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**Language Access Self-Assessment**

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Instructions*:* CEDs should complete this assessment with the assistance of their county Extension staff by **February 15 of each year.** Submit a completed copy via email to **meredith\_weinstein@ncsu.edu** and to your DED. Completing this document is part of our civil rights reporting responsibilities. Maintain a copy with your other civil rights records and documentation for 3 years.

**Part 1: Understanding how Limited English Proficient (LEP) individuals interact with Extension programs and services in your county**

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| 1. Have any staff members interacted with and/or served individuals who have limited English proficiency (LEP) in the past 12 months?

[ ]  Yes [ ]  No (if no move on to part 2)  |
| 1. In what ways has the staff interacted with LEP individuals? *(select all that apply)*

[ ]  In-person (walk-in traffic) [ ]  Email or website[ ]  At Extension programs (held in person) [ ]  Written correspondence[ ]  Telephone [ ]  Other (*specify*):       |

**Part 2: Identifying LEP populations served by your Extension office**

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

[ ]  Respond to individual requests for language services[ ]  Ask if interpretation or translation services are needed during program registration[ ]  Assume LEP if communication seems impaired[ ]  Self-identification by non-English speaker or LEP individual [ ]  Ask open-ended questions to determine language proficiency on the telephone or in-person[ ]  Use “I Speak” language identification cards or posters[ ]  We have not identified any LEP individuals in our county [ ]  Other (*specify*):        |
| 1. What is the estimated (or known) total number of LEP individuals who attended programs or received services from your county’s Extension office in the past 12 months?

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| 1. How many LEP individuals attempt to access Extension programs or services in your county each month?

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| 1. How many LEP individuals use Extension programs or services in your county each month?

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| 1. Do language differences between staff and LEP clientele limit Extension’s ability to develop relationships and support the educational mission of Extension in your county (If “yes,” please describe the nature of the situations or opportunities where relationships could be strengthened)

[ ]  Yes [ ]  No       |
| 1. Specify up to six encountered non-English languages in your county and how often these encounters occur (e.g. 2-3 times per year, monthly, weekly, daily)
 | Language:1.      2.      3.      4.      5.      6.       | Frequency:1.      2.      3.      4.      5.      6.       |
| 1. Based on current programming efforts in your county, what percentage of staff time is spent identifying, discussing and addressing ways to engage and include LEP individuals and communities?

 Agriculture and Natural Resources:      % Family and Consumer Sciences      % 4-H Youth Development:      % Community and Rural Development:      % |

**Part 3: Providing Language Assistance Services**

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| 1. What types of language assistance services has your county Extension office provided to carry out educational programming or provide other Extension services in the past 12 months?

[ ]  Bilingual staff [ ]  Pre-translated publications [ ]  Telephone interpreters[ ]  Contracted translators [ ]  Contracted interpreters[ ]  Volunteer translators [ ]  Volunteer interpreters[ ]  Borrowed translators from other agencies [ ]  Borrowed translators from other agencies[ ]  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  No services were provided |
| 1. Are there situations where LEP individuals have provided their own interpreters or used family or friends in the past 12 months?

[ ]  Yes [ ]  No If yes, please describe or specify types of situations.       |
| 1. Has your county Extension office translated forms, program announcements, or other informational documents into different languages in the past 12 months?

[ ]  Yes [ ]  No If yes, specify which language(s) and types of documents:        |
| 1. Does your county’s website contain information or other content in non-English languages?

[ ]  Yes [ ]  No If yes, specify which language(s) and types of content:       |
| 1. Does your county Extension office have a system in place for tracking language assistance services requested, denied, and provided to LEP individuals?

[ ]  Yes [ ]  No |

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

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| 1. Have all county Extension staff received initial and periodic training on how to access and provide language assistance services to LEP individuals?

[ ]  Yes [ ]  No  |
| 1. Do county Extension staff have a uniform understanding of how to address language barriers while serving LEP individuals through their programming efforts?

[ ]  Yes [ ]  No |
| 1. Do county Extension staff know how request the translation of written documents into other languages?

[ ]  Yes [ ]  No |
| 1. Do county Extension staff know how to request and work with an interpreter?

[ ]  Yes [ ]  No |
| 1. Do county Extension staff have access to a list of available interpreters and the non-English languages they speak?

[ ]  Yes [ ]  No  |
| 1. Does your county office have a designated point person who can address the language access issues and concerns of your staff?

[ ]  Yes [ ]  No |

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

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| 1. How does your Extension county office inform members of the public about the availability of language assistance services? (*select all that apply*)

[ ]  Outreach through bilingual staff or volunteers [ ]  Website[ ]  Posters or signage in publicly visible areas [ ]  Social media[ ]  “I Speak” language identification cards [ ]  None of the above[ ]  Other (*specify*):       |
| 1. Does your county Extension office have signs, posters, or other information announcing the availability of language assistance services?

[ ]  Yes [ ]  No |
| 1. Do you use translated program outreach materials to inform LEP individuals about the availability of free language assistance services?

[ ]  Yes [ ]  No |
| 1. Do you advertise about Extension programs and the availability of free language assistance on non-English media (television, radio, newspaper, and websites)?

[ ]  Yes [ ]  No |
| 1. Do you inform community groups about Extension programs the availability of free language assistance for Extension programs and services?

[ ]  Yes [ ]  No |
| 1. Has your county Extension office received any complaints in the past 12 months because it did not provide language assistance services?

[ ]  Yes [ ]  No |

**Part 6: Professional development and translation needs**

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| 1. What training related to language access is needed in the next 12 months? (*select all that apply*)

[ ]  Title VI Civil Rights responsibilities (related to language access)[ ]  Requesting support for translation/interpretation services[ ]  Assessing the programming needs of linguistically and culturally diverse communities[ ]  Outreach strategies that improve engagement of linguistically and culturally diverse communities[ ]  Managing programming events with non-English speakers[ ]  Communicating with non-English speakers[ ]  How to create an office environment that is inviting to a more linguistically diverse public[ ]  Bilingual staff skill development (foundational courses on translating, interpreting, etc.)[ ]  Introductory/intermediate language classes to enhance communication with LEP audiences[ ]  Use of specialized equipment (microphones for interpretation, LanguageLine, etc.) [ ]  Locating resources and information on serving LEP individuals and communities[ ]  Other (*specify*):       [ ]  No additional training is needed at this time |

1. Identify any documents, fact sheets, curriculums or other written materials that should be a priority for translation into other languages: