

Language Access & Interpretation: Resources for Policy, Research, Services and Advocacy

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1. DEMOGRAPHICS & CENSUS

Fitzgerald, Abigail. (2003). *¿Se Habla Español?: Accessibility of Services for Spanish-Speaking Clients at Domestic Violence Agencies*. University of Texas at Austin. Weblink: www.arte-sana.com/accessibility_spanish_speaking_clients.pdf.

A survey to determine accessibility of domestic violence services for monolingual Spanish-speaking individuals.

Hakimzadeh, Shirin and Cohn, D'Vera. (2007). *English Usage among Hispanics in the United States*. Pew Hispanic Center. Weblink: pewhispanic.org/files/reports/82.pdf.

An analysis of data on English use among native-born and foreign-born Latino adults. The report finds that 23% of first generation adult Latinos said that they can carry on a conversation in English very well.

Modern Language Association. (n.d.) *The Modern Language Association Language Map: A Map of Languages in the United States*. Weblink: www.mla.org/census_main.

The Language Map uses data from the 2000 United States census to display the locations and numbers of speakers of thirty languages and three groups of less commonly spoken languages in the United States.

2. GLOSSARIES & DICTIONARIES

Superior Court of California, County of Sacramento. (2005). *Legal Glossaries*. Weblink: www.saccourt.ca.gov/general/legal-glossaries/legal-glossaries.aspx.

A list of legal terms with explanations translated into: Arabic, Armenian, Hindi, Hmong, Mien, Punjabi, Romanian, Russian, Spanish, Urdu, and Vietnamese.

Washington Courts, Administrative Office of the Courts. (1994). *Legal Glossaries*. Weblink: www.courts.wa.gov/programs_orgs/pos_interpret/index.cfm?fa=pos_interpret.display&fileName=glossary/index

Legal glossaries in Arabic, Western Armenian, Hindi, Hmong, Mien, Punjabi, Romanian, Spanish, Russian, Urdu, and Vietnamese.

3. GUIDELINES & STANDARDS

A. ADVOCATES

Asian American Justice Center. (2007). *Adult Literacy Education in Immigrant Communities: Identifying Policy and Program Priorities for Helping Newcomers Learn English*. Weblink: www.advancingequality.org/files/AAJC_Adult_Literacy_Education_report.pdf.

An overview of the *Adult Literacy Education in Immigrant Communities* forum in 2006, organized to discuss strategies for increasing immigrants' access to high-quality adult literacy programs, supplemented by existing research and reports.

Asian & Pacific Islander Institute on Domestic Violence. (2009). *Resource Guide for Advocates & Attorneys on Interpretation Services for Domestic Violence Victims*. Weblink: <http://www.apiidv.org/files/Interpretation.Resource.Guide-APIIDV-7.2010.pdf>

Resource Guide for Advocates & Attorneys on Interpretation Services for Domestic Violence Victims illustrates how individual and systems advocacy can be integrated to improve language access for limited English proficient victims; by providing practical information on: Providing Meaningful Access; Interpretation; Language Access Rights & Laws; Interpreter Qualification; Knowledge, Skills, Abilities, Ethics, Responsibilities of Interpreters; Understanding How Bilingual Speakers and Interpreters Differ; Interpretation Services; and Sign Language Interpretation for Deaf, Hard of Hearing, Deaf-Blind Victims.

Framer, Isabel. (2006). *Interpreting the Interpreter: What Every Law Attorney and Advocate Needs to Know About Legal Interpretation*. Legal Assistance Providers' Technical Outreach Project. Weblink: www.lri.lsc.gov/diversity/lep_detail_T160_R6.asp.

The author shares her experience as an interpreter, trainer, and researcher working with judges, attorneys, law enforcement and advocates. The paper describes the important qualifications an interpreter should possess, the magnitude of an interpreter's responsibilities as he/she plays a crucial role when dealing with a case from a client with limited English proficiency, interpreting in judicial settings, and the scope of practical and ethical issues.

Kelly, Arlene M. (2005). *NAJIT Position Paper: Summary Interpreting in Legal Settings*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/SummaryInterpreting200609.pdf.

This paper explains why all interpreters and users of interpreter services should refrain from using summary interpreting in legal settings.

Nguyen, Trang. (2003). Working with Linguistically and Culturally Isolated Communities: The Cambodian Outreach Project of Merrimack Valley Legal Services. *Clearinghouse Review*. 79-83. Weblink: www.lri.lsc.gov/pdf/02/020106_cop.pdf.

An article about the Cambodian Outreach Project of Merrimack Valley Legal Services as an example of one approach to working with a linguistically and culturally isolated community.

Patterson, Lupita. (2002). *Model Protocol on Services for Limited English Proficient Immigrant and Refugee Victims of Domestic Violence*. Washington State Coalition Against Domestic Violence. Weblink: www.wscadv.org/docs/protocol_LEP_victims.pdf.

Protocols and policies to support domestic violence agencies in the state of Washington to increase and extend their services to immigrant women whose first language is not English.

Police Professionalism Initiative. (2002). *Police Outreach to the Hispanic/Latino Community: A Survey of Programs and Activities*. University of Nebraska and National Latino Peace Officers Association. Weblink: www.unomaha.edu/criminaljustice/PDF/hispanicoutreach.pdf.

An overview of outreach programs from police departments to the Latino community on different approaches to the organization and delivery of outreach. The report is three-fold: first, it describes the different kinds of outreach programs that currently exist; second, it discusses the major issues that need to be considered in establishing and maintaining a successful police-Latino community outreach program; third, it is hoped that this information will assist other communities in establishing their own outreach programs.

Vera Institute of Justice. (2007). *Working with Interpreters Tip Sheet*. Vera Institute of Justice. On file.

Tip sheet for advocates on how to work with an interpreter, and instructions for the interpreter and clients.

B. COURTS

American Bar Association Commission on Domestic Violence. (2007). *Standards of Practice for Lawyers Representing Victims of Domestic Violence, Sexual Assault and Stalking in Civil Protection Order Cases*. American Bar Association. Weblink: www.americanbar.org/content/dam/aba/migrated/domviol/docs/StandardsofPracticeCommentary82407.authcheckdam.pdf.

Guidelines for legal service providers, pro bono legal service providers, and individual lawyers representing victims of domestic violence, sexual assault and stalking in civil protection order cases; includes discussion on interpreters and confidentiality and third party privilege issues.

Festinger, Nancy. (2005). *NAJIT Position Paper: Preparing Interpreters in Rare Languages*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/RareLanguages200609.pdf.

This paper is intended for court administrators, newly hired schedulers, language coordinators, members of the legal profession and others whose job it is to find appropriate interpreters of rare or less frequently encountered languages, and orient them quickly to judicial or quasi-judicial proceedings.

Kelly, Arlene M. (2005). *NAJIT Position Paper: Summary Interpreting in Legal Settings*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/SummaryInterpreting200609.pdf.

This paper explains why all interpreters and users of interpreter services should refrain from using summary interpreting in legal settings.

Kristy, Judith K. (2003). *NAJIT Position Paper: Information for Court Administrators*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/Court%20AdministratorFINAL.pdf.

Guidance on practical aspects of the profession of court interpreting, both for interpreters and for those who use their services. The information provided will assist court administrators with obtaining qualified, ethical interpreting services and includes a list of frequent questions.

National Center for State Courts. (2005). *Court Interpretation in Protection Order Hearings Judicial Benchcard*. Weblink: www.ncsconline.org/D_Research/Documents/LEP_AttachM_Benchcard-Final.pdf.

Judicial benchcard on court interpretation for petitioners with limited English proficiency in protection order hearings.

National Center for State Courts. (1996). *Overcoming the Language Barrier: Achieving Professionalism in Court Interpreting*. *Court Journal*. Weblink: www.ncsconline.org/wc/publications/Res_CtInte_StateCrtJV20N1Pub.pdf.

Explores the challenges that linguistic diversity pose to maintaining a unified standard of justice in American courts.

National Center for State Courts. (n.d.). *Code of Professional Responsibility for Interpreters Serving Limited English Proficient (LEP) Victims of Domestic Violence Outside of the Courtroom and Judicial Settings*. Weblink: www.ncsconline.org/D_Research/Documents/LEP_AttachO_CodeOfEthics.pdf.

A list of recommended standards of professional responsibility for interpreters serving protection order and sexual assault petitioners outside the courtroom and judicial environment, including commentary on each standard.

New York State Unified Court System Office of Court Administration. (2006). *Court Interpreting in New York: A Plan of Action*. Office of Court Administration. Weblink: www.nycourts.gov/courtinterpreter/pdfs/action_plan_040506.pdf.

Description of court interpreting services in the New York State Unified Court System and an Action Plan of new resources and initiatives for the future. It includes a discussion on court interpreter: recruitment; training; compensation; testing and certification; management and assignment.

Saufley, Leigh I. (2006). *Administrative Order JB-06-3: Guidelines for Determination of Eligibility for Court-Appointed Interpretation and Translation Services*. Maine Supreme Court. Weblink: www.courts.state.me.us/court_info/opinions/adminorders/%20JB_06_3%20LEP.htm.

Guidelines for determining when the Judicial Branch in Maine's State Courts will provide an interpreter and translation services for persons with limited English proficiency.

Uekert, Brenda K., Peters, Tracy, Romberger, Wanda, Abraham, Margaret, and Keilitz, Susan. (2006). *Serving Limited English Proficient Battered Women: A National Survey of the Court's Capacity to Provide Protection Orders*. National Center for State Courts. Weblink: www.ncsconline.org/D_Research/Documents/LEP_NIJFinalReport.pdf.

A study of the capacity of petitioners with limited English proficiency to receive orders of protection, using a multi-method study design that included a national survey of courts, an intensive survey of a select group of courts and community-based organizations within their jurisdictions, and the assessment of selected sites that can serve as national models.

C. INTERPRETERS

Erickson, Andrew. (2006). *Modes of Interpreting: Simultaneous, Consecutive, and Sight Translation*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/Modes_of_Interpreting200609.pdf.

This paper explains the use of each mode of interpreting, gives reasons for the use of each one, and provides practical suggestions for effective use of interpreters when working with individuals with limited English proficiency (LEP).

Kelly, Arlene M. (2005). *NAJIT Position Paper: Summary Interpreting in Legal Settings*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/SummaryInterpreting200609.pdf.

This paper explains why all interpreters and users of interpreter services should refrain from using summary interpreting in legal settings.

National Center for State Courts. (1996). *Overcoming the Language Barrier: Achieving Professionalism in Court Interpreting*. *Court Journal*. Weblink: www.ncsconline.org/wc/publications/Res_CtInte_StateCrtJV20N1Pub.pdf.

Explores the challenges that linguistic diversity pose to maintaining a unified standard of justice in American courts.

National Center for State Courts. (n.d.). *Code of Professional Responsibility for Interpreters Serving Limited English Proficient (LEP) Victims of Domestic Violence Outside of the Courtroom and Judicial Settings*. Weblink: www.ncsconline.org/D_Research/Documents/LEP_AttachO_CodeOfEthics.pdf.

A list of recommended standards of professional responsibility for interpreters serving protection order and sexual assault petitioners outside the courtroom and judicial environment, including commentary on each standard.

D. LEGAL SERVICES PROVIDERS

American Bar Association Standing Committee on Legal Aid and Indigent Defendants. (2006). *Standards for the Provision of Civil Legal Aid*. American Bar Association. Weblink: www.americanbar.org/content/dam/aba/migrated/domviol/docs/StandardsofPracticeCommentary82407.authcheckdam.pdf.

Standards for civil legal aid organizations and the provision of services to indigent defendants.

American Bar Association Commission on Domestic Violence. (2007). *Standards of Practice for Lawyers Representing Victims of Domestic Violence, Sexual Assault and Stalking in Civil Protection Order Cases*. American Bar Association. Weblink: www.americanbar.org/content/dam/aba/migrated/domviol/docs/StandardsofPracticeCommentary82407.authcheckdam.pdf.

Guidelines for the operation of legal service providers, pro bono legal service providers, and individual lawyers representing victims of domestic violence, sexual assault and stalking in civil protection order cases. They include a discussion on interpreters and confidentiality and third party privilege issues.

Framer, Isabel. (2006). *Interpreting the Interpreter: What Every Law Attorney and Advocate Needs to Know About Legal Interpretation*. Legal Assistance Providers' Technical Outreach Project. Weblink: www.lri.lsc.gov/diversity/lep_detail_T160_R6.asp.

The author shares her experience as an interpreter, trainer, and researcher working with judges, attorneys, law enforcement and advocates. The paper describes the important qualifications an interpreter should possess, the magnitude of an interpreter's responsibilities as he/she plays a crucial role when dealing with a case from a client with limited English proficiency, interpreting in judicial settings, and the scope of practical and ethical issues.

Kelly, Arlene M. (2005). *NAJIT Position Paper: Summary Interpreting in Legal Settings*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/SummaryInterpreting200609.pdf.

This paper explains why all interpreters and users of interpreter services should refrain from using summary interpreting in legal settings.

Lee, Joann H. (2002). A Case Study: Lawyering to Meet the Needs of Monolingual Asian and Pacific Islander Communities in Los Angeles. *Clearinghouse Review*. 172-184. Weblink: www.lri.lsc.gov/pdf/02/020077_lawyringformonoapi_ilee_chrev.pdf.

A case study of how the Legal Aid Foundation of Los Angeles (LAFLA) approached the challenges of serving monolingual Asian and Pacific Islander clients through a closer examination of community needs and establishing partnerships with community and legal services groups.

Legal Services Corporation. (2004). *Guidance to LSC Programs for Serving Client Eligible Individuals with Limited English Proficiency*. Legal Services Corporation. Weblink: www.lsc.gov/program/pl/pl2004-2LEPGuidance.pdf.

A guide to help legal service providers develop the capacity to provide quality legal services to clients with limited English proficiency.

McCaffrey, Angela. (2000). Don't Get Lost in Translation: Teaching Law Students to Work with Language Interpreters. *Clinical Law Review*, 6(2), 347-399. Weblink: www.lri.lsc.gov/pdf/03/030188_lostintrans.pdf.

Curricular suggestions to help law school clinicians prepare students to interview through interpreters.

Uyehara, Paul. (2003). Making Legal Services Accessible to Limited English Proficient Clients. *Management Information Exchange Journal*, 17(1), 33-37. Weblink: www.lri.lsc.gov/pdf/03/030063_uyeharamie.pdf.

Strategies and best practices for legal services on how to improve the accessibility of services to limited-English proficient persons. The author focuses on the development of internal policies and protocols needed to deliver services in other languages, and discusses the rationale for to provide language access to limited-English speaking persons.

Uyehara, Paul. (2003). Opening Our Doors to Language-Minority Clients. *Clearinghouse Review* 36, 544-557. Weblink: www.lri.lsc.gov/pdf/03/030099_uyeharacr.pdf.

Analyzes issues and lessons learned from Community Legal Services' efforts to improve service to its total client population. The author focuses on ways to approach the essential first step of being able to deliver services in other languages, recognizing that their approach is only one among various options that can lead to improved service to language-minority communities.

E. MEDICAL

American Institutes for Research. (2005). *A Patient-Centered Guide to Implementing Language Access Services in Healthcare Organizations*. U.S. Department of Health & Human Services, Office of Minority Health. Weblink: www.omhrc.gov/Assets/pdf/Checked/HC-LSIG.pdf.

A guide to help healthcare organizations implement effective language access services to meet the needs of limited English proficient patients, thereby increasing their access to health care.

California Endowment, The and California Academy of Family Physicians. (2005). *Language Access Resources: From Proceedings of the Medical Leadership Council on Language Access Meetings 2004-2005*. The California Endowment. Weblink: www.familydocs.org/assets/Multicultural_Health/Medical_Leadership_Council/MLC_Summary_Report_11-02-04.pdf.

The Medical Leadership Council on Language Access identifies strategies for financing and delivering language interpreter and translation services to Californians and identifies resources as of 2004 and includes the Council's Statement of Public Policy Principles; an overview of research documenting the need for language access services in health care; an overview of relevant technology; an overview of financing and payment concerns and potential solutions; a summary of legislative and regulatory approaches; lists of organizations, publications, and web sites for more information.

California Endowment, The. (2003). Improving Access to Health Care for Limited English Proficient Health Care Consumers: Options for Federal Funding for Language Assistant Services. *Health In Brief: Policy Issues Facing a Diverse California*. 2(1).

Identifies policy options for California that would allow the state, health plans and providers to maximize federal funding and provides an in-depth analysis of how eight states have used federal funding to help implement language assistance services for Limited English Proficient health care consumers.

California Healthcare Interpreters Association Standards & Certification Committee. (2002). *California Standards for Healthcare Interpreters: Ethical Principles, Protocols, and Guidance on Roles & Intervention*. California Healthcare Interpreters Association. Weblink: www.calendow.org/Collection_Publications.aspx?coll_id=24&ItemID=314#.

An overview on the complex role of health care interpreters. This document aims to standardize healthcare interpretation practices by providing a set of ethical principles, interpreting protocols, and guidance on roles particular to the specialty of healthcare interpretation, with the expectation that the increase availability of quality interpretation will result in better access to healthcare for limited English proficient patients.

Nguyen, Trang. (2003). Working with Linguistically and Culturally Isolated Communities: The Cambodian Outreach Project of Merrimack Valley Legal Services. *Clearinghouse Review*. 79-83. Weblink: www.lri.lsc.gov/pdf/02/020106_cop.pdf.

An article about the Cambodian Outreach Project of Merrimack Valley Legal Services as an example of one approach to working with a linguistically and culturally isolated community.

Roat, Cynthia E. (2003). *Health Care Interpreter Training in the State of California: Including an Analysis of Trends and a Compendium of Training Programs*. The California Endowment. Weblink: www.hablamosjuntos.org/pdf_files/HealthInterpreterTraining030703.pdf.

A survey of 21 health care interpreter training programs in California, all of which prepare interpreters to work exclusively or partially in health care settings. The dual purpose of the survey is to analyze current trends in interpreter training and to produce a compendium of programs as a resource for those seeking training.

Roat, Cynthia E. (2003). *How to Choose and Use a Language Agency: A Guide for Health and Social Service Providers Who Wish to Contract with Language Agencies*. The California Endowment. Weblink: www.migrationinformation.org/integration/language_portal/files/how_to_choose_use_language_agency.pdf.

Examines what to look for in a language agency, how to choose an appropriate provider and what to expect from this service; Includes a compendium of a sampling of regional language services agencies in California.

Youdelman, Mara and Perkins, Jane. (2002). *Providing Language Interpretation Services in Health Care Settings: Examples from the Field*. National Health Law Program. Weblink: www.cmf.org/usr_doc/youdelman_languageinterp_541.pdf.

Field study: National Health Law Program developed a short survey instrument and distributed it to interested organizations nationwide during the Fall of 2001 and winter of 2002. From the completed surveys, 14 programs and projects were selected for more in-depth assessment. Programs were selected to reflect a range of interpreter services in different health care settings, funding sources, and costs of implementation. Programs profiled in this report include those sponsored by state and local governments, managed care organizations, hospitals, community-based organizations, and educators.

Youdelman, Mary and Perkins, Jane. (2005). *Providing Language Services in Small Health Care Provider Settings: Examples from the Field*. National Health Law Program. Weblink: www.cmf.org/usr_doc/810_Youdelman_providing_language_services.pdf.

Field report to assess current innovations: the National Health Law Program conducted site visits and phone interviews at small health care provider settings. The authors include an eight-step plan to help providers develop a strategy to meet the needs of their Limited English Proficiency patients and the community.

4. INTERPRETATION

Catholic Charities Refugee Services and Translation and Interpreter Network. (n.d.). Trained Interpreters "Making a World of Difference". Weblink: www.youtube.com/watch?v=cNDVw9cA6Qc&feature=related.

A brief training video on interpretation, including interpreter best practices, standards, and scenes showing the difference between a trained interpreter and an untrained interpreter.

Erickson, Andrew. (2006). *Modes of Interpreting: Simultaneous, Consecutive, and Sight Translation*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/Modes_of_Interpreting200609.pdf.

This paper explains the use of each mode of interpreting, gives reasons for the use of each one, and provides practical suggestions for effective use of interpreters when working with individuals with limited English proficiency (LEP).

Interagency Language Roundtable. (n.d.). Self-Assessment of Foreign Language Proficiency. Interagency Language Roundtable. Weblink: www.govtllr.org/.

The Interagency Language Roundtable has created assessment tools for bilingual speakers to evaluate the speakers level of competence in the target language. This tool is in English and asks the speaker to assess his/her ability to perform tasks in the target language.

National Association of Judiciary Interpreters and Translators. (2010). Directory of Interpreters. Weblink: www.najit.org/directory/search.php.

A searchable directory of interpreters that is searchable by name, language, and location.

National Center for State Courts. (n.d.). *Code of Professional Responsibility for Interpreters Serving Limited English Proficient (LEP) Victims of Domestic Violence Outside of the Courtroom and Judicial Settings*. Weblink: www.ncsconline.org/D_Research/Documents/LEP_AttachO_CodeOfEthics.pdf.

A list of recommended standards of professional responsibility for interpreters serving protection order and sexual assault petitioners outside the courtroom and judicial environment, including commentary on each standard.

National Center for State Courts. (n.d.). Contact Persons for State and Federal Interpreter Programs. Weblink: www.ncsconline.org/D_Research/CIConsortContactspage.html.

A list of state and federal court interpreter program contacts responsible for the administration of court interpreter programs.

New Mexico Center for Language Access. (n.d.). Multilingual Interpreting and Translation Certification Programs. Weblink: www.nmcenterforlanguageaccess.org/.

The New Mexico Center Language Access offers certification training in court and medical interpreting, training for bilingual employees (nurses, clerks, correction and patrol officers), and continuing education and refresher courses for certified interpreters and language professionals.

Salazar, Teresa C., and Segal, Gladys. (2006). *NAJIT Position Paper: Onsite Simultaneous Interpretation of a Soundfile Is Not Recommended*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/Onsite%20Simultaneous%20Interpre.pdf.

Explains why simultaneous interpreting of a recording in the courtroom is usually an impossible task that should not be ordered by a court, nor attempted by an interpreter.

Zetterstrand, Sylvia. (2004). *NAJIT Position Paper: Direct Speech in Legal Settings*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/DirectSpeech200609.pdf.

This paper illustrates the technique of the use of direct speech as opposed to indirect speech and explains why all interpreters and users of interpreter services should speak to each other directly, rather than in the third person.

5. LANGUAGE ACCESS

Abel, Laura. (2009). Language Access in State Courts. Brennan Center for Justice. Weblink: www.brennancenter.org/content/resource/language_access_in_state_courts

A study to determine the extent to which the 35 states with the highest proportion of limited English proficient people (as a percentage of population) comply with the guidelines regarding providing interpreters in all civil cases free of charge and ensuring that interpreters are competent.

Bajaj, Ruchika, Leung, Vanessa, and Tucker, Rena. (2006). *Building Bridges: Increasing Language Access for the Asian Pacific American Community of New York: CACF Policy Brief*. Coalition for Asian American Children & Families.

Examines the language barriers that Asian Pacific American children and families face when interacting with the education, child welfare, and mental health systems of New York City; describes the relevant federal, state, and local laws mandating translation and interpretation services; analyzes the actions being taken in New York City to provide language assistance services; and provides policy recommendations on improving language access for the diversifying and growing Asian Pacific American community.

The California Endowment and California Academy of Family Physicians. (2005). *Language Access Resources: From Proceedings of the Medical Leadership Council on Language Access Meetings 2004-2005*. The California Endowment. Weblink: www.familydocs.org/assets/Multicultural_Health/Medical_Leadership_Council/MLC_Summary_Report_11-02-04.pdf.

Strategies for financing and delivering language interpreter and translation services to Californians and identifies resources as of 2004 and includes the Council's Statement of Public Policy Principles; an overview of research documenting the need for language access services in health care; an overview of relevant technology; an overview of financing and payment concerns and potential solutions; a summary of legislative and regulatory approaches; lists of organizations, publications, and web sites for more information.

Federal Coordination and Compliance Section, Civil Rights Division. (2011). *Considerations for Providing Language Access in a Prosecutorial Agency*. U.S. Department of Justice. Weblink: www.lep.gov/resources/092111_Prosecutors_Planning_Tool.pdf

A tool developed by the Department of Justice, that provides prosecutorial agencies guidance on developing language access policy directives, implementation plans, and procedures.

Federal Coordination and Compliance Section, Civil Rights Division. (2011). *Federal Funding Programs for State and Local Court Activities to Address Access to Justice for Limited English Proficient (LEP) Individuals*. U.S. Department of Justice. Weblink: www.lep.gov/resources/courts/081811_Language_Access_Funding_Chart_for_State_Courts.pdf.

A list federal funding opportunities that may be available to state and local courts to provide language assistance services to LEP individuals. Each chart includes the name of the federal agency providing the funding, the program name, whether state courts are eligible, whether the funding can be used to provide language assistance services, and the location for more information about the program and past recipients.

Federal Coordination and Compliance Section, Civil Rights Division. (2011). *Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs*. U.S. Department of Justice. Weblink: www.lep.gov/resources/2011_Language_Access_Assessment_and_Planning_Tool.pdf.

A tool developed by the Department of Justice to assist federally conducted and assisted programs with assessing language access needs and developing language access policy directives, implementation plan, and procedures.

Framer, Isabel. (2006). *NAJIT Position Paper: Equal Access As It Relates to Interpretation and Translation Services*. National Association of Judiciary Interpreters & Translators. Weblink: www.najit.org/publications/Equal%20Access200609.pdf.

This paper addresses, assists with, and clarifies important issues related to language access for non-English-speaking parties.

National Center for State Courts. (1996). *Overcoming the Language Barrier: Achieving Professionalism in Court Interpreting*. *Court Journal*. Weblink: www.ncsconline.org/wc/publications/Res_CfInte_StateCrtJV20N1Pub.pdf.

Explores the challenges that linguistic diversity pose to maintaining a unified standard of justice in American courts.

Perez, Thomas E. (2010). *Language Access Guidance Letter to State Courts*. U.S. Department of Justice. Weblink: www.lep.gov/final_courts_ltr_081610.pdf.

A letter providing state courts guidance regarding their requirement to provide meaningful access to programs and services for LEP persons through the provision of language services, pursuant to the prohibition against national origin discrimination contained in Title VI of the Civil Rights Act of 1964 and the Omnibus Crime Control and Safe Streets Act, and their implementing regulations.

Pratt, Sarah K. (2011). *Assessing Claims of Housing Discrimination against Victims of Domestic Violence under the Fair Housing Act and the Violence Against Women Act*. U.S. Department of Housing and Urban Development. Weblink: www.hud.gov/offices/ftheo/library/11-domestic-violence-memo-with-attachment.pdf.

A memorandum that provides guidance to Fair Housing Equal Opportunity headquarters and field staff on assessing claims by domestic violence victims of housing discrimination under the Fair Housing Act.

6. LANGUAGE ACCESS PLANS

Community Legal Services, Inc. (2004). *Language Access Policy*. Weblink: www.clsphila.org/files/CLS%20LA%20policy.doc.

The language access policy developed and adopted by Community Legal Services of Philadelphia is an excellent model LEP plan that can be used as a template for creating an organizations LEP plan.

Coordination and Review Section, Civil Rights Division. (2002). *LEP Policy Guidance for DOJ Recipients*. U.S. Department of Justice. Weblink: www.usdoj.gov/crt/cor/lep/DOJFinLEPFRJun182002.htm.

Guidance developed for Federal financial assistance recipients regarding Title VI prohibition against national origin discrimination affecting limited English proficient persons.

Coordination and Review Section, Civil Rights Division. (2001). *Departmental Plan Implementing Executive Order 13166*. U.S. Department of Justice. Weblink: www.usdoj.gov/crt/cor/lep/dojimp.php.

Department of Justice initiatives and plans in response to Executive Order 13166 to improve access to its federally conducted programs and activities by eligible individuals who are limited English proficient.

Office of Civil Rights and Civil Liberties. (2011). *Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons*. Department of Homeland Security. Weblink: www.gpo.gov/fdsys/pkg/FR-2011-04-18/pdf/2011-9336.pdf.

Guidance developed for Department of Homeland Security financial assistance recipients regarding Title VI prohibition against national origin discrimination affecting limited English proficient persons.

7. LANGUAGE IDENTIFICATION TOOLS

California Department of Social Services. (2002). *I Speak Cards*. Weblink: www.cdss.ca.gov/civilrights/PG584.htm.

These cards can be used by LEP persons to get interpretive services. The pocket size card provides a statement that identifies the language spoken by the LEP person. Languages include: Spanish, Laotian, Russian, Cambodian, Chinese, Farsi, Korean, Vietnamese, Hmong, Arabic, Armenian, and Tagalog.

Minnesota Department of Human Services. *I Need an Interpreter Card*. Weblink: edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4374-ENG.

These cards say in both English and another language "I need a _____ interpreter." The cards are available in: Arabic, Hmong, Khmer (Cambodian), Laotian, Oromo, Russian, Serbo-Croatian (Bosnian), Somali, Spanish, and Vietnamese. LEP persons may present the cards when they contact a state, county, or community agency to assist with conveying their need for a language interpreter.

8. LAW ENFORCEMENT

Cohen, Mark P. (2005). The Voice Response Translator: A Valuable Police Tool. *National Institute of Justice Journal* 252, 8-13. Weblink: www.ncjrs.gov/pdffiles1/jr000252c.pdf.

Comparisons of four devices with the potential to fulfill law enforcement's language interpretation needs found remarkable similarity, with the largest differences being 1) ruggedness, 2) quality of speakers and microphones, and 3) voice activation for hands free operations. The Voice Response Translator scored as the top choice for law enforcement use.

Curtis, Natasha. (2006). *NAJIT Position Paper: Language Assistance for Law Enforcement*. National Association of Judiciary Interpreters & Translators. Weblink: www.languageaccess.us/Documents%20and%20Links/LawEnforcement.pdf.

Practical guidelines to facilitate and monitor language services, in particular, interpreting in any law enforcement setting. Section I addresses why and when an interpreter is needed. Section II discusses specifics of interpreting.

Police Professionalism Initiative. (2002). *Police Outreach to the Hispanic/Latino Community: A Survey of Programs and Activities*. University of Nebraska and National Latino Peace Officers Association. Weblink: www.unomaha.edu/criminaljustice/PDF/hispanicoutreach.pdf.

An overview of outreach programs from police departments to the Latino community on different approaches to the organization and delivery of outreach. The report is three-fold: first, it describes the different kinds of outreach programs that currently exist; second, it discusses the major issues that need to be considered in establishing and maintaining a successful police-Latino community outreach program; third, it is hoped that this information will assist other communities in establishing their own outreach programs.

Summit County Sherriff's Office & City of Lorain Police Department. (2004) *The Summit/Lorain Resource Document for Law Enforcement: Interpretation and Translation Services*. Summit County Sherriff's Office & City of Lorain Police Department. Weblink: www.languageaccess.us/Documents%20and%20Links/LEP.OH.COPS.pdf.

Proposed policies and procedures to assist law enforcement in understanding the laws and protocols in working with non-English or limited-English persons, defendants, victims, or witnesses. The policies were designed to assist law enforcement agencies in creating workable policies and standards in their own jurisdictions.

9. MODEL COURT INTERPRETER LEGISLATION

The National Center for State Courts. (2002). *Model Court Interpreter Act*. Weblink: www.ncsconline.org/wc/publications/Res_CtInte_ModelGuideChapter10Pub.pdf.

The Model Court Interpreter Act is based on federal law and statutes related to the provision of court interpreters to LEP persons. It includes an analysis of legal and professional issues that have emerged based on the experience of states in providing court interpreters. The document was prepared in cooperation with an advisory group which included: judges, court administrators, and interpreters.

10. MANUALS, MODELS AND TRAINING CURRICULA

Asian Pacific American Legal Center of Southern California. (2003). *Expanding Legal Services: Serving Limited English Proficient Asians and Pacific Islanders*. Weblink: www.apalc.org/pdffiles/ELS_Web.pdf.

Information for legal services and Asian and Pacific Islander community organizations to help design and/or strengthen systems and approaches that make legal services accessible to limited-English speaking clients. Details five model programs with special emphasis on the Asian Pacific American Legal Center's Asian Language Legal Intake Project, to showcase working examples and lessons learned.

Asian Pacific American Legal Resource Center. (2003). *Developing and Maintaining a Successful Legal Referral Hotline for Immigrant Communities: A How to Handbook*. Weblink: www.apalrc.org/publications.html.

Documentation of the development and implementation of Asian Pacific American Legal Resource Center's hotline project and is intended to offer practical assistance and support to legal and community groups across the country, including Canada, interested in starting similar efforts in their communities.

Lee, Joann H. (2002). A Case Study: Lawyering to Meet the Needs of Monolingual Asian and Pacific Islander Communities in Los Angeles. *Clearinghouse Review*. 172-184. Weblink: www.lri.isc.gov/pdf/02/020077_lawyerinformonoapi_ilee_chrev.pdf.

A case study of how the Legal Aid Foundation of Los Angeles (LAFLA) approached the challenges of serving monolingual Asian and Pacific Islander clients through a closer examination of community needs and establishing partnerships with community and legal services groups.

Martinez, Tia E. and Wang, Theodore. (2006). *Supporting English Language Acquisition: Opportunities for Foundations to Strengthen the Social and Economic Well-Being of Immigrant Families*. Annie E. Casey Foundation and Grantmakers Concerned with Immigrants and Refugees. Weblink: www.aecf.org/upload/PublicationFiles/l.pdf.

Promising practices in promoting language acquisition, primarily from California, Illinois, and Texas – states with longstanding immigrant populations and historically high numbers of immigrant children and families. These five models have been replicated in 27 states and the District of Columbia and five countries.

Masaki, Beckie, Kim, Mimi, and Chung, Chrissy. (1999). *The Multilingual Access Model: A Model for Outreach and Services in Non-English Speaking Communities*. National Resource Center on Domestic Violence. Weblink: http://www.vawnet.org/Assoc_Files_VAWnet/NRC_MLAM-full.pdf.

A model and materials developed for a multicultural, multilingual advocacy project of the Asian Women's Shelter, San Francisco. This project recruits and trains bilingual, bicultural advocates from several ethnic communities to provide assistance to victims of domestic violence and initiates outreach and awareness activities within the communities.

Nguyen, Trang. (2003). Working with Linguistically and Culturally Isolated Communities: The Cambodian Outreach Project of Merrimack Valley Legal Services. *Clearinghouse Review*. 79-83. Weblink: www.lri.isc.gov/pdf/02/020106_cop.pdf.

An article about the Cambodian Outreach Project of Merrimack Valley Legal Services as an example of one approach to working with a linguistically and culturally isolated community.

Police Professionalism Initiative. (2002). *Police Outreach to the Hispanic/Latino Community: A Survey of Programs and Activities*. University of Nebraska and National Latino Peace Officers Association. Weblink: www.unomaha.edu/criminaljustice/PDF/hispanicoutreach.pdf.

An overview of outreach programs from police departments to the Latino community on different approaches to the organization and delivery of outreach. The report is three-fold: first, it describes the different kinds of outreach programs that currently exist; second, it discusses the major issues that need to be considered in establishing and maintaining a successful police-Latino community outreach program; third, it is hoped that this information will assist other communities in establishing their own outreach programs.

Uekert, Brenda K., Peters, Tracy, Romberger, Wanda, Abraham, Margaret, and Keilitz, Susan. (2006). *Serving Limited English Proficient Battered Women: A National Survey of the Court's Capacity to Provide Protection Orders*. National Center for State Courts. Weblink: www.ncsconline.org/D_Research/Documents/LEP_NIJFinalReport.pdf.

A study of the capacity of petitioners with limited-English proficiency to receive orders of protection, using a multi-method study design that included a national survey of courts, an intensive survey of a select group of courts and community-based organizations within their jurisdictions, and the assessment of selected sites that can serve as national models.

U.S. Department of Justice, Civil Rights Division. (2004). *Executive Order 13166 Limited English Proficiency Resource Document: Tips and Tools from the Field*. Weblink: www.lep.gov/resources/tips_and_tools-9-21-04.htm.

Tips, tools, and practices identified in surveys of agencies; highlighting those that have taken an innovative approach or applied a strong policy or strategy to an aspect of language services.

Uyehara, Paul. (2003). Making Legal Services Accessible to Limited English Proficient Clients. *Management Information Exchange Journal*, 17(1), 33-37. Weblink: www.lri.lsc.gov/pdf/03/030063_uyeharamie.pdf.

Strategies and best practices on how to improve the accessibility of legal services to limited-English proficient persons. The author focuses on the development of internal policies and protocols needed to deliver services in other languages, and discusses the rationale for to provide language access to limited-English speaking persons.

Uyehara, Paul. (2003). Opening Our Doors to Language-Minority Clients. *Clearinghouse Review* 36, 544-557. Weblink: www.lri.lsc.gov/pdf/03/030099_uyeharacr.pdf.

Analysis of issues and lessons learned from Community Legal Services' efforts to improve service to its total client population. The author focuses on ways to approach the essential first step of being able to deliver services in other languages, recognizing that their approach is only one among various options that can lead to improved service to language-minority communities.

11. RESOURCES ON INTERPRETATION FOR DEAF AND HARD OF HEARING INDIVIDUALS

Abused Deaf Women's Advocacy Services. Weblink: www.adwas.org.

ADWAS serves Deaf and Deaf-Blind victims/survivors of sexual assault, domestic violence, and stalking, and provides training, technical assistance and publications on safety protocols and interpretation in ASL.

Abused Deaf Women's Advocacy Services for the Washington State Coalition Against Domestic Violence. (2004) *Model Protocol on Safety Planning for Domestic Violence Victims with Disabilities*. Weblink: www.abanet.org/domviol/trainings/Interpreter/CD-Materials/safety_protocol.pdf.

National Resource Center on Domestic Violence. *Violence in the Lives of Persons Who are Deaf or Hard of Hearing*.
Weblink: new.vawnet.org/category/index_pages.php?category_id=966#980.

A collection of materials regarding the experiences and needs of individuals who are Deaf or hard of hearing and victims/survivors of domestic and/or sexual violence, including a directory of organizations (listed by state) providing services to Deaf victims/survivors, information on Deaf culture, and best practices.

Registry of Interpreters for the Deaf, Inc. Weblink: www.rid.org.

Registry of Interpreters for the Deaf, Inc. (RID) is a national membership organization that certifies American Sign Language Interpreters. RID's interpreter certifications is recognized by most state courts.

Registry of Interpreters for the Deaf, Inc. (2010) *Practice of Interpreting*. Weblink:
www.rid.org/interpreting/practice/index.cfm.

Brief overview of sign language interpretation.

Supreme Court of Ohio. *Working with Interpreters for Deaf or Hard of Hearing Persons in the Courtroom*. (2007).
Weblink: www.supremecourt.ohio.gov/Publications/interpreter_services/DeafHOHbenchcard.pdf.

A benchcard for judges on working with interpreters for Deaf or Hard of Hearing Persons.

12. TECHNOLOGIES FOR INTERPRETING

National Center for State Courts. (2002). *Model Guides for Policy and Practice in the State Courts: Telephone Interpretation*. Weblink: www.ncsconline.org/wc/publications/Res_CtInte_ModelGuideChapter8Pub.pdf.

An overview of telephonic interpretation, including: a description of the minimum requirements for telephone interpreting; a review of AT&T Language Line Services; recommendations for how to avoid misuse of AT&T Language Line Services; a description of how the federal courts use telephone interpreting; a description of promising prototype equipment that can enhance the use of telephone interpreting; and a brief proposal describing a strategy for developing a telephone interpretation service that is tailored for court needs.

Rahman, Insha, Hirsch, Joe, and Shah, Susan. (2007). *Overcoming Language Barriers in the Criminal Justice System: Can Language Assistance Technology Help?* Vera Institute of Justice. Weblink: www.vera.org/download?file=1467/Technology%2Bforum%2Bwhite%2Bpaper%2BFINALweb.pdf.

A discussion between New York justice system administrators, language technology developers, and policymakers on the potential uses of current language assistance technology in the justice system. The report includes additional considerations an agency should take into account when investing in a language technology.

13. TRANSLATED MATERIALS

A. DOMESTIC VIOLENCE

Asian & Pacific Islander Institute on Domestic Violence. (2008). *Domestic Violence Materials in Asian & Pacific Islander Languages*. Weblink: <http://www.apiidv.org/translatedmaterials>.

A list of over 300 domestic violence-related materials in 28 Asian and Pacific Islander languages, including Arabic, Bengali, Burmese, Cambodian, Chinese, Farsi, Gujarati, Hindi, Hmong, Ilocano, Indonesian, Japanese, Karen, Korean, Lao, Malay, Marathi, Marshallese, Mien, Mongolian, Punjabi, Samoan, Tagalog, Tamil, Thai, Tongan, Urdu, Vietnamese.

This compilation by the Asian & Pacific Islander Institute on Domestic Violence only includes languages used within these population groups. Materials in other languages are not listed.

EarthWords – Domestic Violence Information in Languages A-Z. Weblink: www.hotpeachpages.net/lang/index.html.

An inventory of materials on domestic violence in over 80 languages.

Hot Peaches – International Directory of Domestic Violence Agencies. Weblink: www.hotpeachpages.net.

A global list of hotlines, shelters, refuges, crisis centers and women's organizations, searchable by country.

B. LANGUAGE ACCESS RIGHTS

Civil Rights Division. (2001). *Federal Protections Against National Origin Discrimination*. Department of Justice. Weblink: www.lep.gov/resources/lepbrochure.pdf.

Brochure on the legal rights of victims of national origin discrimination. The brochure is translated into Arabic, Cambodian, Chinese, French, Haitian Creole, Hmong, Hindi, Korean, Laotian, Punjabi, Russian, Spanish, Tagalog, Urdu, and Vietnamese.

Judicial Council of California. (2004). *When Witnesses and Victims Go to Court*. Weblink: www.courtinfo.ca.gov/programs/equalaccess/documents/testify.pdf.

Basic information for witnesses and victims on what happens in the court and what to expect when testifying. The document is translated into Spanish and Chinese.

14. TRANSLATION

American Translators Association. (2002). *Code of Professional Conduct and Business Practices*. Weblink: www.atanet.org/membership/code_of_professional_conduct.php.

A code of conduct and business practices adopted by American Translators Association (ATA), a professional association founded to advance the translation and interpreting professions and foster the professional development of individual translators and interpreters; also offers certification exams for translators in 24 language combinations.

Migration Policy Institute -- Language Portal: A Translation and Interpretation Digital Library. Weblink: www.migrationinformation.org/integration/language_portal.

A digital library of resources relating to the use of language access services in social services and public safety agencies; including legal guidelines, service models, master contracts for service providers, hourly translation and interpretation rates for different languages, pay differentials for multilingual staff, and sample translated documents.

National Association of Judiciary Interpreters and Translators. (2009). *General Guidelines and Minimum Requirements for Transcript Translation in Any Legal Setting*. Weblink: www.najit.org/publications/Transcript%20Translation.pdf.

NAJIT requirements to ensure the production of accurately translated court transcripts of forensic recordings.

15. VIDEO TRAINING (ONLINE)

Catholic Charities Refugee Services and Translation and Interpreter Network. (n.d.). Trained Interpreters "Making a World of Difference". Weblink: www.youtube.com/watch?v=cNDVw9cA6Qc&feature=related.

A training video on interpretation, including interpreter best practices, standards, and scenes showing the difference between a *trained* interpreter and an *untrained* interpreter.

National Center for State Courts. (n.d.). *Access to Justice: Limited English Proficiency (LEP) and Access to Protection Orders*. [Video File]. Weblink: www.ncsconline.org/interpreting-dv-po/index.asp.

A training video that highlights the challenges faced by individuals who seek protection from abusers but have limited or no English language skills.

Supreme Court of Ohio Advisory Committee on Interpreter Services. (2008). *The Role of Interpreters in the Legal System*. Weblink: www.supremecourt.ohio.gov/JCS/interpreterSvcs/interpreterVideo.asp.

An online streaming video for judges and new court interpreters on the use of interpreters in the court.

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