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**County Office Assessment Tool for Language Access Needs**

This tool examines the way our institution currently serves linguistically and culturally diverse communities and was created to support programming, training, and professional development opportunities for Extension staff. The data will be used to generate a more comprehensive report on the language access needs in different Extension offices and service areas around the state. The findings from this report will be shared with counties as well as administration.

Instructions*:* Please fill out this form as a county Extension staff and return send it to the email listed below by **May 31, 2017**. Feel free to include additional sheets to this form if you need more space to respond. Please direct any questions or additional comments to CES Language Access Coordinator at *languageaccess@ces.uwex.edu* or 608.263.1125.

Note: Completing this document is part of our institution’s Civil Rights reporting responsibilities. Please keep a copy on file with your other records and documentation.
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Your county Extension office:

Name of person filling out this form:

Title:

Email:

Telephone:

**Step 1: Understanding how Limited English Proficient (LEP) individuals interact with your county’s Extension programming**

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| 1. Does your staff interact with and/or serve individuals who have limited English proficiency?

[ ]  Yes [ ]  No (if you check this box, you do not have to complete any of the remaining sections) |
| 1. Our county interacts with LEP individuals in the following manner:

[ ]  In-person (walk-in traffic)[ ]  Programming events (held in person)[ ]  Telephonically[ ]  Email or website[ ]  Correspondence [ ]  Other (*specify*):       |

**Step 2: Identifying LEP populations served by your county’s Extension office**

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| 1. How does your county staff identify LEP individuals? (*select all that apply*)

[ ]  As a part of our planning procedures, our office asks if the clientele needs interpreter or translation services when they sign up or register educational programs[ ]  Staff infers that a person has LEP if communication with staff seems impaired[ ]  Staff makes note of the individuals who leverage relatives or other persons to communicate during programs and/or events[ ]  Staff lets LEP individuals self-identify (i.e. we wait until they make a request for interpreter/translation services)[ ]  Staff asks open-ended questions to determine language proficiency on the telephone or in-person[ ]  Staff uses “I Speak” language identification cards or posters[ ]  Staff has not identified any LEP individuals in our county or service area[ ]  Other (*specify*):       [ ]  Other (*specify*):      [ ]  Other (*specify*):       |
| 1. Does your county office have an established process to collect data on:
 |  |
| 1. The different languages spoken in your county?
2. The number of LEP individuals served by your office’s programming efforts?
 | [ ]  Yes [ ]  No[ ]  Yes [ ]  No |
| 1. The number of LEP individuals who live in your county?
 | [ ]  Yes [ ]  No |
| 1. The prevalence of non-English languages spoken by LEP individuals in your county?
 | [ ]  Yes [ ]  No |
| 1. If you do have an established process for determining LEP individuals and communities in your service area, what information sources or data does your county’s Extension office use?

[ ]  US Census Bureau [ ]  WI Dept. of Public Instruction (DPI)[ ]  Dept. of Workforce Development [ ]  US Dept. of Labor [ ]  State Agencies [ ]  Community Organizations [ ]  Intake Information [ ]  Personal networks[ ]  Social media[ ]  Other (*specify*):      [ ]  Other (*specify*):      [ ]  Other (*specify*):      [ ]  Other (*specify*):       |
| 1. Does your county Extension office maintain records on the primary languages spoken of individuals served by programming efforts in your area?
 | [ ]  Yes [ ]  No |
| 1. If you collect and record primary language data from CES programs, services, and activities, please describe where or how the information is stored.
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| 1. What is the estimated (or known) total number of LEP individuals who use or benefit from services and programs sponsored by your county’s Extension office each year? (If this is not known, please list “Unknown”)
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| 1. Do language differences (i.e. English and languages other than English) between staff and clientele limit your county office’s ability to develop strong relationships that support CES’s educational mission in your service area (If “yes,” please describe the nature of the situations or opportunities where relationships could be strengthened)

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| 1. Specify the top five frequently encountered non-English languages in your county and how often these encounters occur (e.g. 2-3 times per year, monthly, weekly, daily)
 | Language:1.      2.      3.      4.      5.       | Frequency of Encounters:1.      2.      3.      4.      5.       |
| 1. Based on current programming efforts in your county and area, what percentage of your staff time is spent discussing and addressing ways to engage and include LEP individuals and communities?

 [ ]  Agriculture and Natural Resources:       % [ ]  Family Living (excluding FoodWIse):       % [ ]  FoodWIse:       % [ ]  Community, Natural Resource, and Economic Development:        % [ ]  4-H Youth Development:       %  [ ]  Other:       % |

**Step 3: Providing Language Assistance Services**

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| 1. Has your county’s Extension office ever used language support services such as translation and interpretation to carry out educational programming events and projects?
 | [ ]  Yes [ ]  No |
| 1. What type of language support services has your county’s Extension office provided?

(*select all that apply*)[ ]  Bilingual or multilingual staff positions [ ]  Staff interpreters [ ]  Freelance interpreters [ ]  Freelance translators [ ]  Telephone interpreting services (e.g. LanguageLine Solutions) [ ]  Video interpreting services [ ]  Volunteer interpreters or translators[ ]  Other (*specify*):      [ ]  Other (*specify*):       |
| 1. Are there situations where LEP individuals provide their own interpreters or use family or friends? If yes, please describe or specify which types of situations.
 | [ ]  Yes [ ]  No |
| 1. Has your county’s Extension office translated local forms or other informational documents into different languages? If yes, specify which language(s) and types of documents: Click here to enter text.
 | [ ]  Yes [ ]  No |
| 1. Does the staff in your county’s Extension office use languages other than English to communicate with LEP individuals?
 | [ ]  Yes [ ]  No |
| 1. Please list any barriers your staff has encountered in providing language support services in your county or service area:

Click here to enter text. |

**Step 4: Training, Procedures, and Support**

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| 1. Has your county’s Extension office received training on how to meet the needs of LEP individuals and communities in your service area?
 | [ ]  Yes [ ]  No |
| 1. If yes, who receives training on providing language assistance to LEP individuals? (*select all that apply*)

[ ]  Leadership or senior staff [ ]  Employees who provide “front-line assistance” to the public [ ]  Bilingual staff [ ]  New employees [ ]  All employees in our Extension office[ ]  Other (*specify*):      [ ]  Other (*specify*):      [ ]  None of the above |
| 1. Does your county Extension staff have a uniform understanding of how to address language barriers while serving LEP individuals through their programming efforts?
 | [ ]  Yes [ ]  No |
| 1. Do your county Extension office have written procedures on how to obtain translations or work with interpreters?
 | [ ]  Yes [ ]  No |
| 1. Does your county office have a designated point person who can address the language access issues and concerns of your staff?
 | [ ]  Yes [ ]  No |
| 1. Does your county have direct access to a formal language access complaint form? (Civil Rights complaint form or other)
 | [ ]  Yes [ ]  No |
| 1. Has your county office or staff ever received feedback or complaints because language access services were not provided?
 | [ ]  Yes [ ]  No |

**Step 5: Providing Notice of Language Assistance Services**

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| How does your Extension county office inform members of the public about the availability of language assistance services? (*select all that apply*)[ ]  Frontline and outreach bilingual or multilingual staff [ ]  Posters or signage in publicly visible areas [ ]  “I Speak” language identification cards available to frontline staff [ ]  Website [ ]  Other (*specify*):       [ ]  None of the above[ ]  I am not sure |

**Step 6: Areas for training and professional development**

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| What types of training related to language access would be most beneficial to your county’s Extension office? (*select all that apply*)[ ]  Title VI Civil Rights reporting responsibilities (related to language access)[ ]  Requesting support for translation services[ ]  Requesting support for interpretation services[ ]  Identifying, assessing, or better understanding the programming needs of linguistically and culturally diverse communities in our area[ ]  Outreach strategies that improve engagement of linguistically and culturally communities in  our service area[ ]  Managing programming events and projects for speakers of multiple languages[ ]  Basic communication skills in languages other than English[ ]  How to create an office environment that is inviting to a more linguistically diverse public[ ]  Bilingual staff skill development (foundational courses on translating, interpreting, etc.)[ ]  How to use specialized equipment (one-way microphones for interpretation services, LanguageLine, etc.) [ ]  Where to find additional resources and information on serving LEP individuals and communities[ ]  Other (*specify*):       [ ]  Other (*specify*):       [ ]  Other (*specify*):       [ ]  Other (*specify*):       [ ]  Other (*specify*):       [ ]  None of the above |

You are welcomed to provide any additional comments below:

Thank you for filling out this form.