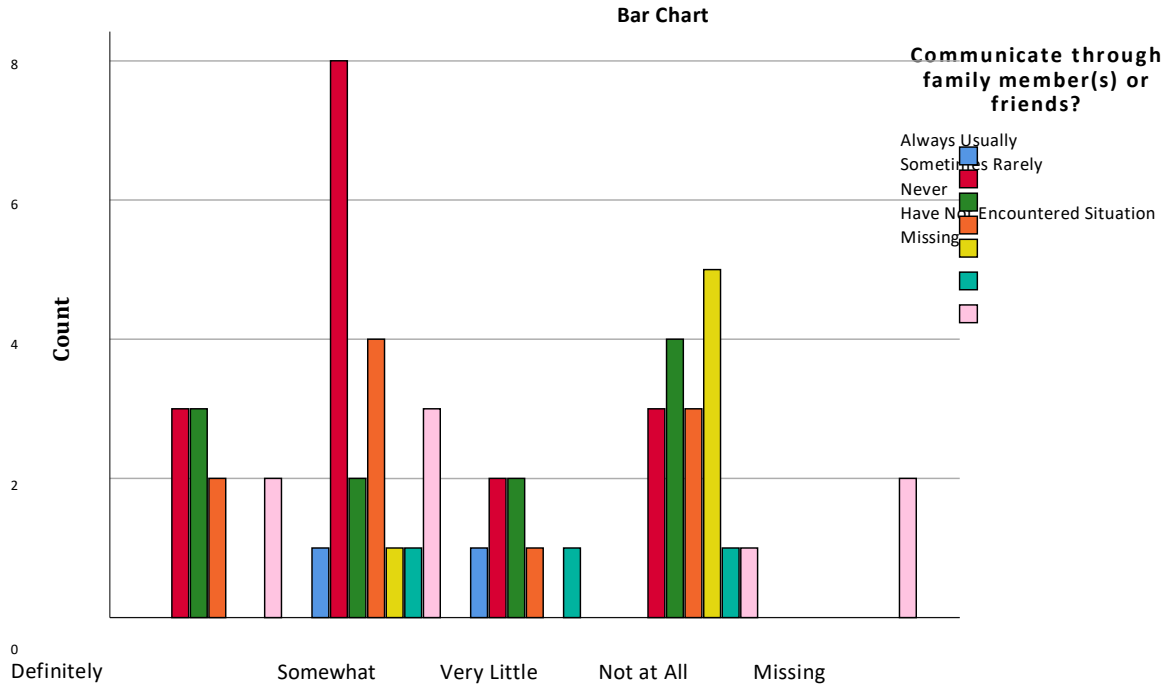
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.155 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Do you know how to use the service

Do you know how to use the service * How often do you encounter an LEP individual?

Crosstab

Count

		How often do you encounter an LEP individual?		
		3-4 Times a	3-4 Times a	
Do you know how to use the service	Definitel	2	0	6
	Somewhat	1	1	11
	Very Little	0	1	4
	Very Little	1	1	9
Total		4	3	30

Crosstab

Count

How often do you ...

		Have Not Encountered Situation	Missing	Total
Do you know how to use the service	Definitely	1	1	10
	Somewhat	5	2	20
	Very Little	2	0	7
	Not at All	5	1	17
	Missing	0	2	2
Total		13	6	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.623 ^a	16	.098
Likelihood Ratio	16.844	16	.396
Linear-by-Linear Association	16.279	1	.000
N of Valid Cases	56		

a. 22 cells (88.0%) have expected count less than 5. The minimum expected count is .11.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.544	.166	4.765
Ordinal by Ordinal	Spearman Correlation	.176	.141	1.315
N of Valid Cases		56		

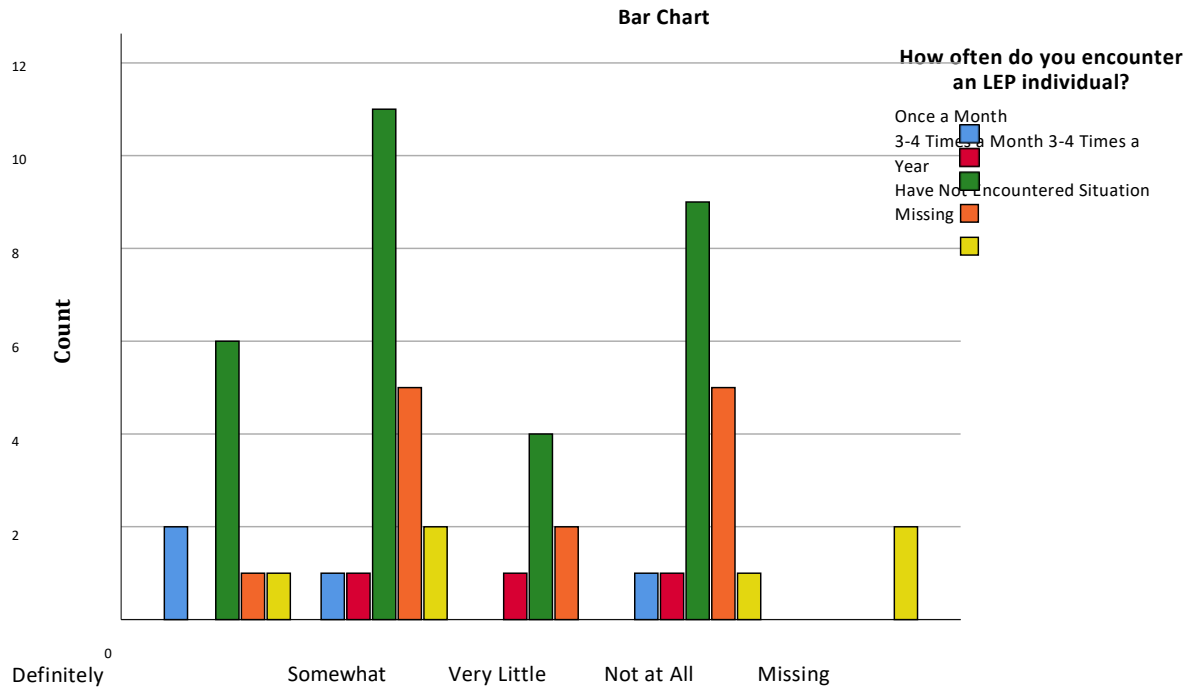
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.194 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Do you know how to use the service

```

CROSSTABS
/TABLES=depart BY doctran doctyp
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CORR
/CELLS=COUNT
/COUNT ROUND CELL
/BARCHART.
    
```

Crosstabs

Notes

Output Created	
Comments	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
Active Dataset	DataSet1
Filter	<none>
Weight	<none>
Split File	<none>
N of Rows in Working	56
	User-defined missing values are treated as missing.
	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
	CROSSTABS
	/TABLES=depart BY doctran doctyp
Processor Time Elapsed	/FORMAT=AVALUE
Time Dimensions	TABLES
Requested	/STATISTICS=CHISQ

Case Processing Summary

	Cases				Total	
	Valid		Missing		N	Percent
	N	Percent	N	Percent		
Department * Needed to translate document	56	100.0%	0	0.0%	56	100.0%
Department * Type of document	56	100.0%	0	0.0%	56	100.0%

Department * Needed to translate document

Crosstab

Count

		Needed to translate document			Total
		Yes	No	Missing	
Department	Administrative Services	0	7	0	7
	City Clerk's Office	0	5	0	5
	City Managers Office	1	6	0	7
	Community Services	2	0	0	2
	Human Resources	0	1	0	1
	Parks, Recreation, and Cultural Services	8	3	1	12
	Planning and Community Development	0	5	0	5
	Public Works	2	11	0	13
	Missing	1	3	0	4
Total		14	41	1	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.222 ^a	16	.022
Likelihood Ratio	31.255	16	.012
Linear-by-Linear Association	.053	1	.819
N of Valid Cases	56		

a. 23 cells (85.2%) have expected count less than 5. The minimum expected count is .02.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.031	.019	-.227
Ordinal by Ordinal	Spearman Correlation	-.081	.107	-.594
N of Valid Cases		56		

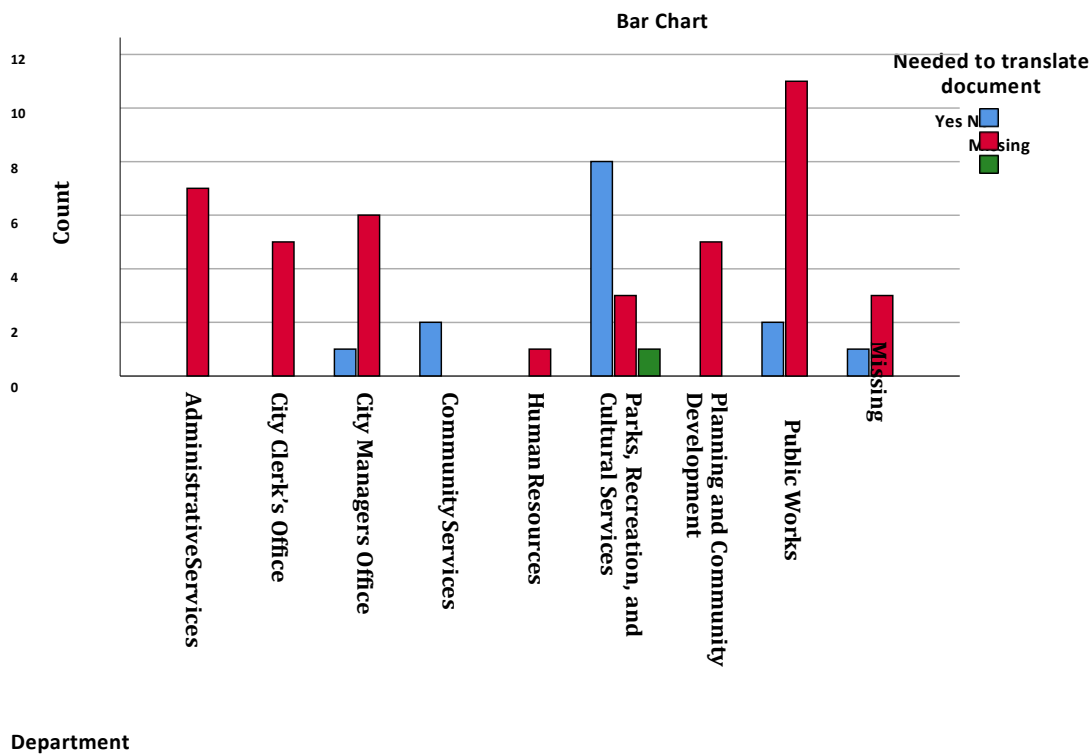
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.821 ^c
Ordinal by Ordinal	Spearman Correlation	.555 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department * Type of document

Crosstab

Count

Public Communication		Type of document			
		Educational Information	Notices	City Service	
Department	Administrative Services	0	0	0	0
	City Clerk's Office	0	0	0	0
	City Managers Office	1	1	0	0
	Community Services	0	0	0	0
	Human Resources	0	0	0	0
	Parks, Recreation, and Cultural Services	3	0	2	2
	Planning and Community Development	0	0	0	0
	Public Works	1	1	0	0
	Missing	1	0	0	0
Total		6	2	2	2

Crosstab

Count

Type of document		Event Invitation	N/A	Missing	Total
		Department	Administrative Services	0	7
	City Clerk's Office	0	4	1	5
	City Managers Office	0	5	0	7
	Community Services	2	0	0	2
	Human Resources	0	1	0	1
	Parks, Recreation, and Cultural Services	1	3	1	12
	Planning and Community Development	0	5	0	5
	Public Works	0	10	1	13
	Missing	0	3	0	4
Total		3	38	3	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	70.713 ^a	48	.018
Likelihood Ratio	49.183	48	.426
Linear-by-Linear Association	.232	1	.630
N of Valid Cases	56		

a. 61 cells (96.8%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.065	.033	-.479
Ordinal by Ordinal	Spearman Correlation	-.066	.119	-.486
N of Valid Cases		56		

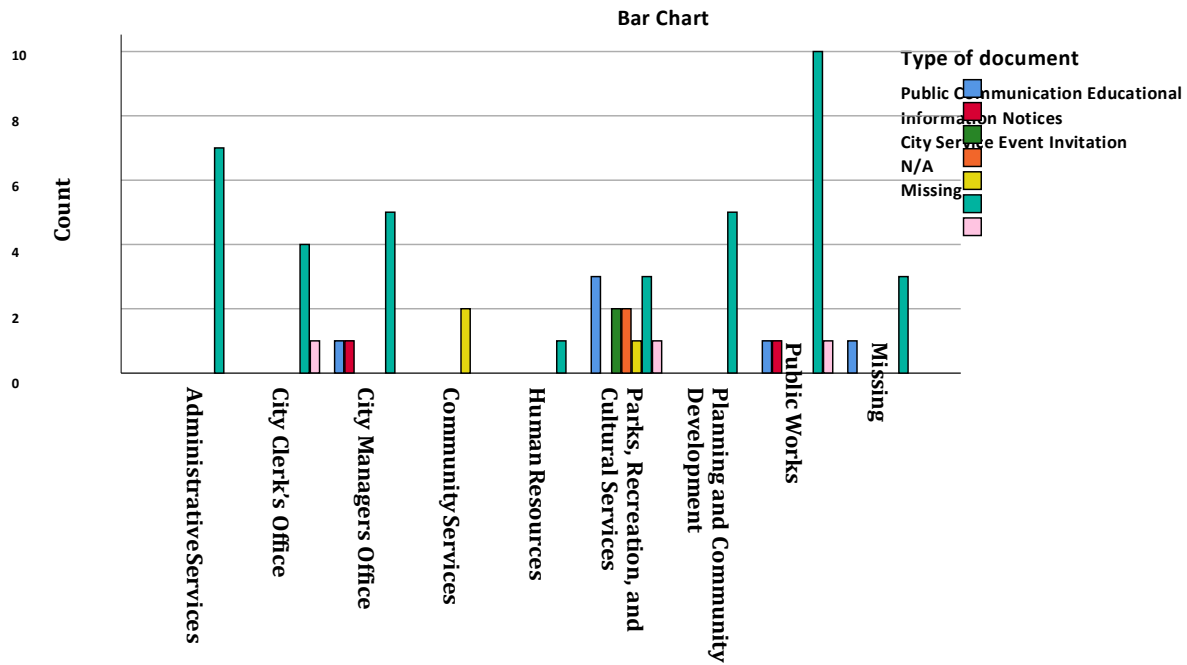
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.634 ^c
Ordinal by Ordinal	Spearman Correlation	.629 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Department

```

CROSSTABS
/TABLES=doctran BY doctyp
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ CORR
/CELLS=COUNT
/COUNT ROUND CELL
/BARCHART.
    
```

Crosstabs

Notes

Output Created	
Comments	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
Active Dataset	DataSet1
Filter	<none>
Weight	<none>
Split File	<none>
N of Rows in Working	56
	User-defined missing values are treated as missing.
	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
	CROSSTABS
	/TABLES=doctran BY doctyp
Processor Time Elapsed	/FORMAT=AVALUE
Time Dimensions	TABLES
Requested	/STATISTICS=CHISQ

Case Processing Summary

	Cases				Total	
	N	Valid Percent	Missing N	Missing Percent	N	Percent
Needed to translate document * Type of document	56	100.0%	0	0.0%	56	100.0%

Needed to translate document * Type of document Crosstabulation

Count

Public	Type of document				
	Communication	Educational Information	Notices	City Service	
	6				
Needed to translate document	Yes No	0	1	2	2
	Missing		1	0	0
Total	6	0	0	0	0
		2	2	2	

Needed to translate document * Type of document Crosstabulation

Count

Type of document		Event Invitation	N/A	Missing	Total
Needed to translate document	Yes	3	0	0	14
	No	0	38	2	41
	Missing	0	0	1	1
Total		3	38	3	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	71.073 ^a	12	.000
Likelihood Ratio	65.841	12	.000
Linear-by-Linear Association	17.865	1	.000
N of Valid Cases	56		

a. 19 cells (90.5%) have expected count less than 5. The minimum expected count is .04.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.570	.232	5.097
Ordinal by Ordinal	Spearman Correlation	.905	.047	15.596
N of Valid Cases		56		

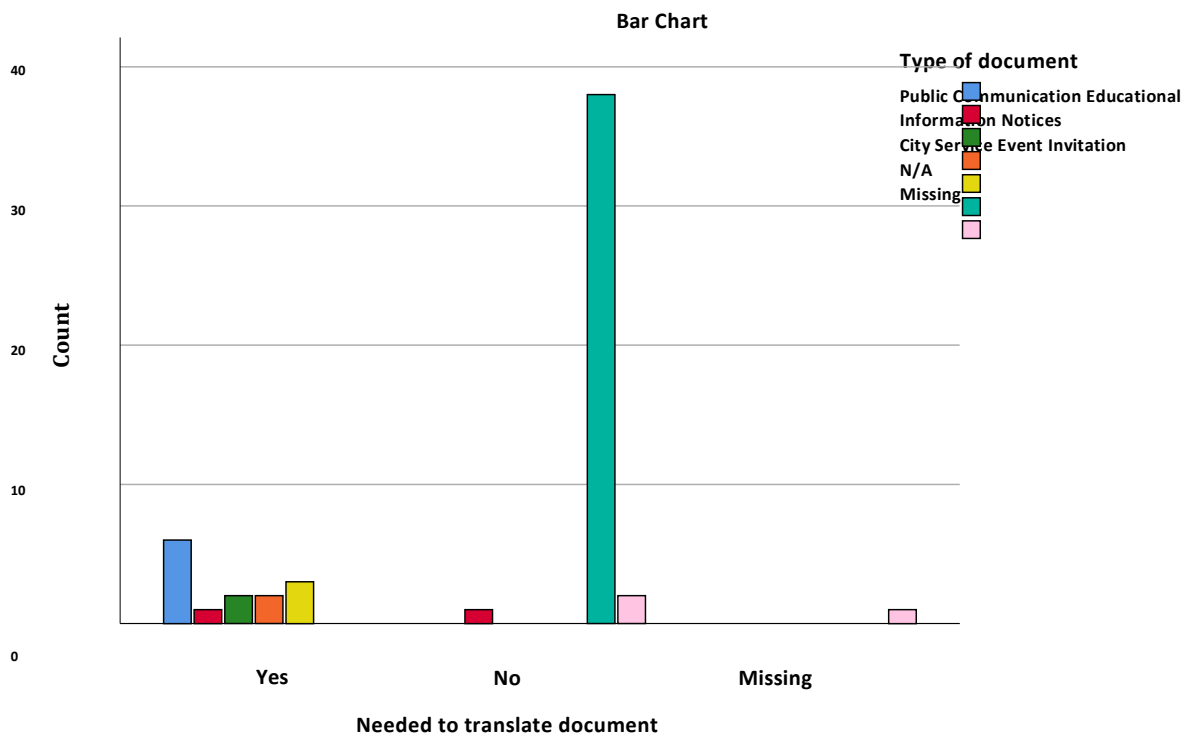
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.000 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Crosstabs

Notes

Output Created		05-AUG-2018 11:40:...
Comments		
Input	Data	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=anotlan BY indava comfam /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CORR /CELLS=COUNT /COUNT ROUND CELL /BARChart.
Resources	Processor Time	00:00:00.32
	Elapsed Time	00:00:00.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

Cases

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Speak another language * Do you let individuals know the service is available?	56	100.0%	0	0.0%	56	100.0%
Speak another language * Communicate through family member(s) or friends?	56	100.0%	0	0.0%	56	100.0%

Speak another language * Do you let individuals know the service is available?

Crosstab

Count

Do you let individuals know the service is available?

		Always	Sometimes	Never	Not Sure When to Use Service or Have Not Encountered Situation	Missing
Speak another language	Yes	3	0	1	9	0
	No	4	7	10	20	2
Total		7	7	11	29	2

Crosstab

Count

		Total
Speak another language	Yes	13
	No	43
Total		56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.462 ^a	4	.167
Likelihood Ratio	8.501	4	.075
Linear-by-Linear Association	.584	1	.445
N of Valid Cases	56		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .46.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	.103	.042	.762
Ordinal by Ordinal	Spearman Correlation	-.061	.139	-.449
N of Valid Cases		56		

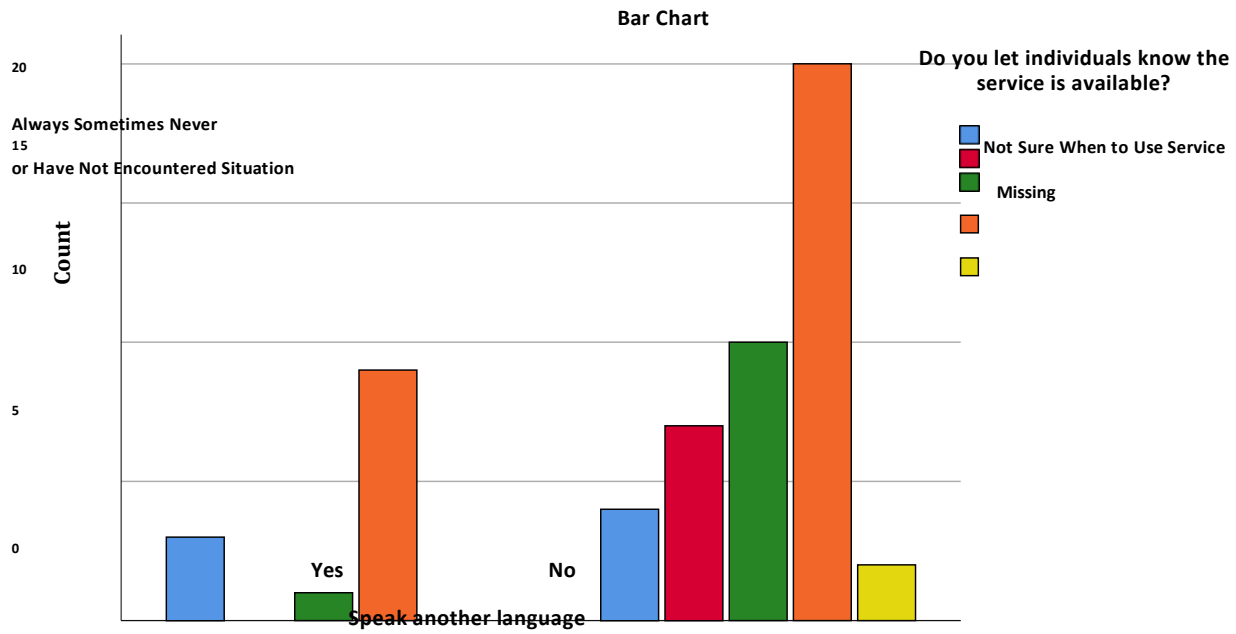
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.450 ^c
Ordinal by Ordinal	Spearman Correlation	.655 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Speak another language * Communicate through family member(s) or friends?

Crosstab

Count

		Communicate through family member(s) or friends?				
		Always	Usually	Sometimes	Rarely	Never
Speak another language	Yes	1	4	3	1	0
	No	1	12	8	9	6
Total		2	16	11	10	6

Crosstab

Count

Communicate through...		Have Not Encountered Situation	Missing	Total
		Speak another language	1	3
	No	2	5	43
Total		3	8	56

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.817 ^a	6	.567
Likelihood Ratio	6.123	6	.410
Linear-by-Linear Association	1.030	1	.310
N of Valid Cases	56		

a. 10 cells (71.4%) have expected count less than 5. The minimum expected count is .46.

Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T
Interval by Interval	Pearson's R	-.137	.150	-1.015
Ordinal by Ordinal	Spearman Correlation	.043	.148	.314
N of Valid Cases		56		

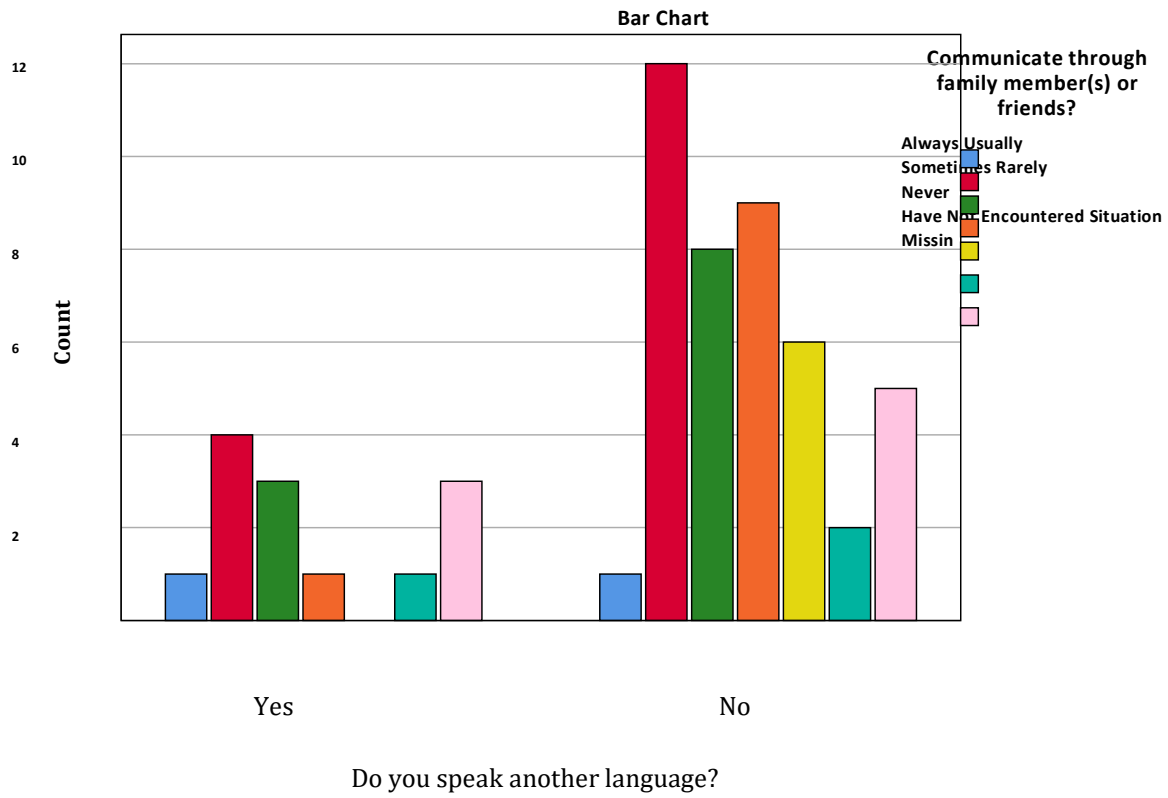
Symmetric Measures

		Approximate Significance
Interval by Interval	Pearson's R	.314 ^c
Ordinal by Ordinal	Spearman Correlation	.754 ^c
N of Valid Cases		

Not assuming the null hypothesis.

Using the asymptotic standard error assuming the null hypothesis.

Based on normal approximation.



Appendix H

```
ONEWAY doctyp indenc CTScom indava trainm BY depart
/MISSING ANALYSIS
/POSTHOC=TUKEY ALPHA(0.05) .
```

Oneway

Notes		
	Output Created	05-AUG-2018 12:09:...
	Comments	
Input	Data	Users/kanwalyousuf/Deskstop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
	Syntax	ONEWAY doctyp indenc CTScom indava trainm BY depart /MISSING ANALYSIS /POSTHOC=TUKEY ALPHA(0.05).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Warnings

Post hoc tests are not performed for Type of document because at least one group has fewer than two cases.

Post hoc tests are not performed for How often do you encounter an LEP individual? because at least one group has fewer than two cases.

Post hoc tests are not performed for Comfort using service because at least one group has fewer than two cases.

Post hoc tests are not performed for Do you let individuals know the service is available? because at least one group has fewer than two cases.

Post hoc tests are not performed for More training because at least one group has fewer than two cases.

ANOVA

		Sum of Squares			
Type of document		1738.188	8	217.274	.435
	Between Groups	23491.526	47	499.820	
	Within Groups	25229.714	55		
	Total	8469.128	8	1058.641	1.323
How often do you encounter an LEP individual?	Between Groups	37607.729	47	800.164	
	Within Groups	46076.857	55		
	Total	10472.224	8	1309.028	1.971
Comfort using service	Between Groups	31220.329	47	664.262	
	Within Groups	41692.554	55		
	Total	2248.931	8	281.116	.851
Do you let individuals know the service is available?	Between Groups	15532.783	47	330.485	
	Within Groups	17781.714	55		
	Total	16244.799	8	2030.600	1.724
More training	Between Groups	55345.040	47	1177.554	
	Within Groups	71589.839	55		
	Total				

ANOVA

		Sig.
Type of document	Between Groups	.894
	Within Groups	
	Total	
How often do you encounter an LEP individual?	Between Groups	.256
	Within Groups	
	Total	
Comfort using service	Between Groups	.071
	Within Groups	
	Total	
Do you let individuals know the service is available?	Between Groups	.564
	Within Groups	
	Total	
More training	Between Groups	.118
	Within Groups	
	Total	

```

ONEWAY CTScom comfam UseCTS indava indenc BY trainr
/MISSING ANALYSIS
/POSTHOC=TUKEY ALPHA(0.05) .

```

Oneway

Notes

	Output Created	05-AUG-2018 12:09:...
	Comments	
Input	Data	Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
	Syntax	ONEWAY CTScom comfam UseCTS indava indenc BY trainr /MISSING ANALYSIS /POSTHOC=TUKEY ALPHA(0.05).
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.00

ANOVA

		Sum of Squares	df	Mean Square	F
Comfort using service	Between Groups	17932.297	4	4483.074	9.623
	Within Groups	23760.257	51	465.887	
		41692.554	55		
Communicate through family member(s) or friends?	Between Groups	17574.038	4	4393.510	4.976
	Within Groups	45031.801	51	882.976	
	Total	62605.839	55		
Do you know how to use the service	Between Groups	17974.156	4	4493.539	9230.926
	Within Groups	24.826	51	.487	
	Total	17998.982	55		
Do you let individuals know the service is available?	Between Groups	4597.100	4	1149.275	4.446
	Within Groups	13184.614	51	258.522	
	Total	17781.714	55		
How often do you encounter an LEP individual?	Between Groups	15082.213	4	3770.553	6.204
	Within Groups	30994.645	51	607.738	
	Total	46076.857	55		

ANOVA

		Sig.
Comfort using service	Between Groups	.000
	Within Groups	
	Total	
Communicate through family member(s) or friends?	Between Groups	.002
	Within Groups	
	Total	
Do you know how to use the service	Between Groups	.000
	Within Groups	
	Total	
Do you let individuals know the service is available?	Between Groups	.004
	Within Groups	
	Total	
How often do you encounter an LEP individual?	Between Groups	.000
	Within Groups	
	Total	

Post Hoc Tests

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Received training	(J) Received training	Mean Difference (I-J)	Std. Error	
Comfort using service	Sufficient Training	Some Training	17.000	8.568	
	Minimal Training	No training	16.455	9.204	
	Some Training	Sufficient Training	10.294	8.352	
	Minimal Training	No training	-79.000 *	16.592	
	Minimal Training	Sufficient Training	-17.000	8.568	
	Some Training	No training	-.545	8.568	
	No training	Sufficient Training	-6.706	7.646	
	Some Training	Minimal Training	-96.000 *	16.248	
	Missing	Sufficient Training	-16.455	9.204	
	Some Training	Minimal Training	No training	.545	8.568
				-6.160	8.352
				-95.455 *	16.592
				-10.294	8.352
				6.706	7.646
				6.160	8.352
				-89.294 *	16.135
				79.000 *	16.592
				96.000 *	16.248
	Communicate through family member(s) or friends?	Sufficient Training	Some Training	12.709	11.796
Minimal Training		No training	24.364	12.670	
Some Training		Sufficient Training	19.027	11.498	
Minimal Training		No training	-70.091 *	22.842	
Minimal Training		Sufficient Training	-12.709	11.796	
Some Training		No training	11.655	11.796	
No training		Sufficient Training	6.318	10.526	
Some Training			-82.800 *	22.369	
				-24.364	12.670
				-11.655	11.796
				-5.337	11.498
				-94.455 *	22.842
				-19.027	11.498
			-6.318	10.526	

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Received training	(J) Received training	Sig.	95% ...	
				Lower Bound	
Comfort using service	Sufficient Training	Some Training	.288	-7.23	
		Minimal Training No training Missing	.392	-9.57	
	Some Training	Sufficient Training	.733	-13.32	
		Minimal Training No training Missing	.000	-125.92	
	Minimal Training	Sufficient Training	.288	-41.23	
		Some Training No training Missing	1.000	-24.77	
	No training	Sufficient Training	.904	-28.33	
		Some Training Minimal Training Missing	.000	-141.95	
	Missing	Sufficient Training	.392	-42.48	
		Some Training Minimal Training No training	1.000	-23.68	
				.947	-29.78
				.000	-142.37
				.733	-33.91
				.904	-14.92
				.947	-17.46
				.000	-134.92
			.000	32.08	
			.000	50.05	
			.000	48.54	
Communicate through family member(s) or friends?	Sufficient Training	Some Training	.000	43.67	
		Minimal Training No training Missing	.817	-20.65	
	Some Training	Sufficient Training	.319	-11.47	
		Minimal Training No training Missing	.470	-13.49	
	Minimal Training	Sufficient Training	.027	-134.68	
		Some Training No training Missing	.817	-46.06	
	No training	Sufficient Training	.859	-21.70	
		Some Training	.974	-23.45	
				.005	-146.05
				.319	-60.19
				.859	-45.01
				.990	-37.85
				.001	-159.05
				.470	-51.54
				.974	-36.08

Multiple Comparisons

Tukey HSD

95% Confidence .

Dependent Variable	(I) Received training	(J) Received training	Upper Bound
Comfort using service	Sufficient Training	Some Training	41.23
		Minimal Training	42.48
		No training	33.91
		Missing	-32.08
	Some Training	Sufficient Training	7.23
		Minimal Training	23.68
		No training	14.92
		Missing	-50.05
	Minimal Training	Sufficient Training	9.57
		Some Training	24.77
		No training	17.46
		Missing	-48.54
	No training	Sufficient Training	13.32
		Some Training	28.33
		Minimal Training	29.78
		Missing	-43.67
Missing	Sufficient Training	125.92	
	Some Training	141.95	
	Minimal Training	142.37	
	No training	134.92	
Communicate through family member(s) or friends?	Sufficient Training	Some Training	46.06
		Minimal Training	60.19
		No training	51.54
		Missing	-5.50
	Some Training	Sufficient Training	20.65
		Minimal Training	45.01
		No training	36.08
		Missing	-19.55
	Minimal Training	Sufficient Training	11.47
		Some Training	21.70
		No training	27.18
		Missing	-29.86
No training	Sufficient Training	13.49	
	Some Training	23.45	

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Received training	(J) Received training	Mean Difference (I-J)	Std. Error
Minimal Training Missing			5.337	11.498
	Missing	Sufficient Training	-89.118 *	22.213
	Some Training Minimal Training No training		70.091 *	22.842
			82.800 *	22.369
Do you know how to use the service			94.455 *	22.842
			89.118 *	22.213
	Sufficient Training	Some Training	-.479	.277
		Minimal Training No training Missing	-1.364 *	.298
	Some Training	Sufficient Training	-2.251 *	.270
		Minimal Training No training Missing	-97.545 *	.536
	Minimal Training	Sufficient Training	.479	.277
		Some Training No training Missing	-.885 *	.277
	No training	Sufficient Training	-1.773 *	.247
		Some Training Minimal Training Missing	-97.067 *	.525
	Missing	Sufficient Training	1.364 *	.298
		Some Training Minimal Training No training	.885 *	.277
	Sufficient Training	Some Training	-.888 *	.270
		Minimal Training No training Missing	-96.182 *	.536
	Some Training	Sufficient Training	2.251 *	.270
		Minimal Training	1.773 *	.247
			.888 *	.270
			-95.294 *	.522
			97.545 *	.536
			97.067 *	.525
		96.182 *	.536	
		95.294 *	.522	
Do you let individuals know the service is available?			-6.515	6.383
			-.273	6.856
			-.711	6.222
			-48.682 *	12.360
			6.515	6.383
			6.242	6.383

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Received training	(J) Received training	Sig.	95% ...
				Lower Bound
Do you know how to use the service	Minimal Training	Missing	.990	-27.18
	Missing	Sufficient Training	.002	-151.93
	Some Training	Minimal Training No training	.027	5.50
	Sufficient Training	Some Training	.005	19.55
	Minimal Training	No training Missing	.001	29.86
	Some Training	Sufficient Training	.002	26.30
	Minimal Training	No training Missing	.426	-1.26
	Minimal Training	Sufficient Training	.000	-2.20
	Some Training	No training Missing	.000	-3.01
	No training	Sufficient Training	.000	-99.06
	Some Training	Minimal Training Missing	.426	-.30
	Missing	Sufficient Training	.019	-1.67
	Some Training	Minimal Training No training	.000	-2.47
	Sufficient Training	Some Training	.000	-98.55
	Minimal Training	No training Missing	.000	.52
	Some Training	Sufficient Training	.019	.10
	Minimal Training		.015	-1.65
	Do you let individuals know the service is available?			.000
			.000	1.49
			.000	1.07
			.015	.12
			.000	-96.77
			.000	96.03
			.000	95.58
			.000	94.67
			.000	93.82
			.845	-24.56
			1.000	-19.66
			1.000	-18.30
		.002	-83.63	
		.845	-11.53	
		.864	-11.81	

Multiple Comparisons

Tukey HSD

95% Confidence .

Dependent Variable	(I) Received training	(J) Received training	Upper Bound	
		Minimal Training	37.85	
		Missing	-26.30	
	Missing	Sufficient Training	134.68	
		Some Training	146.05	
		Minimal Training	159.05	
		No training	151.93	
	Do you know how to use the service	Sufficient Training	Some Training	.30
			Minimal Training	-.52
			No training	-1.49
			Missing	-96.03
Some Training		Sufficient Training	1.26	
		Minimal Training	-.10	
		No training	-1.07	
		Missing	-95.58	
Minimal Training		Sufficient Training	2.20	
		Some Training	1.67	
		No training	-.12	
		Missing	-94.67	
No training		Sufficient Training	3.01	
		Some Training	2.47	
		Minimal Training	1.65	
		Missing	-93.82	
Missing	Sufficient Training	99.06		
	Some Training	98.55		
	Minimal Training	97.70		
	No training	96.77		
Do you let individuals know the service is available?	Sufficient Training	Some Training	11.53	
		Minimal Training	19.11	
		No training	16.88	
		Missing	-13.73	
	Some Training	Sufficient Training	24.56	
		Minimal Training	24.29	

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Received training	(J) Received training	Mean Difference (I-J)	Std. Error
No training Missing Minimal Training Some Training No training Missing No training Some Training Minimal Training Missing Missing Some Training Minimal Training No training			5.804	5.696
		Sufficient Training	-42.167 *	12.104
			.273	6.856
		Sufficient Training	-6.242	6.383
			-.439	6.222
		Sufficient Training	-48.409 *	12.360
			.711	6.222
			-5.804	5.696
			.439	6.222
			-47.971 *	12.019
			48.682 *	12.360
			42.167 *	12.104
			48.409 *	12.360
			47.971 *	12.019
How often do you encounter an LEP individual?	Sufficient Training	Some Training	-3.933	9.786
	Minimal Training No training Missing		9.727	10.512
	Some Training	Sufficient Training	-.706	9.539
	Minimal Training No training Missing		-84.000 *	18.950
	Minimal Training	Sufficient Training	3.933	9.786
	Some Training No training Missing		13.661	9.786
	No training	Sufficient Training	3.227	8.733
	Some Training Minimal Training Missing		-80.067 *	18.558
	Missing	Sufficient Training	-9.727	10.512
	Some Training Minimal Training		-13.661	9.786
	No training		-10.433	9.539
			-93.727 *	18.950
			.706	9.539
			-3.227	8.733
		10.433	9.539	
		-83.294 *	18.429	
		84.000 *	18.950	
		80.067 *	18.558	
		93.727 *	18.950	
		83.294 *	18.429	

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Received training	(J) Received training	Sig.	95% ...
				Lower Bound
How often do you encounter an LEP individual?	No training	Missing	.845	-10.30
	Minimal Training	Sufficient Training	.009	-76.39
	Some Training	No training	1.000	-19.11
	No training	Sufficient Training	.864	-24.29
	Some Training	Minimal Training	1.000	-18.03
	Missing	Sufficient Training	.002	-83.36
	Some Training	Minimal Training	1.000	-16.88
	Sufficient Training	Some Training	.845	-21.91
	Minimal Training	No training	1.000	-17.15
	Some Training	Sufficient Training	.002	-81.96
	Minimal Training	No training	.002	13.73
	Minimal Training	Sufficient Training	.009	7.94
	Some Training	No training	.002	13.46
	No training	Sufficient Training	.002	13.98
	Some Training	Minimal Training	.994	-31.61
	Missing	Sufficient Training	.886	-20.00
	Some Training	Minimal Training	1.000	-27.68
	No training		.000	-137.59
			.994	-23.74
			.633	-14.01
			.996	-21.47
			.001	-132.54
			.886	-39.45
			.633	-41.33
			.809	-37.41
			.000	-147.31
		1.000	-26.27	
		.996	-27.92	
		.809	-16.54	
		.000	-135.41	
		.000	30.41	
		.001	27.59	
		.000	40.14	
		.000	31.18	

Multiple Comparisons

Tukey HSD

95% Confidence .

Dependent Variable	(I) Received training	(J) Received training	Upper Bound	
		No training	21.91	
		Missing	-7.94	
	Minimal Training	Sufficient Training	19.66	
		Some Training	11.81	
		No training	17.15	
		Missing	-13.46	
	No training	Sufficient Training	18.30	
		Some Training	10.30	
		Minimal Training	18.03	
		Missing	-13.98	
	Missing	Sufficient Training	83.63	
		Some Training	76.39	
		Minimal Training	83.36	
		No training	81.96	
	How often do you encounter an LEP individual?	Sufficient Training	Some Training	23.74
			Minimal Training	39.45
		No training	26.27	
		Missing	-30.41	
Some Training		Sufficient Training	31.61	
		Minimal Training	41.33	
		No training	27.92	
		Missing	-27.59	
Minimal Training		Sufficient Training	20.00	
		Some Training	14.01	
		No training	16.54	
		Missing	-40.14	
No training		Sufficient Training	27.68	
		Some Training	21.47	
		Minimal Training	37.41	
		Missing	-31.18	
Missing	Sufficient Training	137.59		
	Some Training	132.54		
	Minimal Training	147.31		
	No training	135.41		

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Comfort using service

Tukey HSD^{a,b}

Received training	N	Subset for alpha = 0.05	
		1	2
Some Training	15	3.00	
Minimal Training	11	3.55	
No training	17	9.71	
Sufficient Training	11	20.00	
Missing	2		99.00
Sig.		.639	1.000

Means for groups in homogeneous subsets are displayed.

Uses Harmonic Mean Sample Size = 6.193.

The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Communicate through family or friends?

Tukey HSD^{a,b}

Received training	N	Subset for alpha = 0.05	
		1	2
Minimal Training	11	4.55	
No training	17	9.88	
Some Training	15	16.20	
Sufficient Training	11	28.91	
Missing	2		99.00
Sig.		.603	1.000

Means for groups in homogeneous subsets are displayed.

Uses Harmonic Mean Sample Size = 6.193.

The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Do you know how to use the service

Tukey HSD^{a,b}

Received training	N	Subset for alpha = 0.05			
		1	2	3	4
Sufficient Training	11	1.45			
Some Training	15	1.93	1.93		
Minimal Training	11		2.82	2.82	
No training	17			3.71	
Missing	2				99.00
Sig.		.747	.185	.182	1.000

Means for groups in homogeneous subsets are displayed.

Uses Harmonic Mean Sample Size = 6.193.

The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Do you let individuals know the service is available?

Tukey HSD^{a,b}

Received training	N	Subset for alpha = 0.05	
		1	2
Sufficient Training	11	2.82	
Minimal Training	11	3.09	
No training	17	3.53	
Some Training	15	9.33	
Missing	2		51.50
Sig.		.953	1.000

Means for groups in homogeneous subsets are displayed.

Uses Harmonic Mean Sample Size = 6.193.

The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

How often do you encounter an LEP individual?

Tukey HSD^{a,b}

Received training	N	Subset for alpha = 0.05	
		1	2
Minimal Training	11	5.27	
Sufficient Training	11	15.00	
No training	17	15.71	
Some Training	15	18.93	
Missing	2		99.00
Sig.		.865	1.000

Means for groups in homogeneous subsets are displayed.

Uses Harmonic Mean Sample Size = 6.193.

The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

```
ONEWAY UseCTS BY CTScom  
/MISSING ANALYSIS  
/POSTHOC=TUKEY ALPHA(0.05) .
```

Oneway

Notes

Output Created	
Comments	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
Active Dataset	DataSet1
Filter	<none>
Weight	<none>
Split File	<none>
N of Rows in Working	56
	User-defined missing values are treated as missing.
	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
	ONEWAY UseCTS BY
Processor Time	CTScom

ANOVA

Do you know how to use the service

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6837.620	5	1367.524	6.126	.000
Within Groups	11161.362	50	223.227		
Total	17998.982	55			

Post Hoc Tests

Comfort using service	(J) Comfort using service	Mean Difference (I-J)	Std. Error	Sig.
Extremely Comfortable	Very Comfortable	-.143	11.979	1.000
Somewhat Comfortable	Uncomfortable	-1.158	11.107	1.000
Very Uncomfortable	Missing	-2.375	11.206	1.000
Very Comfortable	Extremely Comfortable	-2.714	11.979	1.000
Somewhat Comfortable	Uncomfortable	-40.200 *	12.500	.026
Very Uncomfortable	Missing	.143	11.979	1.000
Somewhat Comfortable	Extremely Comfortable	-1.015	6.606	1.000
Very Comfortable	Uncomfortable	-2.232	6.771	.999
Missing	Very Uncomfortable	-2.571	7.986	1.000
Uncomfortable	Extremely Comfortable	-40.057 *	8.748	.000
Very Comfortable	Somewhat Comfortable	1.158	11.107	1.000
Uncomfortable	Missing	1.015	6.606	1.000
Very Uncomfortable	Extremely Comfortable	-1.217	5.070	1.000
Very Comfortable	Somewhat Comfortable	-1.556	6.606	1.000
Missing	Uncomfortable	-39.042 *	7.510	.000
Missing	Extremely Comfortable	2.375	11.206	1.000
Very Comfortable	Somewhat Comfortable	2.232	6.771	.999
Very Uncomfortable	Very Uncomfortable	1.217	5.070	1.000
		-.339	6.771	1.000
		-37.825 *	7.655	.000
		2.714	11.979	1.000
		2.571	7.986	1.000
		1.556	6.606	1.000
		.339	6.771	1.000
		-37.486 *	8.748	.001
		40.200 *	12.500	.026
		40.057 *	8.748	.000
		39.042 *	7.510	.000
		37.825 *	7.655	.000
		37.486 *	8.748	.001

(I) Comfort using service	(J) Comfort using service	95% Confidence Interval	
		Lower Bound	Upper Bound
Extremely Comfortable	Very Comfortable	-35.64	35.35
	Somewhat Comfortable	-34.07	31.75
	Uncomfortable	-35.58	30.83
	Very Uncomfortable	-38.21	32.78
	Missing	-77.24	-3.16
Very Comfortable	Extremely Comfortable	-35.35	35.64
	Somewhat Comfortable	-20.59	18.56
	Uncomfortable	-22.29	17.83
	Very Uncomfortable	-26.23	21.09
	Missing	-65.98	-14.14
Somewhat Comfortable	Extremely Comfortable	-31.75	34.07
	Very Comfortable	-18.56	20.59
	Uncomfortable	-16.24	13.80
	Very Uncomfortable	-21.13	18.02
	Missing	-61.29	-16.79
Uncomfortable	Extremely Comfortable	-30.83	35.58
	Very Comfortable	-17.83	22.29
	Somewhat Comfortable	-13.80	16.24
	Very Uncomfortable	-20.40	19.72
	Missing	-60.51	-15.14
Very Uncomfortable	Extremely Comfortable	-32.78	38.21
	Very Comfortable	-21.09	26.23
	Somewhat Comfortable	-18.02	21.13
	Uncomfortable	-19.72	20.40
	Missing	-63.41	-11.56
Missing	Extremely Comfortable	3.16	77.24
	Very Comfortable	14.14	65.98
	Somewhat Comfortable	16.79	61.29
	Uncomfortable	15.14	60.51
	Very Uncomfortable	11.56	63.41

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Do you know how to use the service

Tukey HSD^{a,b}

Comfort using service	N	Subset for alpha = 0.05	
		1	2
Extremely Comfortable	2	1.00	
Very Comfortable	7	1.14	
Somewhat Comfortable	19	2.16	
Uncomfortable	16	3.38	
Very Uncomfortable	7	3.71	
Missing	5		41.20
Sig.		1.000	1.000

Means for groups in homogeneous subsets are displayed.

Uses Harmonic Mean Sample Size = 5.450.

The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Appendix I

```
T-TEST GROUPS=doctran(1 2)
/MISSING=ANALYSIS
/VARIABLES=empyea
/CRITERIA=CI (.95) .
```

T-Test

Notes

Output Created	
Comments	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
Active Dataset	DataSet1
Filter	<none>
Weight	<none>
Split File	<none>
N of Days in Working	56
	User defined missing values are treated as missing.
	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Processor Time	T-TEST

Group Statistics

document	Needed to translate	N	Mean	Std. Deviation
Years with City of Shoreline?	Yes	14	16.14	35.119
	No	41	7.15	21.116

Group Statistics		
Needed to translate document		Std. Error Mean
Years with City of Shoreline?	Yes	9.386
	No	3.298

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Years with City of Shoreline?	Equal variances assumed	5.267	.026	1.150
	Equal variances not assumed			.904

Independent Samples Test

t-test for Equality of Means

		df	Sig. (2-tailed)	Mean Difference
Years with City of Shoreline?	Equal variances assumed	53	.255	8.997
	Equal variances not assumed	16.327	.379	8.997

Independent Samples Test

t-test for Equality of Means

		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Years with City of Shoreline?	Equal variances assumed	7.825	-6.699	24.692
	Equal variances not assumed	9.948	-12.059	30.052

```
T-TEST GROUPS=trainm(1 2)
/MISSING=ANALYSIS
/VARIABLES=empyea
/CRITERIA=CI (.95) .
```

T-Test

Notes

Output Created	
Comments	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
Active Dataset	DataSet1
Filter	<none>
Weight	<none>
Split File	<none>
N of Rows in Working	56
	User defined missing values are treated as missing.
	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Processor Time	T-TEST GROUPS=trainm (1 2)

Group Statistics

More training		N	Mean	Std. Deviation	Std. Error Mean
Years with City of Shoreline?	Yes	19	22.58	40.560	9.305
	No	26	2.46	1.555	.305

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality :
		F	Sig.	t
Years with City of Shoreline?	Equal variances assumed	45.087	.000	2.537
	Equal variances not assumed			2.161

Independent Samples Test

t-test for Equality of Means

		df	Sig. (2-tailed)	Mean Difference
Years with City of Shoreline?	Equal variances assumed	43	.015	20.117
	Equal variances not assumed	18.039	.044	20.117

Independent Samples Test

t-test for Equality of Means

		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Years with City of Shoreline?	Equal variances assumed	7.928	4.128	36.107
	Equal variances not assumed	9.310	.560	39.674

Nonparametric Correlations

Correlations

			Do you let individuals know the service is available?	How often do you encounter an LEP individual?
Spearman's rho	Do you let individuals know the service is available?	Correlation Coefficient	1.000	.128
		Sig. (2-tailed)	.	.346
		N	56	56
	How often do you encounter an LEP individual?	Correlation Coefficient	.128	1.000
		Sig. (2-tailed)	.346	.
		N	56	56

NONPAR CORR

/VARIABLES=UseCTS comfam
 /PRINT=SPEARMAN TWOTAIL NOSIG
 /MISSING=PAIRWISE.

Nonparametric Correlations

Correlations

			Do you know how to use the service	Communicate through family member(s) or friends?
Spearman's rho	Do you know how to use the service	Correlation Coefficient	1.000	.192
		Sig. (2-tailed)	.	.155
		N	56	56
	Communicate through family member(s) or friends?	Correlation Coefficient	.192	1.000
		Sig. (2-tailed)	.155	.
		N	56	56

NONPAR CORR
/VARIABLES=trainr CTSSat
/PRINT=SPEARMANTWOTAILNOSIG
/MISSING=PAIRWISE.

Nonparametric Correlations

Notes

	Output Created	05-AUG-2018 12:46:...
	Comments	
Input	Data	Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
	Syntax	NONPAR CORR /VARIABLES=trainr CTSSat /PRINT=SPEARMANTWOTAILNOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.01
	Elapsed Time	00:00:00.00
	Number of Cases Allowed	629145 cases ^a

a. Based on availability of workspace memory

Correlations

		Received training	Satisfaction using service?
Spearman's rho	Received training	Correlation Coefficient	1.000
		Sig. (2-tailed)	.439 **
		N	.001
Satisfaction using service?	Received training	Correlation Coefficient	.439 **
		Sig. (2-tailed)	1.000
		N	.001
		N	56

** . Correlation is significant at the 0.01 level (2-tailed).

```
NONPAR CORR
/VARIABLES=indava indenc
/PRINT=SPEARMANTWOTAILNOSIG
/MISSING=PAIRWISE.
```

Nonparametric Correlations

Notes

		Output Created	05-AUG-2018 12:46:...
		Comments	
Input	Data	/Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav	
	Active Dataset	DataSet1	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File	56	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.	

A

Notes

		Syntax	NONPAR CORR /VARIABLES=indava indenc /PRINT=SPEARMAN TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time		00:00:00.01
	Elapsed Time		00:00:00.00
	Number of Cases Allowed		629145 cases ^a

a. Based on availability of workspace memory

Correlations

Do you let individuals know the service is available?		How often do you encounter an LEP individual?	
Spearman's rho	Do you let individuals know the service is available?	Correlation Coefficient	1.000
		Sig. (2-tailed)	.128
		N	56
How often do you encounter an LEP individual?		Correlation Coefficient	.128
		Sig. (2-tailed)	.346
		N	56

NONPAR CORR
/VARIABLES=UseCTS comfam
/PRINT=SPEARMANTWOTAILNOSIG
/MISSING=PAIRWISE.

Nonparametric Correlations

Statistics

Output Created		05-AUG-2018 12:46:...
Comments		
Input	Data	Users/kanwalyousuf/Desktop/Capstone/July 7th Interpretation Translation Survey Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	56
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
	Syntax	NONPAR CORR /VARIABLES=UseCTS comfam /PRINT=SPEARMAN TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
	Number of Cases Allowed	629145 cases ^a

a. Based on availability of workspace memory

Correlations

		Do you know how to use the service		Communicate through family member(s) or friends?
Spearman's rho	Do you know how to use the service	Correlation Coefficient	1.000	.192
		Sig. (2-tailed)	.	.155
		N	56	56
	Communicate through family member(s) or friends?	Correlation Coefficient	.192	1.000
		Sig. (2-tailed)	.155	.
		N	56	56

Statistics

Do you know how to use service?		Did you receive training?	Comfort using service?	Would you like more training?	How often do you encounter LEP individual?
N	Valid	56	56	56	53
	Missing	0	0	0	3

Statistics

		Let LEP individual know service is available	Communication through family or friends	Translate document into another language	Type of document translated
N	Valid	56	56	56	56
	Missing	0	0	0	0

Frequency Table

Do you know how to use service?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Have not used it	4	7.1	7.1	7.1
	Have not used it but have instructions on how to it when in need	4	7.1	7.1	14.3
	Have a card with instructions	1	1.8	1.8	16.1
	Used it Once	1	1.8	1.8	17.9
	No Comment	46	82.1	82.1	100.0
	Total	56	100.0	100.0	

Did you receive training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Have not used service	1	1.8	1.8	1.8
	Discussed at a department meeting	1	1.8	1.8	3.6
	Instructions and quick overview	1	1.8	1.8	5.4
	No Comment	52	92.9	92.9	98.2
	Just have been informed of the service	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

Comfort using service?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More training would give more comfort	1	1.8	1.8	1.8
	Have not used service	5	8.9	8.9	10.7
	Don't know how to use it	1	1.8	1.8	12.5
	Have not used it before, but can figure it out	2	3.6	3.6	16.1
	If needed, would like to be able to help individual for city business	1	1.8	1.8	17.9
	Don't want to use it	1	1.8	1.8	19.6
	No comment	45	80.4	80.4	100.0
	Total	56	100.0	100.0	

Would you like more training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Group Training	1	1.8	1.9	1.9
	Does not find necessary for position	2	3.6	3.8	5.7
	Video demonstration at all city meeting	1	1.8	1.9	7.5
	Unsure of what it is and how it benefits staff	1	1.8	1.9	9.4
	Link on sharepoint	1	1.8	1.9	11.3
	Received training but havent had opportunity to use service	1	1.8	1.9	13.2
	No Comment	46	82.1	86.8	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		

How often do you encounter LEP individual?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than the given	2	3.6	3.6	3.6
	Have not used service	1	1.8	1.8	5.4
	Used few times within the last few months	1	1.8	1.8	7.1
	Have not used it, but probably should have	1	1.8	1.8	8.9
	Encountered LEP individual, did not use it but probably should have	17	30.4	30.4	39.3
	No Comment	34	60.7	60.7	100.0
	Total	56	100.0	100.0	

Let LEP individual know service is available

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Have not been in situation	16	28.6	28.6	28.6
	If other ways are not working then staff plans on using it	5	8.9	8.9	37.5
	Did not know service existed	5	8.9	8.9	46.4
	Does not know who service is for	1	1.8	1.8	48.2
	Will be publicizing Language Assistance in printed materials and websites	1	1.8	1.8	50.0
	If family member can not help, will use it	28	50.0	50.0	100.0
	Total	56	100.0	100.0	

Communication through family or friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Worked with family members for right-of- way acquisition	1	1.8	1.8	1.8
	Have not come across situation where interpreter was needed	9	16.1	16.1	17.9
	Depends on language spoken	1	1.8	1.8	19.6
	No Comment	45	80.4	80.4	100.0
	Total	56	100.0	100.0	

Translate document into another language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Online provider	1	1.8	1.8	1.8
	CTS Translation Service	2	3.6	3.6	5.4
	Do not have the need or capacity for translation services	1	1.8	1.8	7.1
	None	1	1.8	1.8	8.9
	Other Staff	2	3.6	3.6	12.5
	Suni provided services	1	1.8	1.8	14.3
	Audio narrator to individual who is blind	1	1.8	1.8	16.1
	No Comment	47	83.9	83.9	100.0
	Total	56	100.0	100.0	

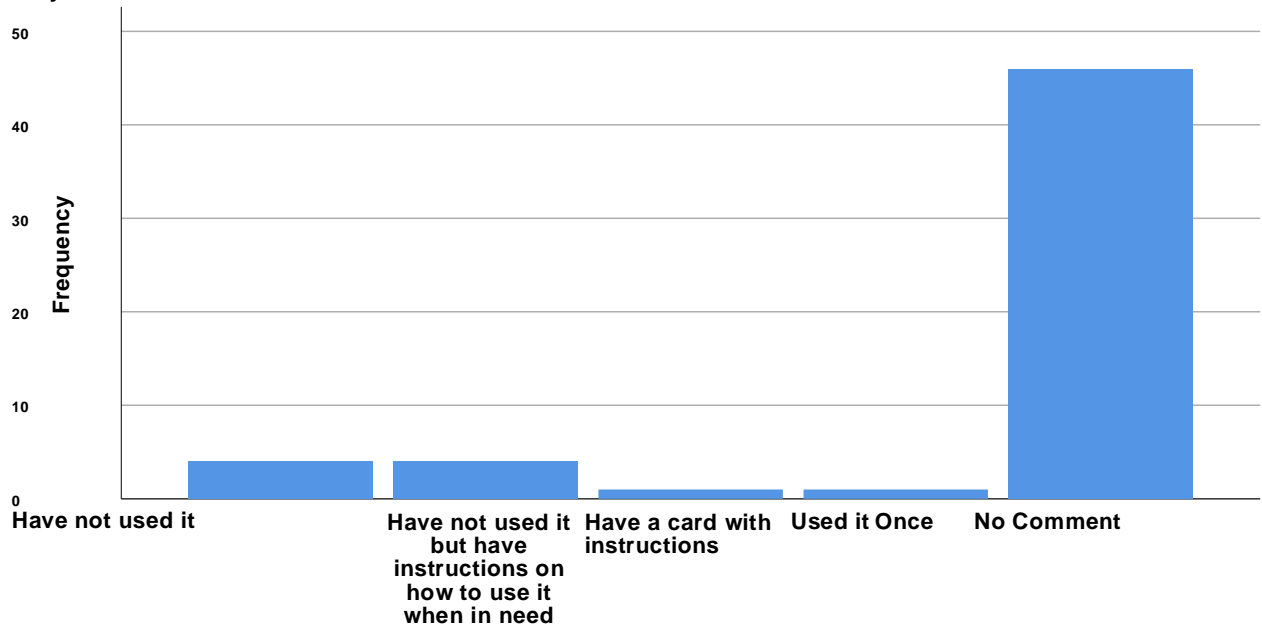
Type of document translated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Webpage	1	1.8	1.8	1.8
	Calls for Art	1	1.8	1.8	3.6
	Committee Material	1	1.8	1.8	5.4
	No Comment	53	94.6	94.6	100.0
	Total	56	100.0	100.0	

Bar Chart

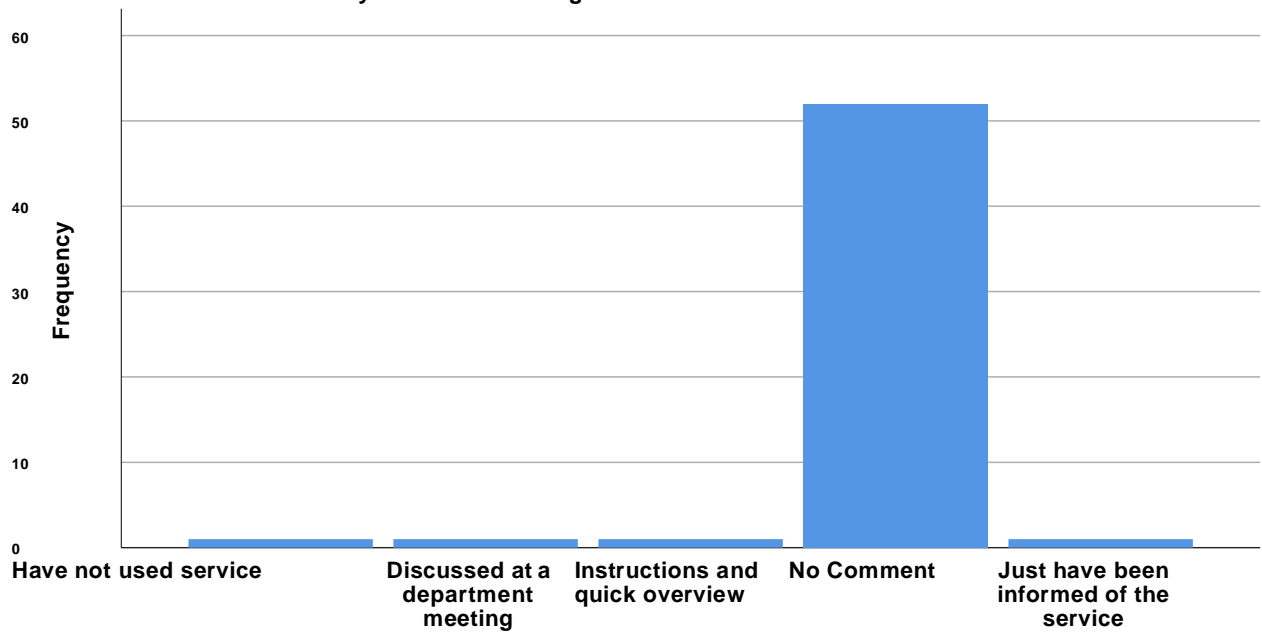
Appendix K

Do you know how to use service?

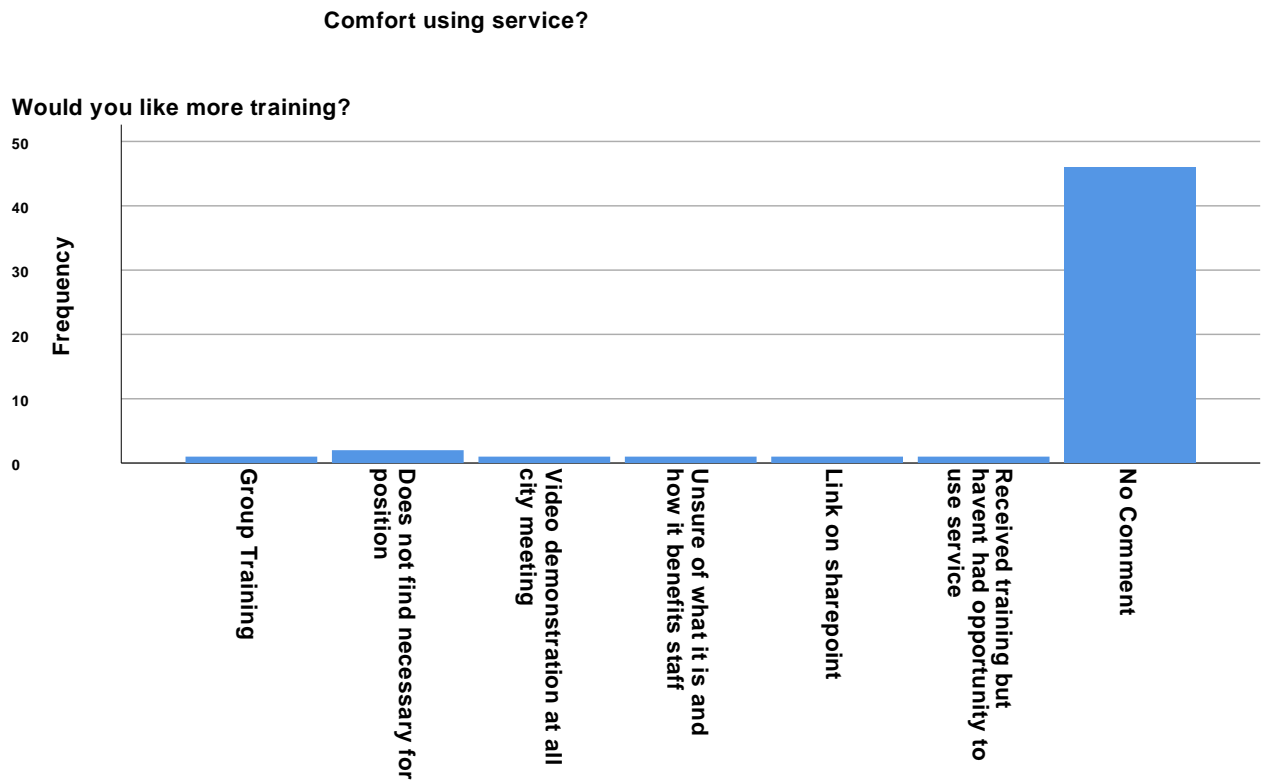
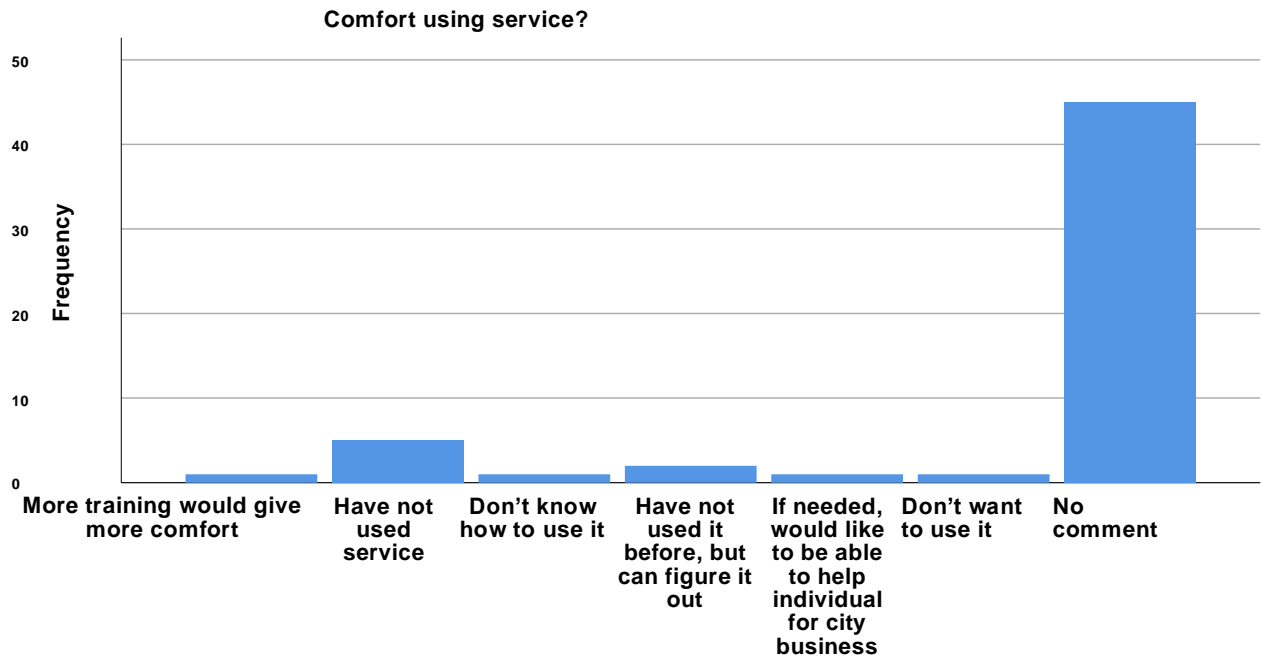


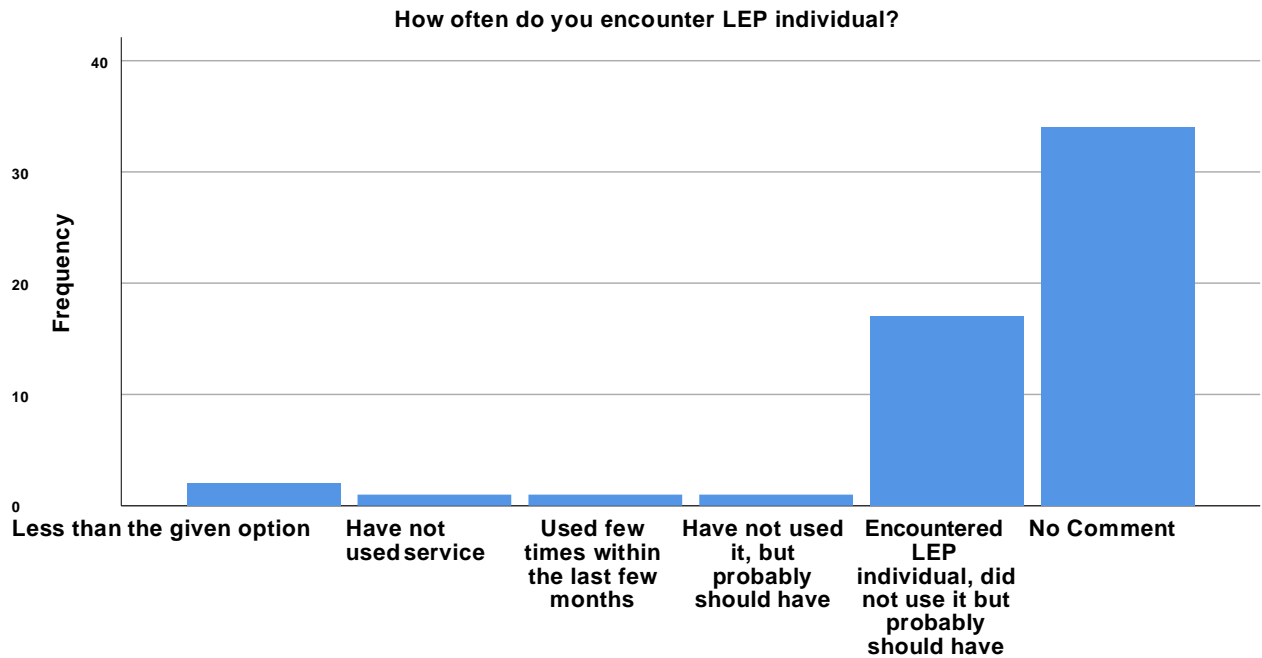
Do you know how to use service?

Did you receive training?



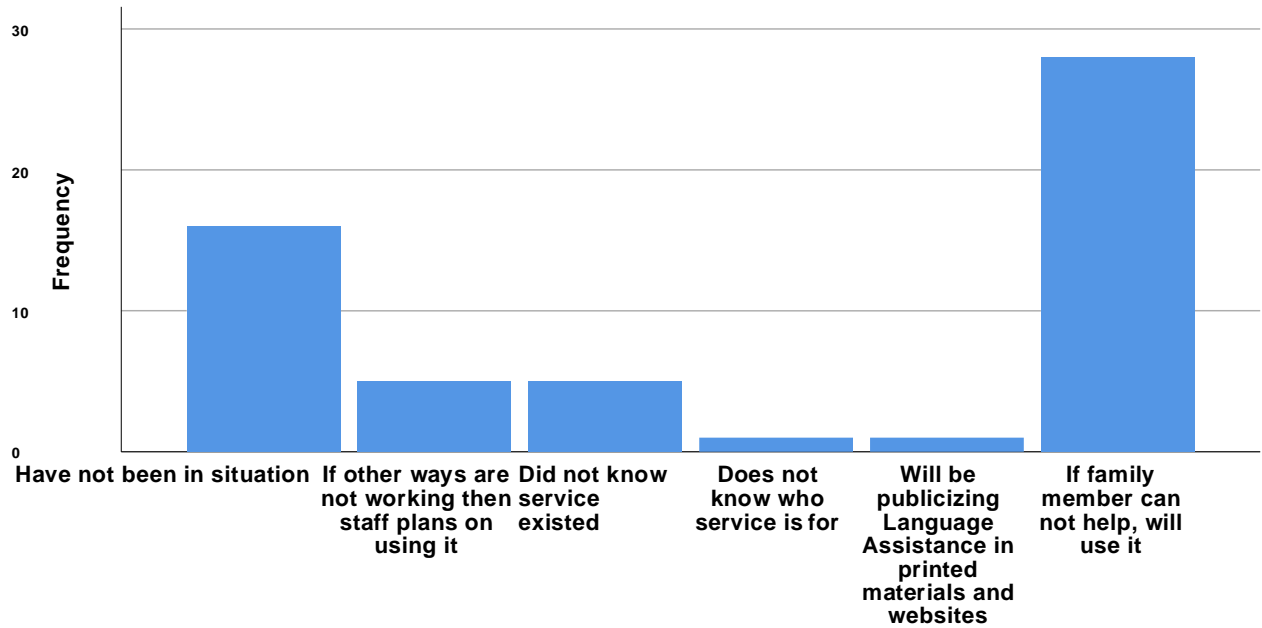
Did you receive training?





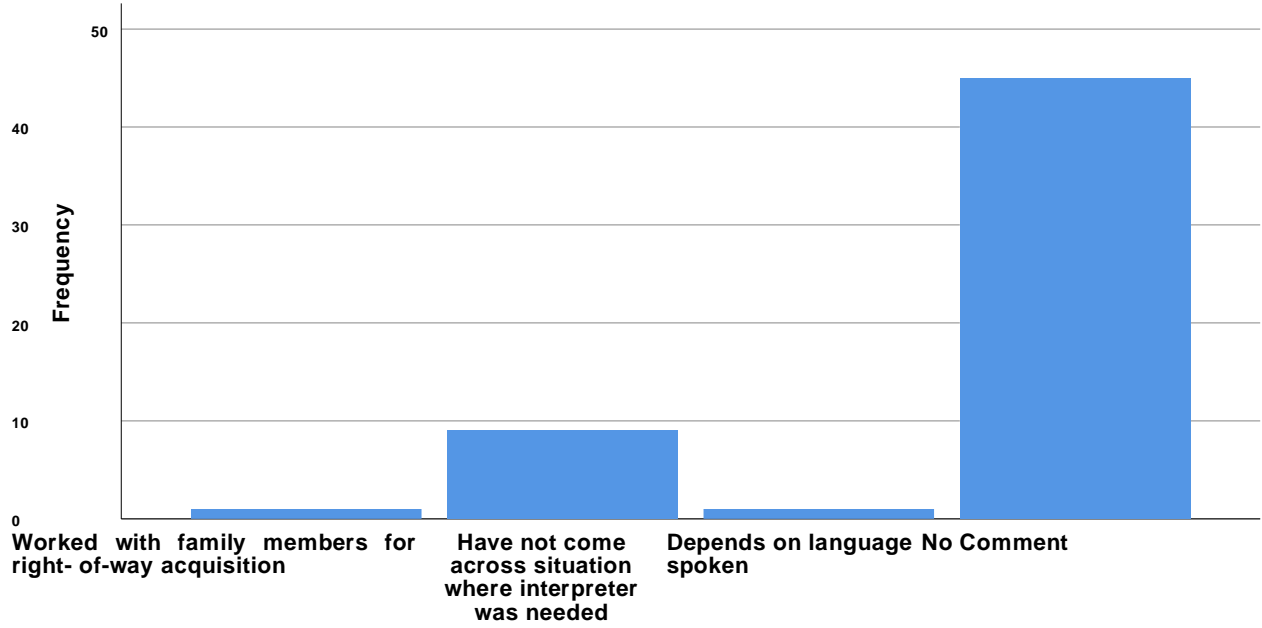
How often do you encounter LEP individual?

Let LEP individual know service is available



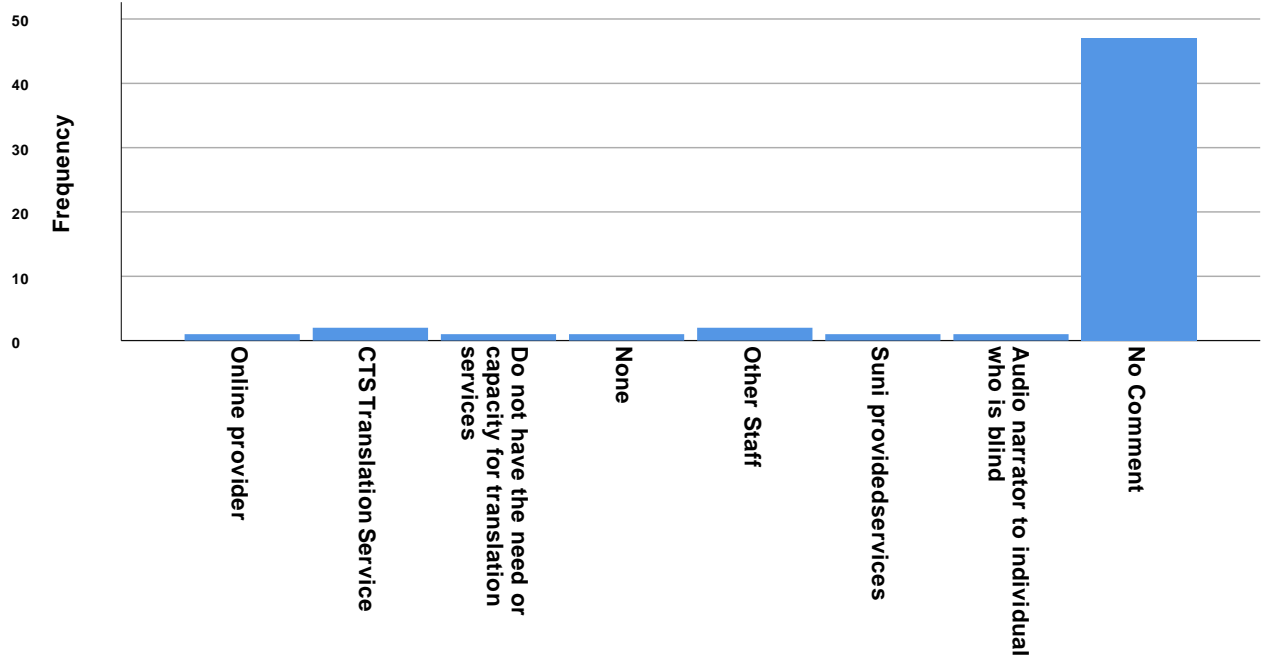
Let LEP individual know service is available

Communication through family or friends

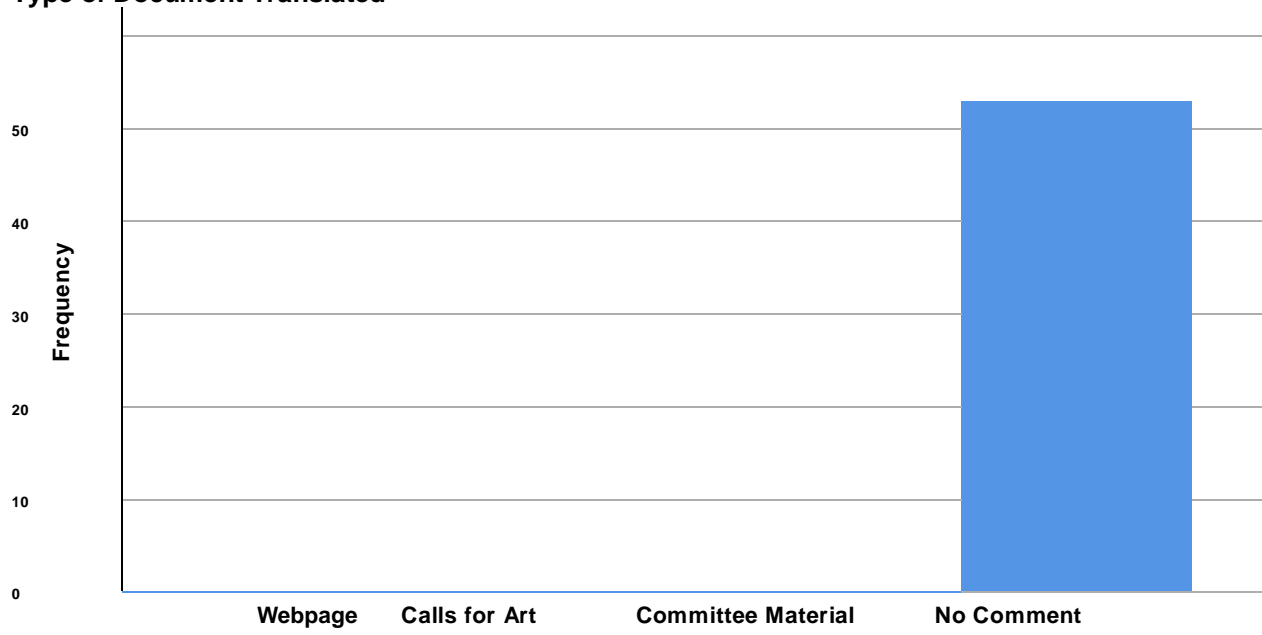


Communication through family or friends


Translate document into another language



Type of Document Translated



SEARCH Select Language ▼ USER OPTIONS OUR SCHOOLS DISTRICT HOME

SHORELINE


Calendar Menus Bus Routes Online Payment Jobs Safety Tipline

HOME ABOUT US SCHOOLS
DEPARTMENTS & PROGRAMS COMMUNITY

BOND PROJECTS CALENDAR



Shoreline Public Schools Language Access Plan

Parents/guardians of students in Shoreline Public Schools have the right to participate in their student’s education, including communicating with teachers and staff. The District will take reasonable steps to provide families with competent oral interpretation of materials or information about any program, service, and activity and to facilitate any interaction with staff significant to a student’s education. The District will provide such service when reasonably anticipated as necessary or upon request.

The District uses the following services to meet the language needs of our community:

- In-Person Oral Interpretation - **In-person interpreters are available in over 100 languages, subject to scheduling and availability.**
- Phone Oral Interpretation - **A phone service “Language Line” provides district staff on-the-spot interpretation in over 100 languages. Call any staff member and ask for interpretation in your preferred language and they will connect you.**
- Online Translation - **A Google Translate tool instantly translates websites to over 100 languages.**

- Written Translation - **Vital documents are professionally translated as needed and requested, subject to language population size.**

The District will provide a written translation of vital documents for each language group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. "Vital documents" include, but are not limited to, those related to:

- registration, application, and selection; academic standards and student performance; safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance; requests for parent permission in activities or programs; opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District's Language Access Plan and related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or district policy.

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand through competent oral interpretation upon request.

Shoreline Public Schools

18560 1st Ave. NE Shoreline, WA 98155

Phone: 206.393.6111

Fax: 206.393.4204

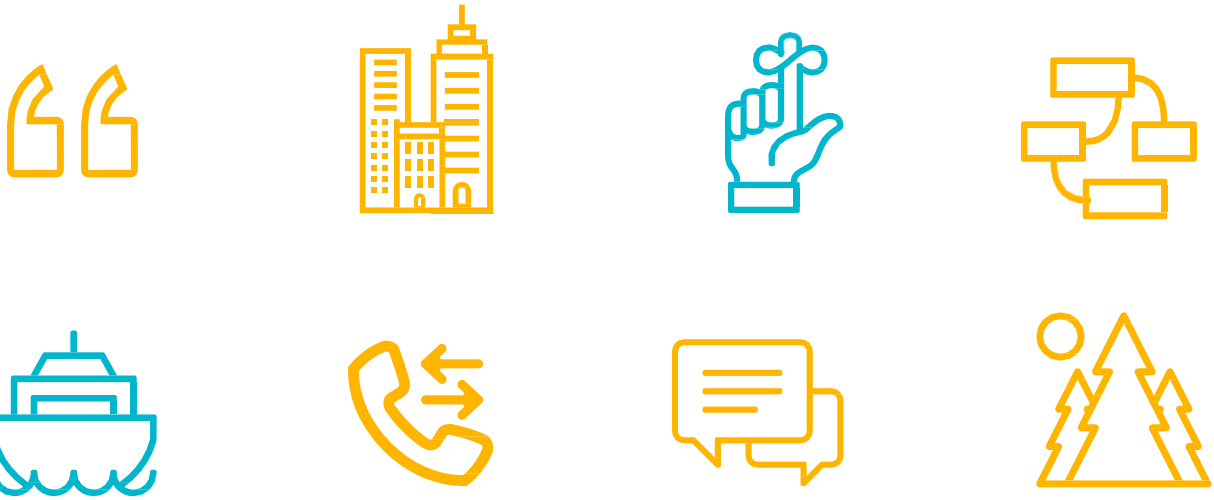
Non-discrimination/Harassment Notice



[Questions or Feedback?](#) [Terms of Use](#) [Blackboard Web Community Manager](#) [Privacy Policy \(Updated\)](#)

Copyright © 2002-2018 Blackboard, Inc. All rights reserved.

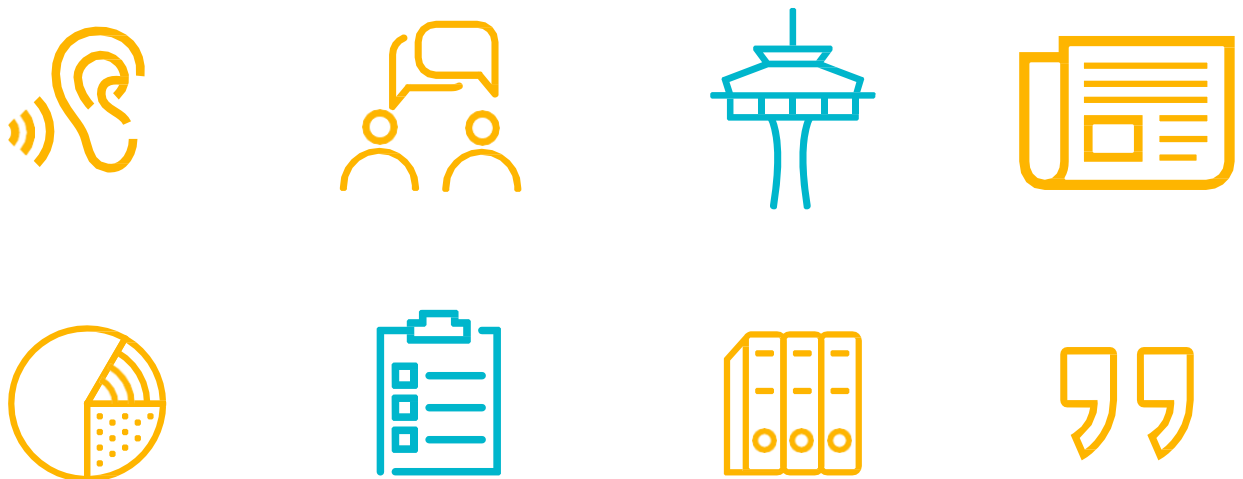
[SITE MAP](#)



City of Seattle Language Access

Toolkit

**by the Office of Immigrant
and Refugee Affairs (OIRA)**



Language Access

About the Toolkit

In Seattle, we envision building a dynamic, interconnected city that welcomes and serves all people. Achieving this important goal will require City departments to re-double our efforts to serve some of our city's most marginalized populations because they have not yet gained English fluency, including 43 percent of the city's 120,000 foreign-born individuals who say that they "do not speak English very well." Meeting the City's language access needs not only reflects who we want to be as a city, but it is also smart governing. Neighborhoods are stronger and safer, and residents feel more connected when they feel that they belong and can access the information and services that they need.

As set forth in City of Seattle Executive Order 2017-10, this Language Access Toolkit, developed by the Office of Immigrant and Refugee Affairs (OIRA) in consultation with City departments and language access experts, provides a step-by-step guide to help Seattle departments successfully integrate language access into their program and budget planning. If your question is not covered by this toolkit, OIRA staff are available to provide technical assistance.

For General Language Access Inquiries

Maha Jahshan

Language Access Policy and Program Specialist

maha.jahshan@seattle.gov

206.615.0195

For Ethnic Media Program Inquiries:

Joaquin Uy (wah KEEN wee)

Communications and Outreach Manager

joaquin.uy@seattle.gov

206.684.0155

Language Access
Table of Contents

Toolkit Overview & Resources

Project Planner	5
OIRA Role vs. Department Role	6

Definitions

Language Access Terms	8
-----------------------	---

Guides and Checklists

Top Tier Languages	10
Vital Documents	11
Translation Basics	12
Interpretation Basics	13
Translating Documents: a Step-by-Step Guide	14
Working with Interpreters & LEPs	17
Countries and Languages of Origin List	18
Neighborhood Language Map	
Downtown/Queen Anne	23
Northeast Seattle	24
Northwest Seattle	25
Southeast Seattle	26
Southwest Seattle	27
How to Use Language Line	28
How to Use the Employee Language Bank	29
Ethnic Media Outreach Checklist	31
Quick Planning Guides for LEP Accessibility	
Community Meetings	34
One-on-One Meetings	36
Front Desk/Reception & Telephone Helpline	37



Toolkit Overview & Resources

Language Access Project Planner

Language Access should be integrated at the beginning of a program and budget planning process, not at the end. In our dynamic and interconnected City, language access also is about more than translating documents. It is about operationalizing our values as an RSJI-driven City with an increasingly diverse population. This Project Planner section covers the key questions to integrate language access into your work.

PRELIMINARY QUESTIONS



Who is your audience?



Is this a city-wide project or for a specific neighborhood? What languages are spoken by your audience? What language access needs does your audience have?



Is your campaign or project focused on an immigrant or refugee community? How does this community prefer to receive communication—written or spoken?

BUDGET



What is the project budget?



What is the amount allocated for translation, interpretation, and community outreach?



Who will monitor and track the record-keeping process?

Records usually include, but are not limited to, numerous draft versions and interpretation/translation/community outreach invoices and payments.

TIMELINES, PROCESS, AND ROLES



What is the timeline for the project?



Who will be the project liaison to connect with OIRA, if needed?

What capability or capacity exists to answer in-language to calls, emails, and other constituent communication?

For example, if a phone number is provided on a document or flyer, do you have staff able to answer the phone calls in-language?



Who will keep track of and coordinate the provided language access services, including translation, interpretation, and outreach?

How do you plan to provide in-language interpretation at your event?



How will the information be distributed?

HAVE YOU CONSULTED:

- ≥ OIRA regarding translation, interpretation, and ethnic media outreach needs?
- ≥ Community-based organizations if they have interpretation or translation capability? (Offer to compensate them for their language access services.)

NOTE: For more information about the programs and community outreach support that Seattle Department of Neighborhoods provides, please contact Samantha Stork at samantha.stork@seattle.gov.

OIRA Role vs. Department Role

IN-LANGUAGE COMMUNITY OUTREACH

OIRA ROLE

- Propose solutions and options to resolve challenges
- Provide strategic advice
- Identify community organizations and leaders
- Connect departments to community organizations and leaders
- Present at meetings, as needed
- Provide training for department staff, as needed

DEPARTMENT ROLE

- Schedule meetings with community organizations and leaders
- Set expectations, rules, goals, and scope of work with community organizations and leaders
- Manage contract(s) with community organizations
- Develop content and materials for focus groups
- Follow up directly with community organizations and individuals, as needed
- Build capacity to serve LEP communities without OIRA guidance or assistance

TRANSLATION / INTERPRETATION NEEDS

OIRA ROLE

- Propose solutions and options to resolve challenges
- Provide strategic advice
- Identify languages
- Provide list of translators and interpreters
- Provide training for department staff, as needed

DEPARTMENT ROLE

- Call translators and interpreters to set up and manage contracts
- Send materials to be translated
- Follow up directly with community organizations and individuals, as needed
- Build capacity to serve LEP communities without OIRA guidance or assistance

ETHNIC MEDIA

OIRA ROLE

- Propose solutions and options to resolve challenges
- Provide strategic advice
- Identify ethnic media outlets for outreach and advise media buys and earned media strategy within budget
- Support you as you work with ethnic media outlets on designing in-language ads
- Demonstrate how to negotiate ad buys for ethnic media outlets

DEPARTMENT ROLE

- Determine ethnic media ad buys
- Work with ethnic media outlets or a designer on drafting and approving in-language ads
- Email translated press releases to appropriate ethnic media lists
- Evaluate the impact of ethnic media outreach
- Manage the invoicing and tracking of campaign
- Build capacity to serve LEP communities without OIRA guidance or assistance



Definitions

Language Access

Language Access Terms

Employee Language Bank An internal resource that lists City of Seattle employees who have volunteered their language skills for City departments needing community review or short-term or emergency interpretation/translation.

In-person Translation The precise oral interpretation of written communication from one language to another.

Interpretation The oral delivery of a **spoken** message from one language to another without changing the original message. There are many modes of interpretation:

Simultaneous While the speaker is talking, an interpreter is simultaneously listening and comprehending the next sentence to a target audience. Headsets are often used in group settings and when multiple languages are being interpreted in a room.

Consecutive The speaker stops every 1-5 minutes (usually at the end of every paragraph or complete thought) to allow interpretation of what was said.

Summary The interpreter provides a summary of the statements in the original language. It differs from simultaneous interpretation in that statements are not interpreted verbatim.

Whispered The interpreter sits or stands next to the intended (usually small) audience and interprets simultaneously in a whisper. This mode is often used in situations where the majority of the group speaks one language, and a limited number of people do not speak that language.

LanguageLine Solutions (Language Line) An American company based in Monterey, California that provides 24-hour interpretation via phone in over 200 languages. The City has a blanket contract to use this service. However, departments are charged separately.

Limited English Proficiency (LEP) A person with limited English proficiency (LEP) cannot speak, read, write, or understand the English language at a level that permits them to interact effectively with English speakers. An individual may be LEP in one situation and not another, for example, a medical setting versus a restaurant setting.

Term Base The official list of translations for often used City of Seattle terms and names. This usually includes unique city names, like “Maynard Avenue,” or names of departments, like “Office of Immigrant and Refugee Affairs,” or names of programs, like “Housing Affordability and Livability.” Translators will use the term base to ensure consistency with your department’s ongoing translation needs. **The City of Seattle Term Base has official translations in Korean, Spanish, Traditional Chinese, and Vietnamese.** If you are utilizing NWI Global for translation, they will already refer to the most current Term Base. If you are utilizing a community translator, you will need to forward them the Term Base from: seattlegov.sharepoint.com/OIRA/language-access/Pages/default.aspx, and instruct the translator to refer to the document during the translation process.

Translation The conversion of communication from one language to another in a **written** form. An accurate translation is one that conveys the intent and essential meaning of the original text. Accurate sometimes does not mean literal. For example, “let your voice be heard” in English is often used and understood as a metaphor for voting or civic engagement. In some languages, the phrase might literally mean “yelling,” and not at all the act of voting or participating in one’s community.

Vital Documents Documents that provide essential information for accessing basic City services and benefits.



Guides and Checklists

Language Access

Top Tier Languages

Primary languages are languages other than English spoken by 5 percent or more of Seattle residents, based on data from the U.S. Census Bureau, American Community Survey, Seattle Public Schools, Seattle Municipal Court, and City of Seattle Customer Service Centers. These languages are organized into two tiers. The first tier includes the top seven languages spoken in Seattle, and the second tier includes languages spoken by at least 10,000 Seattle residents.

TIER 1

1. Spanish
2. Vietnamese
3. WRITTEN FORM:
TRADITIONAL CHINESE
4. Mandarin WRITTEN FORM:
SIMPLIFIED CHINESE
5. Somali
6. Filipino (Tagalog)
7. Korean

TIER 2

1. Cambodian/Khmer
2. Amharic
3. Oromo
4. Tigrinya
5. Laotian
6. Thai
7. Russian

Emerging languages are defined as languages spoken by between 2.5 percent and 5 percent of users/consumers of a department's services or between 5,000 and 10,000 Seattle residents.

EMERGING COMMUNITIES & LANGUAGES

LANGUAGE	COUNTRY	LANGUAGE	COUNTRY
Arabic	Iraq, Syria	Japanese	Japan
Bhutanese	Bhutan	Karen	Burma/Myanmar
Burmese	Burma/Myanmar	Nepali	Nepal
Congolese	Congo	Pashto	Afghanistan
Dari	Afghanistan	Toishanese	China
Farsi	Iran	Ukrainian	Ukraine

Language Access

Vital Documents

Vital Documents provide essential information for accessing basic City services and benefits. Translating these documents is important to ensure that LEP residents understand the information and services available to them.

As set forth in federal law, including Title VI of the Civil Rights Act of 1964 and federal Executive Order 13166, vital documents must be translated when a significant number or percentage of the population eligible to be served or likely to be directly affected by a program or activity needs services or information in a language other than English to communicate effectively. For many larger documents, translation of vital information contained within the document will suffice and the documents need not be translated in their entirety.*

NOTE: It is good practice to conspicuously list in the original script of that language all the translated versions you have available. For example, if you have a flyer translated in Traditional Chinese, the original English version of the flyer should have printed on it: 該信息的中文版本可用。(The Chinese-language version of this flier is available.)

EXAMPLES OF VITAL DOCUMENTS INCLUDE

Application forms	Consent and complaint forms	Notices of availability of free language assistance
Summary explanations of department's direct services	Letters or notices that require a response from an LEP customer	Notices of eligibility criteria, rights, denial, loss, or decreases in benefits or services
Important documents that are key for the department's scope of work and services	Summary explanations of department's direct services	

OTHER DOCUMENTS TO TRANSLATE

- Outreach materials
- Meeting handouts
- Educational information
- Event flyer
- List of contact information and resources

*For more information, go to: www.lep.gov/faqs/faqs.html.

Language Access

Translation Basics

As of 2014, the City of Seattle allows for departments to contract directly with translators without using an RFP process. Departments are encouraged to plan ahead and build in time to ensure that translation is done accurately and at a reasonable cost. Translators will charge more for a rush order. The rates below are meant to be a guide only. The translation company and community translators determine the final costs.

	SIMPLE TRANSLATION	COMPLEX TRANSLATION
LENGTH	1 page or less	2 or more pages
EXAMPLES	Simple one-page documents (600 words or less), press releases, flyers, basic	Two-pagers (More than 600 words), complex application forms, guides, department's scope of work and services, compliance and complaint forms
MARKET RATE		
BYWORD word	~0.25 cents per word	~0.25 cents per word
CERTIFIED TRANSLATOR	\$50/hour	\$50/hour

SUMMARY OF THE BASIC PROCESS

For the City of Seattle, the translation process has three basic steps.

We recommend budgeting a week for a simple translation and a week and a half for a complex translation.

Please see the chapter, *Translating Documents: a Step-by-Step Guide* on page 14 for our comprehensive guide on translating official City of Seattle documents and outreach materials.

- 1 Plan for your translation and interpretation needs throughout the program or service process. Then choose a translation company to work with or a community translator from the OIRA Interpreter/Translator Directory. Please visit seattlegov.sharepoint.com/OIRA/language-access/Pages/default.aspx for the directory.
- 2 Find an employee in your department who speaks the language and ask them to review OR Find a native-language translator from the OIRA Interpreter/Translator Directory and pay them to review the translated document, **(one hour of work is the standard for a simple translation and two-hours of work is the standard for a complex translation)**, OR Find a volunteer through the employee Language Bank, (only as a last resort). The employee Language Bank roster can be found at: inweb.ci.seattle.wa.us/languagebank/.
- 3a If the community reviewer accepts the translated version and no updates need to be added to the City of Seattle Term Base, then you can disseminate the translated documents.
- 3b If the community reviewer recommends changes to the translated text, the translator and you will need to come to a final decision on the translation. Then you can disseminate the translated documents. The agreed-upon term may need to be added to the City of Seattle Term Base.

Language Access

Interpretation Basics

As of 2014, the City of Seattle allows for departments to contract directly with interpreters without using an RFP process. Departments are encouraged to plan ahead and build in time to ensure that you can purchase interpretation services at a reasonable cost. The rates below are meant to be a guide only. The interpretation company and community interpreters determine the final costs.

IN PERSON INTERPRETATION	PHONE INTERPRETATION
<p>Suggested Rate: \$45-\$50 per hour.</p> <p>A minimum payment of two hours for interpreters</p> <p>If possible, offer parking reimbursements to the interpreters.</p>	<p>Language Line Rate: 0.74 cents a minute</p> <p>Interpreter Suggested Rate: \$45-\$50 per hour.</p> <p>Minimum payment of one hour for interpreters</p>

SUMMARY OF THE BASIC PROCESS

- 1** **1-2 months before the event.** Plan for your translation and interpretation needs throughout the program or service process. Choose an interpretation company to work with or a community interpreter from the OIRA Interpreter/Translator Directory. Generally, a month or more notice is preferable to ensure availability and a reasonable rate. Please visit seattlegov.sharepoint.com/OIRA/language-access/Pages/default.aspx for the directory. NOTE: If your event/meeting is longer than one hour, you will need to hire two interpreters per language to accommodate the length of time.

If you are already working with a community partner on outreach, they may be able to provide interpretation and simple translation. Inquire with the community partner.

The Department of Neighborhoods has interpretation equipment that can be used by interpreters in various meeting settings to reach participants that need those services. The equipment may be requested through Jeanne Murphy at jeanne.murphy@seattle.gov or (206) 684-0176.
- 2** **2-3 weeks before the event.** Communicate with the interpreters prior to the meeting. Let them know in advance what type of interpretation will be used, (see Language Access Terms on page 7). Share any pertinent handouts and the event agenda, summarizing the important points.
- 3** **1 week before the event.** Meet with the interpreters before the event to review the agenda and handouts. If sensitive topics or issues will be discussed, ask for input on the best ways to present these issues.
- 4** **2 days before the event.** Test and practice using any equipment.
- 5** **1 hour to 30 minutes before the event.** Remind interpreters to interpret the original message directly without editorializing. And explain all technical terms to the interpreters.
- 6** **5 minutes before the event.** Acknowledge the interpreters, and allow them to inform the audience in-language that interpretation is available. Remind the audience and speakers that interpretation is happening and to speak clearly and at a moderate speed. Announce any other guidelines the interpreter(s) would like to have announced.
- 7** **During the event.** Try to observe any mention of any confusing terms or abbreviations and pause to explain them for the interpreters.
- 8** **Immediately after the event.** Thank the interpreter and ask for feedback about the event logistics.
- 9** **1 week after the event.** Pay the interpreter invoice.

Translating Documents: a Step-by-Step Guide

The purpose of this section is to summarize the OIRA-recommended protocol for ethical and accountable City of Seattle document translation. The process has three primary sections: document translation, community review, and translation resolution.

PROCESS OVERVIEW

DOCUMENT TRANSLATION	STEP 1	Translation Prep
	STEP 2	Email request to translation company or community translator
	STEP 3	Reply from translation company or community translator
	STEP 4	Accept estimate
	STEP 5	Receive translation draft and confirm
COMMUNITY REVIEW	STEP 6	Finalize translated document
	STEP 7	Community review translated document
TRANSLATION RESOLUTION	STEP 8	Update term base/consult with translator
	STEP 9	Disseminate your final document

Step 1. Translation Prep

1. Determine which documents and what languages are needed for the translation project. **You must consider language access in the context of your program or project goals. You may need to consider translation and interpretation throughout your process, not just for one event in that process.**
2. Contact OIRA’s Language Access Program and Policy Specialist for guidance or technical assistance if needed. Contact info is on page 2.

DECIDE WHAT TEXT TO TRANSLATE, LANGUAGES, FORMAT

CONSIDERATIONS

- Consider readability. Would the content make sense to someone from another country?
- Legal jargon can be unintelligible in English. Imagine how it reads in another language.
- Written communication is not the only (or best) mode of communication. For example, some languages have rich oral traditions, including East African languages such as Oromo. You may have to change your outreach strategy accordingly.

LANGUAGE

- Keep the information simple and concise. It is acceptable for the English version you send to the translator to differ from the original English document.
- Avoid metaphors, idioms, colloquialisms, euphemisms, and other forms of language that require situational or U.S. cultural experience, for example, “open house” might be translated as “vacant house.”
- We recommend writing for an audience at a fourth-grade reading level. This will make it easier for people to understand the translated text. Online tools like readable.io can help.

Step 1. Translation Prep(cont.)

FINALIZING THE DRAFT TEXT

In the draft you send to be translated, we recommend highlighting certain words to flag to the translator:

- Names of local organizations, programs, and other proper nouns that may either already be listed in the City of Seattle Term Base or may need to be officially added to the Term Base after discussion. (See Language Access Terms on page 8.)
- Federal agencies and programs and names of community-based organizations that serve specific immigrant communities may already have approved translated names. **For example, the official Spanish translation of the federal program Deferred Action for Childhood Arrivals (DACA) is “Acción Diferida para los Llegados en la Infancia.”**
- Technical terms that may need further consideration regarding the translation choice.

TRANSLATION MATERIALS

- We recommend sending the text to the translator in a Word document rather than a PDF. It is easier for translators to work with.
- If the text will be on a poster or any other designed collateral, it may not be possible for the designer to copy and paste the translated text into the original design. For these projects, please use a translation template such as the example here (right). Download OIRA’s template at: seattlegov.sharepoint.com/OIRA/language-access/Pages/default.aspx.

Translation Template Document		
Language:		Project:
Instructions: Please translate each row below and put your translated sentences on the right side. Yellow highlighted words are to be kept in English or are to be included in parentheses. Green highlighted words are technical terms that may need further thought regarding the translation.		
Cell	English	Translation
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

CULTURALLY RESPONSIBLE DESIGN

- Use a basic, clean, and concise design.
- Make sure graphics or photos are culturally appropriate. **For example, the thumbs up gesture is considered offensive in some countries.**
- If the collateral includes an image of a community member who identifies with a specific ethnicity, (e.g., a Vietnamese person), we recommend that they match the language of the flyer, (e.g., a Vietnamese language flyer).

Step 2. Email request to translation company or community translator

Attach the document and clearly state what languages are needed. Indicate if it is a rush job and the completion date and time needed.



When working with a community translator and if it is their first time doing business with the City, attach a W-9 Form and your department’s invoice template.

When working with a translation company other than NWI Global, we recommend sending them the City of Seattle Term Base. You can download the most current term base at: seattlegov.sharepoint.com/OIRA/language-access/Pages/default.aspx. NWI Global will automatically use the City of Seattle Term Base.

Step 3. Reply from translation company or community translator



The company and/or community translator will attach their estimate and will request for you to approve. They will indicate the time of completion as well.

Step 4. Accept estimate



Reply and clarify any questions or instructions. Accept the estimate.

Step 5. Receive translation draft and confirm



The translation company or translator will send you the draft(s) translated in all the languages you requested. Confirm that you received the document(s).

Step 6. Finalize translated document



Finalize the formatted and translated document, as if it were to be released to community. We have found that community reviewers prefer comparing the English and translated final versions.

Label each translated final document with the name (in English) of the language it is translated in.

Step 7. Community review translated document



Send the finalized and formatted translated documents and the original English-language document to the community reviewer. Make edits as needed. Please refer to Guide to Translation (page 12) on the difference between a simple translation and a complex translation and the process for each.

Step 8. Update term base/consult with translator



If the community reviewer accepts the translated version, then we recommend you inform the translator that the translation was acceptable. You should also check in to see if any terms need to be added to the City of Seattle Term Base.

If the community reviewer recommends changes to the translated text, you will need to inform the translator of the issue. The translator and you will need to discuss and come to a final decision on the translation. The agreed-upon term may need to be added to the City of Seattle Term Base.

This step is important because an up-to-date Term Base helps ensure consistency of City of Seattle translations and improve future translation projects.

Step 9. Disseminate your final document



Notes

- If you experience issues with either a translation company or community translator, please notify OIRA's Language Access Program and Policy Specialist, (contact info on page 2).
- If a community member has a complaint about a translation, record their edits and send to OIRA's Language Access Program and Policy Specialist. The complaint may be about word choice rather than meaning. Language, context, and intended audience heavily influence final translations.

Working with Interpreters & LEPs



Remember to be friendly in your demeanor, smiling often.



Speak directly to the limited English proficient (LEP) individual as if the interpreter is not there. Use first-person language. **Do not speak to the LEP individual through the interpreter.**



Speak naturally and at a normal pace. Do not speak more loudly or more slowly.



Speak in one to two short sentences at a time. Avoid breaking up a thought. Use plain English.

Express the whole thought at one time, if possible. This will help the interpreter understand the context.



Be responsive to the interpreter. They may ask you to slow down or repeat if necessary.



Feel free to also ask the interpreter whether you are speaking at a good pace.

Ask the LEP individual if they have understood the conversation and have any questions.



Check for understanding and comprehension. Do not assume.

Some cultures may say "yes" to be polite, but not understand what has been communicated. Also, a lack of English proficiency does not mean a lack of education.



Use simple language to improve understanding and comprehension.

Do not use industry jargon, slang, abbreviations, acronyms, or technical terms. If needed, explain any words unique to the situation, and give examples to explain them. If you need to use technical terms, explain them to the interpreter, so they are able to convey the meaning.

Countries and Languages of Origin List

This list reflects the majority of foreign languages spoken by residents of the City of Seattle and King County, as well as the predominant countries of origins for these native and heritage language speakers*. This is not meant to be a comprehensive list. Rather, we intend this to be a guide to show that even if a group of people share the same language, their places of origin, cultures, and communities may differ.

LANGUAGE	COUNTRIES ASSOCIATED
Acholi	South Sudan, Uganda
Afrikaans	Botswana, Namibia, South Africa, Zimbabwe
Akan	Côte d'Ivoire/Ivory Coast, Ghana
Albanian	Albania
Amharic	Ethiopia
Arabic	Algeria, Bahrain, Chad, Comoros, Djibouti, Egypt, Eritrea, Ethiopia, Iran, Iraq, Jordan, Kenya, Kuwait, Lebanon, Libya, Madagascar, Mali, Mauritania, Morocco, Mozambique, Niger, Oman, Palestine, Qatar, Saudi Arabia, Senegal, Somalia, South Sudan, Sudan, Tanzania, Tunisia, United Arab Emirates, Yemen
Armenian	Armenia
Bemba	Botswana, Congo, Tanzania, Zambia
Bengali/Bangla	Bangladesh, India
Bilen	Eritrea, Sudan
Bosnian	Bosnia and Herzegovina, Croatia, Kosovo, Macedonia, Montenegro, Serbia, Slovenia
Bulgarian	Albania, Bulgaria, Greece, Kosovo, Macedonia, Moldova, Romania, Turkey Serbia, Ukraine
Burmese	Burma, Malaysia, Thailand
Cambodian/Khmer	Cambodia, Thailand, Vietnam
Cantonese	China, Hong Kong, Macau
Cebuano	Philippines
Cham	Cambodia, China, Malaysia, Thailand, Vietnam

*A “heritage language speaker” refers to someone who learned a minority language at home as a child, but never fully developed fluency because they grew up with a culture’s dominant language, in which they become more competent.

A “native language speaker” refers to someone who learned and used their society’s dominant language from early childhood. It does not necessarily mean that it is the speaker’s only language, but it means it is and has been the primary means of concept formation and communication.

LANGUAGE	COUNTRIES ASSOCIATED WITH LANGUAGE
Chamorro	Guam, Northern Mariana Islands
Chuukese	Micronesia
Croatian	Bosnia and Herzegovina, Croatia, Montenegro, Romania, Serbia, Slovenia
Czech	Czech Republic
Dari	Afghanistan
Dinka	South Sudan
Eritai	Indonesia , New Guinea
Estonian	Estonia
Farsi/Persian	Afghanistan, Azerbaijan, Iran, Iraq, Russia
Fijian	Fiji
Filipino/Tagalog	Philippines
Finnish	Finland
French	Algeria, Belgium, Benin, Burkina Faso, Burundi, Cameroon, Canada, Central African Republic, Chad, Comoros, Democratic Republic of the Congo, Côte d'Ivoire/Ivory Coast, Djibouti, France, Gabon, Guinea, Haiti, Luxembourg, Madagascar, Mali, Monaco, Morocco, Niger, Rwanda, Senegal, Seychelles, Switzerland, Togo, Tunisia, Vanuatu, Vietnam
Fukienese/Fujianese	China, Taiwan
Fulfulde/Fulani/Fula	Benin, Burkina Faso, Cameroon, Gambia, Ghana, Guinea, Guinea-Bissau, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, The Gambia, Togo
Fuma/Kele	Democratic Republic of Congo
Georgian	Azerbaijan, Georgia, Iran, Russia, Turkey, Ukraine
German	Austria, Belgium, Germany, Italy, Liechtenstein, Luxembourg, Switzerland
Greek	Cyprus, Greece
Gujarati	India, Pakistan
Hebrew Modern	Israel
Hindi	India, Pakistan
Hmong	China, French Guinea, Laos, Thailand, Vietnam
Hungarian	Austria, Hungary, Romania, Serbia, Slovakia, Slovenia, Ukraine
Icelandic	Iceland

LANGUAGE	COUNTRIES ASSOCIATED WITH LANGUAGE
Igbo	Nigeria
Ilokano	Philippines
Indonesian	Indonesia
Japanese	Japan
Javanese (Basa Jawa)	Indonesia
Kannada	India
Kaqchikel	Guatemala
Karen	Burma, Thailand
Khmu	China, Laos, Thailand, Vietnam
Kikuya	Kenya, Tanzania, Uganda
Kinyarwanda	Democratic Republic of the Congo, Rwanda, Uganda
Kirundi/Rundi	Burundi, Democratic Republic of the Congo, Tanzania, Uganda
Korean	North Korea, South Korea
Krio	Sierra Leone
Kurdish	Armenia, Azerbaijan, Georgia, Iran, Iraq, Syria, Turkey
Lao	Laos
Latvian	Latvia
Lithuanian	Lithuania
Malay	Brunei, Christmas Island, Cocos, East Timor, Indonesia, Malaysia, Philippines, Singapore, Thailand
Malayalam	India
Mam	Mexico
Mandarin	China
Mandingo/Mandika	Gambia, Guinea Bissau, Senegal
Maori	New Zealand
Marshallese/Ebon	Marshall Islands, Nauru
Maya-Quiche	Guatemala
Mien	China, Laos, Thailand, Vietnam
Minnan	China, Indonesia, Japan, Malaysia, Philippines, Singapore, Taiwan, Thailand, Vietnam

LANGUAGE	COUNTRIES ASSOCIATED WITH LANGUAGE
Mongolian	China, Mongolia
Nepali	India, Nepal
Nigerian	Nigeria
Nuer	Ethiopia, South Sudan
Nyanja/Chewa	Malawi, Mozambique, Zambia, Zimbabwe
Oromo	Egypt, Ethiopia, Kenya, Mali, Somalia, Tanzania
Pampangan	Philippines
Pashto	Afghanistan, Pakistan
Pohnpeian	Pohnpei
Portuguese	Angola, Brazil, Cape Verde, East Timor, Equatorial Guinea, Guinea-Bissau, Macau, Mozambique, Portugal, Sao Tome and Principe
Punjabi	India, Pakistan
Pushtu	Afghanistan, Pakistan
Quechua	Argentina, Bolivia, Chile, Colombia, Ecuador, Peru
Romanian	Bulgaria, Hungary, Moldova, Romania, Serbia, Ukraine
Russian	Russia
Samoan	Samoan Islands
Serbo-Croatian	Bosnia and Herzegovina, Croatia, Kosovo, Montenegro, Serbia
Sinhalese	Sri Lanka
Slovak	Czech Republic, Hungary, Serbia, Slovakia
Somali	Djibouti, Ethiopia, Somalia, Somaliland
Soninke	Gambia, Ghana, Guinea, Guinea Bissau, Côte d'Ivoire/Ivory Coast, Mali, Mauritania, Senegal
Spanish	Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, Venezuela

LANGUAGE	COUNTRIES ASSOCIATED WITH LANGUAGE
-----------------	---

Swahili	Burundi, Comoros, Democratic Republic of the Congo, Kenya, Madagascar, Malawi, Mayotte, Mozambique, Rwanda, Somalia, South Sudan, Tanzania, Uganda, Zambia
Taiwanese	Taiwan
Tamil	India, Sri Lanka
Telugu	India
Thai	Thailand
Tibetan	Bhutan, China, India, Nepal, Pakistan
Tigrinya	Eritrea, Ethiopia
Toishanese	China, Hong Kong
Tongan	Tonga
Trukese (Chuukese)	Micronesia
Turkish	Azerbaijan, Bosnia, Bulgaria, Cyprus, Greece, Kosovo, Iran, Iraq, Macedonia, Northern Cyprus, Romania, Turkey
Twi	Ghana
Ukrainian	Ukraine
Urdu	India, Pakistan
Vietnamese	China, Vietnam
Visayan	Philippines
Wolof	Gambia, Mauritania, Senegal

Language Access
Neighborhood Language Map

Downtown/Queen Anne

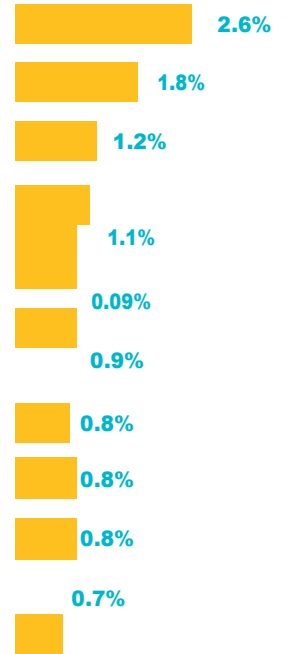
Population Estimate: 131,625



TOP TEN LANGUAGES

1. Spanish
2. Chinese (Mandarin)
3. German
4. Korean
5. French
6. Japanese
7. Filipino (Tagalog)
8. Chinese (Cantonese)
9. Persian (Farsi)
10. Russian

PERCENT OF POPULATION



Percentage of the Population below the Poverty Level

Council District 7 12.4%

Language Access
Neighborhood Language Map

Northeast Seattle

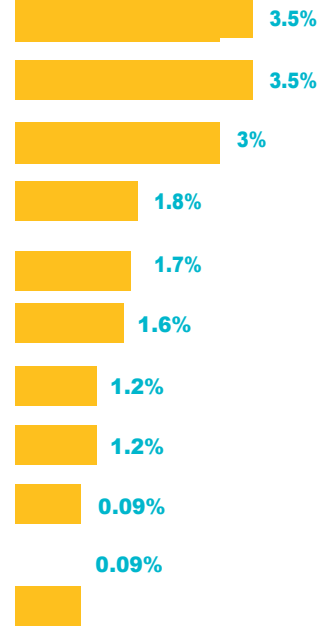
Population Estimate: 120,431



TOP TEN LANGUAGES

1. Spanish
2. Amharic
3. Chinese (Cantonese)
4. Korean
5. Filipino (Tagalog)
6. Chinese (Mandarin)
7. Arabic
8. Vietnamese
9. German
10. Japanese

PERCENT OF POPULATION



Percentage of the Population below the Poverty Level

Council District 4	18.6 %
Council District 5	12.7 %

Language Access
Neighborhood Language Map

Northwest Seattle

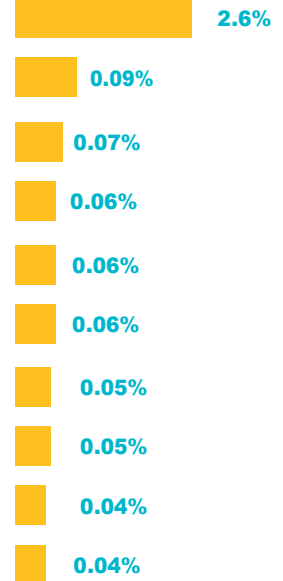
Population Estimate: 137,927



TOP TEN LANGUAGES

1. Spanish
2. French
3. Vietnamese
4. Chinese (Cantonese)
5. German
6. Laotian
7. Filipino (Tagalog)
8. Mon-Khmer
9. Chinese (Mandarin)
10. Korean

PERCENT OF POPULATION



Percentage of the Population below the Poverty Level

Council District 5	12.7 %
Council District 6	12.7 %

Language Access Neighborhood Language Map

Southeast Seattle

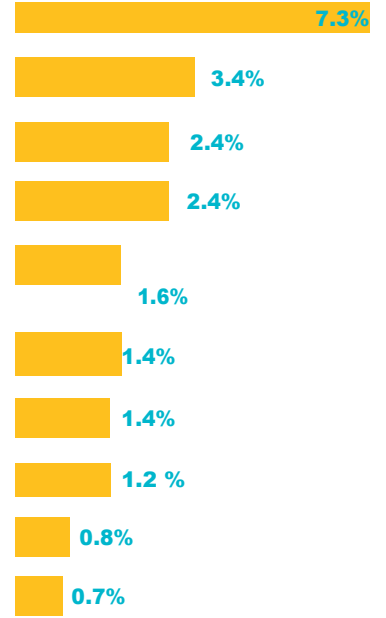
Population Estimate: 112,771



TOP TEN LANGUAGES

1. Spanish
2. Vietnamese
3. Filipino (Tagalog)
4. Amharic
5. Cushite
6. Japanese
7. French
8. Hebrew
9. Laotian
10. Chinese (Cantonese)

PERCENT OF POPULATION



Percentage of the Population below the Poverty Level

Council District 2	19.3%
Council District 3	13.9%

Language Access
Neighborhood Language Map

Southwest Seattle

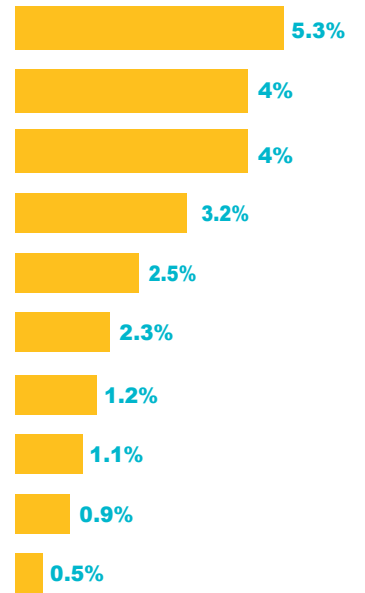
Population Estimate: 132,208



TOP TEN LANGUAGES

1. Spanish
2. Chinese (Cantonese)
3. Chinese (Mandarin)
4. Cushite
5. Vietnamese
6. Filipino (Tagalog)
7. Filipino (Ilokano)
8. Japanese
9. Mon Khmer
10. Samoan

PERCENT OF POPULATION



Percentage of the Population below the Poverty Level

Council District 1	11.5%
Council District 2	19.3%

Language Access

How to Use Language Line

1. Dial 1 (888) 763-3364
2. **Provide contract number.** (Ask your department accounting person for this information). LanguageLine Solutions (Language Line) bills City departments separately by contract number.
3. **Once connected, ask for the language needed.**
4. **You will hear a click. STAY ON THELINE.**
5. **When an interpreter is on the line, briefly describe what the situation is before reconnecting with limited English-proficient (LEP) individual.**

WHEN LEP RESIDENT IS ON-SITE

1. Have the LEP individual point to what language they need from the Language Line chart. (To order copies from Language Line, contact the strategic account executive below).
2. Call Language Line. When an interpreter is on the line, explain the context of the call before connecting again with the LEP individual.

WHEN AN LEP RESIDENT CALLS YOU

1. Ask them which language they speak and put them on hold.*
2. Call Language Line. When an interpreter is on the line, explain the context of the call before connecting again with the LEP individual.

WHEN YOU CALL AN LEP RESIDENT

1. First, call Language Line.
2. Once you are connected with the interpreter, explain the situation.
3. Give interpreter the name and telephone number of the LEP individual.
4. The interpreter will place the call for you.

TO SET UP A LANGUAGE LINE ACCOUNT

Rick Cummings
Strategic Account Executive
LanguageLine Solutions
Phone/Fax: (831) 648-5529

*NOTE: If a caller is unable to communicate their language needs, see the chapter, "Quick Planning Guides for Other LEP-Accessible Venues" on page 37.

How to Use the Employee Language Bank

Current state of the Language Bank (February 2018)

The City's employee Language Bank has not been updated for several years. We intend to undertake updating this list in the next year. You can use the Language Bank, but be aware that the list of bilingual employees may be out of date. City employees listed in the Language Bank are volunteers, not certified or professional interpreters and translators. There is no assessment or requirement for minimum qualifications to be included in the Language Bank.

What is the Language Bank?

The City's Language Bank is a voluntary internal resource that lists City of Seattle employees who have volunteered to provide interpretation or translation assistance for short-term or emergency needs.

Process for employees who want to volunteer for the Language Bank

Any bilingual or multilingual City employee can request to be listed in the Language Bank. However, participating City employees are expected to seek and receive approval from their supervisor before committing time to help with a request.

How should you use the Language Bank?

A City department should first seek an employee in the Language Bank from its own department to leverage the employee's familiarity with the department's policies and procedures. When the City employee provides the interpretation, the person requesting the interpretation should be present at all times (in-person or on the phone) to ensure the request is satisfactorily completed.

Protocol for interpretation assistance

A City employee who is listed in the Language Bank is available to provide interpretation for up to one hour. The interpretation can be done in-person or over the telephone depending on the employee's availability, demand, or prior arrangement.

Please express your appreciation to the City employee after they have provided the interpretation.

Protocol for translation assistance

A City employee listed in the Language Bank is available to community review for accuracy and cultural context of professionally translated documents, if the document is a page or less in length and depending on the employee's availability.

Please express your appreciation after the City employee has provided translation review.

To find volunteers in the Language Bank, visit inweb/LanguageBank/LB_Lookup.asp and select the language you need.

BE AWARE

Even though an employee may be listed in the Language Bank, it may not be appropriate for them to interpret messages that contain information of a confidential or proprietary nature, that expose the City to legal action, or that have financial implications for the City or the person being served.

Interpretation or translation review provided by an employee in the Language Bank should only be provided during their regular work day and should not result in working overtime.

Interpretation is to be provided on the condition that an employee has requested and gained approval from their supervisor. It is expected that a supervisor will approve an employee's request to provide interpretation unless a mitigating circumstance exists, (e.g., a regular job duty or impending deadline).

Ethnic Media Outreach Checklist

Is language access embedded throughout your campaign? Or is it just an add-on?

- We recommend including an ethnic media strategy in your campaign outreach from the beginning, not just as or last-minute addition to your work plan. Including ethnic media in the beginning is not only the right thing to do, but it also makes the entire process of including ethnic media easier. It will better enable you to plan for future interpretation and translation services and think more holistically about language access throughout the engagement process.
- Running an in-language ad in an in-language newspaper that serves immigrant and refugee communities creates an expectation for residents that language access will be embedded throughout the entire process of your campaign or service. For instance, if you are doing outreach for a community meeting and you run an in-language ad in ethnic media, then people seeing that ad will likely expect interpretation services or translated documents at that meeting. If you don't have an interpretation budget, we recommend not running in-language ads (or perhaps procure increased money in your budget for interpretation).
- One notable exception to this is advertising in bilingual newspapers. A few ethnic media outlets have stories in English-only or English and another language. These publications might be ideal for specific immigrant communities. For example, if you want to reach second generation Chinese Americans, you may consider advertising in the International Examiner, Northwest Asian Weekly, or the Seattle Chinese Times.

Is your campaign focused on an immigrant/refugee community in a specific neighborhood?

- Immigrant density differs by neighborhood. Ethnic media ad buys for communities in the South Park neighborhood will be different from ethnic media ad buys for communities in Bitter Lake. In addition to pages 23-27 of this Language Access Toolkit, the Office of Planning and Community Development has resources listing immigrant/refugee statistics in Seattle.
- Some ethnic media publications that serve the same immigrant communities cover different areas of the region. For instance, La Raza NW tends to report on Western Washington and tú Decides/You Decide tends to cover Central and Eastern Washington.
- Also, it is important to know that the edges of Seattle are often near immigrant and refugee-dense neighborhoods. For instance, Skyway and White Center have large Latino populations. Many Korean families call Shoreline home.

□ *What level of English proficiency does your campaign/service require?*

- If your service or campaign calls for residents to have a high level of technical skill or understanding of complicated issues, or if the forms and materials are only available online and are only available in English, you will most likely not require in-language ads in ethnic media.
- If your campaign calls for residents to provide input or ideas on a specific topic or issue and they are able to do so in a language other than English, an in-language ad campaign would be appropriate.
- If your service or program calls for residents to have a high level of technical skill or understanding of complicated issues, consider an ad campaign in ethnic media outlets that have stories in English-only or stories in bilingual publications.
- If your outreach campaign is focused primarily on new arrivals to the U.S., an in-language ad campaign would be very appropriate. If your outreach campaign is focused on second-generation, U.S.-born individuals from immigrant or refugee families, then an English ad campaign in a bilingual publication would be more appropriate.
- The Ethnic Media Directory is a comprehensive list of ethnic media outlets serving Seattle/King County immigrant communities. You can download it here: seattlegov.sharepoint.com/OIRA/ethnic-media/Pages/default.aspx.

□ *What is your timeline?*

- **For print (newspapers):** be aware that deadlines for different publications will vary. Many ethnic media print publications are weeklies, which tend to publish on Thursdays and Fridays. The dailies, such as Korea Daily and Korea Times, will have even tighter deadlines. Most outlets appreciate having the ads finalized at least a week before printing.
- **For online and broadcast (online/radio/television):** these deadlines tend to be less rigid. Some outlets can start placing same day ads and public service announcements (PSAs).

□ *What is your budget?*

- Almost always, ad costs in ethnic media will be much more affordable than mainstream, English-language media.
- Almost all ethnic media outlets will translate and design your ad for free. Some outlets will even have stock photos from community events that you'll be able to use for your ad.
- While almost all ethnic media outlets have media kits listing out set prices for color or black-and-white ads of certain sizes, most are willing to negotiate with you on ad price, especially if you are buying ads for a campaign longer than a week. They can also work with you on other specifics, such as color and size. Outlets will also have special editions or issues with discounted prices, such as Lunar New Year or Fietas Patrias.

The Ethnic Media Directory has an ad matrix spreadsheet that lists various prices of different ad sizes and types for Seattle ethnic media outlets. This can be found at the Ethnic Media Program Inweb: seattlegov.sharepoint.com/OIRA/ethnic-media/Pages/default.aspx.

- A few City departments have worked with local ad agencies or media companies. These organizations then design ads for and buy ads from ethnic media outlets. Ethnic media outlets tend to prefer working directly with you on buying and designing ads. Relationships are important!

□ *Even if your budget is zero, opportunities still exist. Have you considered earned media?*

- If you don't have a budget for buying ads in ethnic media outlets, consider earned media and pitching a story to an editor or reporter. For instance, you can translate your press release at minimal cost (as this toolkit outlines) and then email the translated release to the appropriate outlets.
- In your follow-up phone calls, you might be able to offer to the radio or television producer someone in your department who is both knowledgeable about the program and fluent in that language. This increases the likelihood of an outlet covering your program or service.

Additional ethnic media questions and requests?

The Office of Immigrant and Refugee Affairs Communications and Outreach Manager (contact info on page 2) can help you strategize on your specific ethnic media campaign needs, provide technical assistance, and even facilitate email introductions. However, we recommend writing out answers to the questions listed above before calling.

OIRA's Communications and Outreach Manager has additional resources (listed below) that can be found at the Ethnic Media Program Inweb: seattlegov.sharepoint.com/OIRA/ethnic-media/Pages/default.aspx.

- Ethnic Media Directory: the most current list of ethnic media outlets serving Seattle/King County immigrant communities. This directory focuses on outlets that have reporters living/based here in Western Washington.
- FAQ section answering further basic questions regarding ethnic media in the Seattle area.
- Digital versions of media kits for many ethnic media outlets.

Quick Planning Guide for LEP-Accessible Community Meetings

Preparing for the Meetin



Identify your audience. Will there be a mix of limited English proficient (LEP) and English-speaking individuals attending the meeting?

Determine languages you need interpreted. Schedule interpreters as early as possible.

Outreach flyers should be translated. The translated flyers should explicitly state that interpretation is available and which languages. Provide contact information if you want to be able to respond to requests for interpretation in specific languages.

Determine if you need to use headsets. For a mixed group, simultaneous interpretation through use of headset equipment is preferable. Test headsets in advance.

Translate handouts. If you plan to use charts, make them easy to understand and visually simple.

Plan your room setup. Ensure that LEP participants can clearly see and hear the interpreter. If there is more than one language present, make sure to provide ample space between each group to reduce noise interference.

NOTE: For more information about the programs and in-language community outreach support that Seattle Department of Neighborhoods provides please contact Samantha Stork at samantha.stork@seattle.gov.

Interpretatio



Schedule interpreters well in advance to ensure availability.

Check in with interpreters prior to the meeting. If you are using interpretation equipment, let the interpreters know.

Share an overview of the agenda and summarize the important points. Send them handouts before the meeting. If sensitive topics or issues are to be discussed, ask for input on the best ways to present these issues.

Remind interpreters to interpret the original message directly without editorializing. Explain all technical terms.

Discuss room set up, seating, or positioning.

Translatio



Schedule translation of documents as early as you can.

Have native speakers community review translated materials to ensure accuracy and context.

At the Meetin



Ensure room set-up is ready for interpretation. Test the interpretation equipment before the meeting.

Brief all speakers that interpreters are in the room. Speakers need to speak slowly and clearly, and pause to give interpreters a chance to interpret what is said in a timely manner.

If using interpretation headsets, lay them out before the meeting and collect them after.

At the beginning of the meeting, introduce the interpreters to the room. And allow the interpreters to inform the audience in-language that interpretation is available.

If the meeting has an audience participation portion, remind the audience that interpretation is happening and they should speak clearly and with a moderate pace to give the interpreter(s) the best chance to interpret what was said.

Thank the interpreter for their time. Follow up with a timely payment.

Quick Planning Guide for LEP-Accessible One-on-One Meetings

Setting up the Meeting



Let the limited English proficient (LEP) individual know in advance that an interpreter will be provided free of charge. You can communicate this through an interpreter or in-language notice.

When scheduling the meeting, include the time and place and clear directions on how to get there.

Schedule with the interpreter far enough in advance to ensure availability on the meeting date.

In cases where you have short notice and an interpreter is not available in person, use Language Line.

Determine if documents that are being used at the meeting need to be translated.

Interpretation



Schedule the interpreter well in advance to ensure availability.

Connect with the interpreter prior to the meeting. If you are using headsets, please inform the interpreters.

Share overview of agenda and summarize the important points. Send them handouts before the meeting.

NOTE: When sensitive topics or issues are to be discussed, ask for input on the best ways to present these issues.

Remind the interpreter to interpret the original message directly without editorializing. Explain all technical terms.

Translation



Schedule translation of documents as early as you can.

Have native speakers review translated materials to ensure accuracy and context.

During the Meeting



Address the LEP individual directly.

Make sure you pause to give the interpreter sufficient time to interpret.

Maintain eye contact with the LEP individual.

Thank the interpreter for their time and follow up with a timely payment.

Quick Planning Guides for Other LEP-Accessible Venues

Front Desk/Reception



If someone approaches your desk and speaks to you in a language other than English, and you have determined that they are limited English proficient (LEP), try to identify the speaker's language. When communicating with them, speak slowly and clearly.

Have the Language Line chart easily accessible or conspicuously visible in your work area. Ask OIRA's Language Access Program and Policy Specialist to obtain a copy, (contact information is on page 2).

Point to the chart and ask the limited English proficient individual: "What language do you speak?"

Say or point to the helpful phrase on Language Line chart that says: "Please wait while I try and locate someone who speaks your language."

Check if there is a staff person nearby who speaks the specified language and ask for assistance. (Refer to your departmental bilingual staff list or the employee Language Bank).

Or connect to Language Line. See instructions on how to use Language Line on page 28.

Telephone Helpline



If someone calls you and speaks to you in a language other than English, and you have determined that they are limited English proficient (LEP), try to identify the speaker's language. When communicating with them, speak slowly and clearly.

- Start reading the list of top tier languages in English and see if the caller identifies one of them.
- Someone who speaks English might be in the vicinity of the caller. Try to determine if they can give the phone to someone who is English proficient to help with the conversation.
- If you can at least guess from which region of the world the speaker is from, a staff person nearby who speaks a similar language may be able to help. Ask them for assistance.
- Tell the caller to, "Please wait a moment." And then connect to Language Line. A trained Language Line professional may be able to help. See instructions on how to use Language Line on page 28. Try to get their name and phone number to follow up with them later.
- In extremely rare cases, you may be able to guess their home language based on their name. Try to record their name and phone number so that you can call them back later with an interpreter.

If you are able to determine the caller's language, tell them: "Please wait a moment."

Check if there is a staff person nearby who speaks the specified language and ask for assistance. (Refer to your departmental bilingual staff list or the employee Language Bank).

Or if you are able to determine the caller's preferred language, please connect to Language Line. See instructions on how to use Language Line on page 28.



Seattle
Office of Immigrant
and Refugee Affairs



Guidelines

Translation and Interpretation Guidelines

These guidelines pertain to school generated documents that address academic support and compliance, school site events, and documents for the general public. Interpreters and translation terms are currently used indiscriminately, in professional terms, interpreters translate orally and translators produce written documents.

In October 2017 Seattle School Board approved Policy No. 4218 Speakers of Diverse Languages. It is the policy of the Seattle School Board to promote and encourage the participation of all parents/guardians of District-enrolled students in the of their child. The Board honors and values the participation of parents/guardians who are speakers of diverse languages, and is committed to improving meaningful communication and access to District programs, services and activities for such parents/guardians empowered by language access at no cost to parents/guardians, students, or families. The intent of this policy is to establish, implement, and maintain a language access plan in service of the District's current population of parents/guardians who are speakers of diverse languages.

Interpretation is the process by which the spoken word is used to transfer meaning between languages. Interpretation is much more difficult than it might appear to monolingual speakers. Interpreters must have excellent memory, processing, and auditory skills and be able to accurately convey meaning at a rapid pace. Many words or concepts simply cannot be re-said literally in other languages because they might not exist.

Translation is the process of transferring ideas expressed in writing from one language to another. Translators must have a superior understanding of the grammatical and idiomatic nuances of two languages. In many cases, a larger number of words need to be used to write in foreign languages than in English, to convey the same meaning.

Interpretation and translation services are available in the following languages. These are the main language groups identified by the District according to the bilingual student population: Spanish, Somali, Chinese, Vietnamese, Amharic, Tagalog, Oromo, Tigrigna and Arabic.

The English Language Learners Department will coordinate translation services intended for District-wide distribution and for interpretation and translation services for program-related communications to ELL students and families.

When is translation and interpretation required?

Federal regulations require all critical communication with families be conducted in both English and the home language. For those languages in which we do not have translations, we are to make a sincere effort to provide oral communication in the home language.

The Communication Department is responsible for translation services intended for District-wide distribution.

The ELL Department is responsible for interpretation and translation services provided for program-related communications to ELL students and families.

The Special Education department is responsible for interpretation services at IEP meetings.

Most schools have a classified ELL extra time budget for translation and interpretation purposes.

Translation Service Guidelines

Carefully review the document to be translated.

Start the translation process at least 2 weeks before documents are needed.

Read documents to be translated carefully. Double-check document for timeliness and relevance to bilingual families. Make sure the material is written in concise, clear language, avoiding jargon, idioms, and technical language. If you need to use acronyms such as PTSA, MSP, ASAP, make sure they are defined.

Bear in mind that translated documents usually increase in size because some English terms cannot be translated literally in other languages. A larger number of words may be needed to convey the intended meaning. Some English words or American concepts do not exist in other languages/cultures.

All documents to be translated need to be in electronic form, WORD format and final version.

Consider using School Messenger for short messages and announcements whenever possible.

Interpretation Service Guidelines

Interpreters and Bilingual Facilitators staff may be requested for purposes not limited to the following:

IEP conferences

Parent/Teacher conferences or parent meetings Emergencies involving services to

bilingual families Graduation issues

Truancy, disciplinary, and intervention meetings Home visits

How to access and utilize interpreters for school meetings and activities

Start the process of looking for an interpreter as soon as you schedule the activity or meeting. At least 2 weeks advanced notice is preferred. Remember, bilingual staff might not be available every day.

Always select district trained staff. Do not ask students, family members or whoever happens to be available to interpret, i.e. the custodial staff or a person visiting the school.

Contact bilingual staff in your building for interpretation availability first.

If your school staff is not available for interpretation, IA's from other buildings can be asked. Contact other Bilingual IA's by using the updated Bilingual Staffing List sent periodically from ELL & International Programs to schools or from ELL SharePoint site. If IA's from other buildings are being requested during the workday, it is important that principals are included in this process.

Allocate time (at least 15 minutes) before the meeting or event to meet with the interpreter and discuss the goals and purpose of the meeting or activity. Let the interpreter know the most important information you want to convey during the meeting or activity and provide the information in writing, if possible.

During the event or meeting ask the person conducting the meeting or the presenters to use short and clear phrases, avoid jargon and idioms, provide concrete examples and stick to

the subject. This person should maintain eye contact with the family or community members, NOT with the interpreter. Side conversations need to be limited, as the interpreter is obliged to interpret all spoken communication at the meeting.

Persons conducting the meeting or speaking should pause frequently after complete thoughts so that the interpreter can do his/her job and not forget what to say.

After the meeting, take a few minutes to debrief with the interpreter and get his/her perspective on the process and the outcome of the meeting or activity.

Who to Contact

For translation and interpretation services intended for District-wide distribution and program-related communications to ELL students and families: Contact Narcita Eugenio at 206-252-0773 or 206-252-0070 or email @ neugenio@seattleschools.org

For site-specific translations and interpretations

- Contact bilingual staff in your building for translation and/or interpretation availability. To translate into additional alphabets, a limited number of site licenses will be purchased and installed on computers at sites to be determined.
- If bilingual staff in your school is not available for needed translation and/or interpretation, IA's from other buildings can be asked. Contact other bilingual IA's by using the updated Bilingual Staffing List from ELL and International Programs Department at 206-252-0072.
- If you cannot locate a building staff person to translate or interpret, please call Narcita Eugenio at 206-252-0773 or email @ neugenio@seattleschools.org
- Local translation and interpretation agencies also provide translation and interpretation services for a fee (school budget).
- Telephonic interpretation through Linguistica; free access, please refer to school sites or email @ neugenio@seattleschools.org

How to Pay for Translation and Interpretation Services

The requesting department or program is responsible for costs incurred for translation or interpretation services. Approval is required from either Department of Communications or ELL & International programs for other translations intended for program-wide or district-wide distribution. For site specific translations: access your school or department budget. All Center Schools (ELL/IP sites) are required to have classified extra time for translation and interpretation purposes. The Special Education Department materials budget may be used for translation and interpretation services

**TRANSLATION AND INTERPRETATION: THIS IS OUR INTERNAL PROCESS THAT SEATTLE PUBLIC SCHOOLS (SPS) FOLLOWS INTERPRETATION - THE PROCESS BY WHICH THE SPOKEN WORD OR SIGN IS USED TO TRANSFER MEANING FROM ONE LANGUAGE TO ANOTHER
TRANSLATION - THE PROCESS BY WHICH IDEAS AND INFORMATION EXPRESSED IN WRITING ARE TRANSFERRED FROM ONE LANGUAGE TO ANOTHER**

THE SCHOOL REQUESTS (ONE OF) THE TOP 4 LANGUAGES FOR INTERPRETATION?

YES

No

USE BILINGUAL STAFF IN THE BUILDING IF AVAILABLE TO INTERPRET IN THE LANGUAGE YOU NEED?

IAs can be requested for interpretation before or after

DO YOU NEED AN INTERPRET

Contact the ELL Department

YES

Use LINGUISTICA for Telephonic Interpretation

FYI

Meetings including, but not limited to, the following should be communicated in the primary language of the parent / guardian:

- 👤 Enrollment
- 👤 IEP (Eval, Annual, etc.)
- 👤 504; SIT
- 👤 Discipline/Intervention/ Reengagement
- 👤 Truancy/Attendance
- 👤 Graduation related

YES

FOR SIGN LANGUAGE (ASL and SEE) INTERPRETATION:
504coordinator@seattleschools.org
Include: Date/Time/Hours; School/Location/Room; On-site Staff Contact & Phone; Name of Student & Parent(s)/Guardian(s) needing interpreter. QUESTIONS? Shanon D. Lewis, ADA Coordinator & 504 Student Services Admin. Asst. MS 31-680 Phone: 206-252-0885 Fax: 206-743-3046

IAs are paid extra time for interpreting outside of their contract hours using school translations funds.

For Special Education reports please reference SpEd Procedure Manual

TIMELINE FOR A SCHOOL TO REQUEST

Relative to the date of service:

Minimum 3 days advance notice for: SPANISH, SOMALI, VIETNAMESE, AMHARIC, OROMO

Minimum 5 days advance notice for: ARABIC, CHINESE, TAGALOG, TIGRIGNA

OTHER LANGUAGES:
Recommended 2 weeks advance notice

Appendix O

Appendix B Executive Order INF 14-2 (AEO) Written Language Translation Process

King County Written Language Translation Process Manual Guidelines, Effective practices, Maps, Resources

翻譯 la traducción Перевод la traduction 翻訳

This document outlines effective practices in translation and is a supplement to the King County Executive Order # INF 14-2: Written Language Translation Process. The purpose of this manual is to provide specific process steps, examples, resources and effective practices related to the translation of written materials for King County residents with limited English proficiency. Guidance provided in this document is not intended to supersede or limit a department or office’s compliance with existing policies, legal requirements or contractual obligations. It is intended that this document will be revised periodically based on the county’s learning and experiences with implementation of the Written Language Translation Process executive order.

Contents

- 1. Pre-translation steps 1
 - A. Evaluating materials to translate required by the Executive Order B. Evaluating other documents to translate C. Quality and accuracy D. Plain language, readability and cultural competency E. Timeline F. Budget
- 2. Translation Request Form..... 6
 - A. Target language B. Target audience C. Design, format, and distribution
- 3. Choosing translators or a translation vendor..... 7
- 4. Working with a vendor..... 8
- 5. Post-translation: Quality assurance review..... 8

Contacts: For support and questions about translations, contact your department’s Public Information Officer/Communications Team. For questions about this manual, contact either the Director of Customer Service, or the Public Education Coordinator of Public Health-Seattle & King County.

1. Pre-translation steps

A. Evaluating materials to translate as required by the Executive Order.

U.S. Census reports show that over 400,000 King County residents over age five – 23% of the population – speak a language other than English at home. Nearly half of these residents, 188,000 or 10.8% of our population, report that they do not speak English well or at all. King County must promote fair and equitable access to information for these residents through high-quality translations or alternative forms of language assistance.

Increasing access to King County services, personnel, and information to all residents, including our non-English speaking residence, is an objective of King County's Strategic Plan’s service excellence goal. Implementation of the Written Language Translation Process executive order will help achieve this objective.

The Written Language Translation Process Executive Order provides guidance on which documents should and which documents must be translated. This section will assist King County staff working on written public communications determine if a particular written communication should or must be translated.

1. A department should consider and use an alternative form of language assistance rather than translation when the alternative would be more effective or practical.

A department may choose to provide an alternative form of language assistance when a particular material would be impractical or ineffective if translated. The goal of King County’s translation Executive Order is to provide equitable access to county information to people with limited English proficiency. If a department can find an alternative means of providing the information equitably (for example, in-person interpretation, phone interpretation, video or audio podcast), they may do so, so long as the person identified to provide the alternative form of language assistance is certified in the target language.

Example: Natural Resources and Parks creates a brochure about parks in King County. Instead of translating the brochure, the department may choose to add a translated notice on the brochure stating that a phone number with language assistance is available.

1

2. A document must be translated into a target language when the target audience is a specific community or group with limited English proficiency.

Do you have material that was developed for a specific community that has a limited ability to speak, read, write or fully understand English?

If you answered “yes” to the above question, then you must translate your material into the written language of the target audience.

Example: You are creating a brochure about family planning for women in the Vietnamese community because this particular community is underutilizing family planning services. According to your community contacts, this target audience needs written materials to be in Vietnamese to fully understand the information. Your material must be translated into Vietnamese.

3. All departments and agencies shall, as soon as feasible within available resources, translate all “Public Communication Materials” and all “Vital Documents” into Spanish, as Spanish is the most prevalent of the non-English languages spoken in King County (see Appendix C: Language Tiers and Language Maps for King County).

Do you have “Public Communication Materials” or “Vital Documents” (see appendix A)?

If you answer “yes” to the above questions, then as soon as feasible within available resources, you should translate your material into Spanish. If not, please make note of the reasons why not and keep the note and share it with the communications lead for your department so it can be included in the annual report.

Example: You are developing a brochure to let residents in King County know about waste prevention, recycling, and home composting. Your target audience is all residents in King County. As soon as feasible and within available resources you should translate the brochure into at least Spanish.

Example: The availability of a county service provided throughout King County is being significantly reduced or discontinued. A notice to potential customers throughout King County should be translated into at least Spanish.

2

4. When the target audience is residents in a neighborhood or city, Public Communication Materials are required to be translated into any language that is the primary language of 5% or more of that neighborhood's or city's population.

Do you have a Public Communication Material (see Appendix A)?

Is your material developed for a specific neighborhood or city in King County (for example, White Center, Bellevue, Federal Way)?

If you answer "yes" to both of these questions, then you must refer to available Language Maps to determine if you must translate your material (or use alternative forms of language assistance). Look at Language Maps (Appendix C) available in Spanish, Vietnamese, Russian, African Languages, Chinese, and Korean to determine if your city or neighborhood has more than 5% of the population speaking these languages and translate accordingly.

Example: A new RapidRide bus service will be coming to Burien via Renton in 2013. Metro decides to target an informational mailing along with a questionnaire into neighborhoods near the route to get public comment on the new service. Metro staff look at the language maps and find that more than 5% of the population in the targeted areas speak Spanish and less than 5% of the population speaks Vietnamese and Chinese. Therefore, Metro must translate this mailer into Spanish. Metro may decide to translate the mailer into Vietnamese and Chinese. At a minimum they would clearly state that the information is available in those languages via their interpreter line.

B. Evaluating other documents to translate.

The following criteria can help departments identify other documents for which translation is not required but would be an effective practice. An answer of "yes" to more than one of these questions suggests that translation may be beneficial.

1. Client population: Does a particular LEP population consistently access your department's services?
2. Frequency: Has this material been requested in other languages many times?
3. Reliance on services: How important is a particular service to an LEP population? Does a particular LEP population rely on these services more than other services?
4. Availability: Is a translated version of this material not available from other outlets? Check to see if other local, state or federal departments already have this material available in other languages.
5. Emergency: Is it an emergency? Is this a critical message that needs to be disseminated to the entire community or to a specific language group?

3

6. Consistency and longevity: Will the content be consistent over a long period? Messages that change often may be less suited for translation, when compared with longer-lasting messages.

C. Plain language, readability and cultural competency. To ensure accuracy and

quality in all translations, department staff should thoroughly review English materials, before translation, to assess whether information is well written, clear, and accurate, and using simple language that is easily translatable. If appropriate, verify accuracy of information with subject matter experts.

✓ Plain language. To aid translations—and to aid readability of all materials in

English—County documents should follow principles of plain language. Briefly, those principles include the following:

- elimination of nonessential information
- organization that highlights the main point(s) early in a document and sections of a document

- familiar words with clear meanings; avoid or explain jargon, technical terms, abbreviations and acronyms, redundant phrases, contractions, colloquialisms, idioms and metaphors,
- active voice with simple, vigorous verbs and concrete nouns
- short, simple sentences; avoid wordy phrases and unnecessary synonyms.
- consistent, accurate punctuation (commas and hyphens, especially) and capitalization (distinguish between proper nouns/names and common nouns)
- short paragraphs and bulleted lists
- testing the draft document on a sample population.

For more information about principles of plain language, visit:
www.kingcounty.gov/exec/styleguide/plainwriting.aspx

✓ **Readability.** The goal of readability testing is to determine if the educational material you produce is written at a level that exceeds your audience's ability to understand it. Most readability tests are based on two factors: word difficulty and sentence length.

If your document is in electronic format, you can easily check its English readability before translation using the readability testing tools available in Microsoft Word, including both the Flesch and Flesch-Kincaid tests. To use these tools, click on the spell-check icon in your main toolbar. When the correction window appears, click on the Options button. A control panel will appear; check the "Check readability statistics" box, and then click "OK."

After the grammar and spell check are completed, you will see a screen titled "Readability Statistics," which will give you information on "Counts" (number of characters, words, sentences and paragraphs), "Averages" (sentences per paragraph, words per sentence, and characters per word), and "Readability" (percent of passive sentences, Flesch Reading Ease score, and Flesch- Kincaid Grade Level score).

4

It is suggested that materials to be translated not exceed a fifth-grade reading level. Most audiences will be able to fully understand the language at this level.

Keep in mind that none of the readability formulas measures whether the reader understands the intended meaning. Readability formulas are most effective when used in combination with direct testing of your materials with your target audience.

✓ **Cultural competency.** Make sure your message is culturally competent.

Think about whether the concept you are presenting exists in other cultures. For example, there are community specific food pyramids that reflect the diets of specific ethnic communities. Using examples of these familiar and culturally appropriate foods when messaging about healthy food choices would be culturally competent. If you are unsure if your material is culturally appropriate, you should test your messaging and images with a community partner that works with that population or a member of the target audience.

Avoid idiomatic expressions or colloquialisms (that is, expressions or sayings that do not have the same meaning in other languages/cultures). If certain text is unavoidable, identify and define the text in the Translation Request Form. Work with your translators to find best possible translation given your contextual meaning.

D. **Timeline.** Time needed to complete a translation varies depending on how many

words you are translating, who is completing your translation, and whether you need desktop publishing services. A 300-word document can be translated/edited/proofread in about 4-6 business days. Allow 1-2 more days for desktop publishing/formatting, depending on complexity of project. The translators can provide a more accurate timeline along with the cost estimate.

For rush orders or emergency translation through a translation vendor, most documents can be delivered within 24 to 48 hours. This service is subject to rush order fees. Contact translators for more information.

E. Budget. When using a translation vendor, prices may vary depending on the vendor you choose. Costs include but are not limited to:

1. Translation charge is the word count (either original English word count or target language word count) multiplied by the charge per word (dependent on target language) 2. Desktop publishing costs vary depending on vendor and services requested 3. Project management fees = 5% - 10% of total cost (some vendors do not

charge this fee) 4. Rush order if the document must be translated in 24 – 48 hours. 5. Quality Assurance services from a second vendor = word count x charge per word (See Post Translation section of this handbook for more information)

See Appendix D of the Executive Order: Translation Resources List for specific information about current vendor pricing structure and fees.

5

2. Translation Request Form

Fill out the Translation Request Form with all appropriate information and turn this in to the translation vendor (see Appendix D: Translation Resources List) when requesting services. This information will help the vendor find appropriate translators and will supply translators with the necessary information to meet your specific projects needs. Answering these questions will ultimately help you to get a quality translation.

The following information will help guide you through the worksheet process:

A. Target language. The language tiers and language maps of King County

(Appendix C) reflect the language needs of limited-English proficient populations in King County and they are guidelines for document translation.

Five different sources were used to identify the 20 most common language needs in King County. These languages are ranked into three tiers. Spanish is alone in Tier 1, as it is clearly the primary non-English language spoken in King County. Eight other languages are clustered and ranked in Tier 2 and are the next most frequently-spoken languages. Eleven more languages make up Tier 3.

Tier 1 language (Spanish) translation “should” occur. Tier 2 languages represent languages where translation is “recommended.” Tier 3 languages are language where translation is “encouraged.”

Departments and offices, if they have a known need, can translate Public Communication Materials and Vital Documents into languages other than those in the three tiers.

When targeting audiences that live in a specific geographic region, refer to the language maps (available in Spanish, Vietnamese, Russian, Chinese, Korean, and African languages only, because of limited data).

B. Target audience. Describe desired target audience as narrowly and clearly as

possible. Identify primary audiences (people to whom messages are targeted) and secondary audiences (gatekeepers and others in the community with a stake in your project).

✓ Language: Even within languages there are differing dialects. It is important to

be as specific as possible when describing the dialect of your target audience (for example, Mexican Spanish).

✓ Literacy level in target language: (Low-literacy = 5th grade reading level) ✓ It is important to write your English version in the appropriate reading level for

your target audience before having it translated. ✓ Other information that could shape messaging (cultural issues, demographic information, average age).

6

C. Design, format, and distribution. What formats and media (for example, brochure, poster, magnet, phone card, radio spot, exterior bus sign, cabtop ad) are the best ways to deliver your message? Try to think creatively about this.

- ✓ Design your material to fit your target audience. Make sure your design is culturally competent. Use images that reflect the community, and when possible use a medium that relies on pictorial messaging.
- ✓ Design your material to fit the specified media channel you want to use.
- ✓ Give your translation vendor details on how you will use this material. Will it be spoken or in written form? (For example, is this material for a hotline script, newspaper advertisement, brochure, or fact sheet?)
- ✓ Is your target audience a specific ethnic group? If so, is ethnic media an appropriate medium for your messaging? Check with local ethnic media to see what formats of materials they can accept? (for example, InDesign, Word, Publisher) For more information about ethnic media, contact your Communications Team.
- ✓ Are you developing an advertisement, brochure or other material that is saved in a file other than Microsoft Office software? You may need desktop publishing services from your translation vendor. Your vendor will need this information before they begin the translation. If possible, try to use standard software in your material development. Note: There is an extra fee charged by vendors for desktop publishing services.
- ✓ Make sure you leave room for text expansion. Many target languages can expand your text space by up to 30%.
- ✓ For ease of identification, it is important that all translated documents include the name of the document in English, the language and date translated in the footer.

3. Choosing a translation vendor

All translations will be performed by a certified translator and reviewed by another certified translator for quality assurance. The certification must be in the target language for the document. Translations may be completed by certified internal staff or a translation vendor. Certified internal staff shall be utilized before a vendor whenever practical. Depending on the revenue source that funds the employee, certain internal employees may be able to provide translation services. (For example, an employee funded by surface water fees would not be able to provide translation outside their division. Or an employee funded by a federal/state grant or contract that does not include translation services

7

within the scope of their grant could not provide translation services.) The use of vendors will comply with any applicable collective bargaining agreements. When unsure, please check with you department's human resources division.

Generally, departments have two options:

1. Some departments have certified translators on staff, and these departments can use two certified translators (a translator and reviewer) to translate written public communications. 2. Departments that do not have certified translators on staff can choose to have a translation vendor translate their written public communications. King County has a list of approved translation vendors that were chosen through a competitive process. Each translation vendor had to meet the following qualifications:

- Ability to translate information in a large variety of languages but not limited to Spanish, Vietnamese, Chinese, Korean, Russian and Somali.
- Ability to provide quality assurance and review by a second qualified translator.
- Translator requirements include domestic/local translators able to provide localized translations, native speaker(s) of target language(s), American Translator Association certified, and at least five years experience.

See King County's approved list of translation vendors (Appendix D of Executive Order: Translation Resources List)

4. Working with a translation vendor

✓ Translation estimates. Once you have delivered your translation request form and appropriate files to your translation vendor, you will get a cost estimate through email from the project manager. Note: This is not your invoice for services. This estimate should provide you with an accurate cost breakdown and delivery time. The estimate must be signed by the appropriate Project/Program Purchasing Authority. Provide the signed estimate to the project manager before your translation vendor will begin working on your translation.

If changes are made to the project that affect pricing after a signed estimate is returned to the translation vendor, you should get an updated cost estimate from your project manager.

✓ Invoices. All invoices to be paid should be delivered after you get your final

translated document. Invoices should not be sent for payment until materials are received in their final form.

✓ Follow-up with translation vendor. It is important to follow-up with your

translation vendor during the translation process. Keeping open lines of communication helps to ensure better quality translation and faster turn-around times.

8

✓ File Format. Depending on your target language, you may need to request

your files in PDF format. For example, most computers are not equipped with Vietnamese fonts and although you can open the document in Word, the font you see may be incorrect. If you get this as a PDF file the font will stay intact and is readable by anyone with Adobe Acrobat Reader.

5. Post translation: Quality assurance review

How to assess the quality and usability of your translated documents

It is encouraged that all translations go through a third-party quality assurance review. If you had your translation completed by a translation vendor, this is an added layer of review since vendors already provide a reviewer for all translations. If you chose to have your material translated by an internal employee certified in translation, this is an added layer of review beyond the second certified translator who already reviewed the translation. There are three ways you may choose to have this third-party quality assurance review completed.

1. Translation Vendor. You may choose another vendor from the approved list of translation vendors to complete the quality assurance review. This is charged at a different rate than basic translation. Please see the list of translation vendors for more details.

2. Certified Translator. Other than requesting a quality assurance review from another vendor, you may have your material(s) reviewed by internal staff who are certified in the target language.

3. Target Audience. Another option is to have your material reviewed by someone from your target audience. If you have relationships established with local community-based organizations that serve your target population, you can ask them to review your translated materials for cultural relevancy and quality assurance. Please be respectful of the fact that many staff at community-based organizations are busy and may not be able to review your materials at once.

Be mindful that translation is seen as both an art and a science to the translator. No two translators will translate a document in the same way. Any feedback to your translator/vendor should be about issues concerning cultural competency, readability, or understanding for the target audience, and there may be more than one way to correctly and effectively send a message.

9

Appendix P

2.43.010

Legislative intent.

It is hereby declared to be the policy of this state to secure the rights, constitutional or otherwise, of persons who, because of a non-English-speaking cultural background, are unable to readily understand or communicate in the English language, and who consequently cannot be fully protected in legal proceedings unless qualified interpreters are available to assist them.

It is the intent of the legislature in the passage of this chapter to provide for the use and procedure for the appointment of such interpreters. Nothing in chapter 358, Laws of 1989 abridges the parties' rights or obligations under other statutes or court rules or other law.

[[1989 c 358 § 1](#). Formerly RCW [2.42.200](#).]

NOTES:

Severability—1989 c 358: "If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [[1989 c 358 § 10](#).]

2.43.020

Definitions.

As used in this chapter:

(1) "Appointing authority" means the presiding officer or similar official of any court, department, board, commission, agency, licensing authority, or legislative body of the state or of any political subdivision thereof.

(2) "Certified interpreter" means an interpreter who is certified by the administrative office of the courts.

(3) "Legal proceeding" means a proceeding in any court in this state, grand jury hearing, or hearing before an inquiry judge, or before an administrative board, commission, agency, or licensing body of the state or any political subdivision thereof.

(4) "Non-English-speaking person" means any person involved in a legal proceeding who cannot readily speak or understand the English language, but does not include hearing-impaired persons who are covered under chapter [2.42](#)RCW.

(5) "Qualified interpreter" means a person who is able readily to interpret or translate spoken and written English for non-English-speaking persons and to interpret or translate oral or written statements of non-English-speaking persons into spoken English.

(6) "Registered interpreter" means an interpreter who is registered by the administrative office of the courts.

[[2010 c 190 § 2](#); [2005 c 282 § 2](#); [1989 c 358 § 2](#). Formerly RCW [2.42.210](#).]

NOTES:

Reviser's note: The definitions in this section have been alphabetized pursuant to RCW [1.08.015\(2\)\(k\)](#).

Severability—1989 c 358: See note following RCW [2.43.010](#).

2.43.030

Appointment of interpreter.

(1) Whenever an interpreter is appointed to assist a non-English-speaking person in a legal proceeding, the appointing authority shall, in the absence of a written waiver by the person, appoint a certified or a qualified interpreter to assist the person throughout the proceedings.

(a) Except as otherwise provided for in (b) of this subsection, the interpreter appointed shall be a qualified interpreter.

(b) Beginning on July 1, 1990, when a non-English-speaking person is a party to a legal proceeding, or is subpoenaed or summoned by an appointing authority or is otherwise compelled by an appointing authority to appear at a legal proceeding, the appointing authority shall use the services of only those language interpreters who have been certified by the administrative office of the courts, unless good cause is found and noted on the record by the appointing authority. For purposes of chapter 358, Laws of 1989, "good cause" includes but is not limited to a determination that:

(i) Given the totality of the circumstances, including the nature of the proceeding and the potential penalty or consequences involved, the services of a certified interpreter are not reasonably available to the appointing authority; or

(ii) The current list of certified interpreters maintained by the administrative office of the courts does not include an interpreter certified in the language spoken by the non-English-speaking person.

(c) Except as otherwise provided in this section, when a non-English-speaking person is involved in a legal proceeding, the appointing authority shall appoint a qualified interpreter.

(2) If good cause is found for using an interpreter who is not certified or if a qualified interpreter is appointed, the appointing authority shall make a preliminary determination, on the basis of testimony or stated needs of the non-English-speaking person, that the proposed interpreter is able to interpret accurately all communications to and from such person in that particular proceeding. The appointing authority shall satisfy itself on the record that the proposed interpreter:

(a) Is capable of communicating effectively with the court or agency and the person for whom the interpreter would interpret; and

(b) Has read, understands, and will abide by the code of ethics for language interpreters established by court rules.

[[2005 c 282 § 3](#); [1990 c 183 § 1](#); [1989 c 358 § 3](#). Formerly RCW [2.42.220](#).]

NOTES:

Severability—1989 c 358: See note following RCW [2.43.010](#).

2.43.040

Fees and expenses—Cost of providing interpreter—Reimbursement.

(1) Interpreters appointed according to this chapter are entitled to a reasonable fee for their services and shall be reimbursed for actual expenses which are reasonable as provided in this section.

(2) In all legal proceedings in which the non-English-speaking person is a party, or is subpoenaed or summoned by the appointing authority or is otherwise compelled by the appointing authority to appear, including criminal proceedings, grand jury proceedings, coroner's inquests, mental health commitment proceedings, and other legal proceedings initiated by agencies of government, the cost of providing the interpreter shall be borne by the governmental body initiating the legal proceedings.

(3) In other legal proceedings, the cost of providing the interpreter shall be borne by the non-English-speaking person unless such person is indigent according to adopted standards of the body. In such a case the cost shall be an administrative cost of the governmental body under the authority of which the legal proceeding is conducted.

(4) The cost of providing the interpreter is a taxable cost of any proceeding in which costs ordinarily are taxed.

(5) Subject to the availability of funds specifically appropriated therefor, the administrative office of the courts shall reimburse the appointing authority for up to one-half of the payment to the interpreter where an interpreter is appointed by a judicial officer in a proceeding before a court at public expense and:

(a) The interpreter appointed is an interpreter certified by the administrative office of the courts or is a qualified interpreter registered by the administrative office of the courts in a noncertified language, or where the necessary language is not certified or registered, the interpreter has been qualified by the judicial officer pursuant to this chapter;

(b) The court conducting the legal proceeding has an approved language assistance plan that complies with RCW [2.43.090](#); and

(c) The fee paid to the interpreter for services is in accordance with standards established by the administrative office of the courts.

[[2008 c 291 § 3](#); [1989 c 358 § 4](#). Formerly RCW [2.42.230](#).]

NOTES:

Reviser's note: As to the constitutionality of subsection (4) of this section, see *State v. Marintorres*, 93 Wn. App. 442, 969 P.2d 501 (1999) and *State v. Diaz-Farias*, 191 Wn. App. 512, 362 P.3d 322 (2015).

Severability—1989 c 358: See note following RCW [2.43.010](#).

2.43.050

Oath.

(1) Upon certification or registration with the administrative office of the courts, certified or registered interpreters shall take an oath, affirming that the interpreter will make a true interpretation to the person being examined of all the proceedings in a language which the person understands, and that the interpreter will repeat the statements of the person being examined to the court or agency conducting the proceedings, in the English language, to the best of the interpreter's skill and judgment. The administrative office of the courts shall maintain a record of the oath in the same manner that the list of certified and registered interpreters is maintained.

(2) Before any person serving as an interpreter for the court or agency begins to interpret, the appointing authority shall require the interpreter to state the interpreter's name on the record and whether the interpreter is a certified or registered interpreter. If the interpreter is not a certified or registered interpreter, the interpreter must submit the interpreter's qualifications on the record.

(3) Before beginning to interpret, every interpreter appointed under this chapter shall take an oath unless the interpreter is a certified or registered interpreter who has taken the oath as required in subsection (1) of this section. The oath must affirm that the interpreter will make a true interpretation to the person being examined of all the proceedings in a language which the person understands, and that the interpreter will repeat the statements of the person being examined to the court or agency conducting the proceedings, in the English language, to the best of the interpreter's skill and judgment.

[[2017 c 83 § 2](#); [2010 c 190 § 1](#); [1989 c 358 § 5](#). Formerly RCW [2.42.240](#).]

NOTES:

Severability—1989 c 358: See note following RCW [2.43.010](#).

2.43.060

Waiver of right to interpreter.

(1) The right to a qualified interpreter may not be waived except when:

(a) A non-English-speaking person requests a waiver; and

(b) The appointing authority determines on the record that the waiver has been made knowingly, voluntarily, and intelligently.

(2) Waiver of a qualified interpreter may be set aside and an interpreter appointed, in the discretion of the appointing authority, at any time during the proceedings.

[[1989 c 358 § 6](#). Formerly RCW [2.42.250](#).]

NOTES:

Severability—1989 c 358: See note following RCW [2.43.010](#).

2.43.070

Testing, certification of interpreters.

(1) Subject to the availability of funds, the administrative office of the courts shall establish and administer a comprehensive testing and certification program for language interpreters.

(2) The administrative office of the courts shall work cooperatively with community colleges and other private or public educational institutions, and with other public or private organizations to establish a certification preparation curriculum and suitable training programs to ensure the availability of certified interpreters. Training programs shall be made readily available in both eastern and western Washington locations.

(3) The administrative office of the courts shall establish and adopt standards of proficiency, written and oral, in English and the language to be interpreted.

(4) The administrative office of the courts shall conduct periodic examinations to ensure the availability of certified interpreters. Periodic examinations shall be made readily available in both eastern and western Washington locations.

(5) The administrative office of the courts shall compile, maintain, and disseminate a current list of interpreters certified by the office.

(6) The administrative office of the courts may charge reasonable fees for testing, training, and certification.

[[2005 c 282 § 4](#); [1989 c 358 § 7](#). Formerly RCW [2.42.260](#).]

NOTES:

Severability—1989 c 358: See note following RCW [2.43.010](#).

2.43.080

Code of ethics.

All language interpreters serving in a legal proceeding, whether or not certified or qualified, shall abide by a code of ethics established by supreme court rule.

[[1989 c 358 § 8](#). Formerly RCW [2.42.270](#).]

NOTES:

Severability—1989 c 358: See note following RCW [2.43.010](#).

2.43.090

Language assistance plan—Required for each trial court—Submission of plan to interpreter commission—Report.

(1) Each trial court organized under this title and Titles [3](#) and [35](#) RCW must develop a written language assistance plan to provide a framework for the provision of interpreter services for non-English-speaking persons accessing the court system in both civil and criminal legal matters. The language assistance plan must include, at a minimum, provisions addressing the following:

(a) Procedures to identify and assess the language needs of non-English-speaking persons using the court system;

(b) Procedures for the appointment of interpreters as required under RCW [2.43.030](#). Such procedures shall not require the non-English-speaking person to make the arrangements for the interpreter to appear in court;

(c) Procedures for notifying court users of the right to and availability of interpreter services. Such information shall be prominently displayed in the courthouse in the five foreign languages that census data indicates are predominate in the jurisdiction;

(d) A process for providing timely communication with non-English speakers by all court employees who have regular contact with the public and meaningful access to court services, including access to services provided by the clerk's office;

(e) Procedures for evaluating the need for translation of written materials, prioritizing those translation needs, and translating the highest priority materials. These procedures should take into account the frequency of use of forms by the language group, and the cost of orally interpreting the forms;

(f) A process for requiring and providing training to judges, court clerks, and other court staff on the requirements of the language assistance plan and how to effectively access and work with interpreters; and

(g) A process for ongoing evaluation of the language assistance plan and monitoring of the implementation of the language assistance plan.

(2) Each court, when developing its language assistance plan, must consult with judges, court administrators and court clerks, interpreters, and members of the community, such as domestic violence organizations, pro bono programs, courthouse facilitators, legal services programs, and/or other community groups whose members speak a language other than English.

(3) Each court must provide a copy of its language assistance plan to the interpreter commission established by supreme court rule for approval prior to receiving state reimbursement for interpreter costs under this chapter.

(4) Each court receiving reimbursement for interpreter costs under RCW [2.42.120](#) or [2.43.040](#) must provide to the administrative office of the courts by November 15, 2009, a report detailing an assessment of the need for interpreter services for non-English speakers in court-mandated classes or programs, the extent to which interpreter services are currently available for court-mandated classes or programs, and the resources that would be required to ensure that interpreters are provided to non-English speakers in court-mandated classes or programs. The report shall also include the amounts spent annually on interpreter services for fiscal years 2005, 2006, 2007, 2008, and 2009. The administrative office of the courts shall compile these reports and provide them along with the specific reimbursements provided, by court and fiscal year, to the appropriate committees of the legislature by December 15, 2009.

Department of Justice Language Access Plan

March 2012

• **GENERAL LANGUAGE ACCESS POLICY**

• **Policy Statement**

- It is the policy of the Department of Justice that Department staff shall take reasonable steps to provide limited English proficient (LEP) persons with meaningful access to all programs or activities conducted both by the Department and by entities receiving funding from the Department.
- This policy is based on the principle that it is the responsibility of the Department and not the LEP person to take reasonable steps to ensure that communications between the Department and the LEP person are not impaired as a result of the limited English proficiency of the individual.
- Department staff shall take reasonable steps to effectively inform the public of the availability of language accessible programs and activities.

• **Purpose and Authority**

The purpose of this language access Plan is to make reasonable efforts to eliminate or reduce limited English proficiency as a barrier to accessing Department of Justice programs or activities. This Plan was created by the Department of Justice Language Access Working Group, a Department-wide group established by the Attorney General consisting of representatives from each component as well as leadership offices.

This Plan establishes guidelines in accordance with Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency, 65 Fed. Reg. 50,121 (Aug. 16, 2000). These guidelines are designed to be consistent with the standards set forth in the Department's initial LEP Guidance, Enforcement of Title VI of the Civil Rights Act of 1964— National Origin Discrimination Against Persons With Limited English Proficiency, 65 Fed. Reg. 50,123 (Aug. 16, 2000),¹ the Department's later LEP Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 67 Fed. Reg. 41,455 (June 18, 2002),² and the Attorney

¹ This document is available at <http://www.justice.gov/crt/about/cor/Pubs/eolep.pdf>.

² This document is available at <http://www.justice.gov/crt/about/cor/lep/DOJFinLEPFRJun182002.php>.

General's memorandum to the heads of Department components, Language Access Obligations Under Executive Order 13166 (June 28, 2010).³ It is necessary for Department staff to make reasonable efforts to provide timely language assistance services to ensure that LEP individuals have substantially equal and meaningfully effective access to Department programs or services.⁴

• Definitions

- *Direct "In-Language" Communication* – Monolingual communication in a language other than English between a multilingual staff and an LEP person (e.g., Korean to Korean).
- *Effective Communication* – Communication sufficient to provide the LEP individual with substantially the same level of access to services received by individuals who are not LEP. For example, staff must take reasonable steps to ensure communication with an LEP individual is as effective as communications with others when providing similar programs and services.
- *Interpretation* – The act of listening to a communication in one language (source language) and orally converting it to another language (target language) while retaining the same meaning.
- *Language Assistance Services* – Oral and written language services needed to assist LEP individuals to communicate effectively with staff, and to provide LEP individuals with meaningful access to, and an equal opportunity to participate fully in, the services, activities, or other programs administered by the Department.
- *Limited English Proficient (LEP) Individuals* – Individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English. LEP individuals may be competent in English for certain types of communication (e.g., speaking or understanding), but still be LEP for other purposes (e.g., reading or writing).⁵

³ This document is available at

http://www.justice.gov/crt/about/cor/language_access_memo.pdf. Further information, guidance, and technical assistance on the implementation of Executive Order 13166 can be found on the website of the Federal Coordination and Compliance Section of the Civil Rights Division, <http://www.justice.gov/crt/about/cor/>, or www.lep.gov.

⁴ Regarding timeliness, the LEP Guidance to DOJ Recipients provides that “[w]hile there is no single definition for ‘timely’ applicable to all types of interactions at all times by all types of recipients, one clear guide is that the language assistance should be provided at a time and place that avoids the effective denial of the service, benefit, or right at issue or the imposition of an undue burden on or delay in important rights, benefits, or services to the LEP person.” 67 Fed. Reg. at 41,461.

⁵ The Department has determined that Executive Order 13166 applies only to persons who are located within the United States and its territories, and does not apply extraterritorially.

- *Meaningful Access* – Language assistance that results in accurate, timely, and effective communication at no cost to the LEP individual.⁶ 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.
- *Multilingual staff or employee* – A staff person or employee who has demonstrated proficiency in English and reading, writing, speaking, or understanding at least one other language as authorized by his or her component.
- *Primary Language* – An individual’s primary language is the language in which an individual most effectively communicates.
- *Program or Activity* – The term “program or activity” and the term “program” mean all of the operations of the Department.⁷
- *Qualified Translator or Interpreter* – An in-house or contracted translator or interpreter who has demonstrated his or her competence to interpret or translate through court certification or is authorized to do so by contract with the Department or by approval of his or her component.
- *Sight Translation* – Oral rendering of written text into spoken language by an interpreter without change in meaning based on a visual review of the original text or document.
- *Translation* – The replacement of written text from one language (source language) into an equivalent written text in another language (target language).
- *Vital Document* – Paper or electronic written material that contains information that is critical for accessing a component’s program or activities, or is required by law.

⁶ When federal rules or statutes allow for recovery of fees against a losing party to a court proceeding, it is the policy of the Department not to seek recovery of costs for language assistance services if doing so would result in discrimination against LEP individuals.

⁷ For the purposes of this Plan, the definition of “program or activity” is identical to that used under the regulations implementing Section 504 of the Rehabilitation Act of 1973: “[A] federally conducted program or activity is, in simple terms, anything a Federal agency does. Aside from employment, there are two major categories of federally conducted programs or activities covered by the regulation: those involving general public contact as part of ongoing agency operations and those directly administered by the department for program beneficiaries and participants. Activities in the first part include communication with the public (telephone contacts, office walk-ins, or interviews) and the public’s use of the Department’s facilities (cafeteria, library). Activities in the second category include programs that provide Federal services or benefits (immigration activities, operation of the Federal prison system).” 28 C.F.R. § 39.102.

Language access plans from DOJ components may supplement these definitions with additional terms or component-specific definitions that are not inconsistent with these definitions or with the objective of timely providing LEP persons with substantially equal and meaningfully effective access to Department programs or services.

- **Scope of Policy/Staff Compliance**

Department staff should take reasonable steps to provide language assistance services to LEP individuals when they encounter or have reason to believe that they may encounter LEP individuals in the course of fulfilling their component's mission.⁸ Subject to guidelines set forth herein, Department staff should take reasonable steps to provide language assistance services upon request by an LEP person who wishes to access Department programs or activities or to whom Department staff wishes to communicate.⁹

This directive is intended only to improve the internal management of the Department's language access program, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies, its officers or employees, or any person. Because this document is intended for the internal management of the Department's language access program, it is not intended to be cited in any judicial or administrative proceeding. Administration of the programs discussed herein is within the sole discretion of the Department and its components. The Department will create and post a process for obtaining feedback regarding the Department's implementation of this policy.

- **BACKGROUND**

Every day, Department staff interview witnesses, victims, and defendants in civil, criminal, and administrative cases and investigations; communicate with inmates who seek to access prison grievance procedures, counseling, health services, religious and other accommodations, and educational programming; hold immigration hearings, review immigration judges' determinations, generate correspondence related to these activities, and defend administrative immigration decisions in federal court; maintain hotlines and establish complaint procedures for members of the public; host web pages containing important information; transport prisoners between facilities and to court; account for communications between trustees and debtors, ensure that debtors understand information on bankruptcy, and oversee the credit counseling and debtor education process; and conduct outreach and produce brochures related to crime victims' rights, trafficking in persons, police misconduct, predatory telemarketing, and a host of other important issues.

⁸ Many Department tasks and functions are conducted by contracted personnel and, consequently, contracted personnel may interact with LEP individuals. Components should notify contracted personnel of the obligation to ensure nondiscrimination, including compliance with Executive Order 13166. Components should consider contractors and interns having contact with LEP individuals when determining who needs to be briefed on their roles and responsibilities under the Department's language access policies, plan, and procedures.

⁹ The Department seeks to deliver the highest standards of professional competence and ethical conduct during the course of fulfilling its mission. Consequently, Department attorneys should also consider their responsibilities under the applicable rules of professional conduct when dealing with LEP individuals, including unrepresented parties, victims, and witnesses. The Department's Professional Responsibility Advisory Office is available to assist Department attorneys in this regard.

These and other examples highlight that the Department's mission depends on accurate communication with members of the public, regardless of their level of English proficiency. In compliance with Executive Order 13166, this Plan details the Department's initiatives to enhance access to its federally conducted programs and activities by LEP individuals.

- **Executive Order 13166**

On August 11, 2000, the President issued Executive Order 13166, Improving Access to Services by Persons with Limited English Proficiency. See 65 Fed. Reg. at 50,121. On the same day, the Assistant Attorney General for Civil Rights issued an initial LEP Policy Guidance. See 65 Fed. Reg. at 50,123.¹⁰

The Executive Order has two broad objectives: The first directs each federal agency to develop and implement a system to ensure that LEP individuals can meaningfully access the agency's federally conducted programs and activities; the second directs federal agencies providing federal financial assistance to issue guidance to recipients of such assistance regarding their legal obligation to ensure meaningful access for LEP persons under the national origin nondiscrimination provisions of Title VI of the Civil Rights Act of 1964 and implementing regulations. In short, Executive Order 13166 tasks the Department with improving accessibility for LEP persons in all DOJ programs and activities and ensuring that those entities that receive funding from the Department do the same.

- **Transforming Policy into Practice: The Department of Justice Language Access Working Group**

On June 28, 2010, the Attorney General issued a memorandum to the heads of Department components regarding their language access obligations under Executive Order 13166.¹¹ Among other requirements, the Memorandum established the DOJ Language Access Working Group (DOJ LAWG), co-chaired by the Assistant Attorneys General for Civil Rights and for Administration.¹²

The purpose of the DOJ LAWG is to guide and oversee component efforts toward full compliance with Executive Order 13166. Consisting of representatives from each component and leadership offices, the DOJ LAWG assists in implementing the Attorney General's request that each DOJ component create and implement its own language access plan by the end of calendar year 2011. The Attorney General set forth a number of responsibilities for component representatives who are participants in the DOJ LAWG, including: (1) serving as the component's language access coordinator; (2) assessing component operations for LEP needs and gaps in service; and (3) creating a component language access plan, along with policies and

¹⁰ Pursuant to Executive Order 13166, DOJ's federally conducted language access plan must also be consistent with the standards set forth in the Department of Justice guidance regarding the Title VI prohibition against national origin discrimination affecting LEP individuals.

¹¹ This document is available at http://www.justice.gov/crt/about/cor/language_access_memo.pdf.

¹² LEP Guidance to Recipients, 67 Fed. Reg. at 41,461.

protocols to implement the plan. Once all plans are submitted to, reviewed, and approved by the co-chairs, the DOJ LAWG will monitor the implementation and ongoing assessment of component language access plans.

Beginning in December 2010, the DOJ LAWG convened several bimonthly plenary meetings and established smaller focus groups or subcommittees to discuss topics including human resources, information technology, and procurement. Smaller focus groups also shared knowledge on language access issues affecting law enforcement components, components with correctional responsibilities, components that provide federal financial assistance, and civil litigating components. The Federal Coordination and Compliance Section (FCS)¹³ of the Civil Rights Division provided technical assistance to the DOJ LAWG, including training regarding language access program planning and the distribution of resources such as the *Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs*¹⁴; *Common Language Access Questions, Technical Assistance, and Guidance for Federally Conducted and Federally Assisted Programs*¹⁵; and *Considerations for Providing Language Access in a Prosecutorial Agency*.¹⁶ DOJ LAWG members began drafting component-specific language access plans during the spring of 2011 and submitted those plans for review in the summer of 2011. This Plan is a product of the training, discussion, feedback, and ideas generated by the DOJ LAWG and will evolve as the demands, challenges, and opportunities faced by the Department change over time.¹⁷

- **Updating the Departmental Plan Implementing Executive Order 13166**

In the eleven years since the Executive Order was signed and the Department first issued its implementation plan, our understanding of the need for language assistance services has expanded, the diversity of non-English languages we encounter has grown, and methods for providing language services have evolved. With over a decade of experience in complying with Executive Order 13166 and, in particular, enforcing the national origin anti-discrimination protections of Title VI, our approach focuses on implementing practical policies and procedures that will enable staff in Department components to communicate with LEP individuals. Understanding the ways in which individuals in general, and consequently LEP individuals, interact with each component has been critical in determining which language access policies and procedures apply to each component.

In compliance with the Attorney General's June 2010 memorandum, each component began the process of creating a language access plan by evaluating their current efforts to provide meaningful access to LEP individuals. The DOJ LAWG encouraged components to use

¹³ The Federal Coordination and Compliance Section, among other functions, is responsible for government-wide coordination with respect to Executive Order 13166. The Section serves as the federal repository for the internal implementation plans that each federal agency is required to develop to ensure meaningful access to its own federally conducted programs and activities, and it also reviews and approves each funding agency's external LEP guidance for its recipients.

¹⁴ Available at http://www.lep.gov/resources/2011_Language_Access_Assessment_and_Planning_Tool.pdf.

¹⁵ Available at http://www.lep.gov/resources/081511_Language_Access_CAQ_TA_Guidance.pdf.

¹⁶ Available at http://www.lep.gov/resources/092111_Prosecutors_Planning_Tool.pdf.

¹⁷ See Part 3(k) (Performance Measurement and Evaluation).

the *Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs* to self-assess and determine their own capacity and need to provide services to LEP individuals. This tool is a practical application of the four-factor analysis set out in guidance issued in accordance with Executive Order 13166, and provides components with technical assistance in creating a language access plan, policies, and procedures.

The four-factor analysis is a flexible and fact-dependent standard that is used to determine the appropriate language assistance services to ensure an LEP individual has meaningful access to that agency's programs and activities. The four-factor analysis considers:

(1) The number or proportion of LEP persons eligible to be served or likely to be encountered by the program; (2) the frequency with which LEP individuals come in contact with the program; (3) the nature and importance of the program, activity, or service provided by the program to people's lives; and, (4) the resources available to the program and costs.¹⁸ The Attorney General's June 2010 memorandum explains that "Executive Order 13166 tasks the Department with improving accessibility for LEP persons in everything that we do on the Department level."¹⁹ Some components with high levels of interaction with the public will have more language service requirements than others based on component assessment of the range and nature of component activities and contact or potential contact with LEP individuals.

The creation of the DOJ LAWG and related cost-saving or cost-sharing initiatives are aimed at maximizing Department resources to ensure cost-effective delivery of quality language assistance services.²⁰

¹⁸ LEP Guidance to Recipients, 67 Fed. Reg. at 41,459.

¹⁹ Language Access Obligations Under Executive Order 13166 at 1.

²⁰ The LEP Guidance to Recipients, 67 Fed. Reg. at 41,461, provides further information regarding the consideration of costs as a factor in the provision of language assistance services: "A recipient's level of resources and the costs that would be imposed on it may have an impact on the nature of the steps it should take. Smaller recipients with more limited budgets are not expected to provide the same level of language services as larger recipients with larger budgets. In addition, 'reasonable steps' may cease to be reasonable where the costs imposed substantially exceed the benefits. Resource and cost issues, however, can often be reduced by technological advances; the sharing of language assistance materials and services among and between recipients, advocacy groups, and Federal grant agencies; and reasonable business practices. Where appropriate, training bilingual staff to act as interpreters and translators, information sharing through industry groups, telephonic and video conferencing interpretation services, pooling resources and standardizing documents to reduce translation needs, using qualified translators and interpreters to ensure that documents need not be 'fixed' later and that inaccurate interpretations do not cause delay or other costs, centralizing interpreter and translator services to achieve economies of scale, or the formalized use of qualified community volunteers, for example, may help reduce costs. Recipients should carefully explore the most cost-effective means of delivering competent and accurate language services before limiting services due to resource concerns. Large entities and those entities serving a significant number or proportion of LEP persons should ensure that their resource limitations are well-substantiated before using this factor as a reason to limit language assistance. Such recipients may find it useful to be able to articulate, through documentation or in some other reasonable manner, their process for determining that language services would be limited based on resources or costs."

- **OPERATIONAL GUIDELINES IN THE PROVISION OF LANGUAGE ASSISTANCE SERVICES**

- **Quality Control**

Ensuring the quality and accuracy of language assistance services provided by the Department is critical to providing LEP individuals with meaningful access to Department programs and activities. Components should take reasonable steps to ensure that all staff or contracted personnel who serve as translators, interpreters or who communicate “in-language” with LEP persons are competent to do so. Considerations of competency in light of particular tasks may include:

3. Demonstrated proficiency in and ability to communicate information accurately in both English and the other language;
4. Identifying and employing the appropriate mode of interpreting (e.g., consecutive, simultaneous, or sight translation), translating, or communicating fluently in the target language;
5. Knowledge in both languages of any specialized terms or concepts particular to the component’s program or activity and of any particularized vocabulary used by the LEP person;
6. Understanding and following confidentiality, impartiality, and ethical rules to the same extent as Department staff;
7. Understanding and adhering to their role as interpreters, translators, or multilingual staff.

Components should also take reasonable steps to ensure that all staff or contracted personnel who serve as translators are briefed by component staff on the context and intended audience for the translated text. For example, components may elect to provide guidance with respect to style, technical word choice, phrasing, or reading level depending on the context or target audience.²¹

Absent exigent circumstances, the Department should avoid using family members (including children), neighbors, friends, acquaintances, and bystanders to provide language assistance services.²² Likewise, components should avoid using individual opposing parties,

²¹ The LEP Guidance to Recipients, 67 Fed. Reg. at 41,464, provides that “[t]ranslators should understand the expected reading level of the audience and, where appropriate, have fundamental knowledge about the target language group’s vocabulary and phraseology. Sometimes direct translation of materials results in a translation that is written at a much more difficult level than the English language version or has no relevant equivalent meaning. Community organizations may be able to help consider whether a document is written at a good level for the audience. Likewise, consistency in the words and phrases used to translate terms of art, legal, or other technical concepts helps avoid confusion by LEP individuals and may reduce costs.”

²² Components should provide staff with further guidance regarding circumstances that would rise to the level of exigent and procedures for providing language assistance services during those circumstances.

adverse witnesses, or victims to a dispute as interpreters. Using family, friends, bystanders, or parties to a dispute to interpret could result in a breach of confidentiality, a conflict of interest, or inadequate interpretation.²³

- **Translation of Department Texts**

- **Translating Vital Documents**

The Department prioritizes translation of vital documents. Classification of a document as “vital” depends upon the importance of the program, information, encounter, or service involved, and the consequence to the LEP person if the information in question is not provided accurately or in a timely manner. The determination of what documents are considered “vital” is left to the discretion of individual components, which are in the best position to evaluate their circumstances and services within their language access planning materials.

Essentially, there are two distinct types of vital documents – those that are meant for the general public or a broad audience,²⁴ and those that are specific communications regarding a case or matter between an individual and the Department. Each component should exercise its discretion in creating a process for identifying and prioritizing vital documents or texts to translate. Components should also ensure that all translations are completed by qualified translators.

Documents that may be considered “vital” may include, but are not limited to, certain:

6. Administrative complaints, release, or waiver forms;
7. Claim or application forms;
8. Letters of findings;
9. Public outreach or educational materials (including web-based material);

²³ The Department has a strong interest in ensuring *accurate* communications with LEP individuals given the Department’s mission as the nation’s primary federal criminal investigation and enforcement agency. The 2002 DOJ Guidance allows recipients of federal financial assistance to use family members, friends, or other informal interpreters to provide interpretation services if the LEP individual so desires and has been specifically notified of the right to free, competent, and confidential language services. The Guidance further cautions that the use of informal interpreters must be “appropriate in light of the circumstances and subject matter of the program, service or activity, including protection of the recipient’s own administrative or enforcement interest in accurate interpretation.” To avoid the problems associated with issues of quality assurance, confidentiality, privacy, and conflict of interest, the Department has elected to avoid using family members (including children), neighbors, friends, acquaintances, and bystanders absent exigent circumstances.

²⁴ Components may find it useful to consider the top languages spoken by LEP individuals within their district or field office when considering the target languages for translation of vital documents meant for the general public or a broad audience that includes LEP individuals. For example, the top six languages spoken at home by LEP persons age 5 years or older according to American Community Survey (ACS) 2006-2010 multi-year data are: Spanish, Chinese, Vietnamese, Korean, Tagalog, and Russian.

10. Letters or notices pertaining to statutes of limitations, referrals to other federal agencies, a decision to decline to investigate a case or matter, or closure of an investigation, case or matter;
11. Written notices of rights, denial, loss, or decreases in benefits or services, parole, and other hearings;
12. Forms or written material related to individual rights;
13. Notices of community meetings or other case-related community outreach;
14. Notices regarding the availability of language assistance services provided by the component at no cost to LEP individuals;
15. Certain consent orders, decrees, Memoranda of Agreement, or other types of pleadings or litigation materials, within the discretion of the component.²⁵

Under most circumstances, materials primarily directed to attorneys, advocates, architects, police, or other professionals will not be considered “vital” for these purposes. Department components or subcomponents with core litigation functions may also be subject to applicable legal standards that may vary based on pertinent federal local rules. Components will necessarily be guided by those legal standards in making decisions as to translation, and this Plan is not intended to supersede or alter those requirements. Recognizing that translations can be resource and time intensive, components are encouraged to seek stakeholder input in determining which documents should be prioritized for translation. Components are also encouraged to pursue resource-sharing and cost-saving initiatives across the Department when translating documents. For example, components may consider sharing glossaries of commonly used terms to reduce the cost of translating terms of art or technical terms. Ultimately, components will assess the considerations in this Plan, including the four-factor analysis, and make decisions within their discretion and consistent with component language access plans as to how to provide meaningful access to written texts.

• **Translating the Department’s Web Content**

Components shall take reasonable steps to translate public website content and electronic documents that contain vital information about agency programs and services.²⁶ Components

²⁵ In some instances, monitoring compliance with an agreement or order will be significantly assisted by community involvement and outreach. In such cases, translation of the agreement or order into the most common languages of the affected community can be an effective method of engaging the community in monitoring. In some cases a translated summary of a pleading will be a helpful way to communicate with LEP persons, and in other instances it will be appropriate to translate the entire pleading itself, subject to component discretion. (As discussed, however, documents directed to attorneys are generally outside the scope of this Plan.) Where an agreement is translated, the component may wish to consider options for ensuring that the English-language version of the agreement controls the relationship between the parties.

²⁶ See also Office of Management and Budget, Executive Office of the President, memorandum for the heads of Executive departments and agencies, Policies for Federal Agency Public Websites (Dec. 17, 2004), available at <http://www.whitehouse.gov/omb/memoranda/fy2005/m05-04.pdf>.

shall identify the appropriate languages for translation and shall determine which electronic documents contain vital information.²⁷ Translations of web content may include web pages that contain important information intended for the general public, such as information about the component's jurisdiction and mission, information about how to file a complaint, information about how to contact the component, and information designed to educate individuals or communities about their rights under the law. Components are encouraged to review the General Services Administration's guidance on multilingual websites, <http://www.howto.gov/web-content/multilingual>, when including multilingual content on their websites.

- **Additional Translation Considerations for Components that Provide Federal Financial Assistance**

Components that provide federal financial assistance may also consider translating solicitation notices for grants or programs that may be of interest or may affect areas with large populations of LEP individuals. For example, a component may decide to translate solicitation notices into Spanish if the grant or program is aimed at benefiting individuals in Puerto Rico.

- **Identifying LEP Individuals**

Component staff should, at the point of first contact with an LEP individual, make reasonable efforts to conduct or arrange for an initial assessment of the need for language assistance services, and components should make reasonable efforts to obtain such services if they are needed to effectively communicate with the individual. Component staff can determine whether a person needs language assistance in several ways:

8. Self-identification by the non-English speaker, LEP individual or companion;
9. Inquiring as to the primary language of the individual if they have self-identified as needing language assistance services;²⁸
10. Asking a multilingual staff or qualified interpreter to verify an individual's primary language;
11. Using an "I Speak" language identification card or poster (an example of such a card from the U.S. Census Bureau is available at: <http://www.justice.gov/crt/lep/resources/ISpeakCards2004.pdf>).

- **Tracking and Reporting**

Each component should collect data regarding its provision of language assistance services and provide this data to the DOJ LAWG every two years in order for the DOJ LAWG to

²⁷ See Part 3(b)(1) (Translating Vital Documents).

²⁸ Staff should avoid assumptions about an individual's primary language. Some countries have multiple distinct languages, which are often misperceived as different dialects with only a slight variance. For example, LEP persons from Latin American countries may speak an indigenous or non-Spanish language as their primary language. Staff should make every effort to ascertain an individual's primary language to ensure effective communication without making assumptions based on race, color, or national origin.

assess the effectiveness of DOJ's language assistance services.²⁹

The DOJ LAWG will identify

the data to be collected, which may include the number of cases, matters, or outreach initiatives in which language assistance services were provided; the primary languages of communication with the LEP persons; the cost of any language assistance services provided; and the type of language assistance provided during a case or matter, if any.

- **Staff Training**

Department staff need to know how and when to access language assistance services.

For policies and procedures to be effective, components should take reasonable efforts to ensure that new and existing component staff members periodically receive training on: the content of the language access policy; identifying language access needs; and, providing language assistance services to LEP individuals. The DOJ LAWG will develop a basic language access training that components could use as training for staff having the potential to interact or communicate with LEP individuals, staff whose job it is to arrange for language support services, and managers of such staff. The DOJ LAWG will make this training available through DOJ Learning Management Systems. Components have the discretion to determine the nature, form, and frequency of the training. The DOJ LAWG will develop and review training options and make any further recommendations as appropriate.

Each component should take reasonable steps to ensure that relevant staff members receive training on the Department and component's language access policies, Plan, and procedures. Training may include, but is not limited to:

8. Identifying the language needs of an LEP individual;
9. Working with an interpreter in person or on the telephone;
10. Requesting documents for translation;
11. Accessing and providing language assistance services through multilingual employees, in-house interpreters and translators, or contracted personnel;
12. Duties of professional responsibility with respect to LEP individuals;
13. Interpreter ethics;
14. Tracking the use of language assistance services; and
15. Tips on providing effective assistance to LEP individuals.

Components are encouraged to offer technical training to multilingual staff (e.g., interpreter ethics, interactive online language access courses, etc.) to maintain and improve their language assistance skills.

²⁹ See Part 3(k) (Performance Measurement and Evaluation).

- **Human Resources**

The Department values the multilingual skills of its employees. When considering human resource and hiring policies, each component should assess the extent to which non-English language proficiency in particular languages is necessary for particular positions or to fulfill the component's mission. Upon assessment of its language needs, components are encouraged to provide opportunities for professional development of language skills for all qualified Department employees. It is left to component discretion to identify and develop the language skills of Department employees who could serve as multilingual employees. However, all components should take reasonable steps to develop quality control procedures to ensure that Department employees who communicate or correspond in a non-English language with LEP individuals do so in an accurate and competent manner. Multilingual employees with frequent interaction with LEP individuals or whose workplan includes the provision of language assistance services are encouraged to undergo language assessment by the Language Testing and Assessment Unit of the FBI. Each component should track the composition of existing and new staff by non-English languages spoken and level of oral and written proficiency. Maintaining an inventory of multilingual staff could be useful for future resource-sharing initiatives within and between components. Managers are encouraged to take into account the amount of time an employee has spent providing language assistance services when assessing workload and productivity.

- **Procurement**

If a component elects to procure language assistance services, each component's procurement office should take reasonable efforts to ensure that any Request for Proposals or contract for language assistance services will specify responsibilities, assign liability, set pay rates, and provide for dispute resolution.³⁰ For example, contracted language assistance service providers should have:

- Qualified and competent translators and interpreters, including second checks for translations;³¹
- Mechanisms to ensure confidentiality and avoid conflicts of interest;
- Ability to meet the component's demand for interpreters;
- Ability to meet the component's demand for translation, including the delivery of the translation in editable electronic or other required formats;
- Reasonable cancellation fees;

³⁰ If a component does not have its own executive or procurement office, it should seek assistance from the Justice Management Division's Consolidated Executive Office to procure language assistance services.

³¹ The DOJ LAWG will develop Department-wide standards to help components ensure that contracted language assistance services providers are qualified and competent. The DOJ LAWG is currently working on refining standards as part of the Telephonic Interpretation Base Project based on initial procurement standards developed by the Executive Office for Immigration Review (EOIR).

- On-time service delivery;
- Acceptable emergency response time;
- Rational scheduling of qualified interpreters;
- Any requirements for tracking usage;
- Rapid rates of connection to interpreters via telephone, video, or electronically; and
- Effective complaint resolution when translation or interpretation errors occur.

Potential bidders for language assistance services contracts should also be required to commit to an adequate quality control process for all deliverables. The DOJ LAWG will work with the General Services Administration to identify promising practices with respect to negotiating and securing high quality language assistance services.

- **Components Providing Federal Financial Assistance**

Components that provide federal financial assistance to state and local governments and other entities, whether by way of funding, in-kind assistance, training, detail of personnel, or other assistance, should take reasonable efforts to ensure that recipients of such assistance are complying with their Title VI nondiscrimination obligations. Components have a variety of mechanisms for securing compliance, including executing assurances of nondiscrimination, conducting periodic audits, conducting complaint-based investigations, and selecting recipients for compliance reviews.

- **Notification of the Availability of Language Assistance Services**

Each component should make reasonable efforts to notify the public about its LEP policies and how to access language assistance services. Components should determine what information shall be provided in English and in appropriate non-English languages using, for example, websites, translated documents, and community-focused outreach.³²

When language assistance services are not readily available at a given component or an LEP individual does not know about the availability of language assistance services, LEP individuals will be less likely to participate in or benefit from a component's programs and services. As a result, many LEP persons may not seek out component benefits, programs, information, and services; may not offer vital assistance in investigations or information that would help determine entitlement or eligibility for benefits; and may not file complaints. Organizations that have significant contact with LEP persons, such as schools, faith-based organizations, community groups, and groups working with new immigrants can provide important input into the language access planning process and can often assist in identifying populations for whom outreach is needed and who would benefit from the component's

³² See Part 3(b) (Translation of Department Texts).

programs and activities where language services are provided. Components may also consider consulting with entities representing LEP interests to obtain feedback on the accuracy and quality of the component's language assistance services.

- **Departmental and Interagency Cooperation**

Components are encouraged to collaborate with each other and other federal agencies to share resources, improve efficiency, and standardize federal terminology. For example, a group of procurement officials have been meeting to discuss and test whether a Department-wide telephonic interpretation service, designed and structured by DOJ components, will assist the Department and individual components to meet certain language access needs and obligations under Executive Order 13166 and the Attorney General's recent mandate. The purpose of the Telephonic Interpretation Base Project is to assess the demand for such service (including languages requested) and to ascertain if a Department-wide contract is useful to the Department and individual components.

The Department supports sharing promising practices and exploring Department-wide and interagency initiatives that could potentially streamline and improve our ability to provide meaningful access to LEP individuals. To that end, the DOJ LAWG will identify ongoing or additional subcommittees to focus on areas of cross-cutting implementation concern.

- **Performance Measurement and Evaluation**

Components should periodically reassess and, where appropriate, update their language access plans to ensure that the scope and nature of language assistance services provided under the plan reflect updated information on relevant LEP populations, component language assistance needs, changes in technology, and component experience under the plan. Further, each component should take reasonable efforts to ensure that its in-house and contract language services, directory of translated documents, signs, and web-based services meet current language needs.

Every two years, the DOJ LAWG should assess the effectiveness of component language assistance services by, among other things, conducting an inventory of languages most frequently encountered, identifying the primary channels of contact with LEP community members (whether telephonic, in person, correspondence, web-based, etc.), reviewing component programs and activities for language accessibility, reviewing plans and protocols, reviewing the annual cost of translation and interpreter services, and consulting with outside stakeholders. The DOJ LAWG should work collectively to identify the appropriate language access metrics to monitor and evaluate the Department's ability to overcome language barriers.

- **DOJ COMPONENT PLANS**

As of the date of this document, thirty-one components have prepared a language access plan or policy statement in conformity with this Departmental Language Access Plan. Any component that has opted not to prepare a component-specific language access plan should adopt the policies and principles discussed in this Plan.

Submitted to the Attorney General by:

9



Thomas E. Perez
Assistant Attorney General, Civil Rights Division



Lee Lofthus
Assistant Attorney General for Administration

Approved:



Eric Holder
Attorney General

DATE: April 5, 2012

Appendix R

Translation Contractors and Work Order Process

King County has contracted with eleven translation service providers for the period September 17, 2012 through September 16, 2017. All County agencies may use these resources.

ACADEMY OF LANGUAGES, CPA # 5491417	Olivier Fabris	Olivier@aolti.com
	Phone: 206-521-8601, Fax: 206-521-8605	
CARMAZZI, CPA # 5499046	Joyce Moua	Ordertranslation@carmassi.com
	Phone: 888-452-6543, Fax: 866-648-3431	
CTS LANGUAGELINK, CPA # 5497857	Justin Paukert	Justin.paukert@ctslanguagelink.com
	Phone: 360-433-0413, Fax: 360-693-9292	
FOREIGN LANGUAGE SPECIALISTS, CPA # 5491421	Olga Afonin	Translate@flsincorp.net
	Phone: 206-261-0999, Fax: 206-267-9115	
LANGUAGE LINE SERVICES, CPA # 5488060	Michael Schmidt	mschmidt@languageline.com
	Phone: 800-752-6096, Fax: 800-821-9040	
LANGUAGES TRANSLATION SERVICES, CPA # 5499115	Daniel Sabore	Info@languages-translation.info
	Phone: 253-835-0107, Fax: 775-993-7988	
LINGUALINX LANGUAGE SOLUTIONS, CPA # 5488026	David Smith	Dsmith@lingualinx.com
	Phone: 518-388-9000, Fax: 518-388-0066	
NORTHWEST INTERPRETERS, CPA # 5498058	Vic Marcus	Vic@nwiservices.com
	Phone: 206-521-8601, Fax: 206-521-8605	
TRANSLATION SOLUTIONS, CPA # 5488001	Rosa Capdevielle	Rosa@translationsolutions.org
	Phone: 503-248-9915, Fax: 503-248-9915	
TRANSLATION4ALL, CPA # 5487980	Ellen Whiting	manager@translation4all.com
	Phone: 253-630-5234, Fax: 866-341-8411	
UNIVERSAL LANGUAGE SERVICE, CPA # 5488039	Lily Ingram	Wecare@ulsonline.net
	Phone: 425-454-8072, Fax: 425-454-3635	

Translation Target Languages

Translation services convert a **written** language into another written language. King County has contracted translators for the following languages.

Amharic	Hmong	Somali
Arabic	Korean	Spanish
Bosnian	Laotian	Spanish
Cambodian (Khmer)	Oromo	Tagalog
Chinese	Portuguese (Brazil)	Tigrinya
Farsi	Punjabi	Vietnamese
French (West African)	Russian	Ukrainian
Hindi	Samoan	

Conversion of a **spoken** language into another spoken language is considered **interpretation**, and is not appropriate work for the above contractors, whether the need is for in-person interpretation or phone interpretation. Inquire with Procurement for a list of contracted interpreters.

Qualifications

Translators have been awarded contracts based upon the following requirements.

- American Translator Association (ATA) certified, DSHS certified, or other recognized certification. Refer to spreadsheet ‘Translator Contracts’ for the specific qualifications of each Contractor by language.
- Five (5) years experience translating information from / to English and the target language.
- Expertise in assessing the suitability of language and images when considering the cultural context.

All contractors listed have signed King County’s Protected Health Information Business Associate Agreement.

Pricing

Refer to Excel spreadsheet ‘Translator Contracts’ for Pricing offered by each Contractor.

Work Order Process

Step # 1. King County agency sends [Work Order](#) to the Contractor(s).

8. If the cost is under \$5,000, agencies may proceed with one Contractor. Go to Step #5.
If the estimated cost is between \$5,000 and \$25,000, agencies will request quotes from at least three Contractors; if the estimated cost is \$25,000 or more, all listed Contractors will be asked to participate in the solicitation process.
9. Complete the ‘Agency’ sections of the Work Order and attach the English version of the work to be translated.

Step # 2. Contractors fill out ‘Contractor’ sections of the Work Order and return to agency by stated deadline.

Step # 3. King County agency evaluates the Work Order responses and selects one Contractor.

10. The agency will review the responses received by the stated deadline.
11. The lowest quoted price, or the proposal that best meets the stated selection criteria (which may include items such as proposal approach and personnel), will be selected for award.
12. Agency is responsible for retaining the documentation of the selection process.

Step # 4. Once a selection has been made, the agency enters a Service Request to secure approval from Procurement for the selection.

Link for : [PCS Service Requests](#)

Step # 5. The agency creates and approves the requisition. Procurement creates the Purchase Order.

Step # 6. The agency contacts the awarded Contractor so that work may begin.

Questions and Contractor Feedback

If you have questions, would like assistance from Procurement, or would like to provide feedback regarding Contractor performance, please contact one of the following.

Janet Harjo janet.harjo@kingcounty.gov 263-9286

Rocky Brannan rocky.brannan@kingcounty.gov 263-9310

Translation Services Work Order

To: _____ Date of Request: _____
Contractor

From: _____
Department/Agency *Work Order/Project Name*

Work Order Response is due to requesting Agency by: _____

Scope of Work (Sections A – D)



- Agency to complete



Contractor to complete

Section A. Service Required

Agency: Description of Service

*This is a detailed description of the required service. **Attach the English version of work to be translated.***

Section B. Schedule

Agency: List important dates including expected start and completion dates.

Work Order responses are due by close of business .
Responses will be evaluated and consultant selected by .
Work Orders signed and distributed by .
Work may begin and is expected to be completed by .

Section C. Deliverables

<i>Agency: List deliverables and deadlines</i>	
Deliverable	Deadline

Contractor: Proposal
Provide a description of your approach to the service specified. Confirm your ability to meet deliverable deadlines and reporting requirements listed above.

Section D. Pricing

Agency: King County Acceptance.
 The following item(s) must be delivered prior to King County approval of payment.

Contractor and King County agency may revise based on final negotiation if total cost is \$25,000 or more.

Agency fills out 'Deliverable' and 'Due Date' columns, Contractor fills out 'Price' column.
 Use the same Deliverables listed in Section C.

Deliverable	Price	Due Date
	\$	
	\$	
	\$	
	\$	
	\$	
Fixed price total		

Section E: Work Order Evaluation

Agency: King County Selection Criteria
 The following items and weighted score will be used in evaluating Work Orders.
 (Percents may be 0-100%, and criteria may be changed as needed. i.e., Pricing may be 100% while Proposal Sections and Personnel may be Pass/Fail.)

Item	Percent (%) of Score
<i>Proposal (Sections B & C)</i>	
<i>Pricing (Section D)</i>	
Total	100%

Section H. Signatures

Terms, conditions and pricing represented in this work order are in accordance with King County Master Contract #_____.

