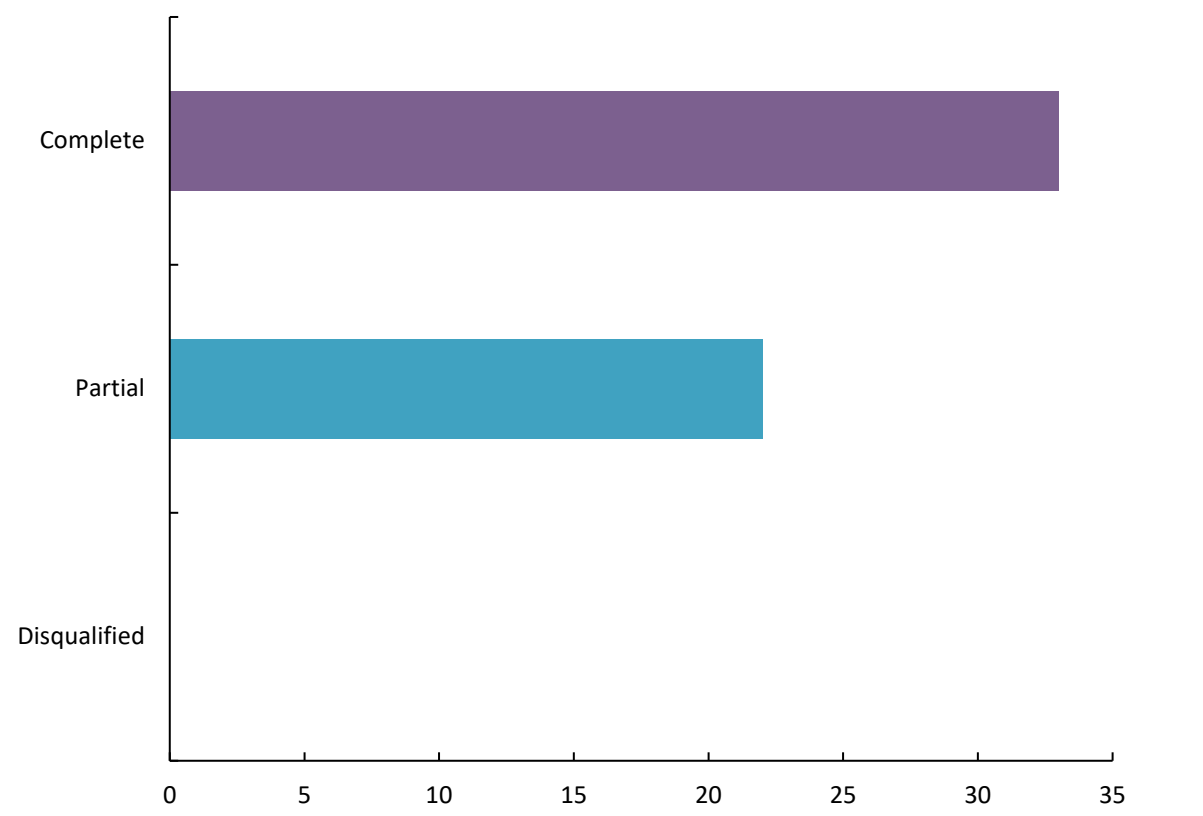


Report for CBO Language Access Survey

Language Access Workgroup 2020

Response Statistics



	Count	Percent
Complete	33	60
Partial	22	40
Disqualified	0	0
Totals	55	

1. Name of your organization:

AGE UP (All Girl Everything Ultimate Program)

Al kariim islamic center

Arlington Area PTA Council 7.1

Asian Counseling and Referral Service

Asian Counseling and Referral Service

Briarcrest PTA

Center For Multicultural Health

Comprehensive Healthcare

Deaf Education Advocates Foundation

Echo Lake PTA

Education with Purpose Foundation for Pacific Islanders

Educational Interpreter for a local School District

El Centro de la Raza

Falis Community Service

Filipino Community of Seattle

Glover EmpowerMentoring-GEM

Glover EmpowerMentoring-GEM

Guinea Association of Washington State

Issaquah Valley PTA

JHP Cultural and Diversity Legacy

Mother Africa

Mother Africa

Neighborhood house

Parents for student success

Peter Kirk PTSA

Puget Sound Association of the Deaf

RE Bennett PTA

Rose Hill Middle PTSA

Seattle Children's, Dept of Psychiatry, DHH Program

Seattle Jobs Initiative

Shorewood High School PTSA

Spokane Immigration Rights Coalition SIRC

Syre PTA

Union of Tigrean Women of North America Seattle Chapter

WA State Coalition of African Community Leaders

Wakulima

Wakulima USA

Washington State Association of the Deaf

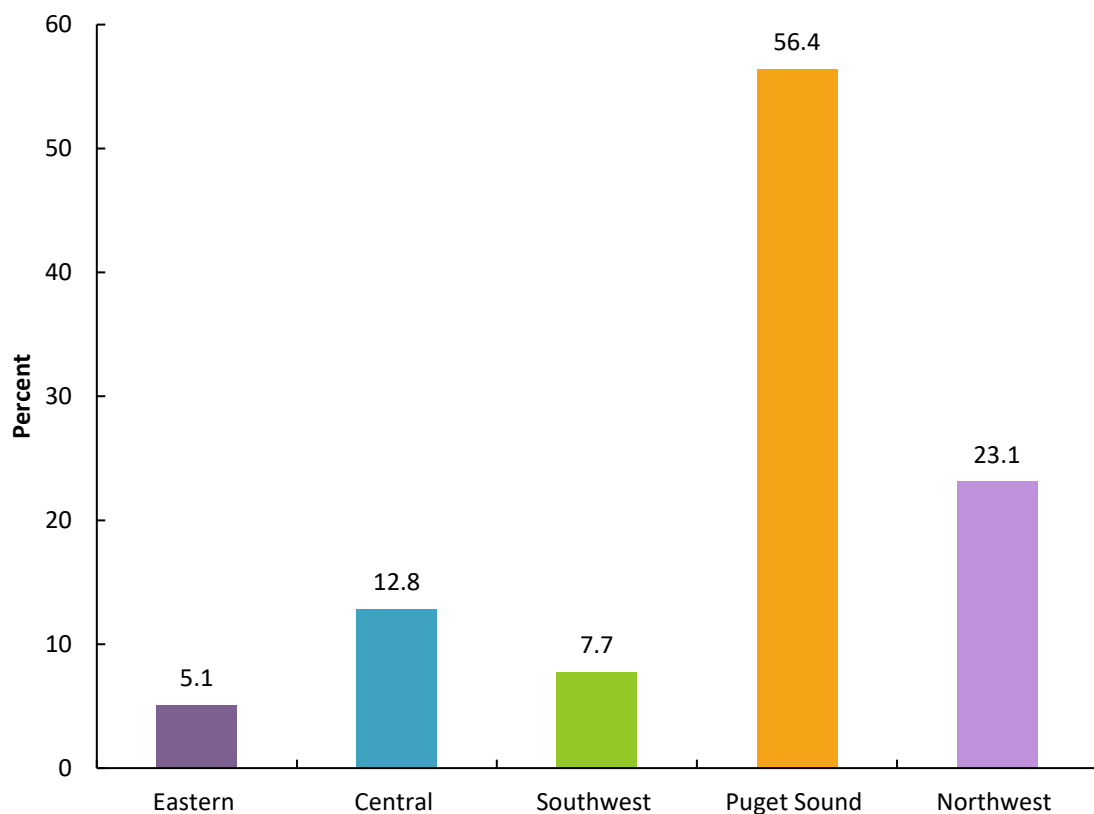
Washington State Association of the Deaf

Washington State Coalition of African community leaders

WASMA (Mali)

WASTPTA Region 6

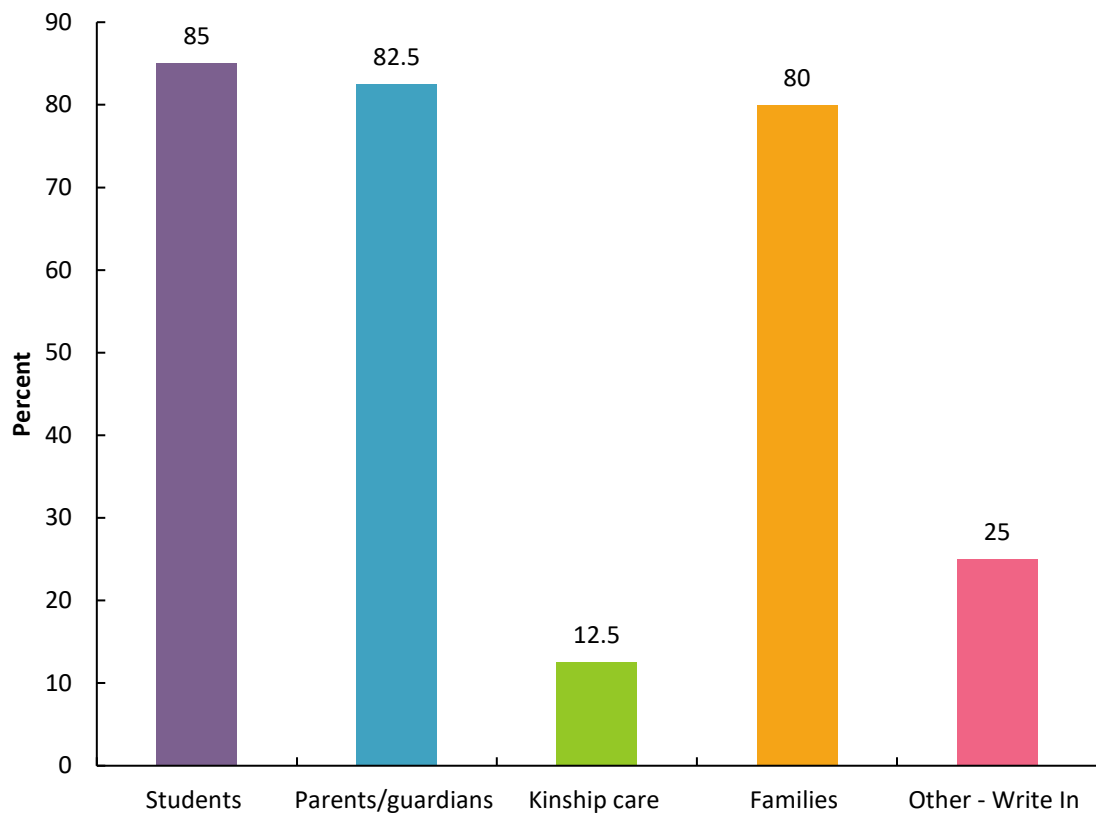
4. Where is your organization located?



Value	Percent	Count
Eastern	5.1%	2
Central	12.8%	5
Southwest	7.7%	3

Puget Sound	56.4%	22
Northwest	23.1%	9

5. Who do you serve? Check all that apply



Value	Percent	Count
Students	85.0%	34
Parents/guardians	82.5%	33
Kinship care	12.5%	5
Families	80.0%	32
Other - Write In	25.0%	10

Other - Write In	Count
Deaf people all over state	1

Deaf people of Washington State	1
Friends, communities, homeless	1
School Staff	1
Seniors and disables	1
Undocumented Immigrants	1
Volunteers	1
refugees and immigrants	1
telehealth at statewide, appts need to be under per child's name	1
youth	1
Totals	10

6. Please list the languages spoken or signed by the people you serve

Full list:

Afghan	Fula	Lao
Amharic	Fulani	Lingala
Arabic	Ga	Luhya
ASL	Hausa	Luo
Bambara	Hebrew	Maay Maay
Bemba	Hindi	Mandinka
Bikol	Hmong	Micronesian
Buganda	Ilokano	Mien
Burundi	Including	Nepalese
Cantonese	Italian	Nuer
Chichewa	Japanese	Oromo
Chinese	Kalenjin	Pangasinan
Chinese/Mandarin	Khmai	PASHTO
Dari	Kikongo	POLISH
Dinkabari	Kikuyu	Portuguese
English	Kirundi	Punjabi
Ewe	Kisii	Romanian
FARSI	Kiswahili	RUSSIAN
Fijian	Korean	Rwanda
Filipino	Kosraen	Samoan
French	Kuku	Shona

Somali
Somali/Mai
Spanish
Swahili
Tagalog
TAMIL
Telugu
Thai
Tigrinya
Tongan
Twi
Ukrainian
URDU
Vietnamese
Visaya
Wolof
Yakama Native

7. How does your organization support students and families in regards to k-12 education?

Response
We promote health in African community immigrants families
Proving cultural education
With internet access, technology management, language barrier
Offer supports for families who have non English speakers. Teach Kenyan languages to the kids Offer mental health support
Empower parents to advocate for their children, provide resources or connect parents to resources, we conduct developmental screening for social and emotional learning and provide parents with tools to support their children's growth and development
N/A
Parent advocate, workshops, education improvement for low prr Er forming populations
Our Mission: To partner with school staff, volunteers, and the community to enhance the educational experience of children and their families, foster a strong sense of community and inclusiveness, and advocate for each child with a legislative voice.
We help undocumented immigrants in all aspects, and many of them have school-age children. In general, we help families navigate the American system and advocate for them when necessary. This year, for example, several families have had questions about how to get the internet, how to enroll in school.
By providing information about District and School opportunities; supply grants to school staff; run social and enrichment events, activities and classes; coordinate and support community food and clothing support, etc.
We provide support to The Works with helps with clothes and supplies for children in need. We help provide community resource information. We have been involved in helping each student get a free book. We supply grants to the school to help facilitate field trips and other learning opportunities. We usually put on a play every year. We also have grants we supply to the teachers to help provide for their needs in the classroom.
We offer grants to the school to meet student needs. We also offer staff grants to improve classroom instruction
We provide academic assistance for Pacific Islander youth and parents/guardians by teaching them how to better understand and navigate the school systems.

We have youth development program contract with United Way of King County to help youth of color prevention of dropout

Through our Youth Program, work with public schools

Youth development services middle and high school and preschool

We share resources and information

Empowering parents to advocate for themselves and their children. Educating parents about the education system in USA. Advocacy with school, referrals to specialized services as needed or to social services

Youth leadership programs; sports; after school enrichment

Fundraiser & grants

ACRS provides wrap around services that are holistic and bilingual/bicultural for AAPI students and families. The services include school/office based individual and family counseling and psychiatric services, case management, parent education and support by providing individual support and workshops, in-school groups, afterschool groups, and youth leadership development. ACRS has comprehensive services from prevention/ leadership development to intervention and treatment.

PTSA grants that staff members apply for to enhance and support student learning. Sharing relevant info about parent education events, community resources, etc.

Mentoring and Case Management Support

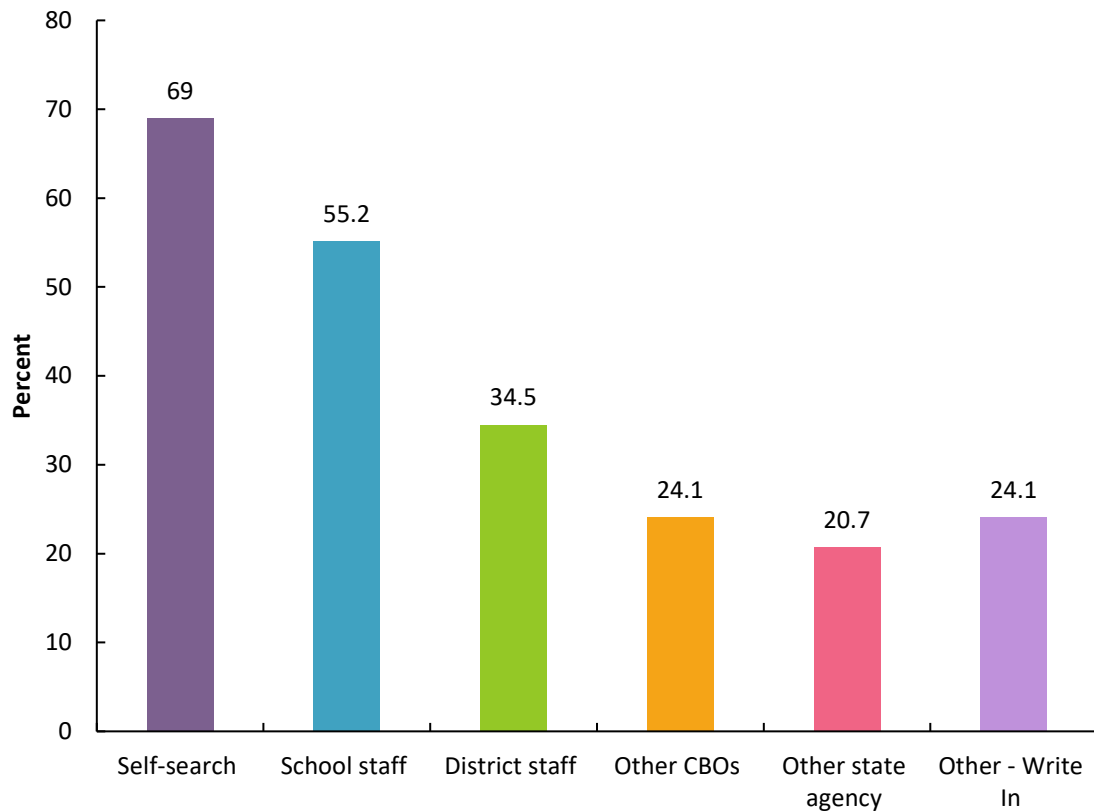
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We are a collective voice for students, teachers, families and community

We have a DHH Education Navigator during the pilot project related to pandemic July-Dec 2020, assisting SC patients & families with navigating the education system in Wash State.

We share information to keep them informed and updated thru our e-news and Facebook.

8. How do you get school and district information pertaining to support with language access?



Value	Percent	Count
Self-search	69.0%	20
School staff	55.2%	16
District staff	34.5%	10
Other CBOs	24.1%	7
Other state agency	20.7%	6
Other - Write In	24.1%	7

Other - Write In	Count
Deaf leaders & Office of Deaf & Hard of Hearing	1
Nonprofit organization	1

Outreach and through our program site in schools	1
Through good contact with School Board members	1
Unsure of this ? - now I refer to Family Mentor	1
Youth	1
Totals	6

9. How would you like to receive information about language access?

Response
By email
County
By email
Email
We would prefer it be in Swahili
send email to risho@motherafrica.org
Email
School District
PTA-specific communication through our state PTA, WSPTA.
Receive relevant information from student services and the ELL center
Email
Emailed to me.
Email
Phone calls, emails, texts and web links to useful resources posted on school/district websites.

Through school staff since they are on the field all the time

Email, flyers, newspapers, newsletter, in person contact, social network

email

emails, ASL videos

please keep us informed periodically about language access, e-newsletters, emails or social media posts that we can also share with our clients

More connection between schools and network of CBOs; more communication from schools

Email

Email Google Drive

What we most often hear is from parents and youth about how their language access needs are not being met. Would be helpful to have information in a centralized place online.

It would be great to have access to a database of translation resources readily available and easy to access

King County

What we mostly hear is from parents and youth who do not have their language access needs met.

Email

email as well as Family Mentor's newsletter if any

For our grassroots Deaf community, many of them would prefer videos in ASL.

10. What would you like to see schools and districts do to provide meaningful language access?

Response

To get in touch with community leaders Or form meaning family input access through focus groups etc

Reach out to more families and not stick with what they already have

Help parent manager technology access and internet service

More material

Offer Swahili as an elective

engage more bilingual parents and hire many interpreters from the community. With distance learning and low digital literacy among refugees and immigrants with limited English proficiency. A much needed support is needed now do these children don't fall behind.

Online staff access

We would love to see interpreters available online to help translate documents/information with a quick turn around time...24-48 hours.

Have certified language interpreters who are trained to work in School environments and have received training on leading with a racial-equity lense; or hire well trained bilingual Social Workers.(could also be certified interpreters).

Translation services

Any information on this need is helpful!

Translate flyers and websites

Language Access Coordinators at the school, district AND state level who can coordinate interpreters and translation, provide training to schools and families AND hold schools accountable to communicating with families in their native language.

A lot of times school ask language spoken at home which generally could have same name like another major language but it's slightly different so they want make sure if the family is speaking tribal language

Work closely and partnership with the community

Hiring native speakers

ASL accessible

engage parents on a regular basis to be aware of the community needs. Schools and districts need to hire parents who are multicultural and multi lingual to assist other parents to navigate the education system especially that some parents are digitally illiterate.

Language Access Coordinators at the school, district AND state level who can coordinate interpreters and translation, provide training to schools and families AND hold schools accountable to communicating with families in their native language.

Certified ASL interpreter and certified teacher with Deaf teaching training certificate Both interpreter and teacher need to pass fluent ASI signing examination, coordinated by ODHH or CDHY.

Pay for website services that can translate websites or we can direct families to visit for language translations. Also a service that can translate flyers.

Our district already has a website that can be viewed in multiple languages with the click of a button. This is great! With the use of remote learning, closed captioning and real-time translation of the spoken words become so much more accessible.

Forms and online info in relevant languages

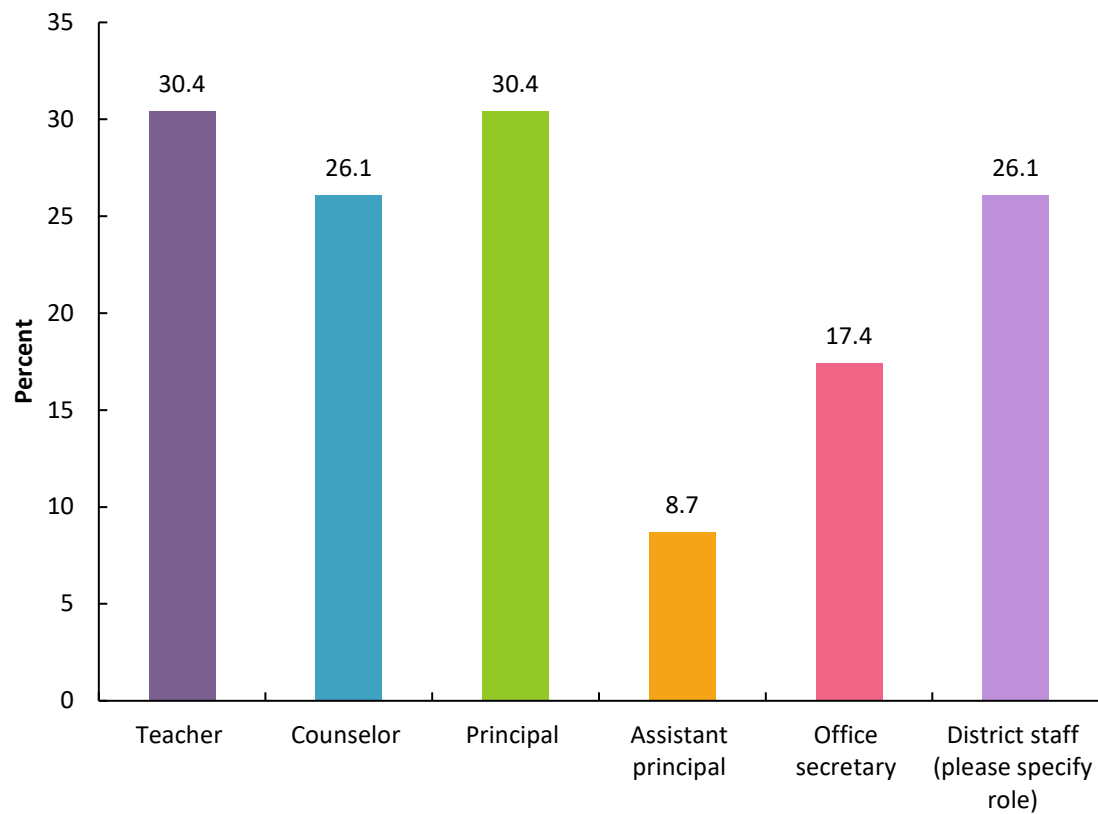
Language Access Coordinators at the school, district AND state level who can coordinate interpreters and translation, provide training to schools and families AND hold schools accountable to communicating with families in their native language.

First, find out what languages the school has. Collaborate then with all school and translate across schools.

Provide ASL therapy, not just speech therapy

Equal communication access without further complications and delays. Educate the schools.

11. Who typically in the school and/or district helps you coordinate language access?

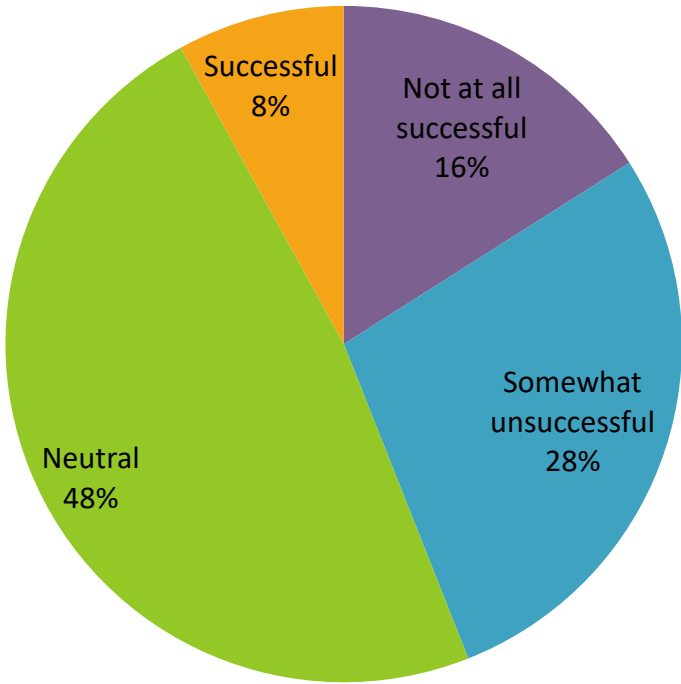


Value	Percent	Count
Teacher	30.4%	7
Counselor	26.1%	6
Principal	30.4%	7
Assistant principal	8.7%	2
Office secretary	17.4%	4
District staff (please specify role)	26.1%	6

District staff (please specify role)	Count
Bilingual staff at schools	1

CDHY, asdc	1
I don't directly but I hear from Parents Teachers	1
Public Information Officer or Equity Team	1
Superintendent	1
We've had to reach out to the school district to speak with their family outreach representative. Yet, there are very few qualified/certified Pacific Islander translators available.	1
Totals	6

12. Has this method been successful?



Value	Percent	Count
Not at all successful	16.0%	4
Somewhat unsuccessful	28.0%	7
Neutral	48.0%	12
Successful	8.0%	2
	Totals	25

13. Is there anything else you would like to share or recommend?

Response

I would like to say we have a lot of African languages here in WA state not the few that you always see We have languages eg kiswahili iya spoken from people from Kenya Tanzania Uganda We have a lot West African they speak other African languages too pls keep that in mind

Nope

Parents who do not have education background are in trouble to help kids manage online classes.

Yes. Let us cater for our immigrant population who speak Swahili by being inclusive

I want to receive the result of this survey and I want to know how it will be used to assist the communities we serve

People who speak other languages are systematically underserved. The assumption from the districts is that these families don't value education, but really they are not familiar with our educational system.

With remote learning it has become MOST important for our communities to have access to resources and aid in our native languages. Many parents/guardians are more frustrated because of the lack of this type of assistance and support from policy makers and school administrators.

No but I am glad we talking about language access it should have been addressed long time back

Interpretation and translation should be accurate. Also need visual for those Community that don't have written languages

Typically in schools we assist with Spanish translation for families. Although the school does not pay us for this work.

More ASL accessible for Deaf parents of hearing children

thank you . please keep us invovled the emplify the need for language access for all families and students

Interpreter training programs and standards for interpreting in schools Language Access Coordinators at the school, district and state level who will coordinate interpreters and translations, train school staff, and hold schools accountable when they don't offer Language Access School trainings on how to schedule and work effectively with an interpreter (including organizations / staff that do after-school enrichment) Schools developing relationships with students, families and the communities they live in, including leaders of CBOs

CDHY is to be partnership with OSPI to coordinate the deaf programs all over the state of WA. Critical mass is critical to the deaf program, rather than being isolated deaf student in the

mainstreamed programs. All the public schools are to include Washington School for the Deaf as one placement of many options as part of the IEP meeting. Many dont include that.

More centralized coordination so through language access coordinators.

I am not the person to build the access to language. I just realize its significance.

Expanded Family Mentor Program! It is greatly needed!

We are constantly advocating for our communication rights every day.