

Creative Language Access Advocacy: Removing Language as a Barrier to Justice in Rural and Urban Communities

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Workshop II, Session B
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Introductions

- Detective Shelli Sonnenberg
 - Detective, Financial Crimes Unit, Boise Police Department
- Olga Trujillo
 - Praxis International
- Cannon Han
 - Asian Pacific Islander Institute on Domestic Violence

Learning Objectives

By the end of this training, you will be better able to:

- Identify and build resources in your community to advocate for survivors who are Limited English Proficiency (LEP)
- Think creatively about sources for interpretation in your community

A Working Example

Boise Police Department, Idaho



Refugees at a Glance

- Approximately 26 million refugees and internally displaced people worldwide
- Refugees affect every continent (except Antarctica)
- U.S. resettles less than $\frac{1}{2}$ of 1% of the world's refugees (Wyoming is the only state that does not resettle refugees in the U.S.)
- President Obama and Congress meet to determine the number of refugees to be relocated in the U.S. each year; this year 70,000 refugees will be allowed entry to the U.S.
- 80% of the refugees are women and children

Refugee Allocation (70,000)

U.S. resettlement numbers – 2015

Africa	17,000
East Asia	13,000
Europe and Central Asia	1,000
Latin America/Caribbean.....	4,000
Near East/South Asia.....	33,000
Unallocated Reserve	2,000

Idaho Refugees

- Bosnia, Serbia, Albania, and Kosovo
- Columbia, Cuba, and Haiti
- Afghanistan, Uzbekistan, Iran, and Iraq
- Sudan, Ethiopia, Somalia, Kenya, and Burundi
- Liberia, Sierra Leone, Niger, Rwanda, and Congo
- Russia, Turkey, and the Ukraine
- Burma, Vietnam, Nepal, and Bhutan

100 different languages spoken in Boise

Sudanese Refugee Camp



Challenges

- Refugees leave behind danger, threats, substandard living conditions, and hunger – but also all that is familiar
- Language barriers and cultural differences
- Differences in rules, law, punishments, and expectations cause fear and concern of the unknown
- Familiar amenities are often foreign to the refugees in their new homes

Challenges

- What barriers exist in your communities?
- What resources do you currently use?

Examples of How These Challenges Might Effect Law Enforcement

- Time
 - American sense of time vs. New American sense of time
- Cultural awareness
 - Ask more than once – cultural differences
 - What color was her hair?
 - Prayer rug example
- Understanding of their background
 - Corruption/fear of government
 - Fire and water

Examples of How These Challenges Affect Law Enforcement

- Education
 - Afghan boy - story
 - Children learning English – change in the family dynamic
- Accept/embrace differences – when can we work together?
 - Chief/elders were leaders/decision makers
 - Males/females

“My Way” is not always the “Right Way”

Immigrant Communities

- While looking into the needs of the refugee community, we discovered that the immigrant needs in the area were similar
- The needs for language access crossed over and led to the creation of a position within the Boise Police Department: BPD Refugee/Immigrant Liaison Officer

Title VI of the Civil Rights Act of 1964

- Any recipient of federal financial assistance has a responsibility to ensure access/understanding to Limited English Proficient (LEP) persons
- The Department of Justice (DOJ) strongly suggests, but does not require, a written language assistance plan be put in place (this does not preclude the obligation of the recipient)
- DOJ discourages use of informal interpreters (family members, guardians, caretakers, friends) except in limited or emergency situations
- DOJ leaves the determination of what documents need to be translated for the benefit of the LEP persons up to the recipient

Why is this important to us?

- Liability – DOJ investigates agencies for civil rights discrimination violations
- Funding
- Protection of officers
- Protection of citizens
- Protection for agency/organization
- It's the right thing to do

Creation of the BPD Interpreter Program

- Informal interpreters backfired and caused issues for the department and the officers
- Time issues when dealing with LEP persons
 - Officers were often tied up on calls for hours or they cleared the call before proper measures were taken due to language barrier
- Frustration for officers and LEP persons involved
- Limited resources currently available
 - Use informal interpreters due to lack of alternative options
 - Language line is extremely expensive (ex - \$192.00/62 minutes) and the dialects are not always compatible

Resources

- Local Hospitals
- Courthouse
- Schools
- Language Line
- Boise State University, School of Social Work
 - Boiseinterpreters.com

Resettlement Agencies in Idaho

- Idaho Office For Refugees - Boise
- International Rescue Committee - Boise
- Agency for New Americans - Boise
- World Relief - Boise
- CSI Refugee Programs – Twin Falls

BPD Interpreter Program

- Interpreters are identified by established refugee agencies, and/or established interpreter lists (letters of recommendation)
- Application/background checks completed
- BPD training completed
 - Both for interpreters and officers
- Payment: \$20.00/hr. – scheduled appointments
\$25.00/hr. – call out (2 hr. minimum)
- Invoice and accountability form completed by supervisor on each call out

Interpreter List

- Dispatch has a copy of the list available
 - 911 calls still go through language line
- Watch Commander has access to list in the field
- Citrix – officers now have access to list on MDT (still need supervisor approval)
- Other area agencies have started to use the list

Best Practices: Language Access

Immigrant Legal Services

- Provides legal services to survivors
- Has bicultural/bilingual staff
 - 6 languages
- Special emphasis on interpreters for native or indigenous languages
- Statewide interpretation service

State Dual Coalition

- Developed language access toolkit
 - Made available online
- Conducts trainings across the state to help member programs with language access plans

Best Practices: For Staffing Your Program

- Engaging Survivors
 - Latina Advocate from local immigrant community
 - Monolingual Spanish Speaker – conducting advocacy in Spanish
- Latino Advocate – conducting batterer intervention programs in Spanish
- LAV – Three Bilingual Attorneys
 - One focusing on immigration issues

Best Practices: Remote Rural Community

- Two staff – one attorney & one advocate
 - Bilingual
 - Bicultural
- Adapting to community needs
- Engaging community members
- Building relationships & trust

Common Pitfalls

- Trying to build trust too fast
- Opening an office and expecting people to come
- DV or SA classes in rural communities
 - No confidentiality = no attendees
- Being the “expert”
- Asking to train rural law enforcement
- Asking for changes early in relationships
- Asking for trust...
- Multilingual outreach
 - No infrastructure

Tools

- Coordinated Community Response
 - Incorporate Language Access
 - Strategize Together
- Institutional Analysis/Community Assessments
 - Language Access – shows up in text analysis regardless of issues examined.

Tools: Institutional Analysis/Community Assessment

- Methods for institutional analysis and systems change work rooted in the field of sociology called institutional ethnography
- Tools provide ways for activists and representatives from institutions that process “cases” to move toward approaches that alter the ongoing case processing routines that ultimately shape case outcomes
 - Avoids pointing fingers of blame at individuals for failing to protect victims
 - Practitioners and advocates work side-by-side to analyze how systems organize the day-to-day routines of individual practitioners to either centralize or marginalize attention to victim safety

Questions from the Interagency Language Roundtable (ILR)

- I can understand basic directions and instructions, such as how to get to a local store
- I can accurately follow all conversations among native speakers who are speaking at a normal rate of speech
- I can carry out any job assignment as effectively as if in my native language
- I can fully understand all forms and styles of speech; this includes slang, jokes, and puns

What languages do you speak? What is fluency?

Listening 3+ (General Professional Proficiency) Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Does not understand native speakers if they speak very quickly or use some slang or dialect.

Fluency

Speaking 3+ (General Professional Proficiency) Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues.

Assessing Language Skill

- Interagency language roundtable self assessment
- Developing language fluency test
- Having bilingual staff assess
- Using glossaries and dictionaries
- Using articles and texts in the target language
- Local college or university assessment
- Paying for a professional assessment

Knowledge, Skills, and Abilities needed to be an interpreter

- Native like proficiency in both languages
- Knowledge and use of a broad range of vocabulary, including legal terminology, subject-specific terminology, and slang
- Knowledge and use of cultural nuances, regional variations, idiomatic expressions, and colloquialisms in all working languages
- Ability to speak with proper pronunciation, diction, and intonation in all working languages
- Ability to listen to and comprehend various regional accents and/or dialectical differences in all working languages
- Ability to practice and follow ethical standards

Language Identification Guide

Department of Homeland Security created a booklet to assist with language identification.

<http://www.dhs.gov/xlibrary/assets/crcl/crc-l-i-speak-booklet-law-enforcement.pdf>

I speak ...

A

Amharic

እኔ አማርኛ ነው ምናገረው.

Arabic

أنا أتحدث اللغة العربية

Armenian

Ես խոսում եմ հայերեն

B

Bengali

আমি বাংলা কথা বলতে পারি

Bosnian

Ja govorim bosanski

Bulgarian

Аз говоря български

Burmese

ကျွန်တော်/ကျွန်မ မြန်မာ လို ပြောတတ် ပါတယ်။

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NMCADV Accessibility Project

- Reimburse non-profit service providers for victim services including:
 - Language Line (through Pacific Interpreters and billed directly to NMCADV)
 - Live Language Interpreters
 - Document Translation (Pre-approval needed)
 - Live Sign Language Interpreters
 - Video Remote Interpreting
 - ADA kits for DHH clients

Building Interpreter and Translator Pools

Recruiting and training bilingual individuals to work as interpreters and translators. from the community, including: students, medical interpreters, language instructors, and individuals looking for career opportunities

Interpretation Skills Building Training

AFIGBV assists grantees by providing
web based and in-person
interpretation skills building trainings

Multilingual Advocate Model

The Asian Women's Shelter supplements the language capacity of staff by recruiting bilingual women in the community as language advocates

These advocates are provided with an initial 42-hour training as well as additional ongoing trainings, support, and supervision
They are paid \$15/hour and work together with staff and clients as a team, depending on the language needs at the shelter

Community Legal Interpreter Bank

Ayuda's Community Legal Interpreter Bank provides affordable legal interpreters for the DC legal services community

It identifies experienced interpreters and trains them in skills needed for legal interpretation in the attorney-client setting

Interpreters are then tested to ensure their competence in the fields of their language skills, understanding of the legal system, and adherence to ethical standards

The Summit/Lorain Project

The Summit County Sheriff's Office and City of Lorain Police Department developed model language access policies and procedure for law enforcement

Mobile Language Interpretation Project

AT&T donated phones to the San Francisco's Police Department that directly connect with Language Line Services. If an English speaking Police Officer responds to a domestic violence call and discovers that the victim does not speak English, she or he will be able to use the phone to immediately access a telephonic interpreter.

Victim Translation Assistance Tool United Nations

VITA is a tool created by the United Nations using audio messages, that allows law enforcement officials to provide a level of basic assistance to victims of human trafficking

This audio tool, consisting of key encounter messages, was developed to facilitate the identification of a trafficked person and the launch of a criminal investigation

Thirty-five basic questions and messages have been recorded and translated into 40 languages, taking into account special questions for children

<http://ungift.org/knowledgehub/en/tools/vita.html>

UN.GIFT

Global Initiative to Fight Human Trafficking



UNODC

United Nations Office on Drugs and Crime



Victim Translation A

--- Select your language ---

አማርኛ
اللغة العربية
Bahasa Indonesia
Български език
Česky
Deutsch
Bini
Eesti
ελληνική γλώσσα
English
Español
فارسی
Français
Hausa
हिन्दी
Italiano
עברית
Kiswahili
Latviešu valoda

--- Select your language ---





1/3



Please, don't be afraid. We will not investigate you. We are concerned about your health and safety.



Please, don't be afraid. We will not investigate you. We are concerned about your health and safety.



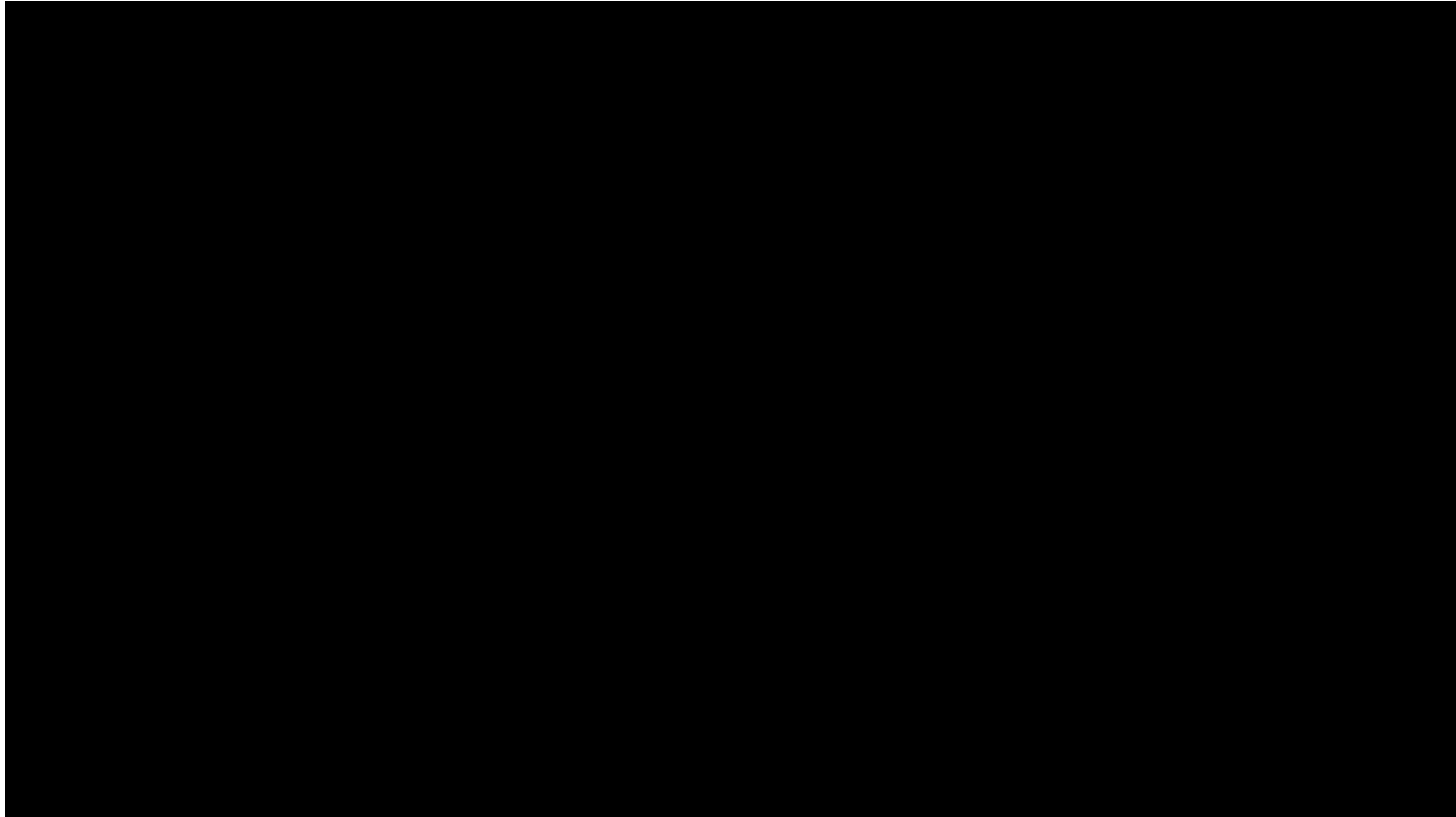
1/3

Spanish
Español

Por favor, no tenga miedo, no estamos aquí para investigarle, a nosotros nos preocupa su salud y seguridad.



Por favor, no tenga miedo, no estamos aquí para investigarle, a nosotros nos preocupa su salud y seguridad.



Resources

Interpretation Technical Assistance Resource Center

chan@apiidv.org | 415-568-3326

www.lep.gov

UN Victim Translation Assistance Tool

www.ungift.org/knowledgehub/en/tools/vita.html

Interagency Language Roundtable

www.govtilr.org/



Interpretation Technical Assistance Resource Center

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415-568-3338 | wlau@apiidv.org

Technical Assistance and Materials

- Power Point presentations and materials for this conference at www.niwap.org/go/NOLA2015
- **NIWAP Technical Assistance:**
 - Call (202) 274-4457
 - E-mail niwap@wcl.american.edu
- Web Library: www.niwaplibrary.wcl.american.edu

Questions



Evaluations



Thank you!

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