

## MODEL FORM

### Use Self-Assessment to Check Progress in Providing Language Assistance

You can use a self-assessment like the one below to check your progress in providing language assistance to limited English proficient (LEP) residents and prospects. The questionnaire is divided into four sections: (1) demography (identifying who you serve); (2) the frequency of contact (the more frequent the contact with a particular language group, the more likely that enhanced language services in that language are needed); (3) importance (the more important the activity, information, service, or program, or the greater the consequences of the contact to

the LEP person, the more likely language services will be needed); and (4) resources (the level of resources and costs may have an impact on the nature of the language assistance provided).

This checklist is a sample from the Language Assistance Self-Assessment and Planning Tool for Recipients of Federal Financial Assistance, provided by the U.S. Department of Justice, Civil Rights Division. The full self-assessment can be found at [www.lep.gov](http://www.lep.gov).

#### LANGUAGE ASSISTANCE PLANNING SELF-ASSESSMENT

##### PART 1. DEMOGRAPHY

Has your site developed a demographic profile of your resident population or the community served by your site's federally funded programs and activities?  Yes  No

By primary language spoken?  Yes  No

If so, list the language groups and the languages spoken.

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Is your site working with any community-based organizations that are familiar with the language needs of your residents, prospects, or the target audience of your site's programs?  Yes  No

If so, describe. \_\_\_\_\_

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##### PART 2. FREQUENCY OF CONTACT

Does your site have a process for surveying, collecting, and/or reporting primary language data for your residents?  Yes  No

If so, describe the categories used in the collection of data, where the data resides, and who can access the data.

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##### PART 3. IMPORTANCE

List your site's compulsory activities (e.g., applications, consent, interviews, or certifications). \_\_\_\_\_

List your site's involuntary programs or activities (e.g., evictions). \_\_\_\_\_

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List your site's programs or activities that have serious consequences, either positive or negative, for a person who participates (e.g., health, safety, economic, environmental, educational, housing, shelter, rehabilitation, discipline, transportation, etc.).

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Have you determined the impact on actual and potential beneficiaries of delays in the provision of services or participation in your programs and/or activities (e.g., economic, educational, health, safety, housing, ability to assert rights, transportation costs, etc.)?  Yes  No

If so, what are they? \_\_\_\_\_

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##### PART 4. RESOURCES

Have you identified the resources needed to provide meaningful access for LEP persons?  Yes  No

Are those resources currently in place?  Yes  No

Is there a staff member at your site assigned to coordinate language access activities?  Yes  No

If so, please identify by name or title. \_\_\_\_\_

Have you identified the points of contact where an LEP person interacts with your site?  Yes  No

If so, describe. \_\_\_\_\_

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Given the identified points of contact, is language assistance available at those points?  Yes  No

If so, describe. \_\_\_\_\_

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By language spoken, how many employees at your site are bilingual and able to competently assist LEP persons in the LEP person's language? \_\_\_\_\_

Do you utilize employees in your organization as interpreters? (Interpreting is a different skill than being bilingual and able to communicate in more than one language. Interpretation requires particular skills.)  Yes  No

Employees at our site provide interpreter services (*check one*):

- Some of the time
- Most of the time
- Always
- Never

(continued on p. 4)

## LANGUAGE ASSISTANCE PLANNING SELF-ASSESSMENT (continued)

What are the common uses by your site of other than employee (outside sources) language interpreter services? \_\_\_\_\_

\_\_\_\_\_

What outside sources for interpreter services do you use?

- Contract interpreters
- Telephone services
- Community-based organization
- Language banks
- Other (*please specify*). \_\_\_\_\_

For what languages other than English are outside sources of language interpreters most commonly used? \_\_\_\_\_

\_\_\_\_\_

If so, how? \_\_\_\_\_

\_\_\_\_\_

Although you should not plan to rely on an LEP person's friends, family members, or other informal interpreters to provide meaning-

ful access, are there times when you appropriately allow use of such informal interpreters?  Yes  No

If so, under what circumstances? \_\_\_\_\_

\_\_\_\_\_

Are minors used as interpreters?  Yes  No

If so, under what circumstances and how are issues such as competency, appropriateness, confidentiality, and voluntariness assessed? \_\_\_\_\_

\_\_\_\_\_

If additional resources are needed to ensure meaningful access, have you identified the cost of those resources?  Yes  No

Are there any limitations in resources (dollars and personnel) that could impact the provision of language-assistance services?  Yes  No

If so, have you explored all options available to you in order to ensure the provision of language assistance services?  Yes  No

Yes  No