

# Cooperative Extension Guidelines for Expanding Program Access to Clientele with Limited English Proficiency

**UW Extension's mission is to extend the knowledge and resources of the University of Wisconsin to people where they live and work. If Cooperative Extension is to successfully carry out its mission, it must pursue strategies to reach Wisconsin residents with limited English proficiency (LEP). Language for individuals who do not speak English as their primary language and who have a limited ability to read, write, speak or understand English can be a barrier to learning, to participating in community and in organizations, to engaging in and addressing local issues, to contributing to the local economy, and to understanding and exercising individual rights. Cooperative Extension is committed to expanding access to educational programs and activities for eligible LEP persons.**

**The following guidelines are intended to serve three purposes:**

- **To encourage Cooperative Extension colleagues throughout the organization to proactively pursue programming efforts with (LEP) residents.**
- **To ensure that public notification and eligibility information are provided in other languages, in addition to English, for residents who do not speak or read English proficiently**
- **To provide Cooperative Extension colleagues with suggestions and directions for expanding access to individuals who do not speak or read English proficiently.**

## Ensuring Meaningful Access to Cooperative Extension Educational Programs

Cooperative Extension will provide educational programs and program materials in a second language through translation of written materials and the interpretation of spoken words when the program has been identified as a significant need through the state or county Extension needs assessment process.

Cooperative Extension will continually consider language as a possible barrier to access for people in the potential audience. The following resources should be consulted to make this determination: the census, local data and information from local organizations and prior experience with the audience. The breadth and the scope of necessary language services should be studied.

## Response at the State Level

- Each statewide program area, in conjunction with program teams will analyze the need for second language translation and interpretation on an ongoing basis and will develop strategies for serving clientele with limited English proficiency.

- The Office of the Dean and Director will monitor and analyze the use interpreters for educational programming in counties and will work with program areas to meet the language needs of limited English proficiency clientele.

### Response at the County Level

- **Needs Assessment Process** The translation of written materials or the interpretation of spoken words will be provided when the program has been identified as a significant need through the county Extension needs assessment process.

Community organizations can help determine language access priorities by identifying the services and information most frequently accessed or “in demand” by various language communities.

- **Frequency of Contact** The more frequent the contact with a particular language group, the more likely that enhanced language services in that language are needed. The steps that are reasonable for serving LEP persons daily are different than those expected when the individuals are served infrequently or when contact is unpredictable. Counties with large LEP populations should have a general plan for serving LEP individuals who seek educational programs frequently and infrequently or unpredictably.
- **Outreach and Promotion** In addition to educational materials, it is crucial to translate (written) or interpret (spoken) informational, promotional, eligibility, membership and registration materials. Community organizations can help promote language access efforts by informing LEP community members of the service and the manner in which Cooperative Extension is striving to meet LEP needs. The cost of translation of promotional materials must be supported locally. Consider including the cost of translation in the overall registration fee for your program.

Spanish language versions of the UW-Extension nondiscrimination statements are available at: <http://www.uwex.edu/diversity/resources/eeoaa/>

### Assuring Competent Translation and Interpretation

- Interpreter and translator competency requires more than self-identification as being bilingual. The local educator should must ensure competency (What kind of experience does the interpreter have? What are the interpreter’s education credentials? What do references say about the interpreter? Have the references found the interpreter to be culturally sensitive and accurate? Does the interpreter understand the content and the technical terms?).

Informal interpreters (volunteers, family members and friends) should not be used for interpreting educational information whether on an ad hoc basis or as part of your language assistance strategy, except in certain emergency situations while awaiting a qualified interpreter, or where the information sought to be conveyed is of minimal importance to the LEP person. Do not use or offer web-based translation services. Translation through such services have been found to be inaccurate and unacceptable for our purposes.

Cooperative Extension employees should not be asked to interpret for programs they have not been hired to program in or teach.

Information about how to work with interpreters is available on the Latino and Hmong websites: <http://www.uwex.edu/ces/latino/> <http://www.uwex.edu/ces/hmong/>

- **Simultaneous Interpretation Equipment** is available in most districts and can be loaned with advance notice. Your district office will have a list of the locations of the equipment and colleagues who know how to use it.

### Financial Support for Translation and Interpretation

- **Consider reducing expenses** for both translation and interpretation by cross program collaboration, partnering with community organizations, use of distance technology, using materials from Extension in other states or from other agencies, standardized information, sharing information through partners, teleconference, video or multi-county approaches. Hospitals, school districts, law enforcement units, court systems, human services agencies and other public entities may have interpreters on staff. They may be willing to partner with Extension or they may offer interpreter services at a reduced rate. Building translation and interpretation costs into program fees should be considered. When preparing grant proposals, always include translation and interpretation costs in requests.
- **Translation** of education materials in second languages for paper or web-based distribution for statewide use will be achieved through statewide program areas, preferably through program teams. Translation of materials that are used by single counties or multi-county program efforts must be supported at the local level. Ask local partners to provide financial support for translation of county-specific materials and promotional information.

**Interpretation** needs often can be supported by community organizations or community partners. If local support cannot be secured, interpretation costs will be supported by a statewide Cooperative Extension account. Guidelines for hiring and paying for interpretation service are included below.

### Processing Payment for Interpreter Services

- Financial support for **interpretation** services will be processed through a central Cooperative Extension account. This will enable analysis of the need statewide and by program area.
- If the cost of **interpretation** from a single vendor for a program with a single session or multiple sessions, is expected to be under \$500, hire the interpreter, ask for an invoice to be sent to you promptly, review the details of the invoice for accuracy, sign and date it, send it to JoAnn Hinz in the Office of the Dean and Director, UW-Extension, 432 N. Lake St., Madison, WI. 53706.
- If the cost of **interpretation** from a single vendor for a program with a single session or multiple sessions, is expected to be over \$500, contact your program area director or associate director to discuss the project. If you decide to proceed, hire the interpreter, ask for an invoice to be sent to you promptly, review the details of the invoice for accuracy, sign and date it, send it to JoAnn Hinz in the Office of the Dean and Director, UW-Extension, 432 N. Lake St., Madison, WI. 53706.
- If the expected cost of combined sessions of your program is over \$5,000 discuss the project with your program area director or associate director. Do not make a commitment for services until you have contacted JoAnn Hinz, [joann.hinz@ces.uwex.edu](mailto:joann.hinz@ces.uwex.edu), 608-262-7965. A project of this amount will need to be directed through UW-Extension Purchasing.

- If interpreters charge mileage, the cost may not exceed the UW-Extension limit of \$.485 per mile. If they charge reimbursement for meals, those costs may not exceed the UW-Extension limits of \$8 for breakfast, \$9 for lunch and \$17 for dinner.
  
- Attach the following information to the invoice:
  - Name and county of the educator/agent
  - Title of the program
  - Language interpreted
  - Brief description of the setting of the interpretation session
  - Number of people served by the interpreter. Number of English speakers in the program.
  - Brief description of the ongoing need (identified through county needs assessment) for interpretation for this program.
  - If you used simultaneous interpretation equipment, please fill out the attached form and send it with the invoice.

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Use of Simultaneous Interpretation Equipment  
Assessment Form

1. County \_\_\_\_\_-
2. Name of the educator (s) \_\_\_\_\_
3. Program area (s) \_\_\_\_\_
4. Title of the program \_\_\_\_\_
5. Brief description of the setting of the interpretation session and the teaching approach.
  
6. Number of LEP people served with the equipment \_\_\_\_\_  
Number of English speakers served \_\_\_\_\_
  
7. Describe the audience and their education and language needs (First time clientele or established? Location? Literacy level? Other relevant information)
  
8. What advance notice did you have?
  
9. How did you find a qualified interpreter? What challenges did you experience in identifying a qualified interpreter?
  
10. List interpreter resources in your geographic area that others might find helpful?
  
11. Your overall satisfaction level with the simultaneous interpretation equipment?  
 Very Satisfactory       Satisfactory       Unsatisfactory

Explain:

12. Brief description of the ongoing need (identified through county needs assessment) for interpretation for this program.

13. Please share a learning from this experience that other colleagues might benefit from.

Return this form to Jennifer Lord in the Office of the Dean and Director, [Jennifer.lord@ces.uwex.edu](mailto:Jennifer.lord@ces.uwex.edu) within 7 days following use of the equipment if this was a single session program. If multiple sessions are involved, and they span a long period of time, please do not wait until the end of the program to submit this assessment form.