

Checklist for Supervisors

Important Action Steps

Assessing Language Needs and Resources

- ✓ Assess program/office capacity to serve Limited English Proficiency (LEP) individuals and populations served.
- ✓ Set up mechanisms to track LEP individuals' language preferences over time and to enable them to receive communications and services in their preferred language.
- ✓ Collect and report data on LEP encounters and expenditures.
- ✓ Ascertain that discrimination complaint procedures are accessible to LEP individuals.

Providing Notice to LEP Persons

- ✓ Place bi-lingual or multi-lingual and pictorial signs in waiting/reception areas and offices.
- ✓ ___ Posted signs/notices at intake area and resource areas. ___ Client file notations of date/s discussed. ___ Process explained during orientation/intake.
- ✓ ___ Other (Please specify _____)
- ✓ Form community-based partnerships to inform others about linguistic accessibility.

Providing Language Assistance to LEP Persons

- ✓ Affirm that (Division, Agency, Office) protocol for providing interpreter and translation services is updated, distributed and understood.
- ✓ Provide interpreter and translation services in a timely manner.
- ✓ Ensure that interpreters and translators are: fluent in both the source language and the target language; familiar with relevant vocabulary; culturally competent; and understand applicable ethical principles.
- ✓ Recruit and hire sufficient bi-lingual or multi-lingual staff as opportunities arise.
- ✓ Train appropriate staff to assure cultural competence and effective/timely response to LEP individuals.

Monitoring/Evaluating Services to LEP Persons

- ✓ Solicit feedback from LEP clients and community-based organizations on a regular basis to improve LEP services.
- ✓ Set up and follow monitoring procedures for sub-recipients and language service providers.