



Chapter 13

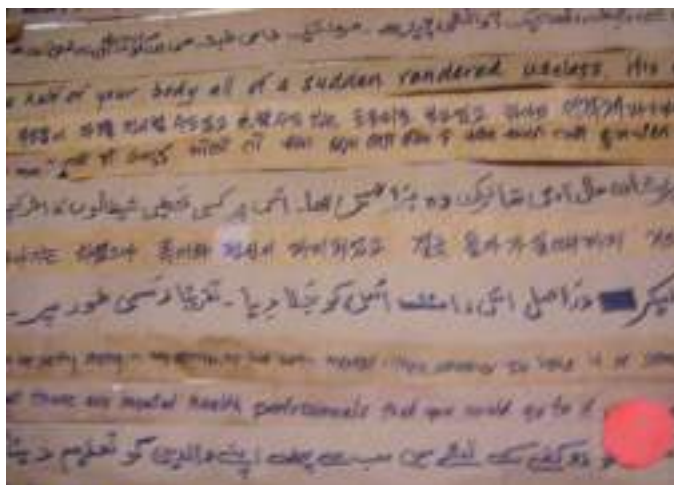
Strengthening Language and Linguistic Capacities



Language barriers are a serious issue within state vocational rehabilitation (VR) systems, including the one in Illinois. The growing numbers of residents who speak a native language other than English place more pressure on these VR systems. To be an effective and efficient VR service system, DRS needs to improve its language access services for Asian American consumers whose main dominant language is not English.

Language Access Services

These are services designed to ensure effective communication between **limited English proficient (LEP)** Asian American individuals and English speakers. Language access services are critical to ensuring that DRS provides culturally and linguistically competent VR services and supports. For the purpose of VR, the language access services most often needed are oral interpretation and written translation.



At the Falling Petals event, multilingual statements by Asians with and without disabilities about disabilities and mental health were integrated into the Falling Petals tree.

The Illinois Vocational Rehabilitation Reality

For the 5.8% of the Asian American population in Cook County who are LEP, the availability of language supports is crucial for their access to and use of services. This availability also impacts their VR status.



Cuneiform is among the first known forms of written language.

ADOPT realized that the VR staff had no way of identifying LEP individuals before their arrival at the VR office in order to address the language disparity because their language preference has not yet been established. DRS must be able to track such data. Language-support design is discussed in this chapter and other parts of the toolkit.

Relevant Facts about Asia

Many Illinois residents came from countries that are on the United Nations' list of more than 50 countries in Asia, so it is no surprise that these people speak hundreds of distinct languages and dialects.

The census is the primary source of demographic information on the U.S. population. The form used by the Census Bureau typically includes three standardized questions about language that apply to people 5 years old and older:

- Does this person speak a language other than English at home?
- What is this language?
- How well does this person speak English?

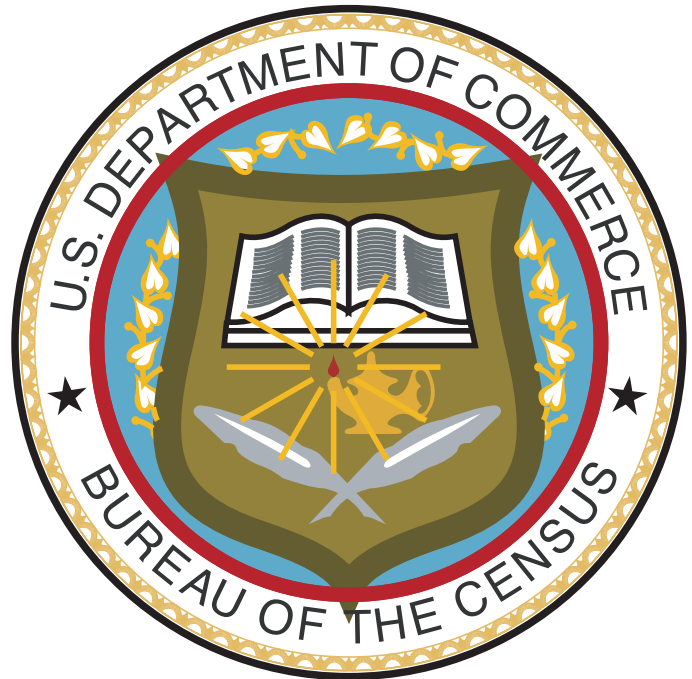
The American Community Survey (ACS) and the census are two very important surveys that collect information about the U.S. population. There are important differences between the ACS and the census. The census is taken every 10 years and compiles information concerning the official population count, languages spoken, and ages. The ACS, which is distributed annually, collects information within specific communities, and can be used to determine resources (social and economic) that communities need. The 10-year census form is delivered to every household in the country, but the ACS is only given to a representative sample of approximately 3 million people (US Census Bureau, 2011).

The results of the 2000 census show that 20% (55 million) of the people living in the United States speak a language other than English at home. Of this number, 15% (8.3 million) speak an Asian or Pacific Islander language. Of those who speak an Asian or Pacific Islander language, 49% (4.06 million) say they speak English less than "very well." This is the highest percentage of LEP people among all reported groups, including Spanish-speakers. (Shin & Kominski, 2010). Census results also show that 381 different languages are spoken in the United States, but only a few of them are the languages most spoken at home.

The 2005 census revealed that 73% of Asian Americans spoke a language other than English at home, a rate that is four times higher than the national average (18%) and more than 12 times the rate of Whites (6%). When disaggregated by subgroup, the rates of many subgroups were significantly higher. Within seven subgroups, more than 90% reported speaking a non-English language at home.



Ancient Tamil is inscribed at a Thanjavur temple.



In Illinois, of the 32 languages most often spoken, 15 are Asian languages (U.S. Census, 2005).

Of the 30 most-spoken languages in Cook County, half are Asian languages. Chinese and Tagalog are in the top five most-spoken languages (they are spoken by 55,587 and 43,516 people, respectively).

Although these numbers represent a large percentage of the Asian community, many of the Asian languages spoken in the United States are not listed. Moreover, the ACS 2009 one-year estimates indicate that Chinese and Tagalog are the top two Asian languages spoken in Cook County (please see Table 13.1 for more information on Asian languages in Cook County). These numbers show that the numbers of people who speak Asian languages in Illinois are rapidly increasing.

Table 13.1. American Community Survey 2009 1-year estimates (Asian languages only) of Asian languages spoken at home for the population age 5 and over in Cook County, Illinois.

Language	Percentage of Speakers (Total = 100)
Chinese	15.82%
Tagalog	12.38%
Arabic	10.36%
Korean	9.05%
Other Asian languages	6.10%
Greek	8.27%
Russian	7.48%
Urdu	5.74%
Hindi	5.37%
Gujarati	5.10%
Vietnamese	2.74%
Other Indic languages	2.38%
Japanese	2.16%
Thai	1.83%
Hebrew	1.46%
Mon-Khmer, Cambodian	0.79%
Persian	0.76%
Portuguese or Portuguese Creole	0.66%
Armenian	0.62%
Other Pacific Island languages	0.50%
Laotian	0.41%
Hmong	0.03%

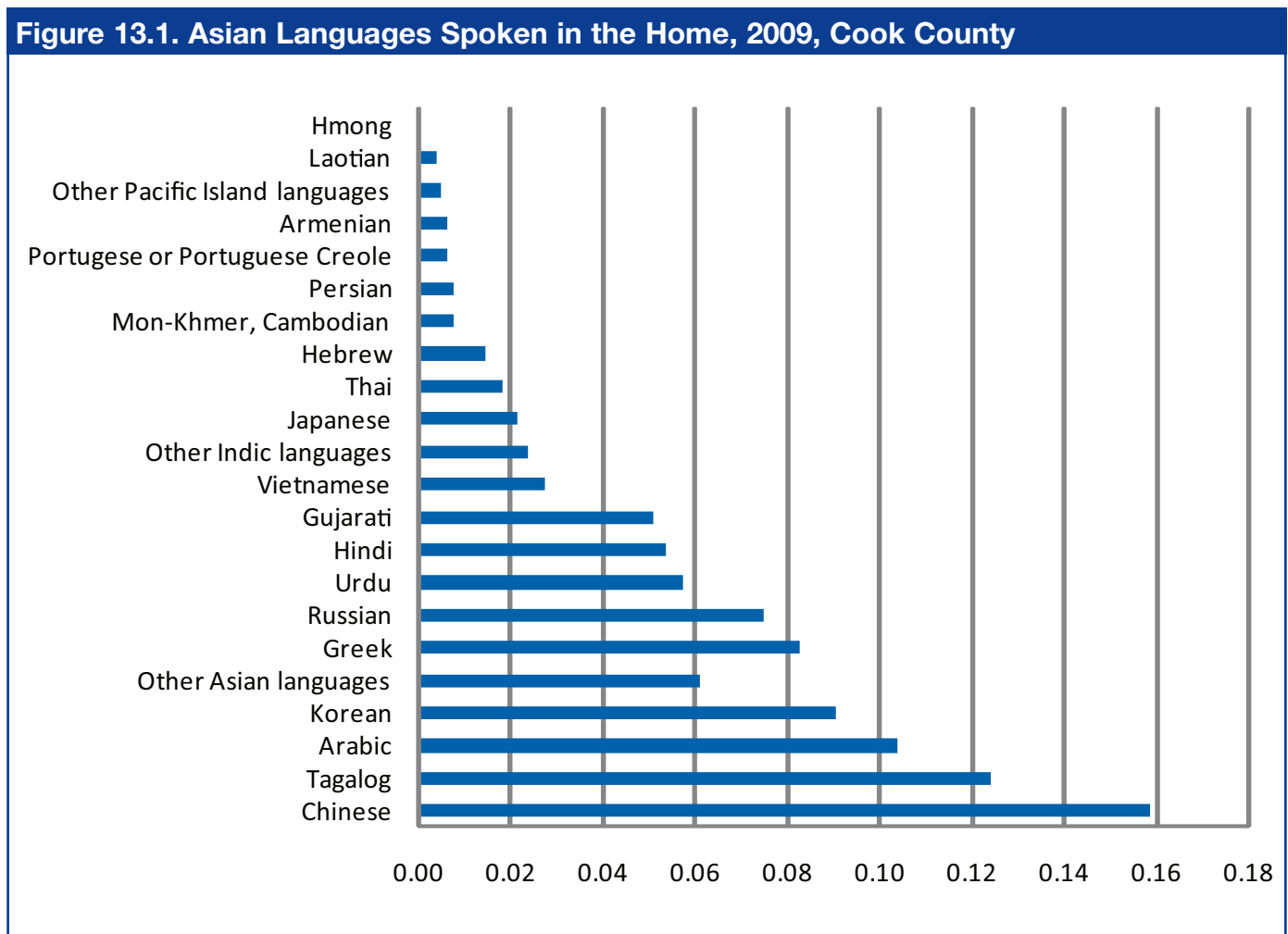
*****Some of these languages are not necessarily classified as Asian languages by professional linguists.**

Given the very large number of Asian and Pacific Island languages spoken in America, language interpretation (spoken language), and translation (written language) are essential. For the purpose of this toolkit, these terms will be used as defined here.

Language Legislation Initiatives DRS Staff Should Know

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act of 1964 states, “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” (Section 601 of Title VI).



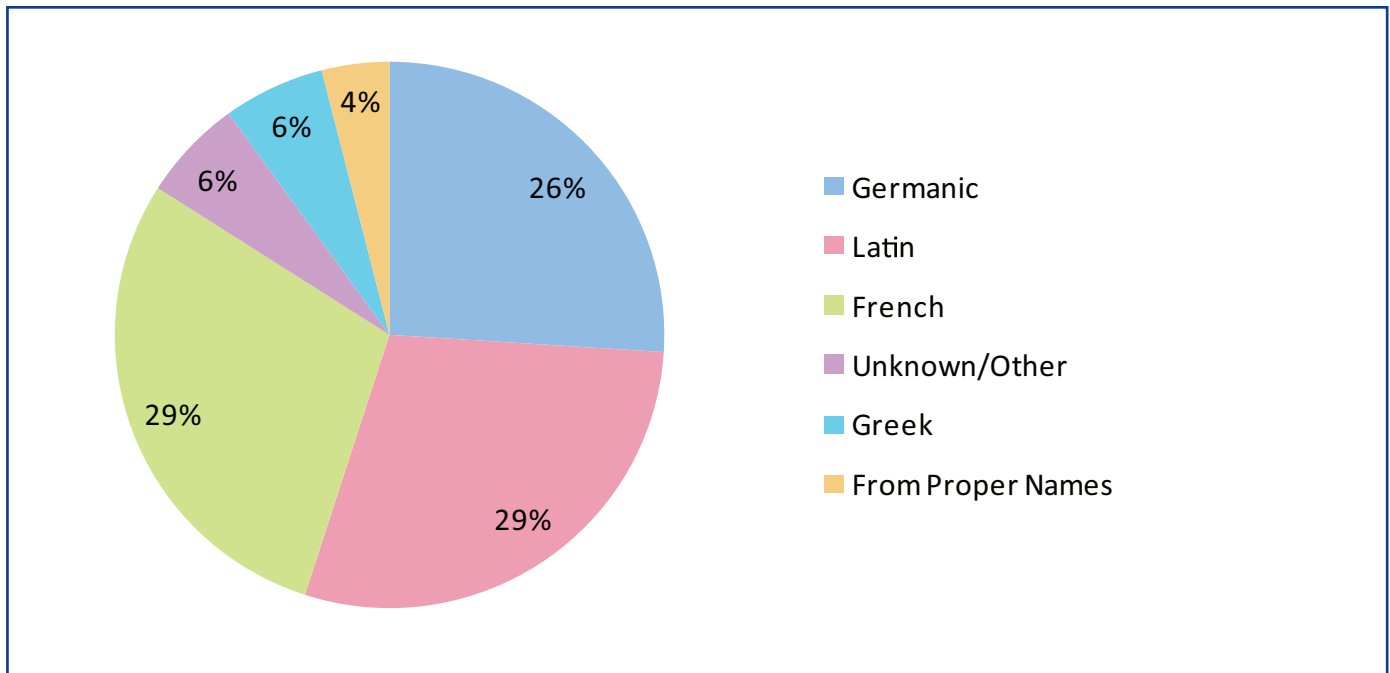
Title VI is important for all people, but particularly for those living in Illinois as immigrants, refugees, and minorities who have been discriminated against for any of the stated reasons. Principles and standards for Title VI are laid out in the Title VI legal manual. For more information, please see <http://tinyurl.com/6h4xmve>

Executive Order 13166: Limited English Proficiency

Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency, went into effect on August 11, 2000. People who have LEP can be defined as “individuals who are unable to communicate effectively because of a limited ability to speak, read, write, or understand the English language” (Perry et al., 2010). This executive order, which is supplemental to Title VI, addresses the fact that providing services and information only in English to people with LEP is discrimination based on national origin (U.S. Department of Justice, 2000).

There are five sections in this executive order.

- **Section 1: Goals.** This emphasizes the government’s commitment to improve access to services for eligible people. The government has released general guidance documents for each federal agency that will be available in multiple languages. The general guidance documents can be found at <http://tinyurl.com/3wd5hss>
- **Section 2: Federally Conducted Programs and Activities.** This states that every agency will develop a plan based on the LEP guide and implement it within 120 days.
- **Section 3: Federally Assisted Programs and Activities.** This states that all agencies that accept federal financial assistance will draft guidelines that are based on Title VI and in accordance with the LEP guide, and that will take into account the types of services provided, the individuals who receive these services, and other factors.
- **Section 4: Consultations.** This asserts that stakeholders (i.e., LEP individuals) will have the opportunities to provide input. Such input will help direct the development approaches to service access for LEP individuals.
- **Section 5: Judicial Review.** This is intended to improve internal management of LEP services.



A diverse group of languages influence the English vocabulary, making it a difficult language to learn.

Resources for Vocational Rehabilitation Professionals

VR has a guidance document provided by the U.S. Department of Health and Human Services (HHS). This document includes background and legal history, revised HHS LEP guidance, and definitions of who is covered and who is an LEP individual. It also explains how a recipient determines the extent of VR's obligation to provide LEP services, details how to select language assistance services, and provides the elements of an effective plan for language assistance for LEP persons.

Some important points include not turning a customer away because of language barriers, determining how an LEP person must be covered based on the amount or number of interactions with an LEP individual, and determining whether to provide oral or written interpretation/translation services. For more information on VR's guidance document, see

<http://www.justice.gov/crt/about/cor/lep/CorpforNatlServ2002fin.php>

Culturally and Linguistically Appropriate Services

Culturally and linguistically appropriate services (CLAS) are important for many reasons, but particularly because the United States is becoming more culturally diverse each year. In 2001, the HHS Office of Minority Health (OMH) issued a set of “mandates, guidelines, and recommendations [to] inform, guide, and facilitate” appropriate health services for people with different cultural and linguistic needs. The OMH has issued 14 CLAS standards directed at health care organizations and providers that certainly can be applied to the disability and rehabilitation sectors.

Four CLAS standards address Language Access Services, as summarized here. Health care and rehabilitation organizations must meet each standard.

- **Standard 1:** Provide LEP patients/consumers with language assistance services at no cost and in a timely manner.
- **Standard 2:** Make patients/consumers aware of their rights to language assistance services in their preferred language (written and verbal).
- **Standard 3:** Ensure the competence of interpreters and do not use family or friends unless requested by the patient/consumer.
- **Standard 4:** Make patient-related materials easily understandable and available and post signs in the languages of commonly encountered groups.

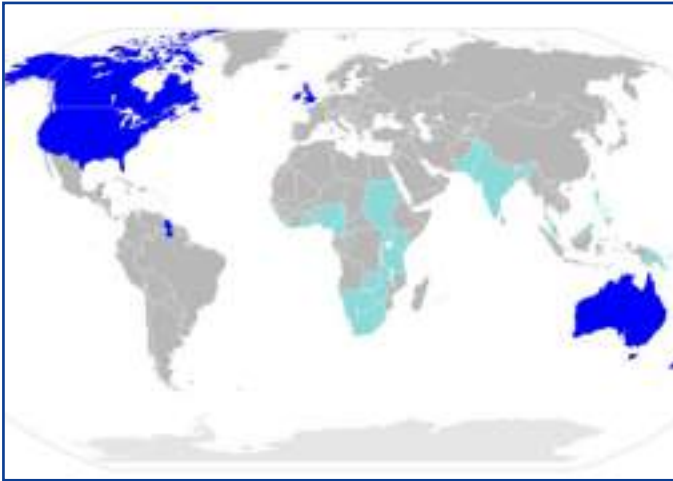
These four CLAS standards, which are based on Title VI, are required for organizations that receive federal funding, such as DRS-DHS. The other 10 CLAS standards are not required, but their voluntary adoption is recommended by OMH (2001).

The standards are intended to be inclusive of all cultures and not limited to any particular population group or sets of groups; however, they are especially designed to address the needs of racial, ethnic, and linguistic population groups that experience unequal access to health services (OMH, 2001).

This recommendation is even more important for the population of Asian Americans with disabilities because of their ethnicity and their disabilities, among other factors. For more information on the national CLAS standards, please see <http://tinyurl.com/66lg9s8>

What We Know about Language-Access Issues

DRS is a part of DHS; the parent agency encompasses all departments, resources, and customers who need disability and rehabilitation services. DRS staff may not be fully aware of their in-house language resources (e.g., counselors are hardly using the in-house language-line access network, which provides interpreters for clients). This section provides information that will help counselors to connect their LEP customers to in-house language supports.



The darkest areas are countries where English is an official language. The lightest areas are countries where it is an official but not primary language.

Fieldwork Findings

ADOPT has learned that DRS does indeed have resources for LEP individuals, but staff in all offices need to be better informed about them. The Illinois Coalition for Immigrant and Refugee Rights (ICIRR) had a DRS contract that provided interpreter and translation services for many groups; now (in 2013), the Heartland Alliance is the contracted interpretation service for DRS. Within DRS is VR, which helps working-age people with disabilities (ages 16 to 64) find employment and also offers employment supports and college training for transition-age youth after high school (DRS, 2010). Communication is an extremely important aspect of employment, which is why DRS-VR must offer interpreter and translation services.

The following excerpt from a discussion with DRS providers and liaisons in November of 2010 illustrates the need for more-efficient interpreter and translator services:

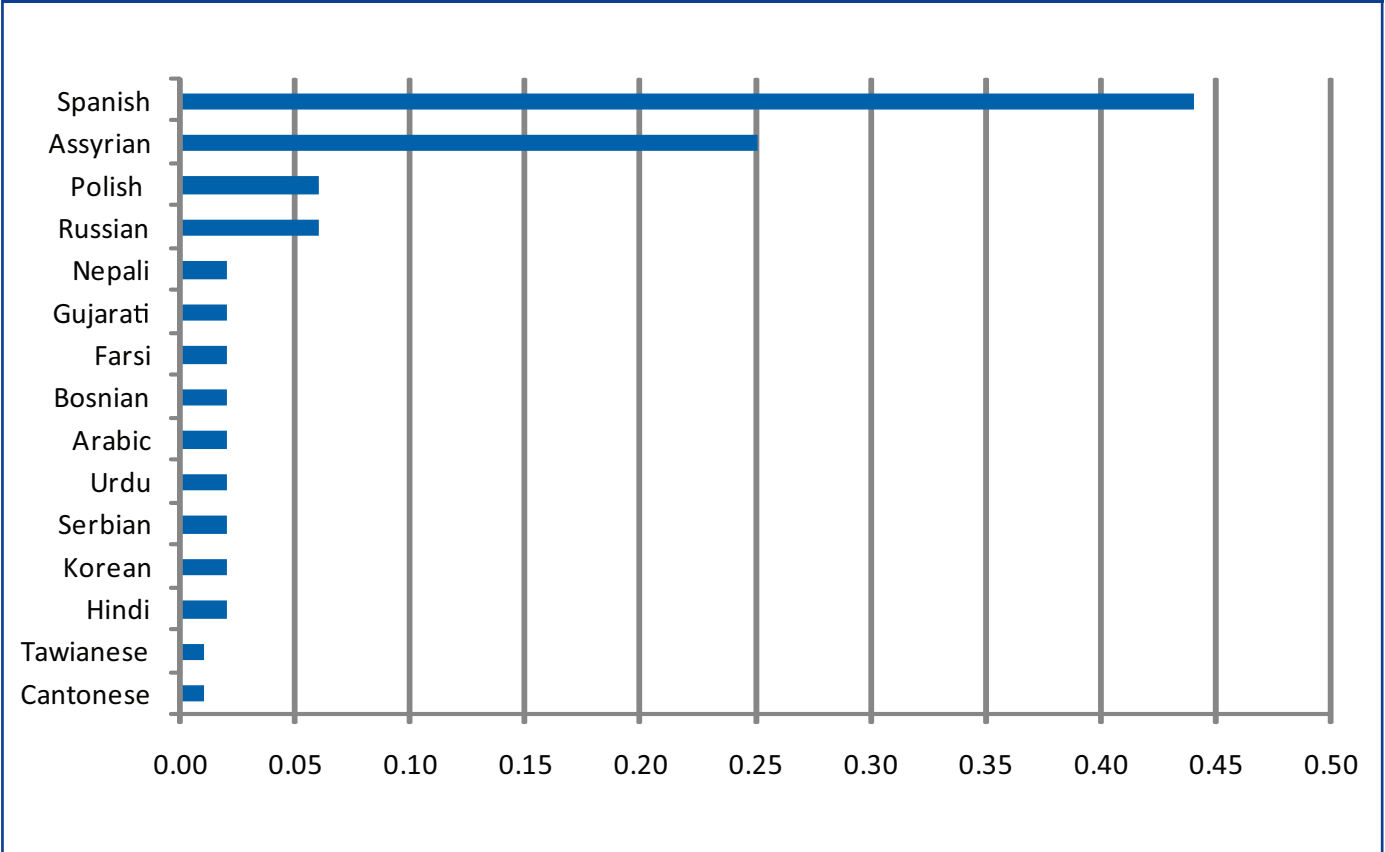
“Here in Illinois, there is no other provider that can provide that structure for us, except one or two other agencies whose resources and structure aren’t really as flexible as what we’ve already put together with the current provider. So are we exploring other options? Yep, we are exploring other options. Do we need something beyond just what we have for the Division of Rehab Services? Yes. I think that this is just not an issue for the Division, but it’s an issue for the whole Department of Human Services...I mean, this issue of language is primordial, it’s basic, it’s a no-brainer for us to say we need to do this.”

“The Tower of Babel” by Pieter Bruegel the Elder (1563) displays the disunion of mankind due to divergent languages.

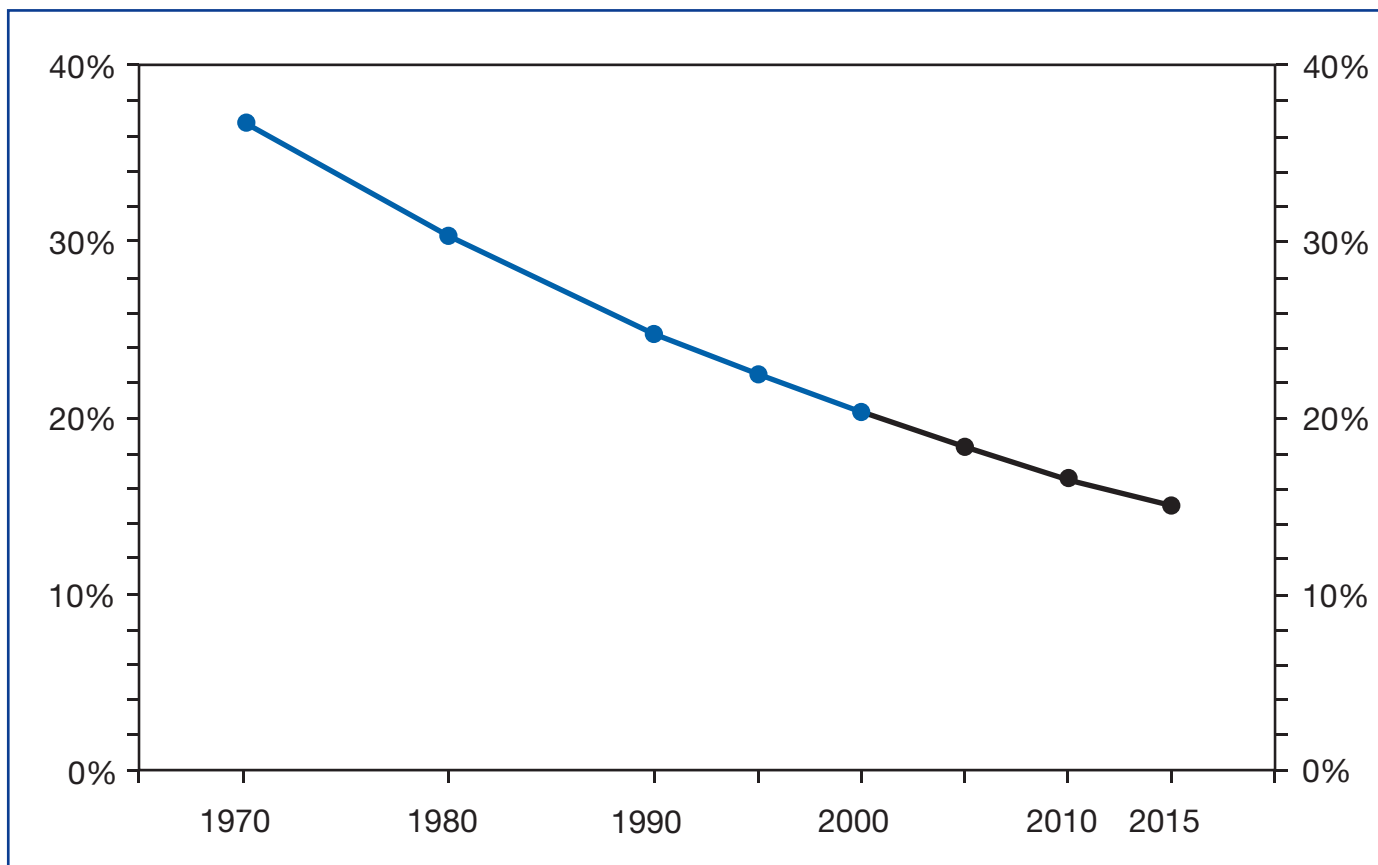


Figure 13.2 highlights the interpreter-language requests that are being made for home services. It is not a surprise that, among DRS requests to ICIRR, Spanish is the most frequently requested language for translation services (44% of the time), followed by Assyrian (25%). Russian and Polish are requested 6% of the time. On average, South Asian languages (Hindi, Nepali, and Gujarati), Middle Eastern languages (Urdu, Arabic, and Farsi), and European languages (Bosnian and Serbian) are requested for interpretation and translation services by DRS 2% of the time.

Figure 13.2. DRS Interpretation Request to ICIRR by Language (Feb 2009-Oct 2010).



Far East languages such as Cantonese and Taiwanese are requested about 1% of the time. It is important to note that until recently, these requests were primarily being made for home-based care services and not for VR services. For example, a request for a Nepalese interpreter was made by DRS via ADOPT's linked customer, but we discovered that a Nepalese interpreter is not part of ICIRR's current pool. The need for interpreters in more languages will increase as more LEP people learn about DRS services.



The worldwide illiteracy rate has declined and is projected to continue, but Asian Americans' English proficiencies still pose difficulties.

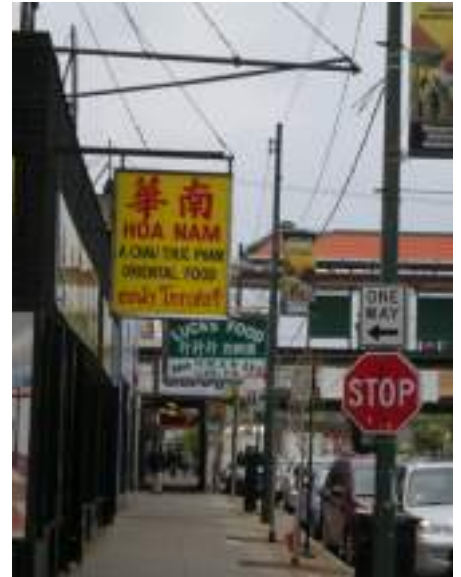
To use DRS services effectively, Asians with LEP or who have low literacy in their native languages must be able to communicate their needs and desires. DRS-VR must therefore use its interpreter services more efficiently for LEP customers, but unfortunately this is not happening. One reason is that the DRS online and onsite referral form does not ask for language spoken or preferred; thus, breakdowns occur when counselors and customers meet for the first time. There is also a general lack of awareness among Asian customers of the procedures and policies that are in place across offices; many still use the language line. DRS-VR does have a document with commonly used DRS words translated and defined in Spanish, but it should be translated into more languages in order to serve the Asian population. For more information on in-house language services, please refer to the procedures in Appendix Z.

Why Is Language Access Important?

Language access is essential for LEP Asians who need VR. A person who cannot communicate effectively about the programs that can provide him or her with needed resources is often left without any help. Interpreters and translators must be aware that many Asians have low literacy in their native languages as well as in English, which makes communication even more difficult.

Dialogue is of the utmost importance for Asian Americans with disabilities (AAWDs) if they are to receive effective VR and employment services and support and achieve a better quality of life.

As the U.S. population becomes more culturally and linguistically diverse, it is critical that language access be made more readily available, which in turn “will play a significant role in helping eliminate disparities in health coverage, access, and quality for some racial and ethnic minorities” (Perry et al., 2010).



Language accessibility for each community and culture is crucial to extend disability outreach into Asian American communities.

Word and Phrase Discrepancies between Languages

To be effectively served and integrated into the mainstream American community, AAWDs must be able to understand words, phrases, diagnoses, and rehabilitation plans despite possible language barriers. However, badly translating certain words from English to other languages can create problems that sometimes have tragic outcomes. The following example provides insight into these discrepancies

Language and Disability

“Hmong has no word for cancer, or even the concept of the disease. ‘We’re going to put a fire in you,’ is how one inexperienced interpreter tried to explain radiation treatment to the patient, who, as a result, refused treatment” (Morse, 2003, p. 1). In Chinese, the term for disability means “useless.” Other Asian languages do not have words for cognitive disabilities such as autism (Hasnain & Leung, 2010).

These are just a few examples of how inexperience and language barriers can cause a customer to refuse needed or even life-saving treatment.

Customer and Vocational Rehabilitation Provider Interactions

Being able to communicate with DRS-VR professionals in the U.S. is not generally a problem for those who are proficient in English, but for those who speak English less than “very well,” it can lead to a provider-consumer breakdown and possibly to denial of services. Without appropriate interpreter and/or translator services, communication between a customer and a DRS counselor becomes extremely difficult and can lead to delays in or denial of services, expensive and often culturally inappropriate assessments, and mistakes in the dosage and type of medications. It can also reduce a customer’s compliance with rehabilitation plans (Morse, 2003). Although language barriers have been addressed in many areas, they must receive additional attention in order to serve the needs of Asian Americans who have LEP.

Language and DRS

DRS is responsible for providing language access at their offices to those who need VR and employment-related resources. One relevant question concerns who is supposed to pay for interpreters and translators. It is important for customers in the Asian American community to understand their rights and know that they are not responsible for paying interpreters at DRS or at any agency that is federally funded.

Cultural Beliefs and Practices



It is crucial to involve community members and community agencies in educating DRS and VR counselors on cultural sensitivity.

As diversity increases in the state of Illinois, it is important to address and respect different cultural beliefs and practices. Taking diverse beliefs and practices into account may also increase VR and employment outcomes and well-being. For example, Buddhists may consider mental illness to be a punishment for wrongs done by the customer's ancestors or for having too many desires in this life.

Disability may be seen as a customer's destiny or fate (Bateman, Abesamis, & Ho-Asjoe, 2009). Some Asian cultures and families believe that disability is a gift, a form of Divine will and reward for the family (Zahn, 2003). Although disability may have negative associations in some Asian communities and families, beliefs about disability are not all negative. Whether these beliefs are positive or negative, DRS providers must take them into account in order to serve the AAWD community most effectively.

Communication and Language Barriers

Many issues arise for Asian Americans who have LEP. Shortages of funding and awareness are two barriers to communication with federally funded agencies; this is particularly true when it comes to DRS-VR services. In Illinois, 4.1% of Asian Americans have disabilities, but only 1% of Asian Americans with disabilities are being served by DRS/VR (ACS, 2009; DRS VR Data FY 2008). Budget cuts to DRS-DHS have resulted in fewer counselors to serve VR customers. Moreover, neither DRS nor its customers may be aware of certain procedures for language assistance, including finding out the languages spoken by customers before their arrival at DRS facilities and knowing how to obtain interpreters (DRS focus group, 2010).

Successful Outcome

One success story tied to ADOPT's efforts concerns an Asian refugee who is hard of hearing (HOH). She benefited greatly from being connected to DRS, an agency she and her brothers were not aware of despite their connections to other services and supports. DRS providers may want to connect with Asian-oriented associations as they work with this community. These include the National Asian Deaf Congress, World Federation of the Deaf, and Deaf Asian American Association of Chicago.

Deaf or Hard of Hearing (HOH)

Asian Americans who are deaf or HOH have their own set of barriers and successes that are often separate from other disabilities. As in the mainstream culture, there is a deaf community within the Asian American community, and they do not consider themselves disabled. Some hearing people are not aware that American Sign Language (ASL) is a separate language from spoken English, but the deaf community is acutely aware of this difference.

Within the deaf community, there may be barriers and hierarchies that can label people as “not deaf (or Deaf) enough.” It is important for hearing people to understand that there are social barriers both outside and within the deaf community. Asians and Asian Americans who are deaf or HOH can participate in activities like everyone else, but they may need some extra accommodations, such as an ASL interpreter or captioner, access to communication devices such as videophones, and access to VR services. It is particularly important that Asians who are deaf or HOH learn about DRS and its resources so that they can benefit from the resources to which they are entitled and contribute to their state.

Deaf Asian American Association of Chicago (DAAAC)

The DAAAC advocates, provides resources on rights, and provides training opportunities for employment, education, and leadership to deaf Asians. DAAAC also promotes partner relationships among Asians who are deaf or HOH, family members, community members, organizations, and professionals.

“DAAAC is a non-profit organization whose mission is to define and address the cultural, political and social issues experienced by Asians who are deaf or hard of hearing. DAAAC is strengthened by the diversity of its members who represent various geographic regions, languages, religions, cultures and generations. DAAAC will also strive to provide education, empowerment, and leadership for its respective members” (DAAAC mission statement).

Possible Models and Solutions to Improving Language Access

The facilitation of language access is invaluable. Some states have developed recommendations and promising practices that have been increasing their agencies' ability to communicate. For example, governments, service providers, and community partnerships that provide interpreter services in health care settings have shown potential and could be replicated in disability service sectors such as the state VR system.

These interpreter and translator services include bilingual staff who have taken language classes, nonprofit language banks, and bringing in trained interpreters (Morse, 2003).

Strategies for Creating Accessible Services for LEP Customers

- Convene stakeholders to identify language barriers in VR services.
- Provide planning grants to help government agencies conduct assessments and develop effective language-access policies and practices.
- Fund technical assistance to help government agencies develop, implement, and evaluate language-access strategies and demonstration projects.
- Fund trainings for in-house trained interpreters and translators.
- Support community and legal advocates who monitor efforts by government agencies to increase access to services for LEP individuals.
- Fund community organizations so they can provide interpretation and translation services to help LEP individuals gain access to government services such as VR services.

Model Programs and Strategies

- Hawaii spends approximately \$144,000 per year for interpreter services, but it is reimbursed for the services by Medicaid and the State Children's Health Insurance Program.
- Minnesota has developed a spoken-language resource guide, professional standards for interpreters, contact information and payment rates for language contractors, translation protocols, codes of conduct, and examples of new software for translation (Morse, 2003).

As part of its local efforts, the DRS Task Force has provided strategies to help improve cultural and linguistic VR access. The task force collectively developed a profile of point-of-entry obstacles that DRS can address to ensure language access for Asian and other LEP customers. This group created recommendations that are described in Chapter 16. For example, one step that could help LEP customers is the addition of a language question on the referral forms (both online and in-house) that are filled out before the customer and counselor meet. Having this information would allow DRS to contact an interpreter before the customer arrives (two weeks of lead time is required) rather than after. Another recommendation is to make sure that DRS and DRS partners are working together in order to maximize efficiency and minimize confusion. The hope is that DRS counselors' will always ask if language assistance is needed.

Strategies for removing language barriers are an adaptation from promising practices in language access. The practices that have been enacted by various organizations seem promising. For example, the Annie E. Casey Foundation was launched to “facilitate peer-to-peer learning and collaboration among government practitioners, as well as to develop best practices publications and web-based resources for public agencies serving LEP children, youth and families” (Grantmakers Concerned with Immigrants and Refugees, 2010).



**The Falling Petals
multi-language tree.**

Local Language-Access Models and Best Practices

Illinois Coalition for Immigrant and Refugee Rights

The Illinois Coalition for Immigrant and Refugee Rights (ICIRR) is dedicated to promoting the rights of immigrants and refugees to full and equal participation in the civic, cultural, social, and political life of our diverse society. In partnership with its member organizations, ICIRR educates and organizes immigrant and refugee communities to assert their rights; promotes citizenship and civic participation; monitors, analyzes, and advocates on immigrant-related issues; and informs the general public about the contributions of immigrants and refugees. ICIRR previously provided language interpretation services at DRS through a language line and in-person supports for LEP customers (please see Appendix AA).

The Heartland Alliance is the new interpretation service for the Chicago-area DRS offices (<http://www.heartlandalliance.org/>).

- Heartland Alliance helps people in poverty and danger in Chicago realize their human rights.
- Heartland Alliance assists with residential, health, economic, and legal issues and since 1996 has provided **Cross-Cultural Interpreting Services (CCIS)** to LEP and low-literacy clients. CCIS also ensures professional and cultural competency.

CCIS (www.heartlandalliance.org/ccis) offers

- In-person interpretation (24/7/365 in 40 languages)
- Phone interpretation (24/7/365 in 180 languages)
- Document translation (any size in 70 languages)
- Bilingual employee proficiency testing
- Interpreter training

Contact information:

Eddie Tam

Associate Director Cross-Cultural Interpreting Services

4753 N. Broadway #614

Chicago, IL 60640

Phone: 773-751-4092

To learn how to become an interpreter, please see Appendix BB. For an application to become an interpreter, please see Appendix CC.

The Language Access Resource Center

The Language Access Resource Center serves Dupage, IL. It provides free interpretation and translation services to LEP individuals and those who have low literacy. It trains interpreters and translators. It also reports that 3 of 5 the most commonly requested languages are Asian (Chinese, Urdu, Tagalog).

<http://www.dupagefederation.org/index.php/language-and-cultural-competency/language-access-resource-center/item/language-access-resource-center#languages-covered> (please see Appendix DD).

BRIDGES Language, Training, and Staffing

BRIDGES (<http://www.jeqsolutions.com/bridges/index.htm>) serves Illinois with

- Interpretations and translations
- Multilingual dental assistants and home caregivers
- Interpreter training and health workshops
- 24-hour access line: (630)-205-8637

Please see Appendices EE and FF for information on BRIDGES.

New Americans Health Information Portal

The new Americans Health Information Portal (<http://palantir.lib.uic.edu/nahip/?q=node/11>) provides many services to recent immigrants. It links LEP persons to multilingual health education materials and other documents in 52 languages. It provide links to four Asian mutual aid associations (of seven total): Cambodian Association of Illinois, Chinese Mutual Aid Association, Lao American Community Services, and Vietnamese Association of Illinois.

Model Agency: Massachusetts Network of Information Providers

Outside of Illinois, the Massachusetts Network of Information Providers (MNIP) (<http://www.disabilityinfo.org/Resources/MNIP/default.aspx>) is part of the New England Index (Information on Disability Exchange), which provides resources, services, and news about disability on one comprehensive website. MNIP includes 131 agencies, all of which are nonprofits, and is funded through its members as well as state agencies and private organizations.

MNIP provides free information to its members as well as links to community organizations that offer language services, including the AT&T language line. It also offers many resources other than language services. The MNIP is well developed and serves many people with disabilities in Massachusetts. It is a great example of best practices for developing new networks and altering current networks in Illinois.

Chapter 13 References

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Chapter 13 References

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Appendix Z.

DRS Spoken Language Interpreter Policy Update

PROCESS FOR SPOKEN LANGUAGE INTERPRETERS FOR REG. 1

When a spoken language interpreter is needed for a face-to-face meeting, staff will contact Leonor Ramirez at least two weeks ahead with the information below:

Date of Service:

Time of Appt & Duration: (we have to pay for at least 2 hrs)

Reason of Meeting:

Customer's Name & Address:

DRS Contact's Name

DRS Contact's Voice Number

DRS Contact's Fax Number:

VR or HSP

Leonor will send an email to Sandra Silvern to request the interpreter.

Leonor will give the requesting employee the name of the interpreter that she receives from Sandra. At that time, the DRS employee will enter the appropriate rate code (05799 for VR* or 04120 for HSP*) on the system for a minimum of 2 hrs of service at \$65 an hour – totaling \$130.00. The employee will then generate a C-13 invoice voucher for the services and fax it to Sandra Silvern at [773-506-9876](tel:773-506-9876) and send the original to Sandra at 4753 N. Broadway, Suite 614, Chicago, IL 60640.

*These codes are directly linked to Cross-Cultural Translation Services.

Sandra will hold the voucher until after the meeting takes place. If the meeting goes over the minimum 2 hrs. time, she will add the additional time to their bill, sign the invoice voucher and either fax** or mail the invoice voucher & bill back to the employee. **Fax number of requesting employee must be given with the request.

Upon receiving the bill and invoice voucher from Cross-Cultural Interpreting Services, staff will make the necessary changes to the voucher, if the meeting took longer than the minimum 2 hrs., and then send in for payment.

Regional Administrative Assistants

Region 1 - Lenor Ramirez – Lenor.Ramirez@illinois.gov

Region 2 - Deb Scott – Kay.Scott@illinois.gov

Region 3 – Pat Fore – Pat.Fore@illinois.gov

Region 4 and 5 – Michele Maaks – Michelle.Maaks@illinois.gov

BBS Region 1 and 2 – Antonine Grimes – Antonine.Grimes@illinois.gov

BBS Region 3, 4 and 5 – Cammy Ermann – Cammy.Ermann@illinois.gov

Schools, DDS and Central office – Joan Davis – Joan.Davis@illinois.gov

Please remember that this is only for spoken language interpreters. To secure a sign language interpreter, please visit the Illinois Deaf and Hard of Hearing Commission's web site at www.idhc.state.il.us or call them at (217) 557-4495 (V/TTY) for a list of individuals who are registered and certified to interpreter in Illinois.

If you have any questions, please contact your Region's AA and they will be able to help you. Thanks for everyone's help in making sure that all of our customers are served equally.

Appendix AA. - Immigrant Family Resource Program Contacts

Immigrant Family Resource Program Contact List Fiscal Year 2010						Updated 5/26/10
Illinois Coalition for Immigrant and Refugee Rights						
The Immigrant Family Resource Program is a partnership between the IL Department of Human Services, the IL Coalition for Immigrant and Refugee Rights, and community-based and ethnic organizations across Illinois. Partners are available to provide outreach, information and referral, case management, and interpretation/translation services, especially for IDHS services. If you are in need of an interpreter for IDHS services, please contact one of our partners below. This is not a language line (i.e. immediate access) but partners are available for interpretations when given sufficient notice.						
Ahlam Jbara IFRP Program Director 312.332.7360 ext. 232; Fax: 312.332.7044, Lucero Cervantes IFRP Program Assistant ext. 312.332.7360 ext. 225, Deiry Velquez AmeriCorps Member 312.344.2233						
Metro Chicago						
Organization	Mailing Address	Phone #	Fax #	Main Contact (IFRP)	Language	FCRC
Polish American Association (Chicago- South)	6276 W. Archer Chicago, IL 60638	(773) 767-7773	(773) 767-5026	Dorota Styrnik, dorotas@polish.org Julia Jurczak, juliaj@polish.org	Polish, Ukrainian	208-Englewood, 229-West Suburban, 226-South Suburban
(Chicago- North)	3834 N. Cicero Chicago, IL 60641	(773) 282-8206	(773) 282-1324	Henryka Blusiewicz (ext. 305) henryka@polish.org Angelika Danek (ext. 316) adanek@polish.org		217-Wicker Park, 231-Humboldt Park, 233-Northern, 237-Northwest
United African Organization	3424 S. State, 3rd Fl. Chicago, IL 60616	(312) 949-9980	(312) 949-9981	Nancy Asirifi-otchere nancy.asirifi-otchere@uniteafricans.org	French, Fulani	233-Northern, 204-Uptown
Chicago-South						
Organization	Mailing Address	Phone #	Fax #	Main Contact (IFRP)	Language	FCRC
Arab American Action Network	3148 W. 63rd St. 2nd fl. Chicago, IL 60629	(773) 436-6060	(773) 436-6460	Samira Ahmad (ext. 104) Alzaka2004@yahoo.com	Arabic	226-South Suburban, 208-Englewood, 229-West Suburban
Casa Michoacan	1638 S. Blue Island Chicago, 60608	(312) 491-9317	(312) 491-9327	Martha Almanza Martha@fedecmiusa.com	Spanish	Calumet Park
Chinese American Service League	2141 South Tan Court Chicago, IL 60616	(312) 791-0418	(312) 791-0509	Ivy Siu ivy_siu@caslservice.org	Chinese: Cantonese, Mandarin	202-Michigan
Community Wellness Program, St. Anthony Hospital	2826 West Cermak, Chicago, IL 60623	(773) 523-5079	(773) 523-5181	Leslie Fiedler, MPH lfiedler@saintanthonyhospital.org	Spanish	201-Western, 208-Englewood, 202-Michigan, 229-West Suburban, 203-Oakland
Instituto del Progreso Latino	2570 S. Blue Island Av Chicago, IL 60608-4817	(773) 890-0055	(773) 521-6518	Anna L. Kaminski a.kaminski@idpl.org	Spanish	231-Humboldt Park, 202-Michigan, 208-Englewood, 201-Western
Latino Organization of the Southwest losorganizationsw@yahoo.com	6507 S. Kedzie Ave. Chicago, IL 60629	(773) 925-0397	(773) 925-0397	Rosa Carrasco rosicarr@hotmail.com	Spanish	208-Englewood
Mujeres Latinas en Accion	2124 W. 21st Place Chicago, IL 60608	(773) 890-7676	(773) 890-7650	Claudia Sanchez csanchez@mujereslat.org	Spanish	202-Michigan, 201-Western
Chicago-North						
Organization	Mailing Address	Phone #	Fax #	Main Contact (IFRP)	Language	FCRC
Alliance of Filipinos for Immigrant Rights and Empowerment	800 S. Wells Suite 1449 Chicago, IL 60607	(773) 580-1025	(312) 353-0148	Connie Triggiano connietriggiano@hotmail.com	Tagalog	233-Northern, 202-Michigan
Americans by Value	1132 W. Lunt Ave, #9D Chicago, IL 60626	(773) 860-6666	(773) 338-5120	Sabina Pello	Russian	233-Northern, 204-Uptown
Cambodian Association of Illinois (cai@cambodian-association.org)	2831 W. Lawrence Ave. Chicago, IL 60625	(773) 878-7090 (773) 878-8496	(773) 878-5299	Kathy Reun kathy@cambodian-association.org	Cambodian	233-Northern, 217-Wicker Park
Centro Romero (info@centroromero.org)	6216 N. Clark Street Chicago, IL 60660	(773) 508-5300	(773) 508-5399	Maria Salgado (ext. 29) m.salgado@centroromero.org	Spanish	233-Northern

Chicago-North (Continued)						
Organization	Mailing Address	Phone #	Fax #	Main Contact (IFRP)	Language	FCRC
Chinese Mutual Aid Association	1016 W. Argyle Street Chicago, IL 60640	(773) 784-2900	(773) 784-2984	Allen Wong allenw@chinesemutualaid.org g. Fadila Campara	Chinese: Cantonese and Mandarin, Bosnian, Burmese, Vietnamese	233-Northern, 204-Uptown, 203-Oakland, 231-Humboldt Park, 30-DuPage
Indo-American Center	6328 N. California Chicago, IL 60659	(773) 973-4444	(773) 973-0157	Sunitha Doma (ext. 109) sdoma@indoamerican.org	Hindi	233-Northern, 231-Humboldt Park, 217-Wicker Park, 204-Uptown
Interfaith Refugee and Immigration Ministries	4753 N. Broadway Ste 401 Chicago 60640	(773) 989-5647	(773) 989-0484	Oleg Malski, ext 237 omalskiy@sbcglobal.net	Russian, Romanian, Ukrainian, Arabic, Assyrian	233-Northern, 217-Wicker Park, 204-Uptown, 30-DuPage
Korean American Community Services	4300 N. California Chicago, IL 60618	(773) 583-5501		AhYoung Lee alee@kacschg.org	Korean	233-Northern, 217-Wicker Park, 30-DuPage, 57-Lake
Lao American Community Services	4750 N. Sheridan Road, #369 Chicago, IL 60640	(773) 271-0004	(773) 271-1682	Thavone Nyatso tnyatso@yahoo.com	Laotian	233-Northern
Logan Square Neighborhood Association	2840 N. Milwaukee Ave. Chicago, IL 60618	(773) 384-4370	(773) 384-0624	Lucy Gomez (ext. 43) lucygomez@sbcglobal.net Barbara & Mildred Reyes barbarareyes713@hotmail.com mreyes@lsna.net	Spanish	231-Humboldt Park, 217-Wicker Park, 237-Northwest
Muslim Women Resource Center	6349 N. Western Avenue Suite 205 Chicago, IL 60659	(773) 764-1686	(773) 764-6753	Farishta Qader farishta@mwrncfp.org	Urdu, Arabic, Pashto	233-Northern
South-East Asia Center	5120 N. Broadway Chicago, IL 60640	(773) 989-6927	773-989-7766	Fanny Wong Seac5120@yahoo.com	Vietnamese, Chinese: Cantonese and Mandarin	233-Northern, 217-Wicker Park, 204-Uptown, 30-DuPage; 231-Humboldt Park, 202-Michigan
Suburban Cook and Collar Counties						
Organization	Mailing Address	Phone #	Fax #	Main Contact (IFRP)	Language	FCRC
Arab American Family Services	9044 S Octavia Bridgeview, IL 60455	(708) 599-AAFS	(708) 599-8229	Suna Abed sabet@aafsil.org	Arabic	226-South Suburban, 229-West Suburban, 208-Englewood, 107-Will, 30-DuPage
Catholic Charities of the Archdiocese of Chicago	1400 S. Austin Blvd. Cicero, IL 60804	(708) 222-1491	(708) 222-1495	Socorro Parra sparra@catholiccharities.net	Spanish	229-West Suburban, 201-Western, 208-Englewood, 213-Calumet Park
Centro de Informacion	28 N. Grove Ave, Ste 200 Elgin, IL 60120-9050	(847) 695-9050	(847) 931-7991	Jennifer Vergara (ext. 302) j.vergara@centrodeinformacion.org (630) 550-5131 [Hanover Park]	Spanish	114-Kane/Elgin
Family Focus Aurora	555 E. Benton Aurora, IL 60505	(630) 844-2550	(630) 844-2569	Migdalia Ballona migdalia.ballona@family-focus.org	Spanish	30-DuPage, 53-Kane/Aurora
Hanul Family Alliance	1166 S. Elmhurst Rd. Mt. Prospect, IL 60056	(847) 439-5195	(847) 439-5197	Kyeong Mo Kim kkim@hanulusa.org	Korean	233-Northern, 114-Kane/Elgin, 57-Lake
Township High School District 214	2121 S. Goebbert Road Arlington Heights, IL 60005-4297	(847) 718-7600	(847) 718-7927	Bogdan Gaszak bogdan.gaszak@d214.org	Polish, Hindi, Spanish	233-Northern
<i>Omni Youth Service (D-214 Sub-contractor)</i>	668 B N. Milwaukee Prospect Heights, IL 60070	(847) 459-9315		Elisa Montanez, ext 23 emontanez@omniyouth.org	Spanish	
World Relief DuPage	1825 College Avenue, Suite 230 Wheaton, IL 60187	(630) 462-7566	(630) 462-8103	Durmomo Gary, dgary@wr.org	Arabic, Burmese, Nepali	Villa Park

Central and Downstate						
Organization	Mailing Address	Phone #	Fax #	Main Contact (IFRP)	Language	FCRC
Casa Guanajuato	133 4th Avenue Moline, 61265	(309)736-7727		Connie Barrett connie.barrett@yahoo.com	Spanish	89-Rock Island
Community Health Partnership of Illinois	205 W Randolph Street Suite 2222 Chicago, IL 60606	(312) 795-0000	(312) 795-0002	Jina Bryant (ext.225) jbryant@chpofil.org	Spanish	30-DuPage, 53-Kane/Aurora, 114-Kane/Elgin, 59-LaSalle 100-Vermillion, 19-Champaign, 46-Iriquois 46-Iroquois, 54-Kankakee, 107-Will 71-McHenry
	157 S. Lincoln Aurora, IL 60505-2853	(630) 859-0015	(630) 859-0021	Montserrat Gonzalez mgonzalez2@chpofil.org		
	622 S. 8th Ave-P.O. Box 368 Hoopeston, IL 60942	(217) 283-5523 (217) 283-5524	(217) 283-7313	Eulalia Martinez emartinez@chpofil.org		
	202 N Schuyler Ave, Suite 206 Kankakee, IL 60901	815-932-6045	(815) 932-6055	Susan Valerio svalerio@chpofil.org		
	13711 W. Jackson Woodstock, IL 60098	(815) 337-9640	(815) 337-9641	Victoria Chavera vchavera@chpofil.org		
East Central Illinois Refugee Mutual Assistance Center	302 S. Birch Urbana, IL 61801	(217) 344-8455	(217) 239-0159	Deborah Hlavna ecirmac@hotmail.com	Spanish, Vietnamese, Russian, Chinese, Lao, Cambodian, French, Somali	19-Champaign
Elizabeth Ann Seton	700 N. 7th St. Suite B Springfield, IL 62702	(217) 757-6025		Bianca Castillo bianca.castillo@elizabethannsetonprogram.org	Spanish	18-Cass, 91-Sangamon
La Voz Latina	412 Market St. Rockford, IL 61107	(815) 965-5784	(815) 965-5935	Marcela Carlos (ext. 16) mcarlos@lavozlatina-rkfd.org	Spanish	13-Boone, 109-Winnebago
Mano a Mano Family Resource Center	6 E. Main Street Round Lake Park, IL 60073	(847) 201-1521	(847) 201-1524	Ada Silverio cmanager@manoamanofamilyresourcecenter.org	Spanish	57-Lake
Puentes de Esperanza	463 N. 88th St, Rte. 157 East St. Louis, IL 62203	(618) 398-0557	(618) 398-0157	Julie Murphy jmurphy@hoyleton.org	Spanish	115-Madison/E Alton, 65-Madison/Granite City, 111-East St. Louis/St. Clair
World Relief- Moline	3115 Ave. of the Cities Moline, IL 61265-4321	(309) 764-2279	(309) 764-2399	Bekzod Toorsunov btoorsunov@wr.org	Spanish, Russian, Turkish, Uzbek, Arabic, Caroundi, French, Swahili, Burmese, and Filani	89-Rock Island
Youth Service Bureau of Illinois Valley	1007 Main St. Mendota, IL 61342	(815) 539-2317	(815) 539-9406	Mario Espinoza mario@ysbiv.org	Spanish	58-LaSalle 15-Bureau
YWCA of Sauk Valley	412 First Avenue, Suite 100 Sterling, IL 61081	(815) 625-0333	(815) 625-5308	Raquel Herrera rherrera@ywsauk.org	Spanish	106-Whiteside



MISSION

Heartland Alliance advances the human rights and responds to the human needs of endangered populations - particularly the poor, the isolated, and the displaced - through the provision of comprehensive and respectful services and the promotion of permanent solutions leading to a more just global society.

Responses from interpreter trainings--

"[The trainer's] classes were full of enthusiasm and very dynamic. The information that was given to us was very precise, he explained things very well and by the time you finish with the training you really get a very good understanding of what you have to do."

~ Hilda, Class of February 2010

"I loved [the trainer's] teaching technique and how he involved the whole class. He made learning fun and entertaining."

~ Enrique, Class of December 2009

"The course turned out to be an invaluable source of information for me. I was also consistently impressed with the knowledge and dedication of our instructor."

~ Iwona, Class of August 2009

Cross-Cultural Interpreting Services

TRAINING SCHEDULE

SUMMER 2012

Language Assessment Exams
May 31 — June 4

40-hour Interpreter Training
July 9 — July 30



4753 North Broadway, Suite 614

Chicago, IL 60640

Phone: 773-751-4094

Fax: 773-506-9872

E-mail: ccis@heartlandalliance.org

Cross-Cultural Interpreting Services
4753 N Broadway, Suite 614
Chicago, IL 60640

Overview

So now that you've been thinking about becoming a medical interpreter, you're wondering how you can actually develop the skills necessary to provide professional interpreting services in various settings. Cross-Cultural Interpreting Services (CCIS) of Heartland Alliance has an outstanding reputation for interpreting training! Since its establishment in 1996, CCIS has trained over 1,000 professionals in the intricacies of interpreting—and a high proportion of these trainees have gone on to enjoy successful careers as medical interpreters.

Eligibility

To be eligible for training, a potential interpreter is required to be bilingual, be at least 18 years old, and have a high school diploma or equivalent.

Language Assessment Examination

Potential interpreters are required to take a language assessment examination for CCIS to evaluate his or her proficiency in the language he or she plans to interpret.

The non-refundable cost of the exam is \$75. It is 2 hours long and will be offered on the following dates:

Dates	Times
May 31	9:00 a.m., 11:30 a.m. or 2:00 p.m.
June 1	9:00 a.m., 11:30 a.m. or 2:00 p.m.
June 4	9:00 a.m., 11:30 a.m. or 2:00 p.m.

After three weeks, you will receive the results of your tests. If you achieve a passing score, you will be offered a place in the next training session (see dates under Training).

Training

Training sessions explore the knowledge and skills needed to provide professional and culturally competent interpreting services. Among other things, you will learn the interpreters' code of ethics, roles and modes of interpreting, and basic medical terminology so that upon completion, you will have all the necessary tools to find success and satisfaction as an interpreter. The complete training cost for the 40-hour Medical Interpreting Training is \$600. Training manual and materials are included.

Training Dates

July 9, 11, 13, 16, 18, 20, 23, 25, 27 and 30 1 pm - 5 pm

Note: All 10 training dates listed above are MANDATORY, not optional. Trainees must attend each day in order to successfully complete the program and earn a certificate.

Training sessions are offered year-round, and your language assessment exams results are good for up to 1 year. If this is not the right time for you, you may embark upon your journey when the time is best for you.

What Now?

Upon successful completion of the program and fully paid tuition, you receive a Certificate of Achievement. You will then be ready to go use your skills to enjoy a rewarding and successful career in interpretation services!

Test and Training Location

Cross-Cultural Interpreting Services
4753 N. Broadway, Suite 614
Chicago, IL 60640

Registration Form

Registration forms and fee must be received to reserve a spot for the Language Assessment Exam. Upon receipt of registration form, CCIS will send you an email securing testing date/time.

Name _____

Address _____

City _____ State _____ Zip _____

Email Address _____

Home Phone _____ Cell Phone _____

Language(s) _____

Method of Payment

Check / Money Order

Total enclosed: _____

Please make all checks or money orders payable to:

Cross-Cultural Interpreting Services

Credit Card (MasterCard or Visa)

Please call to provide Credit Card information.

Please indicate (T) testing date + (T) testing time below:

<input type="checkbox"/>	<input type="checkbox"/>	May 31	<input type="checkbox"/>	June 1
<input type="checkbox"/>	<input type="checkbox"/>	June 4	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	9:00 a.m.-11:30 a.m.
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	11:30 a.m.-2:00 p.m.
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	2:00 p.m.-4:30 p.m.

Appendix CC. - Interpreter Job Application



Cross-Cultural Interpreting Services Interpreter Application Form

Date: ____/____/____

Gender: Male Female

Name: _____
First Middle Last

Address: _____

City: _____ State: IL Zip code _____ Apt # _____

Home Phone: (____) _____ Work Phone: (____) _____

Pager: (____) _____ Cellular Phone: (____) _____

Fax: (____) _____ Email: (____) _____

County of Origin: _____

How many years have you been in the United States?

- Less than 1 year
- 1 – 3 years
- 3-10 years
- more than 10 years

How long have you lived in Chicago?

- Less than 1 year
- 1 – 3 years
- 3 – 10 years
- more than 10 years

How did you hear about Cross-Cultural Interpreting Services?

- Mailing
- Word of mouth
- CCIS Interpreter
- At school
- Internet
- Friend (provide name): _____
- Flyer: _____
- Community agency: _____
- Newspaper: _____
- Other: _____

LANGUAGE PROFICIENCY

1. What language(s) do you speak at home, at work or outside the home?
Please check as many as appropriate:

- | | |
|---|---|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Lithuanian |
| <input type="checkbox"/> Amharic/Tigrinya | <input type="checkbox"/> Mandarin |
| <input type="checkbox"/> Arabic, please specify country | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Assyrian | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Bulgarian | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> French | <input type="checkbox"/> Somali |
| <input type="checkbox"/> German | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Haitian/Creole | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Other (<i>please specify</i>): |
| <input type="checkbox"/> Japanese | _____ |
| <input type="checkbox"/> Khmer | |
| <input type="checkbox"/> Korean | Levels of fluency (1-100%): |
| <input type="checkbox"/> Lao/Thai | Spoken: _____ Written: _____ |

2. Where have you provided interpretation? Please check as many as appropriate.

- | | |
|--|---|
| <input type="checkbox"/> Hospitals/ clinics/ doctor's private office | <input type="checkbox"/> Mental health treatment facilities |
| <input type="checkbox"/> Community health center | <input type="checkbox"/> Attorney's office |
| <input type="checkbox"/> Community based organizations | <input type="checkbox"/> HIV/AIDS programs |
| <input type="checkbox"/> Social services agencies | <input type="checkbox"/> Other (<i>please specify</i>): |
| <input type="checkbox"/> Substance abuse programs | _____ |
| <input type="checkbox"/> Schools | |

EDUCATION

	Name & Address	Course of Study	Diploma/Degree
High School			
College			
Graduate			
Special Training			

Interpreter Training On Site or Telephone (Please provide if available):

	Training Program/Agency	Name of Course	Completed Yes/No	Date of Completion	Certificate/ Letter of Completion
Medical Interpreting					
Legal Interpreting					
Mental Health Interpreting					
Community Interpreting					

RELATED WORK EXPERIENCE

Please describe briefly any work experience related to translations interpretations.

<u>Organization</u>	<u>Job Duties</u>	<u>Full-Time or Part-Time</u>	<u>Date(s)</u>
<hr/>			
<hr/>			

Professional affiliation, if any (e.g American Translation Association, NUIT, MIA, NCIHC):

REFERENCES

Please provide two professional references:

_____ Name	_____ Organization	_____ Phone Number
_____ Name	_____ Organization	_____ Phone Number

General Information:

I certify that the answers given herein are true and complete to the best of my knowledge and I authorize the investigation of statements contained within this Registration Form.

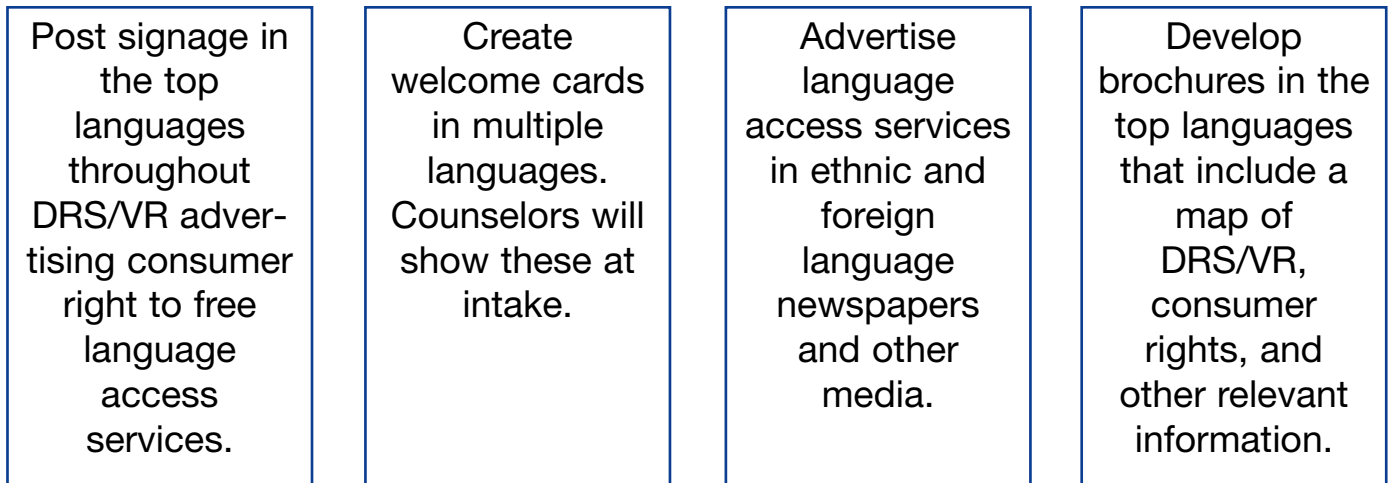
Signature

Date

Appendix DD. - Best Language Practices for DRS/VR Serving LEP and Low-Literacy Customers

Guidelines for Customer Access to Appropriate DRS/VR Language Services

1. Publicize the right to free language access services.



2. Identify and assess the language needs of all customers.

a. The U.S. census provides two appropriate, efficient questions.

- Do you speak a language other than English at home? (Yes or No)
- How well do you speak English? (Very Well or Less than Very Well)

b. These questions can be altered if needed.

- What language do you speak at home?
- What language do you prefer?

3. Translate written materials.

For low literacy levels, interpreters should read materials to customers.

For low-literacy customers, use of simple language, pictorial signage, and non-text information such as videotapes are essential

Create customer-staff communication booklets in multiple languages to aid in basic communication.

4. Collect language-specific data for each customer.

- Customer language and language preferences must be collected at referral. Language preference should be collected again at the initial meeting.
- Use of language access services should be tracked for individual customers and DRS/VR customers as a whole.

Assessment of Needs

- 1.** U.S. census data should be used to determine what languages are spoken in Illinois and Cook County.
- 2.** Determine DRS/VR practices and resources for interpretation and translation.
 - How are LEP customers being identified?
 - Who contracts with DRS/VR for language access and how often?
 - How are customer language and race/ethnicity being documented?
 - What materials and information are being translated and in which languages?
- 3.** When are language access services needed?
 - Identify the points of customer contact, from referral to case closed, to determine the most likely points of needed interpretation.
- 4.** What types and frequency of language access services are needed for the customer population? (See “Methods of Oral Language Assistance” below.)
 - Are there certain positions that would be best served by bilingual or multilingual staff?
- 5.** Identify additional resources needed to meet language requirements.
 - What resources exist, internally or within the community (e.g., FBOs/CBOs)?
 - What resources must be developed within DRS/VR?
- 6.** Identify steps that can aid in obtaining these needed resources.

Methods of Oral Language Assistance

1. Staff interpreters

- Professional interpreters who are hired as part of DRS/VR.

2. Contract interpreters

- Professional interpreters who are not employees of DRS/VR.

3. Employee language banks

- DRS/VR employees who speak languages other than English and may be available to assist with customer needs. These employees should receive formal interpretation training.

4. Community interpreter banks

- Community-based agencies that contract out to DRS/VR to provide language services.

5. Telephone services (remote consecutive interpretation)

- Live interpretation over the phone.

6. Remote simultaneous interpretation

- Interpretation through the use of wireless headsets when an interpreter is unavailable for in-person interpretation.

Appendix EE. - Fact Sheet on Executive Order 13166

What is Executive Order 13166?

President Clinton implemented Executive Order 13166 on August 11, 2000 to provide people with limited English proficiency (LEP) “meaningful access to federally conducted and federally funded programs and activities.” This order mandates that these agencies examine their current services, identify the need for services, and develop and implement a system that allows for appropriate services to be afforded to LEP persons. There are five sections included in the Executive Order. They are explained in the figure below.

What defines an LEP person?

LEP persons are defined as “individuals who are unable to communicate effectively because of a limited ability to speak, read, write, or understand the English language” (Children’s Health Insurance Program, 2010).

Is there help to implement Executive Order 13166?

Yes. The Department of Justice has created guidance documents for different governmental agencies. For more information on the LEP guidance document, see http://www.justice.gov/crt/lep/guidance/guidance_index.html.

Executive Order 13166

Goals

This section emphasizes the government's commitment to improve access to services for eligible people.

Federally Conducted Programs and Activities

This section says that all agencies will develop a plan based on the guidance document and implement their plans within 120 days of the order.

Federally Assisted Programs and Activities

This section states guidelines are to be created, based on Title VI and the LEP guide, that take into account the types of services provided, individuals served, and other factors.

Consultations

This section asserts that stakeholders (i.e., LEP individuals) will have the opportunity to provide input, which will help direct the development of an approach to accessing services for LEP individuals.

Judicial Review

This section is intended to improve internal management of LEP services.

For more information on Executive Order 13166, please see <http://www.justice.gov/crt/lep/13166/eo13166.html>.

Appendix FF. - DRS Referral Guide for Asians with Disabilities

