

# LANGUAGE ACCESS SELF-ASSESSMENT

This self-assessment is provided to districts as part of the requirements of the language access legislation passed during the 2022 legislative session. Introduced as HB 1153, this legislation has since been codified as [RCW 28A.183](#). The Language Access Technical Assistance Program is also charged with preparing other components of a toolkit, including a job description for districts that will require an FTE coordinator position, best practices for procuring and working with interpreters, and a guide to implementation of a language access plan. These components will be made available as they are finalized, in serial format.

The self-assessment consists of five principal sections, all of which are related to the language access legislation and/or the language access policy and procedure which districts were required to adopt: identification of language access needs, the current provision of language access services, training/orientation, outreach and messaging, and, monitoring for evaluation.

## Language Access Liaison or other designated district personnel

Please complete the self-assessment by **checking all boxes that apply and/or providing written responses** for each item. The form can be printed and completed by hand or can be filled in and saved as a Word document. **Districts are not required to submit the self-assessment to OSPI.**

Questions or concerns about the self-assessment should be directed to the Language Access Technical Assistance Program: [leonard.alvarez@k12.wa.us](mailto:leonard.alvarez@k12.wa.us) or [CISL@k12.wa.us](mailto:CISL@k12.wa.us).

School District Name

Date Completed

## Section I. Identification of Language Access Needs

**1.1** How does the district currently identify language access needs of parents/guardians or other family members? (Check or complete all that apply)

Use of the Home Language Survey	<input type="checkbox"/>
Use of another survey or the registration process	<input type="checkbox"/>
Use of census data from the American Community Survey	<input type="checkbox"/>



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Soliciting input from community-based organizations	<input type="checkbox"/>
Other/s (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**1.2** How does the district anticipate language access needs for a given school year? (Check or complete all that apply)

The district bases language access needs on the usage from previous school year(s)	<input type="checkbox"/>
The district bases it on a review of data collected from sources indicated in question 1.1	<input type="checkbox"/>
Other/s (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**1.3** How does the district determine whether a parent/guardian requires language access services at points of contact, such as the front office? (Check or complete all that apply)

The use of "I speak" cards	<input type="checkbox"/>
The use of a language line	<input type="checkbox"/>
The use of bilingual personnel	<input type="checkbox"/>
Other/s (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**1.4** How does the district keep track of those who need language access services by school? (Check or complete all that apply)

By the use of a spreadsheet or other such means of capturing and accessing data	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
The district currently does not track this data	<input type="checkbox"/>
Other/s (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

## Section II: Provision of Language Access Services

**2.1** How does the district use bilingual or multilingual staff to provide language access? (Check or complete all that apply.)

Trained bilingual or multilingual office staff	<input type="checkbox"/>
Trained bilingual or multilingual paraeducators	<input type="checkbox"/>
Trained bilingual or multilingual liaisons, such as community or family liaisons	<input type="checkbox"/>
Bilingual or multilingual certificated staff	<input type="checkbox"/>
The district does not use "in language" supports for language access	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Other/s (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**2.2** For **spoken language interpretation**, what resources does the district currently use to provide appropriate language access services? (Check or complete all that apply)

In-house dedicated interpreters	<input type="checkbox"/>
District personnel such as community liaisons, paraprofessionals, or other "dual role" personnel	<input type="checkbox"/>
Outsourced services from language agencies	<input type="checkbox"/>
Approved vendors through the Department of Enterprise Services (DES) master contracts	<input type="checkbox"/>
Direct user agreements or contract with independent interpreters	<input type="checkbox"/>
Other/s (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**2.3** For **sign language interpretation**, what resources does the district use to provide appropriate language access services? (Check or complete all that apply)

In-house dedicated interpreters	<input type="checkbox"/>
Outsourced services from language agencies	<input type="checkbox"/>
Approved vendors through the Department of Enterprise Services (DES) master contracts	<input type="checkbox"/>
Direct user agreements or contract with independent interpreters	<input type="checkbox"/>
Other/s (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**2.4** How does the district currently track interpretation services? (Check or complete all that apply)

By number of interpreted encounters by language	<input type="checkbox"/>
By total number of interpreted encounters, independent of language	<input type="checkbox"/>

By amount spent on interpretation services, by language	<input type="checkbox"/>
By amount spent on interpretation services, independent of language	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
The district currently does not track this information	<input type="checkbox"/>
Other/s (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**2.5** Is there a standardized, systematic process for requesting interpretation services, such as sending an email to a dedicated department or person or completing a standardized form available to employees?

No	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Yes (briefly describe) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**2.6** Is there a standardized, systematic process for requesting translation of documents, such as sending an email to a specified email address or completing a standardized request form?

No	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Yes (briefly describe) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**2.7** Does the Language Access Liaison or Language Access Coordinator have ready access to data on the resources utilized to provide language access services for the district, such as direct personnel costs and the amounts spent for outsourcing?

Yes	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
No	<input type="checkbox"/>

**2.8** Which district departments or positions are involved in or have been involved in the provision of language access resources? (Check or complete all that apply)

Superintendent's office	<input type="checkbox"/>
Information Technology (IT)	<input type="checkbox"/>

Budget or Fiscal	<input type="checkbox"/>
Multilingual or bilingual programs	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Others (please indicate) <a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>

**2.9** What means does the district use to provide interpretation services for families who need them? (Check or complete all that apply)

In person interpretation	<input type="checkbox"/>
Video remote interpretation	<input type="checkbox"/>
Over the phone interpretation	<input type="checkbox"/>
Others (please indicate) <a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>

**2.10** How does the district assure that interpreters are qualified to provide interpretation for given encounters? (Check or complete all that apply)

The district uses DES contracts, which require certification for interpreters	<input type="checkbox"/>
The district vets interpreters directly	<input type="checkbox"/>
The district requires vetting on the part of private language agencies for outsourced services	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Others (please indicate) <a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>

### III: Training/orientation

**3.1** Describe the district's orientation/training approach for personnel who work at points of contact, such as in the front office

[Click or tap here to enter text.](#)

**3.2** Does the district have a systematic method for providing training/orientation to teachers and paraprofessionals on how best to work with an interpreter?

The district currently does not have a systematic method	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Yes (please describe) <a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>

**3.3** Describe the training/orientation provided to other school and district personnel, including administrators:

Click or tap here to enter text.

## IV: Messaging and Outreach

**4.1** Does the district have processes in place for soliciting feedback from family and other community members on the efficacy of language access services?

No	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Yes (briefly describe) Click or tap here to enter text.	<input type="checkbox"/>

**4.2** Does the district currently provide translated versions of its website in languages other than English?

Yes (indicate which languages) Click or tap here to enter text.	<input type="checkbox"/>
No	<input type="checkbox"/>
Unsure	<input type="checkbox"/>

**4.3** Does the district have what it considers easy-to-locate information on its website about interpretation/translation services it offers?

Yes, these resources are easy to locate on the website	<input type="checkbox"/>
It is unclear whether they are easy to locate on the website	<input type="checkbox"/>
The services are not easy to locate on the website	<input type="checkbox"/>
Other (please indicate) Click or tap here to enter text.	<input type="checkbox"/>

**4.3** Does the district currently use visual displays such as posters or trifold brochures which promote multilingualism?

No	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Yes (please indicate) Click or tap here to enter text.	<input type="checkbox"/>

**4.4** How does the district currently provide to parents/guardians with notices of their rights to translation/interpretation services? (Check or complete all that apply)

Provides translated copies of Rights Notifications available through OSPI website	<input type="checkbox"/>
Provides Rights Notifications in annual registration materials	<input type="checkbox"/>
Personnel such as community or family liaisons communicate directly to families	<input type="checkbox"/>
The district currently does not provide this information to parents/guardians	<input type="checkbox"/>
Other (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**4.5** What other messaging does the district currently engage in to inform parents/guardians of language access services?

**Click or tap here to enter text.**

## Section V. Monitoring

**5.1** How does the district gauge the efficacy of its language access services? (Check or complete all that apply)

The district solicits feedback from parents and community-based organizations	<input type="checkbox"/>
The district uses an annual survey	<input type="checkbox"/>
The district currently does not have a mechanism to gauge the efficacy	<input type="checkbox"/>
Other (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**5.2** How does the district track requests for interpretation and translation services from families?

The district currently does not track this information	<input type="checkbox"/>
The district uses a database to track this information by school site	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Other (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>

**5.3** What means do the end user of language access services have to provide feedback on those services? (Check or complete all that apply)

End users can complete a comment form after each interpreted session	<input type="checkbox"/>
End users can communicate feedback to a designated person or office	<input type="checkbox"/>
There currently is no systematic means for end users to provide feedback	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Other (please indicate) <b>Click or tap here to enter text.</b>	<input type="checkbox"/>