

Chapter 1: General Tips and Tools Common to Courts, Police, 911 Call Centers, and Domestic Violence Specialists and Service Providers

Whether you are a police officer, outreach worker, judge, intake worker, or emergency responder, chances are that you or your colleagues have encountered a limited English proficient (LEP) individual in carrying out your basic tasks. Having a strategy in place to deal with LEP issues effectively makes sense: it allows for cost-efficient and timely services that comply with the law and meet the needs of the public.

This General Tips and Tools Chapter provides Department of Justice (DOJ) recipient organizations, regardless of their primary mission, with a survey of strategies to deliver services to LEP community members. In reviewing the strategies that organizations used, we have found

While this document focuses on various types of DOJ recipients, the strategies outlined in this General Chapter should be helpful to a wide variety of other organizations as well.

similarities cutting across disciplines and professions. One of the most important steps for effective communication is to set a policy and create a coherent plan for communicating with LEP individuals that includes a number of these common strategies. They are outlined in this chapter and are divided into five basic steps:

- A. Determining your organization's language service needs;
- B. Identifying language resources to help you meet those needs, and ensuring that personnel know how to access and effectively utilize those resources;
- C. Familiarizing and training staff and managers with effective and innovative methods of communication with LEP individuals;
- D. Implementing and enforcing quality control measures to ensure that you are communicating accurately and effectively with LEP community members; and
- E. Conducting outreach to ensure that all community members, regardless of national origin or language, know that they can access your program, and can provide feedback to you on the language services you provide.

The five common steps are reflected in each of the chapters. You will notice some duplication of tips in order to emphasize certain practices in the context of particular types of recipients, but we have minimized this to the extent appropriate.

We hope that this General Tips and Tools Chapter will help you create, refine, and implement a plan to address a number of the LEP issues you currently face on the job. Once a

plan has been established and implemented, it should be reviewed and updated as demographics, language resources, and other factors evolve.

A. Determining Your Organization's Language Needs and Devising a Plan

- (1) Review the language needs of the communities you serve or encounter.
 - Keep track of the languages you encounter on the job through a record-keeping method that is consistent with your agency's practice. Data should be reviewed to determine your agency's immediate language needs.
 - There may be LEP communities that you are not reaching and that should be included in your assessment. These populations may need additional outreach in order to participate fully. Include seasonal workers, vacationers, motorists, and visitors in your assessment. (See Section E below).
 - Other sources for demographic information include:
 - The demographics section of <http://www.lep.gov>.
 - For Spanish speakers, the 2000 Census, at www.census.gov/population/cen2000/phc-t20/tab04.pdf, provides detailed information down to census tract level and below as to the English ability of persons over the age of five who speak Spanish at home. Be aware of potential under-reporting, and account for the possibility that the community you serve may be larger than estimates predict.
 - For languages other than Spanish, the most detailed data on English ability from the 2000 Census is reported only in terms of general language groups (e.g., Asian/Pacific Islander, Indo-European, Other). In such cases, more refined predictions of potential LEP populations can be made by combining the language data that is available with other demographic data closely associated with language, such as ancestry, citizenship, foreign-born data, and prior residence. Access such data through American Factfinder, an interactive demographic mapping service maintained by the Census Bureau. Log on to http://factfinder.census.gov/home/saff/main.html?_lang=en.
 - Also access "Census 2000 Brief: Language Use and English-Speaking Ability 2000 (October 2003) at

<http://www.census.gov/prod/2003pubs/c2kbr-29.pdf>.

- Tables and maps of the thirty most commonly-spoken languages (which include languages spoken by individuals who also speak and understand English) can be found at http://www.mla.org/census_main. The tables provide information down to the zip code level.
- The U.S. Department of Education and school districts maintain data on languages spoken in the local public school systems. Schools should also have knowledge of the LEP parent population. See <http://nces.ed.gov/fastfacts/display.asp?id=96> and <http://www.ncela.gwu.edu/stats/>.
- Some agencies contract with the Census Bureau to conduct special counts of census data for particular demographic characteristics. For instance, the U.S. Department of Labor maintains a demographics tool broken down by Workforce Investment Area (WIA). The data sorts the number of people who speak one of 39 different languages by WIA and by state. Some limited social demographics such as education, employment status, and income are also provided for each group. The information is in Excel worksheet format, and can be downloaded in total or by specific state or workforce area. This information, and other technical assistance products for the workforce system, will be made available through <http://www.doleta.gov/usworkforce/lep> in the very near future. The project is a joint endeavor of the Department of Labor, Berkeley Policy Associates, and the Census Bureau.
- Community, ethnic, and faith-based organizations can assist you in identifying LEP communities in your service area. Include such organizations in an “advisory committee” as part of your continuing efforts to respond to LEP issues.
- Similarly, check with local interpretation and translation associations to determine which languages are most frequently requested. Ask for general information on the purposes for which interpretation and translation services are sought (e.g., medical, legal, immigration, or other purposes).

Want more info?

- Consult Chapter 6 of this document, entitled “Tips and Tools Specific to DOJ Federally Conducted Programs and Activities,” for a more detailed analysis of the use of census data and special counts.
- Contact Karin Wang, Vice President of Programs

(kwang@apalc.org) or Dan Ichinose, Project Director of Demographic Research Unit (dichinose@apalc.org) at the Asian Pacific American Legal Center (APALC) in Los Angeles for information about effectively utilizing school district statistics and other data to determine interpreter needs. See also, http://www.apalc.org/pdffiles/ASP_Report.pdf.

- (2) Devise a written plan to meet the needs of LEP individuals in your area.
- Helpful considerations include the four-factor analysis guiding the implementation of the Title VI language access requirement:
 - The number or proportion of LEP persons eligible to be served or likely to be encountered;
 - The frequency with which LEP individuals come into contact with your programs/activities;
 - The importance of your program, activity or service to people's lives;
 - The resources you have at your disposal and costs of implementation.
 - Formulate and distribute a written plan with instructions to staff on accessing interpretation, translation, and other language resources to serve LEP individuals. Your plan should address the various types of contact your staff have with LEP individuals. Your plan will minimize confusion and ambiguity when situations involving LEP individuals arise, and will enable your agency to determine training, administration, planning, and budgeting needs.
 - The approach you identify in your plan may be different for less commonly-encountered languages than it is for languages encountered more frequently in your community.
 - Give priority to first-response units and other services involving access to important benefits, services, information, or rights. The more serious the consequences, the more likely competent language services are necessary.
 - Review, update, and refine your plan on a regular basis and as language group demographics and agency capabilities change. Do so in consultation with community groups and other stakeholders.

Want more info?

- Consult the handy self-assessment tool available at <http://www.lep.gov/selfassesstool.htm>. This assessment asks

crucial questions to enable you to determine the responsiveness of your program or activity to the needs of LEP individuals, and provides guidance on key elements of a written plan.

B. Identifying Language Resources to Help You Meet Your Needs

- (1) Differentiate between the many types of language service providers available, and determine which combination is appropriate for your program.
 - An interpreter listens to a communication in one language and orally converts to another language while retaining the same meaning.
 - A translator replaces written text from one language into an equivalent written text in another language.
 - Bilingual individuals have the ability to use two languages. A bilingual person can learn to become a translator or an interpreter, but is not automatically so qualified by virtue of his or her language abilities.

- (2) When selecting services, consider the strengths and limitations of various language service providers.
 - For instance, a bilingual person may be fluent and well-suited to having direct monolingual conversations (e.g., Spanish to Spanish and English to English conversations) in more than one language, but may not be skilled at converting those conversations from one language to another.
 - In addition, some of your staff may be less than fully bilingual. However, their language skills may still be helpful for limited purposes such as outreach activities and basic conversation to set people at ease or to provide simple directions in ways that do not have significant consequences if accuracy is not perfect.
 - By contrast, professional interpreters and translators are generally required to have undergone rigorous and specialized training.
 - Reflect on the importance of your services to the LEP community, the skill level and training of your bilingual staff, and the complexity of the communication, to determine whether the specialized skills of an interpreter or translator are required.

(3) Identify bilingual staff.

- In-house multilingual staffing is a cost-effective way to provide language services to LEP individuals.
 - APALC is an example of a non-profit organization in Los Angeles adopting this approach. They have also worked with other organizations to develop a coordinated approach to providing language services to LEP individuals and to helping immigrant victims who come into contact with the legal system. Consult their publication "Expanding Legal Services: Serving Limited English Proficient Asians and Pacific Islanders," by Gabrielle Hammond, November 2003. Click on http://www.apalc.org/pdffiles/ELS_Web.pdf, or go to <http://www.apalc.org> and click on "literature" to obtain this document and other APALC resources.
 - In the social service setting, Safe Horizon, a New York City-based victim assistance agency, has partnered with the NYU Center for Immigrant Health to adapt medical interpreter curricula to the social service context. For more information, contact Tanaz Pardiwala Director of Community Organizing, at (718) 928-6953; TDD: (800) 810-7444 Hotline or tanaz_pardiwala@safehorizon.org.
- Where needs dictate, consider bilingual ability as a compensable hiring criterion for certain positions.
 - Some organizations and departments have instituted bilingual pay incentive programs. Employees who pass a proficiency exam and are willing to provide language services receive a bonus or salary differential.
 - Keep in mind that bilingual staff who are often called upon to facilitate communication with LEP individuals may find themselves routinely diverted from their normal work assignments.
 - For more information on pay incentives for pre-screened bilingual ability, consult The Memorandum of Understanding between the City of Fresno and the Fresno City Employees' Association http://www.fcea.net/Final_FCEA_MOU_FY03-05.pdf at pp. 32-33.
 - For employer perspectives on this issue, click on http://www.ipma-hr.org/files/cpr_skill.pdf at 9.
- Create a directory of bilingual staff and their contact information. If appropriate for your agency's needs, bilingual staff and/or interpreters having contact with the public can wear badges indicating the languages they speak so that LEP individuals can easily identify such employees.

- When bilingual staff provide or review written translations, they can often benefit from collaborating with others listed in the directory.
- Test and train bilingual staff providing language services on a regular basis.
- Untrained bilingual staff may not be versed in the standards of the interpreting profession (e.g., role, code of conduct, modes of interpretation, specialized terminology, etc.), resulting in compromised accuracy and statements with potentially limited evidentiary value. Both the agency providing services, as well as the LEP individual, have administrative, safety, and enforcement interests in accurately-rendered interpretation and translation services.
 - Enable bilingual staff to access interpreter training courses and translation and language skills training. Such access benefits both your organization and the communities you serve.
 - See also Section D on “Ensuring Quality Control” below.
- Even when bilingual staff are used to provide direct services in a non-English language (rather than to provide interpretation), be sure to institute quality control measures and provide professional development opportunities to ensure that communication is effective and accurate.
- (4) Identify situations requiring the services of a professional interpreter or translator.
- Establishing relationships with professional interpreters, translators, and other users of professional language services can help you to tap into a pool of qualified individuals to contact when necessary.
 - Professional interpreters are trained to convey meanings accurately, avoid conflicts of interest, and maintain confidentiality, impartiality, and accuracy in the course of performing their professional duties.
 - Interactions involving a possible deprivation of liberty, such as interrogations, should involve a fully-trained professional. Untrained bilingual staffers or informal communication techniques should be used only as a stop-gap measure to stabilize an emergency situation until a professional interpreter (telephonic or in-person) becomes available to assist.
 - In situations with legal implications in general, and criminal implications in particular, the stakes can be very high. For example, the terms of a temporary restraining order in a

domestic violence case should be accurately conveyed, both to an accused batterer and to the alleged victim. Failure to do so may result in unintended consequences, e.g., compromised safety and/or misunderstandings leading to criminal liability.

- Professional interpretation and translation services are available in most cities. U.S. Attorneys' offices, state and federal courts, and FBI regional offices often contract with such local interpretation and translation companies. Contact such entities for lists of potential individuals or companies. National, regional, and state interpreter and translator associations also post lists of members by language and geographical location.
 - For information on interpreter and translator associations, go to the interpretation/translation section of <http://www.lep.gov>.
 - Monitor quality of interpretation and translation services. See Section D below.
- (5) Telephonic interpretation services can ensure resources when in-house demand is high or immediate interpretation is needed.
- Telephonic interpretation is particularly useful for officers in the field, during 911 calls, or in other instances in which a range of languages could be encountered and swift response is necessary. Telephonic interpretation can be conducted utilizing a commercial telephonic interpretation service, professional interpreter, or trained bilingual staffer who cannot be available onsite (e.g., a police call at 3:00 a.m.).
 - Commercial telephonic interpretation services are helpful where in-house language capacity is insufficient or unavailable. Telephone interpretation services are immediately available when crisis management is required in a range of languages. Such services can provide a per-minute rate in a broad range of languages.
 - Monitor quality. Ensure that the provider you choose understands the context in which you operate and can accurately interpret or translate specialized terms you use, such as Miranda warnings. Other relevant information may include the connection time necessary for telephonic interpretation, and whether it is swift enough for your purposes.
- Want more info?
- Contact Xenia Freeman, Director of Safe Horizon's (NYC) Domestic Violence, Crime Victim, Rape and Sexual Assault, and September 11 Support Hotlines at xfreeman@safehorizon.org, for more information on the utility of telephonic interpretation.

- (6) Work collaboratively with community groups and academic institutions, and train bilingual/multilingual community members, university professors, graduate and law students, and language educators to provide language services on an as-needed basis.
- Identify potential sources of language assistance through local community/ethnic organizations, university language departments, law schools, and other logical venues.
 - Train the identified individuals to serve as part-time interpreters on an as-needed basis. Ensure their familiarity with applicable standards (e.g., ethical requirements, modes and protocols of interpretation, specialized terminology applicable to your program, etc.)
 - On occasion, authorities have successfully used language educators and community members to interview/debrief witnesses in the absence of professional interpreters.
 - Recognize the potential limitations of using such individuals. For example, a Spanish teacher may not necessarily be able to interpret accurately during a beat patrol investigation.
 - Make sure to implement other quality-control measures.

Want more info?

- The Washington, D.C.-based Asian Pacific American Legal Resource Center (APALRC) has created a “Legal Interpreter Project” which focuses on training community members, law students, and others to provide quality interpretation and translation for other agencies in the area. The selection process includes recruitment, training, testing, and monitoring. Refer to <http://www.charityadvantage.com/apalrc/Home.asp> for detailed information about this project.

- (7) Factor language assistance costs into your budget and planning process and include interpreter and translator costs in grant applications and contracts.

C. Working with LEP Individuals

- (1) Create convenient and accessible points of entry for the largest language

minority communities, such as a dedicated telephone number for Spanish speakers.

- Such a telephone number could be connected to community outreach units of courts and police departments and other organizations serving many different language groups.
 - Alternatively, provide a recorded message in the most-commonly-spoken languages in your service area, explaining how callers can access the services you provide and receive language assistance if necessary. Post this phone number where the target community congregates.
 - Be sure to provide a mechanism to enable LEP callers to access emergency services in the event that they are calling regarding an urgent situation. Courts and other agencies may also want to consider mechanisms to enable LEP callers to immediately access the services most often requested, such as information from the court clerk's office.
- (2) Don't make assumptions regarding an individual's first language.
- For example, a Native American from primarily Spanish-speaking Guatemala may not necessarily speak Spanish. His or her language may be altogether different.
- (3) Make language identification flashcards (also known as "I Speak _____" cards) available to LEP individuals, so that they can identify their native languages for you.
- The U.S. Census Bureau's version of these cards is available on <http://www.lep.gov/govt.html>. Simply show these cards to LEP individuals in order to determine native language, but account for the fact that the LEP beneficiary may be illiterate.
 - Other federal agencies, such as the Social Security Administration (SSA), have similar tools. The SSA has forms available to LEP beneficiaries in 15 languages. Access by clicking on <http://www.ssa.gov/multilanguage/index.htm>.
- (4) Consider providing language assistance, even when you think an individual's English is "probably good enough."
- It is easy to overestimate the LEP person's English language skills, particularly if he or she appears to understand you.
 - Also a person may not be LEP in some contexts, but may be LEP in others

(e.g., a person who can ask for simple directions in English may not be sufficiently proficient to answer police interrogation questions).

- (5) When working through an interpreter, use short simple sentences that are free of idioms. Avoid compound phrases, double negatives, rambling phrases, colloquialisms, etc.
 - Examples of bad questions include: "You didn't say you wouldn't go there, did you?" or, "And then, although you knew it was wrong, you didn't, although you could have, stop him from what everyone knew was a mistake?"

Want more info?

 - Check out the many resources of <http://sdnyinterpreters.org/>, the website of the Interpreters' Office for the United States District Court, Southern District of New York, also available through <http://www.lep.gov>.
- (6) Always address the LEP individual in the first person and look at that individual (not the interpreter) during questioning.
- (7) Be aware that excluding an LEP person during long conversations with English-speaking individuals can sometimes convey negative messages. Wait until an interpreter or bilingual individual can be present to explain the communication to the LEP person and enable his or her participation.
 - Otherwise, the LEP individual may construe such communication as an indication of bias.
- (8) Be creative in asking questions of the LEP individual – you may have to ask the same question several ways before eliciting a response. Don't expect your interpreter to "fill in the blanks."
- (9) Don't overlook and don't overestimate the power of pictures.
 - While not a substitute for a live interpreter, posting universal signs/symbols can help enormously in temporarily bridging communication gaps in a cost-effective fashion while awaiting the arrival of an interpreter or competent bilingual staffer (e.g., a picture of a person with a beard and one without might help get a quick description of a fleeing suspect while an interpreter is being contacted, but may lead

police down the wrong path if more information is not obtained in a timely fashion).

- Over-reliance on pictures in complex, sensitive, or critical information exchanges can lead to a breakdown in communication.

(10) Recognize the different modes of interpretation, and the contexts in which each is appropriate.

- Simultaneous Interpretation - A speaker (judge, lawyer, conference presenter, trainer, etc.) speaks in one language, while an interpreter simultaneously interprets what is being said into the LEP person's or audience's first language.
 - Example: During a court proceeding, an interpreter sits next to the LEP defendant at the defense table and simultaneously interprets from English into the LEP person's language (either by whispering or using interpreting equipment) everything that is being said by lawyers, judges, and witnesses in the courtroom, so the proceeding can continue uninterrupted and the LEP person can follow what is being said.
- Consecutive Interpretation - The speaker (judge, lawyer, intake worker, police officer, etc.) makes a statement or asks a question, pauses, and then the interpreter renders what was said in the LEP person's first language.
 - Example: During an interrogation, a police officer asks a question, the interpreter interprets the question, the LEP person answers the question in his or her first language, and the interpreter interprets the answer back to the officer in English. Consecutively interpreted sessions are of longer duration than when simultaneous interpretation is used.
- Sight Translation - On-the-spot oral translation of a document.
 - Example: A document must be understood and signed by an LEP person before she can receive services from an organization that represents domestic violence victims, but the LEP person cannot read the document because it is in English. The interpreter translates the content of the document aloud into the LEP person's first language.

(11) Consider and plan for the possibility that an LEP person may also have a disability.

D. Ensuring Quality Control

- (1) Bilingual staff and community members often do not have the training and expertise of professional interpreters and translators. Provide staff and others with training or arrange for bilingual employees or community members to attend interpreter training courses and to participate in opportunities to improve their language skills. Incorporate interpreter certification and evaluation exams into your LEP plan for those staff used as interpreters. In addition, evaluate and monitor language skills of bilingual staff used to provide direct service in a non-English language or to translate documents
- Consult APALRC's Legal Interpreter Project, mentioned in Section B (6) above. This program is designed to enable community-based organizations to train bilingual individuals to perform basic interpretation tasks through cost-effective means. Click on <http://www.charityadvantage.com/apalrc/Home.asp>
- (2) Do not make assumptions about the language skills of your bilingual staffperson, or even your interpreter/translator, regardless of apparent qualifications.
- When obtaining translations, strongly consider having a "second-check" system.
 - It is more expensive to go back and fix a published document than to expend the resources to get it right the first time. Even excellent translators can benefit from the input of others.
 - Where time allows, consider having representatives of LEP groups also look at professional translations to ensure that they are "readable."
 - Before going to the presses, be sure to note the direction in which the language reads.
 - Put the name of the language, in English, somewhere on the document for ready identification.
 - Learn more about your interpreter or translator's background before deciding to use that person's services, if time permits.
 - Some background questions you might consider asking anyone providing language assistance include:
 - Are you a practicing interpreter or translator?
 - Where did you obtain your language skills (both English and the

other language)? Will you be able to understand and be understood by the LEP person, who is from _____, or might there be a dialect or geography-based language barrier?

Example: A Spanish-speaker from Latin America may have some difficulty understanding some vocabulary or pronunciation of a Spanish-speaker from Spain and vice versa.

Example: A person who speaks “White” Hmong may have some difficulty understanding “Green/Blue” Hmong.

- How long have you been a practicing interpreter/translator?
 - If not a practicing interpreter/translator, have you interpreted/translated before and, if so, in what situations?
 - What specialized training have you received, or are you self-taught?
 - Are you certified by and/or an active member of any interpreter/translator association?
 - [For spoken interpretation only] Are you able to perform simultaneous interpretation (technique where the interpreter interprets at the same time as the speaker)? Are you able to do consecutive interpretation (where there is a pause between language conversions)?
 - Do you know _____ (the LEP individual)? Have you ever seen him or her before?
 - What will you do if you don’t understand something that [the LEP individual] has said/written?
 - What will you do if you believe you have interpreted/translated something inaccurately?
 - Do you receive continuing education?
 - Do you specialize in law enforcement, medical, educational, or some other type of interpretation (oral) or translation (written)?
 - Do you have any background issues I should know about? (Be sure to check!)
- If appropriate, give the individual providing language assistance relevant background information. For instance, consider providing:
- The LEP individual’s name and native country and town;
 - The LEP individual’s educational level, if known;

- The LEP individual’s ability to read and write, if relevant;
 - Any speech or other particularities, including the LEP individual’s use of slang words, names, or other common words;
 - Information necessary to check for potential conflicts that the interpreter may have, as appropriate.
- Make sure that the person providing language services understands his/her ethical obligations.
- Professional interpreters are required to adhere to a code of ethics emphasizing confidentiality; impartiality; accuracy; avoidance of a conflict of interest; abstinence from communication with the LEP person beyond that which is necessary to carry out professional duties; and no adding to, editing, summarizing, or embellishing the LEP person’s statement.
- Ensure that the parties understand each other.
- For instance, does the individual providing language services understand the LEP person and vice versa? Do you and the individual providing language services understand each other?
 - You might consider asking a question that requires more than a “yes” or “no” answer and, as appropriate, one to which you know the answer, so that you can determine if effective communication is going on.
- Make sure that the LEP individual is comfortable with the person providing language services.
- Do the interpreter and the LEP individual seem to know each other?
 - Do they come from traditionally adversarial communities? (This should ideally be determined before a face-to-face meeting between the interpreter and the LEP individual.)
 - Is there any affinity between the interpreter or translator and a party who opposes your LEP individual’s interests (e.g., if your LEP individual is a victim of domestic violence, is the interpreter somehow aligned with the batterer)?
- Instruct the person providing language services and the LEP individual to avoid having long dialogues between interpretations.
- When dealing with professional interpretation services (telephonic or in-person), be sure to ask the following additional questions, and to

include appropriate terms in any contractual agreement regarding the services and qualifications of the interpreters:

- Is the interpreter familiar with specialized terminology used in your field (e.g., American legal concepts such as Miranda warnings)?
- Does the interpreter have experience in the particular field (e.g., legal, medical, or other interpreting)? How much experience does he/she have?
- What is the cost? When entering into a contract with a telephonic interpretation service or professional interpretation/translation company, can the company offer services in a sufficient number of languages to justify the cost?
- Are the interpreters familiar with both formal language and colloquialisms/street slang? Are the interpreters familiar enough with the community to be able to interpret effectively? People may share a single language, but speak it very differently.
- What is the connection time necessary for telephonic interpretation? Is it swift enough for your purposes?

- (3) Ensure that the person providing language services answers all questions in the first person, as if he/she were the LEP person.

Want more info on quality control?

- An assessment tool that agencies can use to determine the quality of their language assistance contractors is available at <http://www.lep.gov/selfassesstool.htm>.
- Also check out <http://sdnyinterpreters.org>, the website of the Interpreters' Office for the United States District Court, Southern District of New York, one of the sources for the tips above. This site can also be accessed through <http://www.lep.gov>.
- The American Translation Association has a guide to buying translations entitled: "Translation: Getting it Right." Contact the ATA at 225 Reinekers Lane, Suite 590, Alexandria, VA 22314 (703) 683-6100; <http://www.atanet.org>; e-mail: ata@atanet.org.
- Learn more about interpreter and translator standards in legal and quasi-legal settings from The National Association of Judiciary Interpreters and Translators (NAJIT) at www.najit.org.
- Consult the DOJ LEP Guidance,

<http://www.usdoj.gov/crt/cor/lep/DOJFinLEPFRJun182002.pdf> at pages 41461 to 41464, for guidance on assuring quality control in interpretation and translation.

E. Conducting Outreach

- (1) Form alliances with community-based organizations that serve your various language communities. Such alliances can promote referrals and sharing of expertise, and spread awareness about assistance available to affected LEP community members.

- Consider including representatives of such organizations on an LEP “advisory committee” to ensure ready access to resources, assistance, and feedback.

Want more info?

- Refer to the TAPESTRI feature box in Chapter 4 (Domestic Violence Service Providers and Specialists).
- For more information on building programs that link and train community interpreters with agencies needing interpreters, see Section B (6), above.

- (2) Distribute important information at temples, mosques, churches, synagogues, ethnic shopping centers, and other gathering places for non-native English speakers in your community.

- Religious and ethnic organizations maintain their own internal communications networks for their members, and often serve as safe and familiar cultural havens for speakers of various languages. A community relations officer may, for example, attend an on-site intake or legal clinic conducted in partnership with a legal service organization.

Want more info?

- Consult the self-assessment tool at <http://www.lep.gov/selfassesstool.htm> for suggestions on outreach and providing notice of your services to LEP persons.
- Consider downloading and distributing the LEP “Know Your Rights” brochure, soon to be available in several languages, from <http://www.lep.gov>.

(3) Consider partnering with media outlets (private television/radio stations and print media, ethnic and foreign language media) to develop feature stories, public service announcements, and dramatizations to deliver important information to non-English speakers in your community.

- Some entities, such as courts and law enforcement agencies, have produced educational videos and other tools.
- COR recently developed a LEP video. Call COR at (202) 307-2222 for a copy.

Want more info?

- Consult the self assessment tool at <http://www.lep.gov/selfassesstool.htm> for suggestions on communicating information about your services through ethnic media outlets.