

Self-Assessment Checklist for Public Programs

ASSESSMENT AREA	YES	NO	COMMENTS
Conducting Preliminary and Ongoing Assessment for Informed Planning			
1. Has your agency conducted an assessment of the language needs of the general or eligible population in the local service area? (number of LEP individuals, languages spoken and/or linguistically-isolated households)			
a. If so, what data sources have you used:			
Census/American Community Survey			
School District			
Labor Market Information			
Community Organizations			
Other (please specify)			
2. Has your agency conducted an assessment of its capacity to serve LEP populations?			
a. Can you identify the languages spoken by current staff?			
b. Is there a way to measure the proficiency level of bi/multilingual staff?			
c. Are bi/multilingual staff assigned according to ongoing community language needs?			
Implementing a Language Access Plan			
3. Evaluating a client's first interaction with your agency:			
a. Are there bi/multilingual signs easily visible at the reception area or office?			
b. Are there pictorial signs for low-literacy/illiterate LEP clients easily visible at the reception area or office?			
c. Are frontline staff bi/multilingual?			
d. Are bi/multilingual telephone lines available to clients at this office?			
e. Is your website bi/multilingual?			
f. Have you partnered with community-based organizations to inform them about the linguistic accessibility of your program?			
4. Tracking a client's language preference:			
a. Is there a mechanism to track language preferences of LEP individuals over time?			
b. If so, does your tracking mechanism enable LEP individuals to receive communications and services in their native languages?			

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5. Determining if there are sufficient numbers of bi/multilingual staff members:			
a. Are there procedures for assessing and certifying individual staff language skills?			
b. Are there policies for aligning bi/multilingual staff members' skills (oral or written) with LEP program needs?			
c. Are bi/multilingual staff culturally competent?			
d. Has your agency developed clear compensation and retention policies for bi/multilingual staff?			
e. Has your agency participated in recruitment programs for bi/multilingual staff?			
6. Obtaining competent and qualified interpreters:			
a. Are your interpreters fluent in both languages and familiar with relevant vocabulary?			
b. Do your interpreters possess the appropriate skills for the particular context?			
c. Do your interpreters understand applicable ethical principles?			
d. Are your interpreters culturally competent?			
e. Are there procedures to ensure that interpreters are available in a timely manner?			
7. Training Agency Staff			
a. Are staff trained in the agency's policies and procedures for obtaining language assistance?			
b. Are <i>all</i> staff trained to interact with LEP individuals and their interpreters?			
c. Do staff receive training in cultural competence?			
d. Are staff trained on the complaint procedure for LEP clients alleging discrimination on the basis of national origin?			
e. Are staff language access trainings scheduled at regular intervals to update staff knowledge and include new employees?			

ASSESSMENT AREA	YES	NO	COMMENTS
8. Translating Written Documents			
a. Are there procedures in place for identifying vital documents?			
b. Are there procedures in place for ensuring that translations are accurate and understood by the target population?			
c. Is there a mechanism to track and update translated documents?			
d. Has your agency created a plan to disseminate vital translated documents within your agency?			
e. Has your agency created a plan to disseminate vital translated documents to the broader public?			
Evaluating Your Language Access Plan			
9. Ongoing Monitoring, Feedback & Improvement			
a. Are there staff dedicated to monitoring or providing technical assistance to your language access plan?			
b. Are evaluations scheduled at regular intervals?			
c. Does your agency solicit feedback from community-based organizations on a regular basis?			
d. Does your agency survey its LEP clients on a regular basis?			
10. Ongoing Data Collection			
a. Are there staff dedicated to collecting program data?			
b. Does the agency collect data on the number of LEP individuals served?			
c. Does the agency collect demographic data on LEP individuals served or encountered in the eligible service population?			
d. Does the agency monitor how much is spent on their language access plan?			
11. Is there a Task Force or Oversight Committee that assists your agency in monitoring and implementing the language access plan?			

ASSESSMENT AREA	YES	NO	COMMENTS
Resolving Complaints			
12. Establishing Complaint Procedures			
a. Has your agency developed procedures for investigating complaints alleging discrimination on the basis of national origin?			
b. Are complaint procedures translated and accessible to LEP clients?			
1. Posted signs at intake areas			
2. Resource areas			
3. Client file			
4. Written notices			
5. Explained during orientation/intake			
6. Other (specify)			
Conducting Ongoing Outreach to LEP Residents			
13. Has your agency established partnerships with community-based or advocacy organizations to increase LEP participation?			
14. Has your agency established partnerships with community-based or advocacy organizations to advertise bi/multilingual employment opportunities?			
15. Has your agency publicized its program through ethnic media?			
Building External and Internal Support for Equal Access Policies			
16. Are there funds dedicated to providing language access services in your agency?			
17. Is middle and senior management aware of and dedicated to providing language access to LEP individuals?			