

LSNC LANGUAGE ASSISTANCE PLAN
January 2013

LSNC's LEP coordinators are responsible for ensuring on-going training and refresher review of LSNC's Language Access Policy and for ensuring that the policy is kept current. Specific tasks are indicated below. If new tasks are identified, the coordinator identifying the issue is responsible for adding the task to this chart, updating issuance date, and circulating to other coordinators.

WHAT	WHEN	WHO/How
1. Review of frequently encountered languages	July, annually, in rotation in the following order 2013: Jodie 2014: Angelica 2015: Julie Check for significant language populations	Check: 1. Latest CDSS ABCD 350 for LSNC counties/language spoken (download as Excel, delete first two tabs in table for statewide and Ethnicity data, delete non-lsnc counties,) 2. CA school languages (select "county" and eliminate non-LSNC counties, language data will show by our counties) 3. CDC language data (run by ec LSNC county) 4. City Data ¹ , Using City Data 2013 table, click links and copy/paste latest language data (using word search "Language" to get to data.) 5. PIKA run of languages 6. Save all data info in document entitled "XXXX languages spoken LSNC" and file 7. Determine if need for new translations and/or outreach language/poster squibs
2. Periodic Language Access Reminders to OM's to go over with staff at staff meetings	1. Ev. 3 months – LEP coordinators a) At least one will be a request to inquire whether any issues w/ phone interpreter service b) At least one will be request to discuss any concerns or special training needs re: language access or use of interpreters, etc.	Email, alternating coordinators (Starting 2013 in the following order: Julie, Jodie, Angelica)
3. Check for compliance with access info to clients	1. Ev. January, ask OM's to check reception for posters 2. Ev. June ask OM's to check outreach materials and office brochures for language squibs	Alternating coordinators (starting 2013 in the following order: Angelica, Julie, Jodie)
4. Annual Training	1. Bi-annually at All Staff 2. In alternating years, send training materials or links as refresher	Alternating coordinators (starting 2013 in the following order: Julie, Jodie, Angelica)
5. New staff training	HR to notify Julie of new hires at time of hire	Julie will either do or designate someone to: 1. Update In-House language chart 2. Provide LEP manual 3. Provide links to training materials on using interpreters
6. In-House language chart	Quarterly	Jodie will request OM's to check in-house language chart and send updates; post final on SPN
7. Phone Interpreter satisfaction survey	Annually	Alternating coordinators (starting 2013 in the following order: Jodie, Angelica, Julie)

¹ Can use American Fact Finder, and select language spoken at home, and select county, which does NOT require searching for the language data.
<http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t#none> City data is listed as that is the "run" that was done in 2013.

LSNC LANGUAGE ASSISTANCE IMPLEMENTATION PLAN
September 2004
June 2005 update: Implementation COMPLETED

DONE?	WHAT	WHEN/ WHO	HOW
<input checked="" type="checkbox"/>	Appoint LEP coordinators	1 month - Gary	ED Appointment
<input checked="" type="checkbox"/>		3 months	
<input checked="" type="checkbox"/>	1. Survey language resources.	1. JB to create survey form; OM's to do survey	1. OM or appointee to survey in-house language capacity for a) oral interpretation; b) written translations, by position. List other interpreter/translator services in place (other than Language Line). Indicate whether available to translate for another office, as needed.
<input checked="" type="checkbox"/>	2. Meet w/ MA's to discuss "sharing" bilingual resources.	2. Gary	2. Memo to MA's and arrange for a meeting (during Honchos call?)
<input checked="" type="checkbox"/>	3. Distribute info on the language line.	3. Gary	3. Issue a memo saying "remember" a) we need to interpret; b) how to use line if no other reliable interpreter source is available (we may want to remind folks here re: competency and conflict of interest)
<input checked="" type="checkbox"/>	Complete demographic language profile + identify the primary and other languages spoken by LEP communities in service areas.	The GIS liaison per office	GIS to map census data, school data; welfare data, etc.
<input checked="" type="checkbox"/>	Post information about the availability of bilingual staff or free interpreters in all of the program's waiting rooms in at least as many languages as the census indicates are spoken in the service area.	Jodie will create poster + submit to translation group	Make Posters/get translated
<input checked="" type="checkbox"/>		6 months	
<input checked="" type="checkbox"/>	Contact community orgs and volunteers re: availability of interpreters/translators for identified languages	MA to appt someone/team	1. Survey local CBO's/volunteers re: language capacity and whether can arrange for services (formal, e.g. by schedule, by phone, etc., or ad hoc) 2. Ask CBO's if they have volunteers for us; survey our existing volunteers re: language capacity.
<input checked="" type="checkbox"/>	Create and implement a plan to assess the proficiency and ensure the competency of interpreters and translators. (Part One: Assessing Competency)	Mona	1. Research available testing/standards (check UC Davis and Legal Language Assistance Project) 2. List different standards for oral vs. written interp/translations 3. Research available written translation resources (contact LLAP, BALA, SF Welfare Dept; ask Kate Meiss re: LA's process)
<input checked="" type="checkbox"/>	Complete the organizational survey of practices and procedures that may interfere with the provision of the highest quality services to LEP clients.	1. Gary memo to MA's 2. JB to draft survey 3. MA's (or appointee) do survey 4. JB to summarize	1. Develop survey re: how LEPs are currently served, where hitches are that may cause barriers to provision of services, "other" category 2. Issue report of survey results, by office and with global comments.

<input checked="" type="checkbox"/>		9 months	
<input checked="" type="checkbox"/>	Create and implement a plan to assess the proficiency and ensure the competency of interpreters and translators. (Part Two: Ensuring Competency)	Mona/Jodie	Develop plan on how to assess of staff and contractors (oral interpretation and written translation) and ensure proficiency
<input checked="" type="checkbox"/>	Arrange for interpretation/translation services <i>for each of the LEP groups in the service areas.</i> 1. Solicit bids <input checked="" type="checkbox"/> for translation 2. Verify competency 3. Train interpreters <input checked="" type="checkbox"/>	1. Mona to list language needs/office 2. OM (w/ MA help) to do contracts and competency testing 3. JB to arrange training	Based on assessed language needs and identified language resources: 1. Assess competency of resources 2. Arrange for free or low-cost interpretation and translation services 3. Contact sister LSC orgs to see if can share costs/use common resources 4. Train interpreters and staff re: interpreting ethics and how to work w/ interpreters
<input checked="" type="checkbox"/>	Determine "level of service" for written translations	RC's w/ OM's and Brian	1. List written materials distributed (OM's) 2. List categories of materials on website (Brian) 3. RC's to meet to determine "importance ranking" of materials for translations; determine which are translated vs. interpreter squib
<input checked="" type="checkbox"/>	Formulate and implement a written LEP policy (w/ copy to LSC) addressing barriers to services	Jodie w/ Mona	4. Draft list of issues 5. Meet w/ Gary re: contents. 6. Submit draft to MA's for comments/input 7. Finalize and send
<input checked="" type="checkbox"/>	A monitoring plan (oversight and updating) of the LEP policy.	Jodie w/ Mona	1. Decide timeframes, responsible staff, and tasks
<input checked="" type="checkbox"/>	A recruitment plan (hiring at least one bilingual staff, preferably an attorney, for each language group at least five percent of the eligible client community <i>per service area</i>).	1. OM's for local hiring outlets 2. Mona w/ Gary	1. Each office should develop appropriate ethnic outreach sources and give to Mona 2. Mona to review and modify, as necessary, job descriptions, outreach re: job listings, hiring standards.
<input checked="" type="checkbox"/>	A training plan (orientation + regular or annual training of all public contact staff on the program's LEP policy).	Gary/Jodie/Mona	1. Develop curriculum 2. Decide timing 3. Locate trainers
<input checked="" type="checkbox"/>		12 months	
<input checked="" type="checkbox"/>	Train all program staff on the program's LEP policy.	Jodie/Mona	On-going. Staff wide training in october 07
<input checked="" type="checkbox"/>	Put a language squib in all community outreach material, including websites (in all appropriate languages).	OM's and Brian	1. OM's to check resources handed out and do/assign modification of documents 2. Brian or designee to update website
		On-going	
<input checked="" type="checkbox"/>	Include LEP info in annual reports (and our internal compliance monitoring).	Gary (and delegates)	Based on info from coordinators, based on info from offices