



NATIONAL CENTER ON IMMIGRANT INTEGRATION POLICY



Bridging Refugee Youth & Children's Services

Language Access and Schools: Federal Requirements and School Experiences

Joint Language Access Webinar
October 6, 2011



Introduction & Logistics

- Logistics
 - If you have any problem accessing this webinar, please contact us by email at ldixon@migrationpolicy.org
 - 90 minute webinar with Q&A at end
 - Use chat function throughout webinar to write questions
 - Press *1 to get in the queue to ask a question during Q&A

For more information on language access issues, visit: www.migrationpolicy.org/languageportal

ORIGIN language spoken or written either structured or unstructured

Search our database to find resources used to provide services to Limited English Proficient (LEP) Individuals


[Click here to enter the database](#)

Language Portal: A Translation and Interpretation Digital Library

Practitioners' Corner: Advice and Insight from the Field

Practitioner's Corner: Doing More with Less on Language Access

By Lily Qi



Like many counties and districts across the country, Maryland's largest jurisdiction, Montgomery County, has experienced a rapid increase in its foreign-born population, doubling since 1990 to account for nearly 31 percent of the community's 1 million residents. At the same time, Montgomery County faces a tight budgetary environment, like others across the country. In order to meet the growing needs of the limited English proficient (LEP) clients the county serves, we have learned to do more with less.

[Click here to read full article.](#)

Practitioners' Corner Archive:

- [Tips for Testing and Certifying Multilingual Employees](#)
- [Tips for Ensuring Translation Quality](#)
- [A Guide to the Language Portal](#)

What Are Language Access Services?

Language Access Webinars



Listen to past webinars where speakers discuss developments and challenges in the field of language access.

[Listen or Sign Up for Future Webinars](#)

In the Spotlight

Communicating More for Less: Using Translation and Interpretation Technology to Serve Limited English Proficient Individuals

By Jessica Snerling





Language Access & EO 13166

- **Title VI Civil Rights Act/Executive Order 13166**
 - Covers federally conducted and federally funded programs
 - Crosses various aspects of federal, state and local services, including schools



Introductions: BRYCS



Lyn Morland's career in cross-cultural social work spans almost 30 years. After developing health and social service programs in the Philippines, she worked in refugee resettlement and child welfare, including the Unaccompanied Refugee Minor program, for Associated Catholic Charities, Archdiocese of Washington. She soon became Director of

Health Services for the Archdiocese, overseeing the primary care community clinics and a network of specialized physicians providing pro bono care to recent immigrants from Central America. Most recently, she directed a national technical assistance initiative in multicultural mental health and provided senior management, fundraising, and evaluation expertise to the Center for Multicultural Human Services in Falls Church, VA, an agency providing mental health and social services to immigrant and refugee children and their families. In addition to a BA in Psychology and a Master of Social Work, she earned a Masters degree and Doctoral candidacy in Anthropology. She currently oversees and develops all aspects of the BRYCS' Web site and technical assistance, and provides consultation nationally on services to refugee and immigrant children.

For more information on language access issues, visit: www.migrationpolicy.org/languageportal



Introductions: BRYCS



Laura Gardner holds a Master of Science in Social Work from Columbia University where she specialized in services for refugees and immigrants. Prior to earning her degree, she worked and volunteered at five refugee serving agencies, both inside and outside the United States, including a school-based National Child Traumatic Stress Network program for foreign-born youth at the International Institute of New Jersey. She has facilitated psychosocial and educational services for foreign-born children and families in both direct practice and program management capacities, and has advocated for systemic change related to the needs of refugees and immigrants in social service departments, community agencies, and in the public schools. Her passion for understanding the complexities of refugee resettlement took her to Ghana where she worked in the Cultural Orientation Department of the Overseas Processing Entity. In addition to an MSW, she holds a Bachelor of Science in Education where she focused on child development and children with special needs. Laura coordinates BRYCS' technical assistance with Refugee School Impact grantees and is the main point of contact for all school-related issues. In addition, she coordinates work on the BRYCS Web site and Clearinghouse and contributes research and writing to BRYCS publications.

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Bridging Refugee Youth & Children's Services

Federal Requirements to Provide Interpretation & Translation in the Schools

Lyn Morland, MSW, MA
BRYCS Director

Laura Gardner, MSW
Education Technical Assistance Specialist



BRYCS Photo/Catholic Charities of Tennessee

Who We Are:

- Migration & Refugee Services/U.S. Conference of Catholic Bishops
- Services include refugee resettlement, specialized foster care for unaccompanied children, victims of human trafficking
- BRYCS is National Technical Assistance (TA) Provider for the Federal Office of Refugee Resettlement on refugee children, youth, and families
- TA to Refugee School Impact Grantees
- New project with Head Start's National Center for Cultural & Linguistic Responsiveness to increase refugee enrollment – serving the preschool to K-12 continuum



BRYCS Photo/Courtesy of CC Atlanta

What We Do



BRYCS Photo / Courtesy of CSS Anchorage

Consultations

- ✓ National Technical Assistance Network
- ✓ Experts available by telephone (888-572-6500) & email (info@brycs.org)
- ✓ Discussion Listserv
- ✓ Topical trainings by request

BRYCS provides national technical assistance to organizations serving refugees so that all newcomer children and youth can reach their potential.

Web site & Clearinghouse

www.brycs.org

- ✓ Over 4,500 resources
- ✓ Spotlight Articles, Promising Practices, & Resource Lists
- ✓ Monthly “What’s New” and Email Bulletin Alert
- ✓ BRYCS Publications

[Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel](#)

Non-Discriminatory & Comparable Access to Education (Civil Rights)



BRYCS Photo, Claudia Gilmore

- 1970 Memo –
“Identification of
Discrimination and Denial
of Services on the Basis of
National Origin”
- Lau v. Nichols (1974)
- 2 additional policy memos
(1985 and 1991)

Specific References to Interpretation/Translation (Civil Rights)

The words “interpretation” and “translation” are **not** used in the civil rights policy memos and case law mentioned, but are indirectly addressed within the context of non-discriminatory and comparable access to education



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Specific References to Interpretation/Translation (Civil Rights)



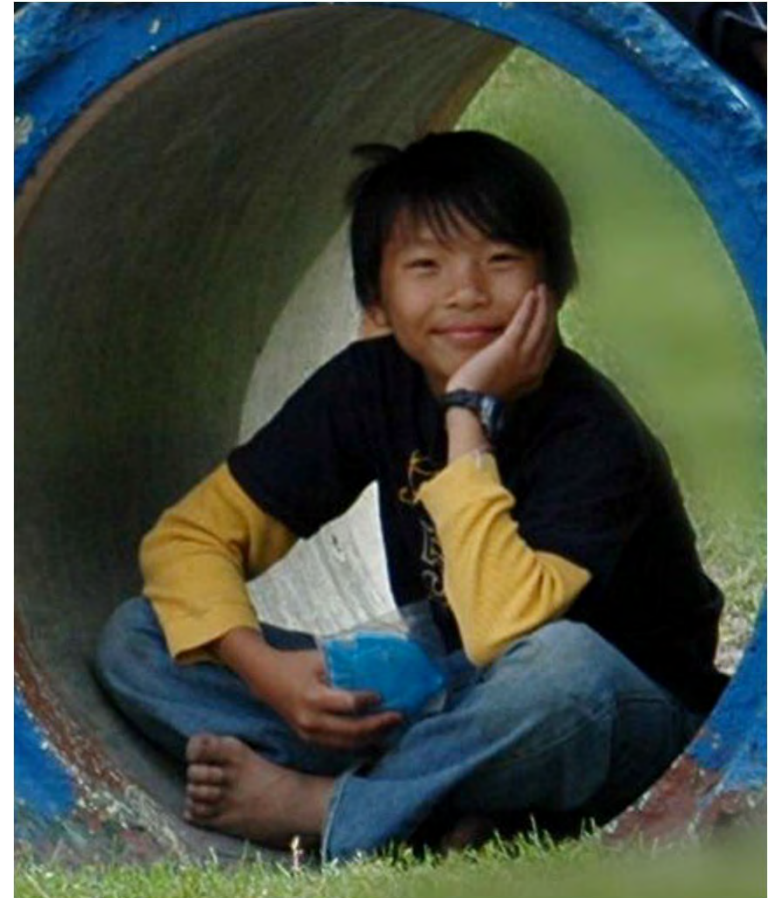
BRYCS Photo/Youth Arts & Voices

1970 Memo states:

“School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided **in a language other than English.**”

Specific References to Interpretation/Translation (ESEA/NCLB)

- Many items must be provided “to the extent practicable, in a language parents can understand.”
- Title I
- Title III



BRYCS Photo / Courtesy of CSS Anchorage

Specific References to Interpretation/Translation (ESEA/NCLB – Title I)

These items must be provided “to the extent practicable, in a language parents can understand”:

- Information on:
 - Academic achievement
 - School’s Title I plan
 - “School improvement” and supplemental educational services
 - Parent involvement programs and policies
- Annual state and local educational agency report cards
- Parents’ Right-to-Know



BRYCS/ Claudia Gilmore

Specific References to Interpretation/Translation (ESEA/NCLB – Title III)



BRYCS Photo / Courtesy of CSS Anchorage

These items must be provided “to the extent practicable, in a language parents can understand”:

- The reasons the child has been identified as LEP and is in need of a language instruction educational program
- The child’s level of English proficiency and academic achievement
- Information about the various program options
- Information about a parent’s right to decline to enroll their child in such a program

Specific References to Interpretation/Translation (IDEA)

What must be provided in the native language:

- IEP team meetings
- Assessments and other evaluation materials used to assess a child
- Written notice (or translated orally) that the school proposes to initiate or change the plan for the child
- Information relevant to the activity for which consent is sought
- Right to confidentiality



BRYCS Photo/Courtesy of CC Atlanta

What to do if Federal Requirements Are Not Met



David Snyder for Catholic Relief Services

- Request a meeting with school administrators or school board
- Contact your state Department of Education
- File a complaint with the Department of Education's Office for Civil Rights (OCR) or with the Department of Justice's Civil Rights Division
- Request technical assistance from OCR or Equity Assistance Centers

State of the Field



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Who is Doing the Interpreting?



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- Bilingual staff members (including secretaries and janitors, etc.), teachers, and students (Paone et al, 2010)
- School districts contract with refugee and immigrant serving organizations
- School districts contract with interpretation/translation vendors (TransACT, etc.)
- School districts contract with individuals they locate through universities, word of mouth, etc.

How Do School Personnel Access Interpreters?

- National Study – over half had no mechanism (Paone et al, 2010)
- Some districts have centralized departments and teachers submit requests
- Bilingual staff & home-school liaisons are often used but this requires role clarification



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What Are Interpreters Used For?



David Snyder for Catholic Relief Services

- Communication with parents, parent-teacher conferences, parent events, school activities, enrollment, orientation, summer programs, state testing, school documents, counseling, etc.
- Most of the literature is on their use by school psychologists and some by school counselors
- Very little literature on the overall need for interpreters for everyday activities

Are they Trained?

- No national standards for school interpreters
- Paone et al's (2010) national study – over half of the school counselors surveyed did not know if the interpreters they used had been trained
- Ochoa et al (2004) found that 26% of school psychologists in their study used an untrained interpreter

Quote from a Teacher:

“I don't necessarily know all the technical language for that at all, and I find myself describing it in different ways and I just pray and hope that they understand what I'm talking about.”

(Colomer & Harklau, 2009, p. 663).

How are they Funded?



BRYCS Photo / Courtesy of CSS Anchorage

- Very little in the literature on this
- Local school district funds
- Some interpretation/translation may be funded by Title III or Title I, but must follow “supplement vs. supplant”
- Refer to this DOE Webinar from April, 2011 on “Translation and Interpretation for English Learners” for more information: <http://www2.ed.gov/programs/tileiparta/titleititleiii421.pdf>
- Refugee School Impact Grants

Challenges to Providing Interpretation/Translation Services in the School Setting

- Lack of funding, no advocacy for hiring interpreters, and key people don't believe interpreters are needed (Paone et al, 2010)
- Lack of awareness of federal requirements
- Diversity of languages
- No connection with immigrant serving agencies
- Limited published literature or documented best practices in the school setting



BRYCS Photo, Claudia Gilmore



Introductions: Denver Public Schools



Salvador Carrera was born in East Los Angeles to proud immigrant parents who worked in the agriculture and sewing industries. He graduated from Cate High School in Carpinteria, California and received his bachelor's degree in English Literature and minor in Spanish from the University of California, Santa Barbara. Today, he lives in Centennial, CO with his lovely wife Candace and is a proud father of two, Liliana and Max . Salvador's professional career includes a brief position as an English teacher and 10 years working for Univision in various management roles. In all of his positions, he has been able to exercise and leverage his bilingual abilities, but in none more than his initial position as Multicultural Outreach Manager for Denver Public Schools' (DPS) language services team. He has been instrumental in restructuring and implementing systems to better serve DPS parents, schools and departments. Recently he was named Director of Denver Public Schools' Multicultural Outreach Office under the Communications Department. In his new role, Salvador is the lead-host of a DPS sponsored Spanish show named "EDUCA Radio," an innovative radio program that covers education, immigration, family and social integration issues among other topics. He also directs the publication of the DPS Spanish newspaper, "EDUCA Noticias." He continues to oversee the language services and outreach teams as well.

For more information on language access issues, visit: www.migrationpolicy.org/languageportal

Multicultural Outreach Office

...building stronger links with parents and the community

Translation and Interpretation Services

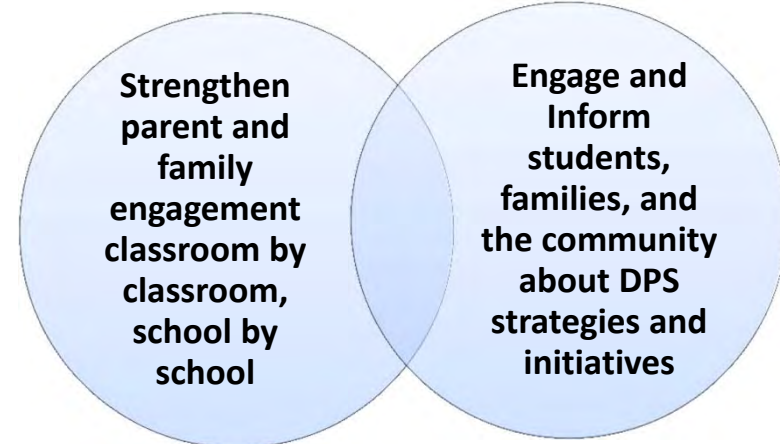
www.dpsk12.org/translations | www.dpsk12.org/interpretations



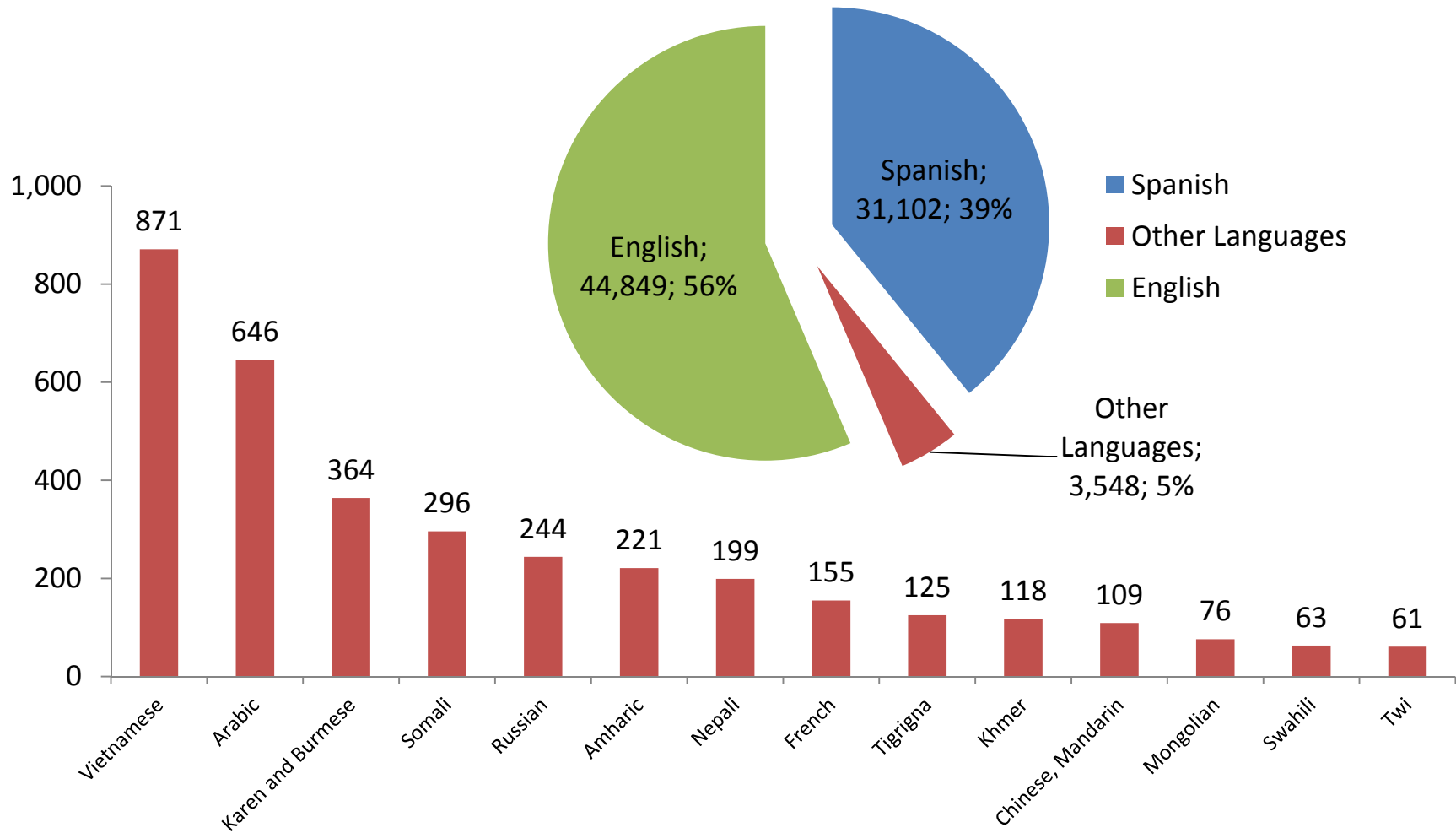
About Denver Public Schools

- 162 schools with 79,423 students
- 58.4% of students are Latino; 19.8% are White; 14.6% are Black; and 7.1% are Other
- 72% of students qualify for free or reduced lunch program
- 34,000 students speak a language other than English at home (45%)
- More than 124 languages are spoken by students

The Denver Plan



Top Languages at DPS



Source: ELA department; Top 15 languages. 2011 data.

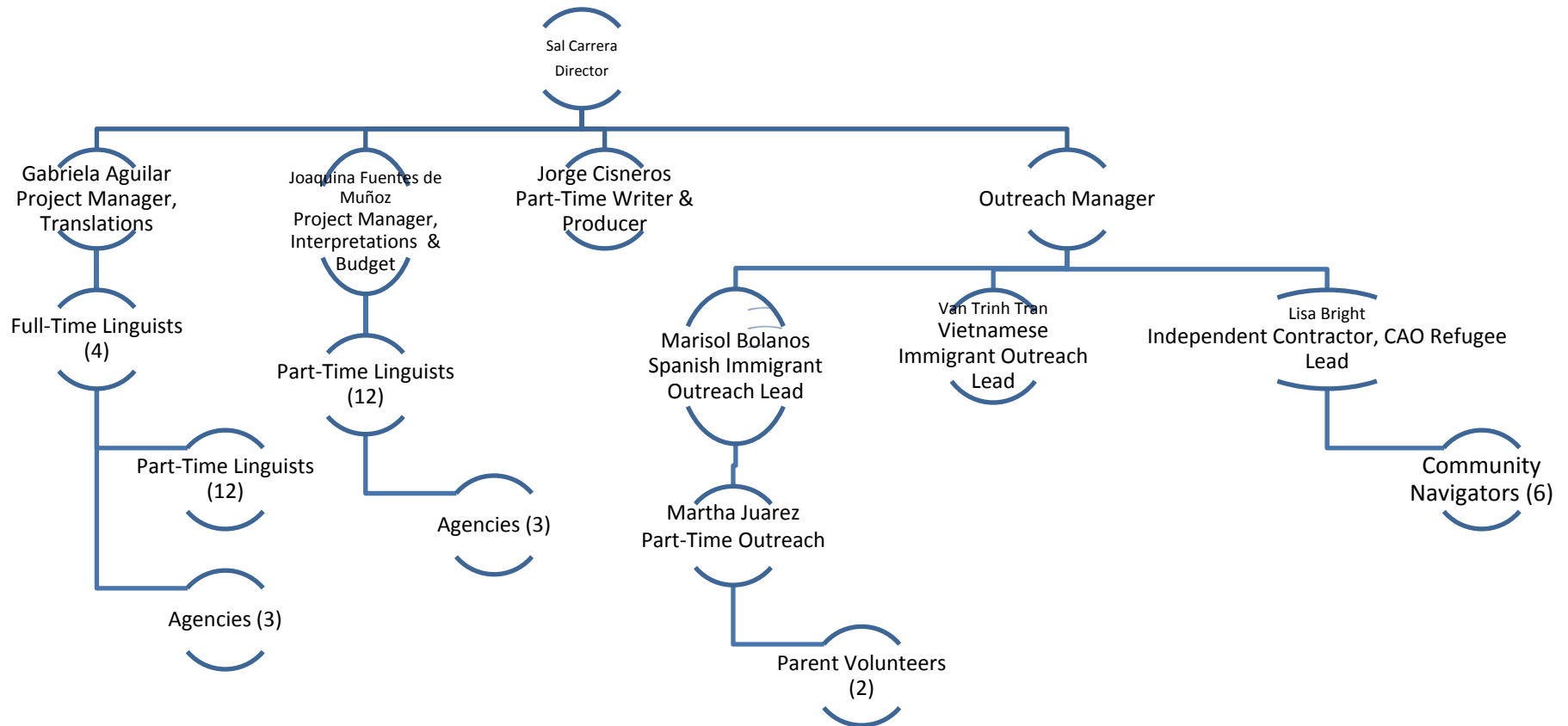
About the Office

Mission: Provide multilingual communication support to schools and departments in order to build stronger links with parents and the community.

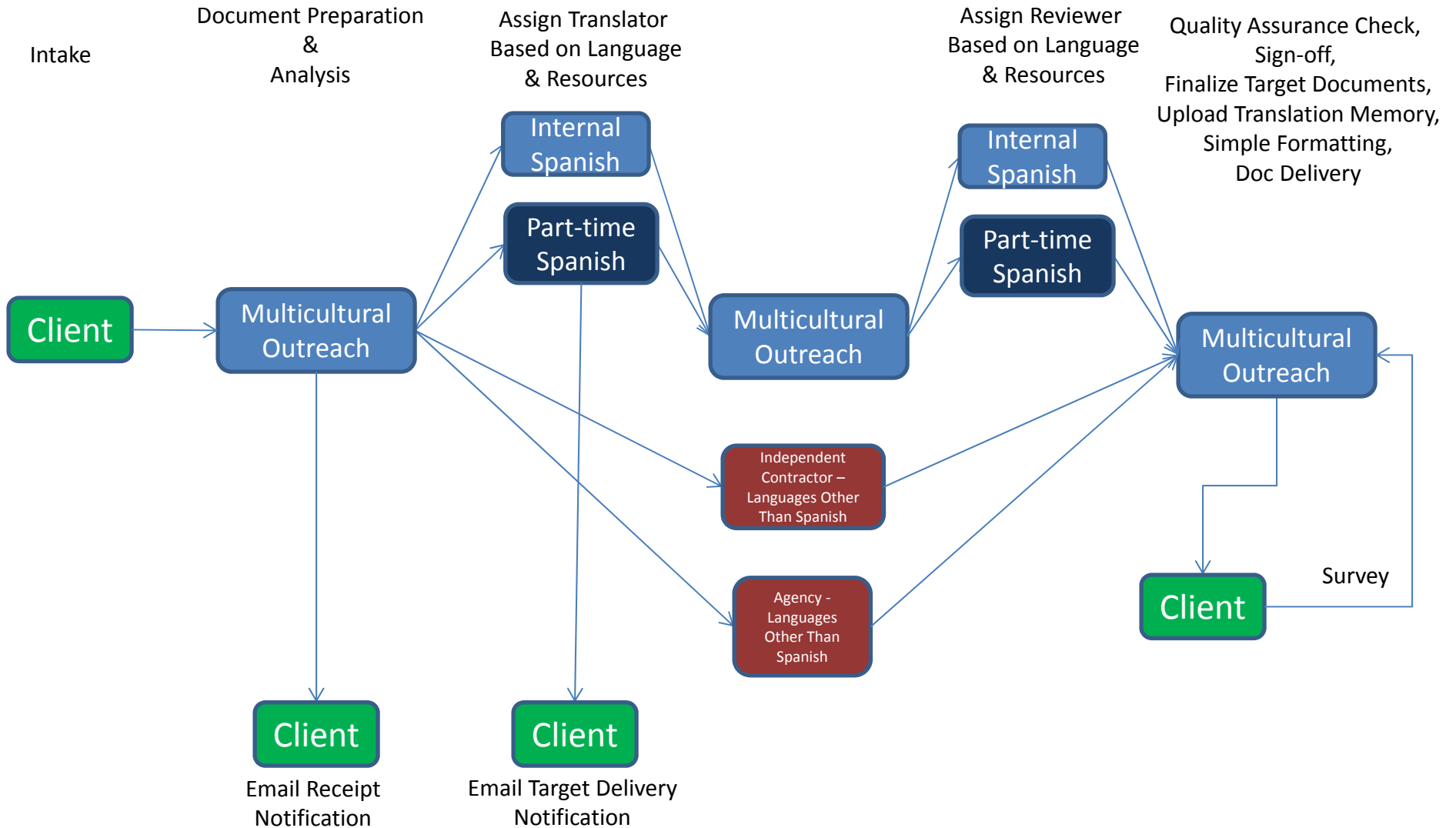


- **Free** translation (written) and interpretation (verbal) services in more than 10 languages
 - Spanish, Vietnamese, Arabic, Russian, Somali, Karen & Burmese, Amharic, French, Khmer, Nepali, Chinese and English

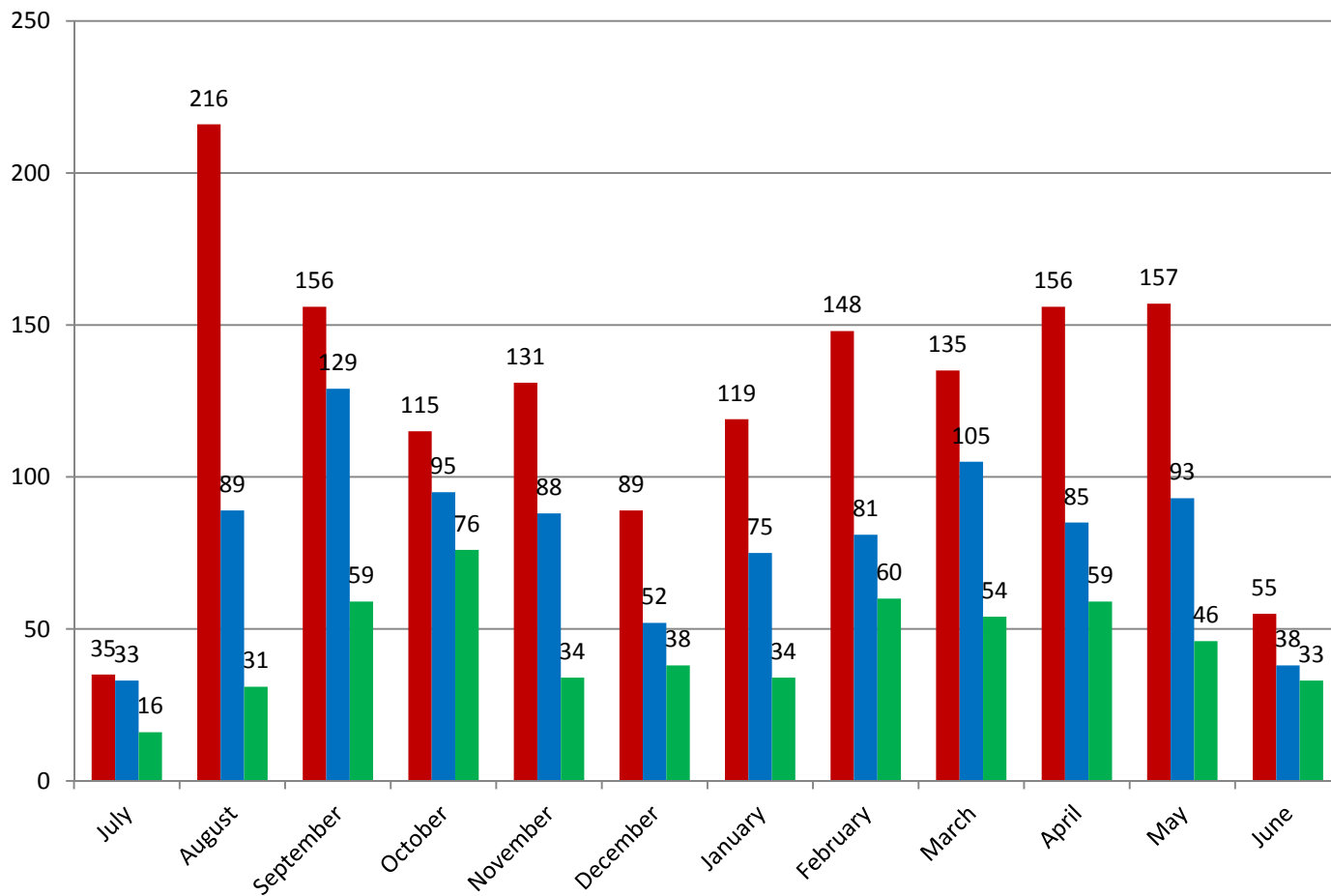
Multicultural Outreach and Language Services Organizational Chart



Translations Process



Translation Requests



Translation Requests Total School Year	
2010-2011	1,512
vs. LY:	57 %
vs.08-09:	180%
2009-2010	963
2008-2009	540

■ 2010-2011
■ 2009-2010
■ 2008-2009

Translation Technology

Computer-aided tools are designed to increase capacity, efficiency and quality within the translation process. Technology also saves money in the long-term!

- Translation memory: A linguistic database that captures your translations so you never have to translate the same sentence twice
- Terminology management: A searchable database containing terms and additional data ensuring consistency within translations
- Software localization: A tool that accelerates the technical aspects of localizing User Interfaces, help and documentation files

To date, DPS has more than 300,000 previous translations (segments) stored that can be re-used so that the same sentence never gets translated, or paid for, twice.



NEW GUIDANCE

1. TIER ONE - REQUIRED SERVICES

- **DESCRIPTION:** ENSURES DPS IS MEETING ALL LEGAL REQUIREMENTS. SCHOOLS AND DEPARTMENTS ARE EXPECTED TO USE THESE SERVICES IN ORDER TO EFFECTIVELY COMMUNICATE WITH PARENTS AND MEET LEGAL REQUIREMENTS.
- **LANGUAGES:** ALL REQUIRED LANGUAGES; OTHER LANGUAGES AS RESOURCES ALLOW.
- **COST:** NO COST TO SCHOOL OR DEPARTMENT; SCHOOL AND DEPARTMENT WILL BE BILLED IF SERVICE IS NOT ACTUALLY USED.

2. TIER TWO - ESSENTIAL SERVICES

- **DESCRIPTION:** ENSURES ACCESS TO ACADEMIC PROGRAMS, SERVICES, SUPPORTS AND INTERVENTIONS; IMPROVES ESSENTIAL, SCHOOL-BASED PARENT ENGAGEMENT; INCREASES PARENT INVOLVEMENT IN SCHOOL REFORM. SCHOOLS AND DEPARTMENTS ARE EXPECTED TO USE THESE SERVICES IN ORDER TO EFFECTIVELY COMMUNICATE WITH PARENTS.
- **LANGUAGES:** TOP THREE DPS LANGUAGES FOR DEPARTMENTS; TOP THREE LANGUAGES FOR SPECIFIC SCHOOL; OTHER LANGUAGES AS RESOURCES ALLOW.
- **COST:** NO COST TO SCHOOL OR DEPARTMENT; LIMITS APPLY. SCHOOL AND DEPARTMENT WILL BE BILLED IF SERVICE IS NOT ACTUALLY USED.

3. TIER THREE – OPTIONAL SERVICES

- **DESCRIPTION:** THESE SERVICES ARE OFFERED AT A COST TO SCHOOLS AND DEPARTMENTS.
- **LANGUAGES:** ANY LANGUAGE
- **COST:** FEE-FOR-SERVICE

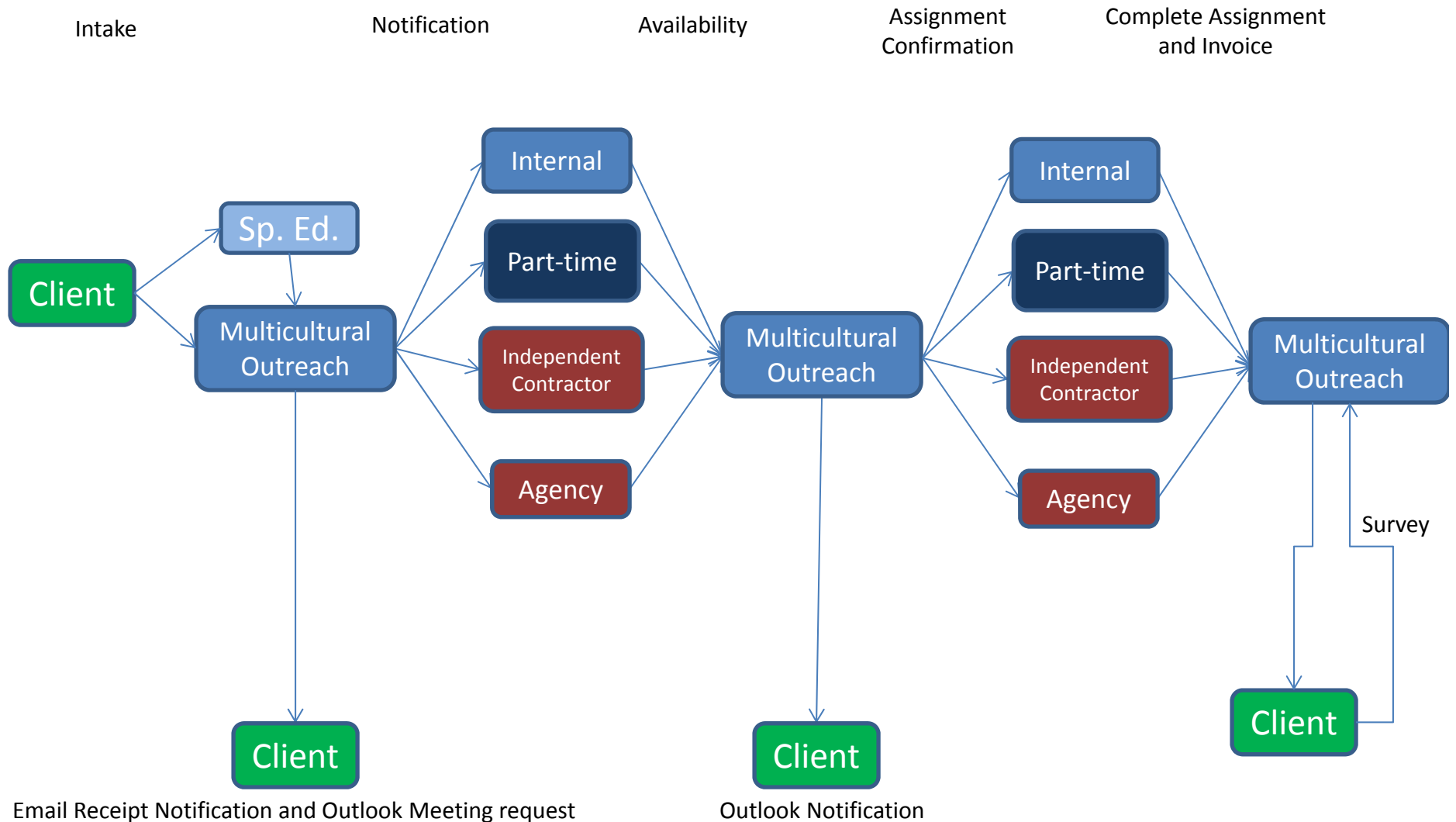
• MULTILINGUAL DOCUMENT REPOSITORY AND OTHER RESOURCES

Translation Services

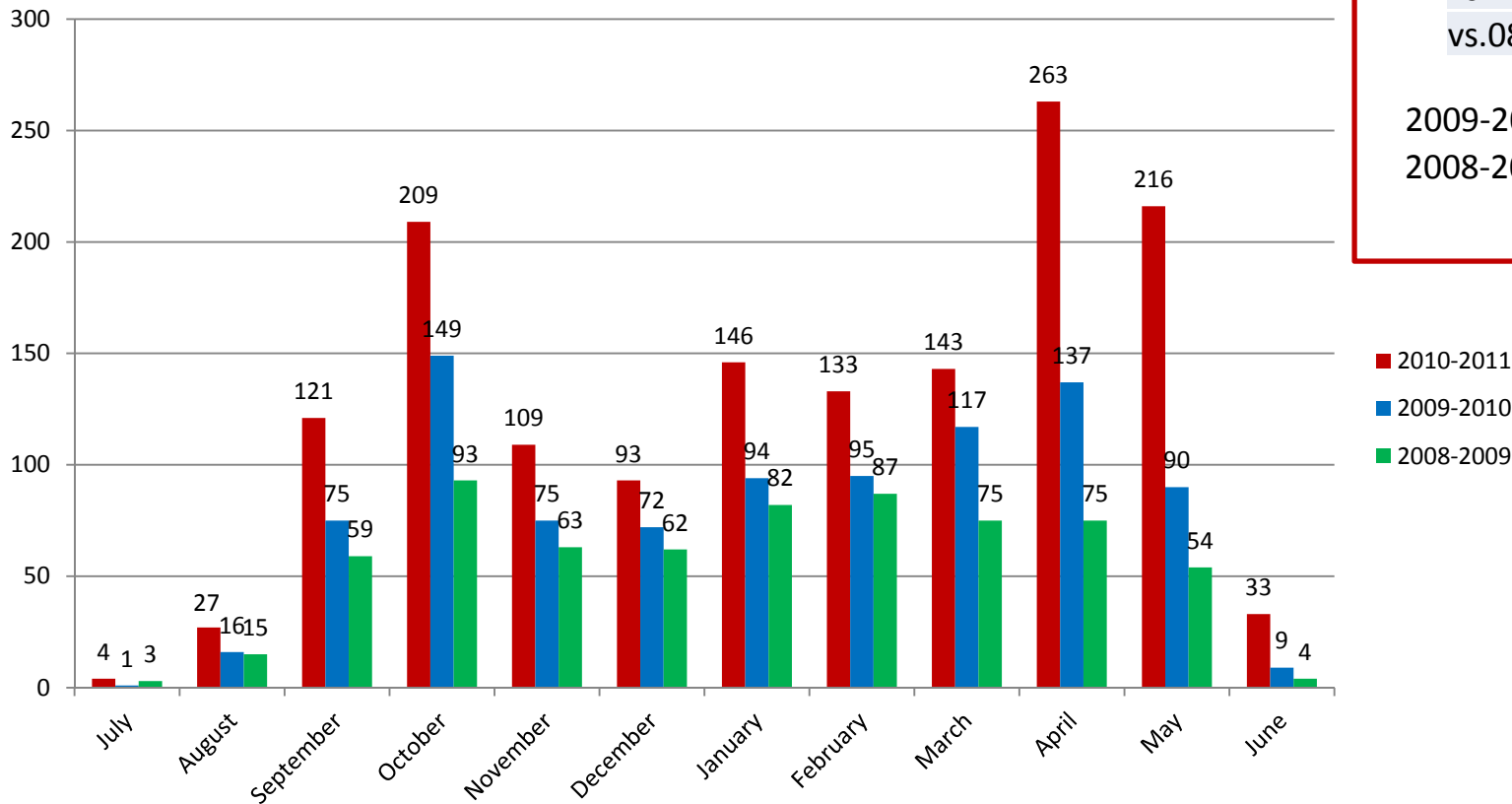
What type of documents can be translated?

- Letters to families
- School permission slips
- DPS forms and applications
- School newsletters
- Event flyers and school brochures
- Individualized Education Plans (IEPs)
- Agendas and minutes for school meeting
- Other

Interpretations Process



Interpretation Requests



Interpretation Requests Total School Year

2010-2011 1,497

vs. LY: 61 %

vs.08-09: 123%

2009-2010 930

2008-2009 672



Interpretation Services



What interpretation requests are appropriate?

- Back-to-school meetings
- DPS community meetings
- Parent/teacher conferences
- Expulsion hearings or discipline meetings
- School Collaborative Committee meetings
- Individualized Education Plan (IEPs) meetings
- Other

Who can request services?

- Any DPS employee can request service. Most requests are free of charge to schools and departments.

How to request services?

- All requests **MUST** be submitted online at www.dpsk12.org/translation or www.dpsk12.org/interpretation.
- Advance notice is required for all requests.



General Guidelines

When should I submit the request?

- As soon as possible. The turnaround time will depend on the size of the project or the date of the meeting. For standard requests, we ask for at least a seven (7) business day notice. We will try to accommodate any special or urgent requests.

How long does it take to translate a document?

- If less than 1,000 words or about four (4) pages, it takes two (2) to four (4) business days to complete.
- If less than 2,000 words or about eight (8) pages, it takes four (4) to eight (8) business days to complete.
- If request exceeds 2,000 words or eight pages, it may take more than 14 business days to complete.



Introductions: St. Paul Public Schools



Alejandra Bosch was born and raised in Santiago, Chile and has been living in Minneapolis, Minnesota, for the past ten years. Alejandra has a Bachelor degree in Mass Communications and Journalism from Universidad del Pacífico, Chile. She earned a Master's degree in Technical Communications from Metropolitan State University, Minnesota. She is the Translation Services Coordinator for Saint Paul Public Schools, a district where 43% of the students speak a language other than English at home.

For more information on language access issues, visit: www.migrationpolicy.org/languageportal

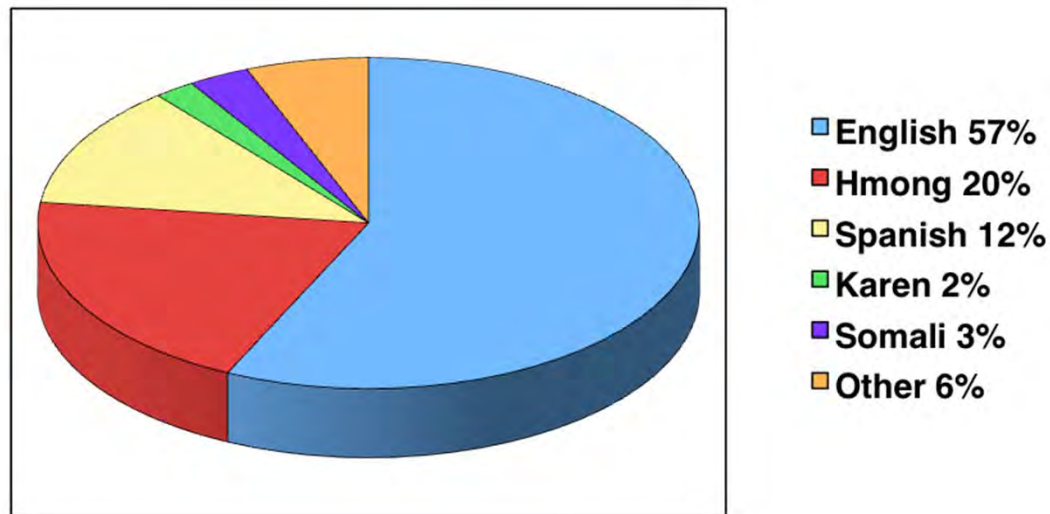


Saint Paul Public Schools Translation Services

October, 2011

SPPS Demographics

- SPPS has an enrollment of 37,780
- Home Languages (43% ≠ English)
- MN LEP Law requires a HL code for all





SPPS Demographics

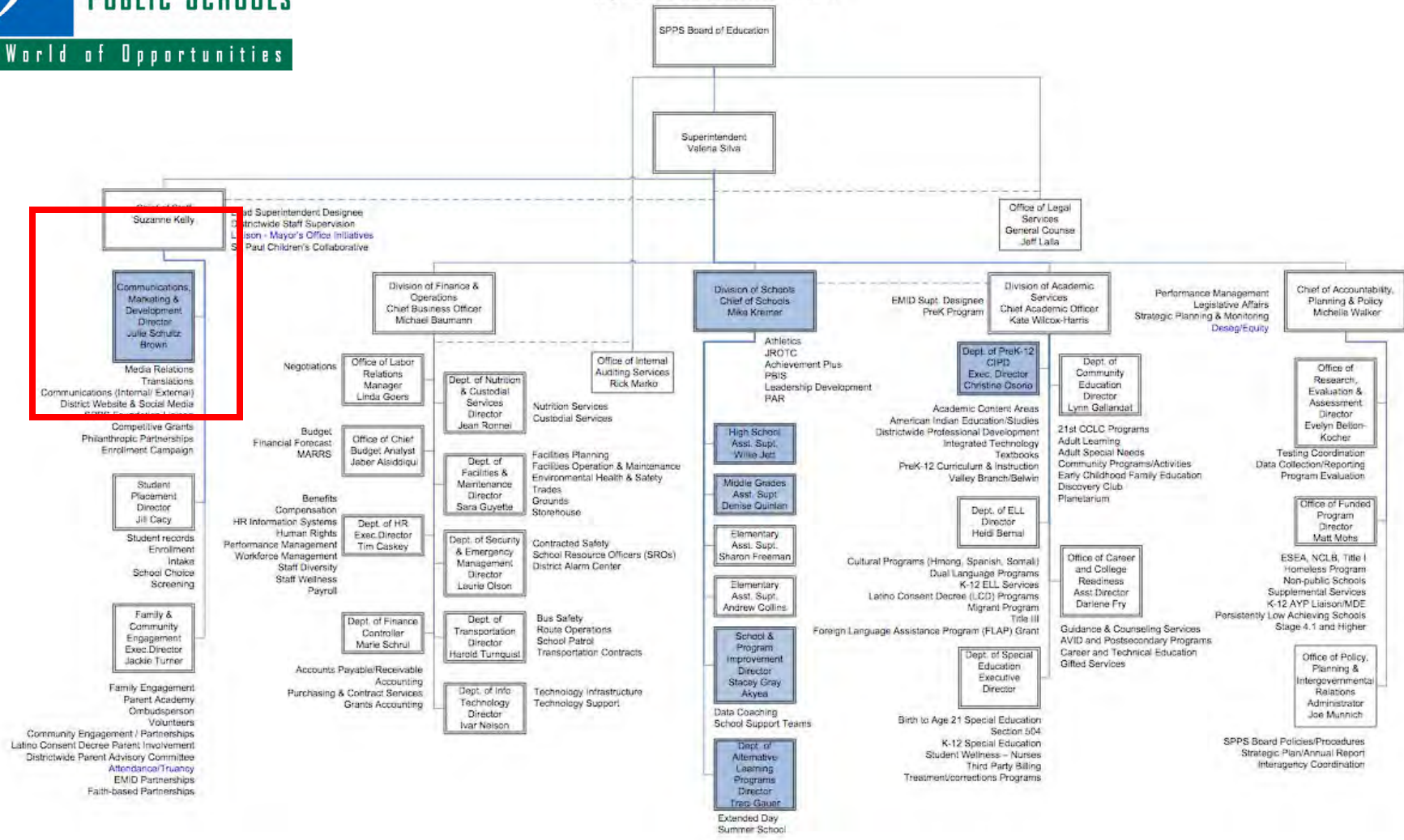
School year	ELL population	Total SPPS population	ELL as % of SPPS population
1990-1991	4,633	35,811	12.9%
1995-1996	7,178	42,397	16.9%
2000-2001	17,131	45,115	38%
2005-2006	17,170	42,009	40%
2006-2007	16,171	40,428	40%
2007-2008	14,639	39,550	37%
2008-2009	15,772	38,469	41%

Students in Saint Paul Public Schools speak 126 languages and dialects. The top eight are:

- | | |
|------------------|---------------|
| English — 20,126 | Hmong — 8,801 |
| Spanish — 3,891 | Somali — 903 |
| Vietnamese — 340 | Amharic — 235 |
| Karen — 1124 | Oromo — 235 |

(Based on Home Language Count 12/17/10)

Saint Paul Public Schools
Organization Chart Effective 7/1/2011





Impetus for Development of Translation Services

- Leadership had vision for providing services
- Legal Requirements (Federal and State)
- School Board Policy (Local)
- Increasing percentage of ELL Students (Nationally and Locally)
- Languages Spoken in Saint Paul Homes
- Parent Involvement Increases Graduation Rate



Interpreting

- Bilingual Educational Assistants (*Hmong, Somali, Spanish, Karen, Burmese, Oromo, Amharic, and Vietnamese*)
- On-call Interpreter List
 - Candidates recruited through a variety of methods (*often times dependent on language*)
 - One list for district wide use (*does not include Special Education*)
 - Interpreters need to interview and pass a language proficiency test to ensure quality
- Training



Use of Interpreters

- Interpreters are contacted directly by schools or programs for
 - Parent teacher conferences
 - Schools events
 - Dismissal/Expulsion hearings
 - District-wide events
 - Graduation Ceremonies
 - School Board Meetings
 - Other situations
- Schools can request interpreting technology that allows for individual simultaneous interpreting



Translation

- Translations provided in Hmong, Somali, Spanish, and Karen (other languages upon need)
 - District publications
 - Testing letters
 - Title I
 - Letters to families
 - Recorded mass distribution phone messages
 - Incident Letters
 - Video Scripts
 - Etc.
- Translation Services staff paid out of General Fund
- Internal and collaborative external projects can be considered depending on funding and need
- Translations for language groups that reach 10% of school population
- Benefits of in-house translation
 - Consistency (glossaries, picture dictionaries)
 - Time
 - Financial



Challenges

- Constantly evolving
- Lack of qualified interpreters/translators in newly arrived populations
- Funding with decreasing budgets
- Knowledge of a language is not the same as having interpreter/translation skill or background



Q&A

*Reminder: Please type questions into chat box or press*1 to get in the queue to ask a question.*



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