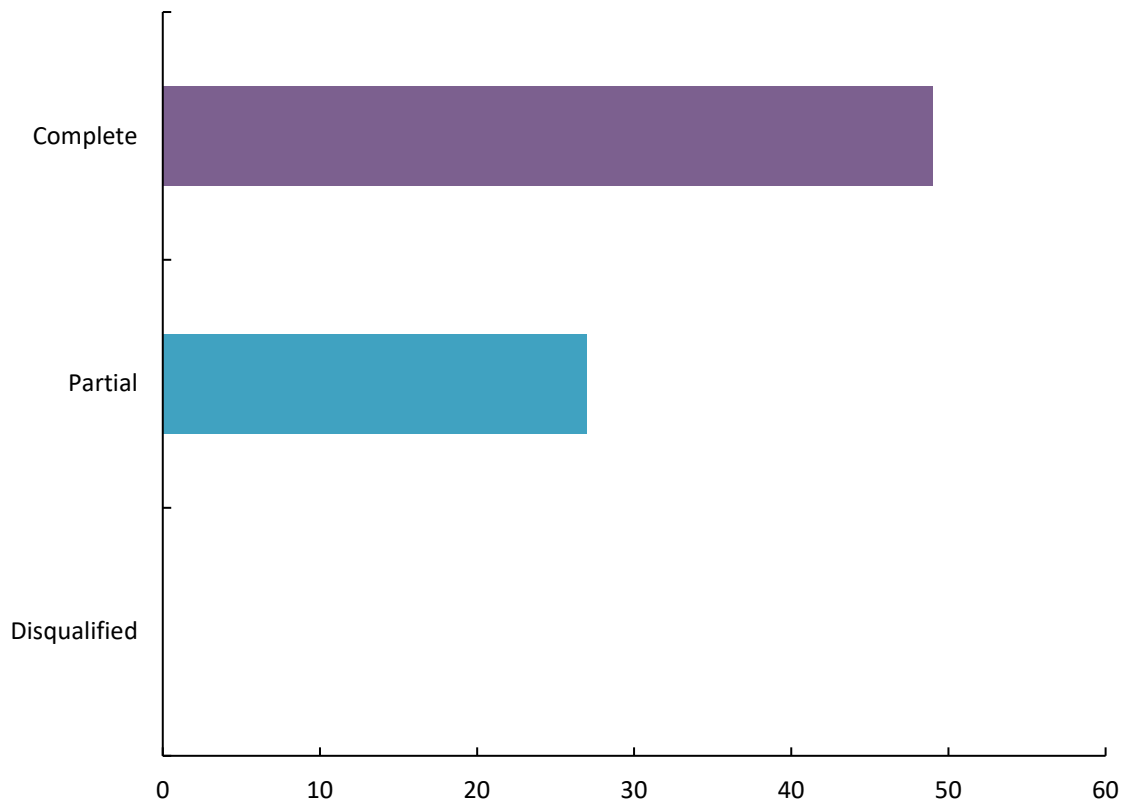# Report for District and School Staff Language Access Programs Survey - District staff
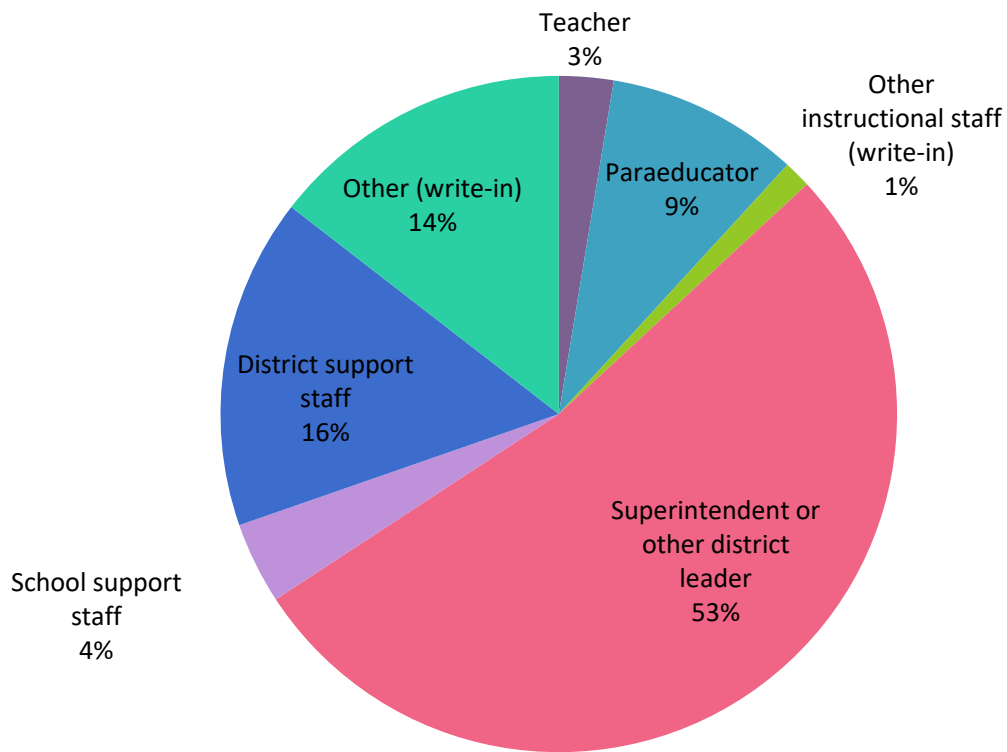
Language Access Workgroup 2020

Response Statistics

	Count	Percent
Complete	49	64.5
Partial	27	35.5
Disqualified	0	0
Totals	76	

1. What is your role?

Value	Percent	Count
Teacher	2.6%	2
Paraeducator	9.2%	7
Other instructional staff (write-in)	1.3%	1
Superintendent or other district leader	52.6%	40
School support staff	3.9%	3
District support staff	15.8%	12
Other (write-in)	14.5%	11
	Totals	76

Other instructional staff (write-in)	Count
Speech Therapy Assistant	1
Totals	1

Other (write-in)	Count
Bus driver	2
Bus driver	2
Transportation	2
Bus Assistant	1
Bus Driver	1
Interpreter	1
Special Programs Director	1
child nutrition	1
Totals	11

2. Where do you work?
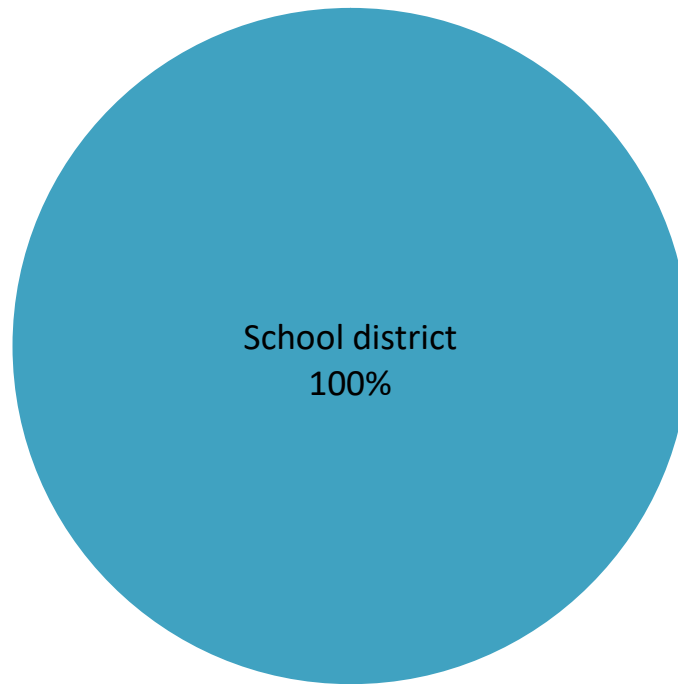
Value	Percent	Count
School district	100.0%	76
	Totals	76

3. What level is the school you work in?

Other (write in)	Count
Totals	0

4. What is the location of the school district you work for or in?
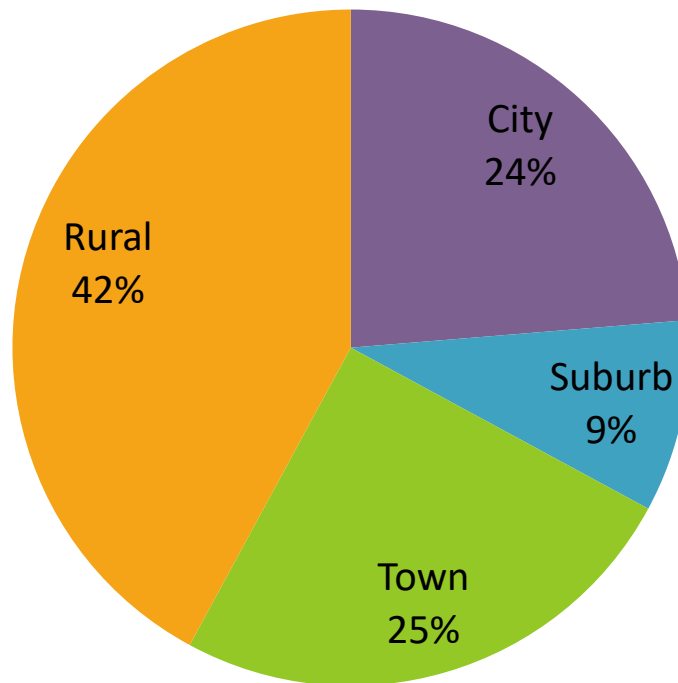
Value	Percent	Count
City	23.7%	18
Suburb	9.2%	7
Town	25.0%	19
Rural	42.1%	32
	Totals	76

5. What is the size of the school district you work for or in?
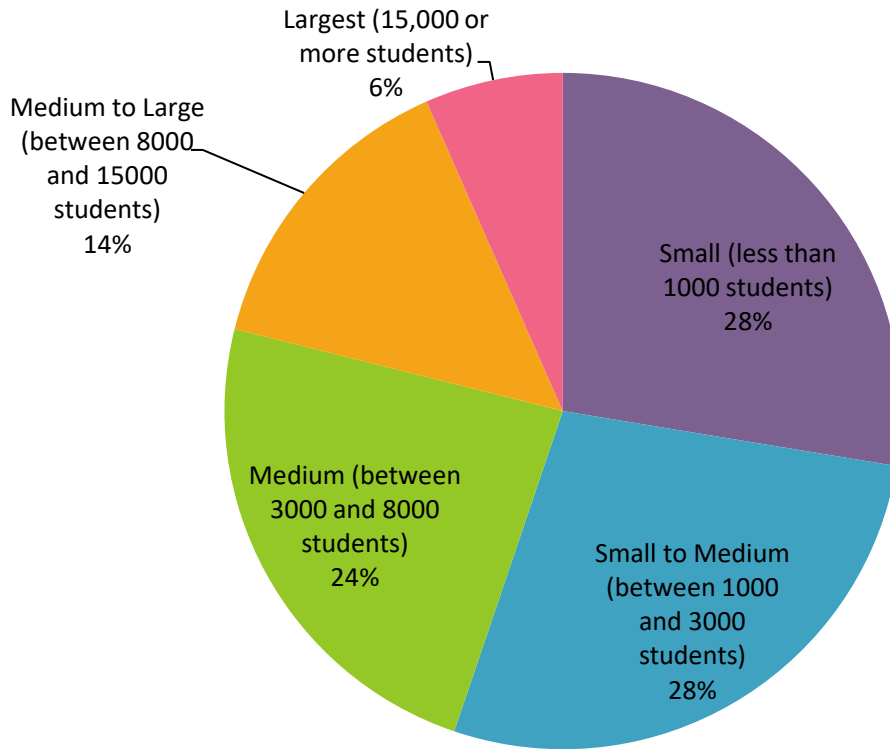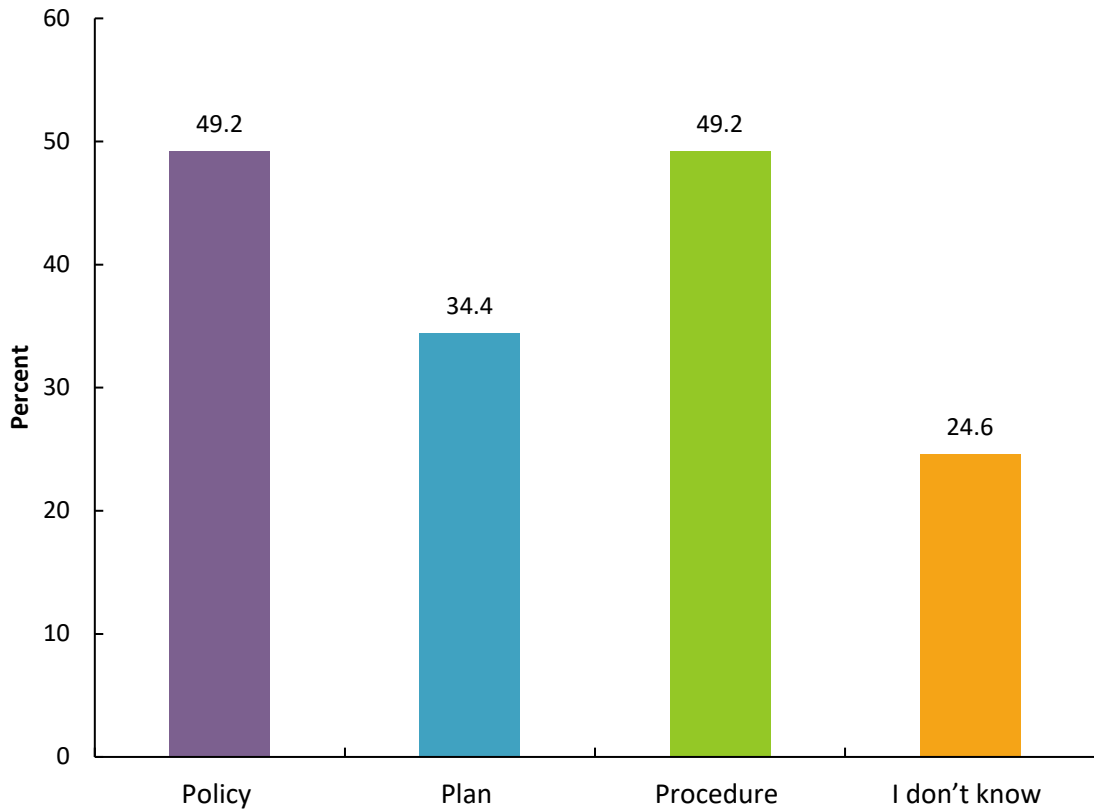

Value	Percent	Count
Small (less than 1000 students)	27.6%	21
Small to Medium (between 1000 and 3000 students)	27.6%	21
Medium (between 3000 and 8000 students)	23.7%	18
Medium to Large (between 8000 and 15000 students)	14.5%	11
Largest (15,000 or more students)	6.6%	5
	Totals	76

6. What is the region of the school district you work for or in?
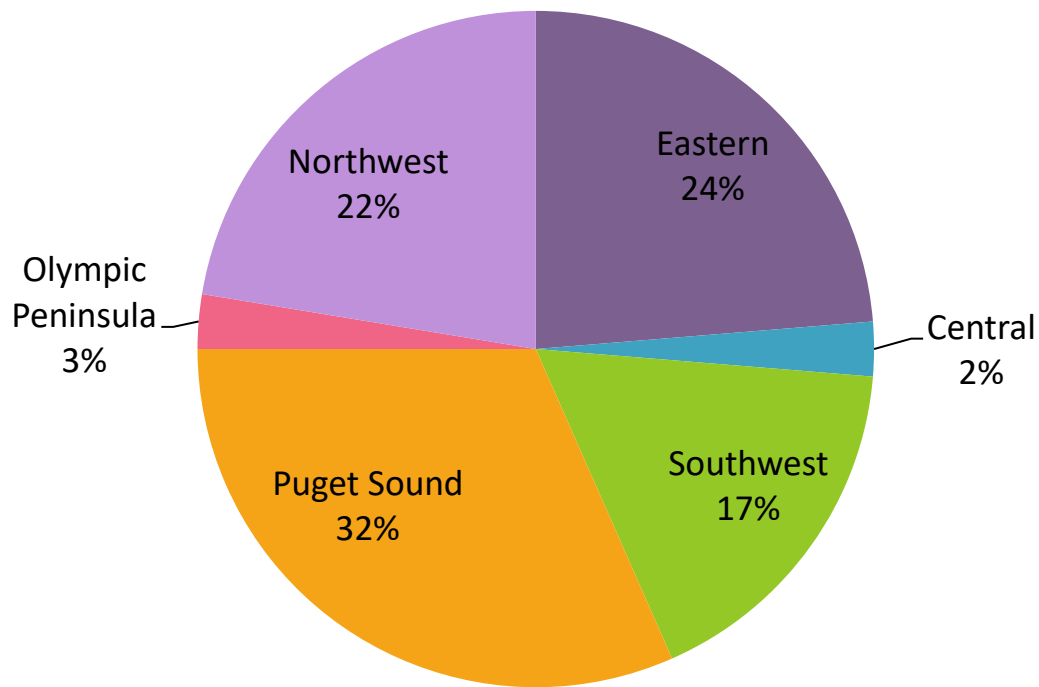
Value	Percent	Count
Eastern	23.7%	18
Central	2.6%	2
Southwest	17.1%	13
Puget Sound	31.6%	24
Olympic Peninsula	2.6%	2
Northwest	22.4%	17
	Totals	76

7. To your knowledge does your school district have a Language Access: (select all that apply)

Value	Percent	Count
Policy	49.2%	30
Plan	34.4%	21
Procedure	49.2%	30
I don't know	24.6%	15

8. I know, or know how to find out, how many Limited English Proficient parents my school/district serves
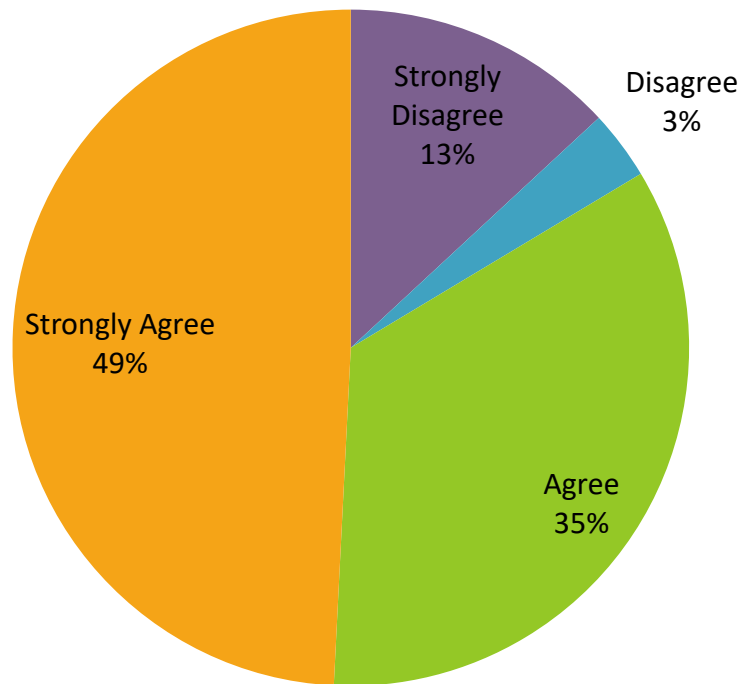
Value	Percent	Count
Strongly Disagree	13.1%	8
Disagree	3.3%	2
Agree	34.4%	21
Strongly Agree	49.2%	30
	Totals	61

9. **I know, or know how to find out, how many parents my school/district serves who are Deaf, blind or need other communication assistance**
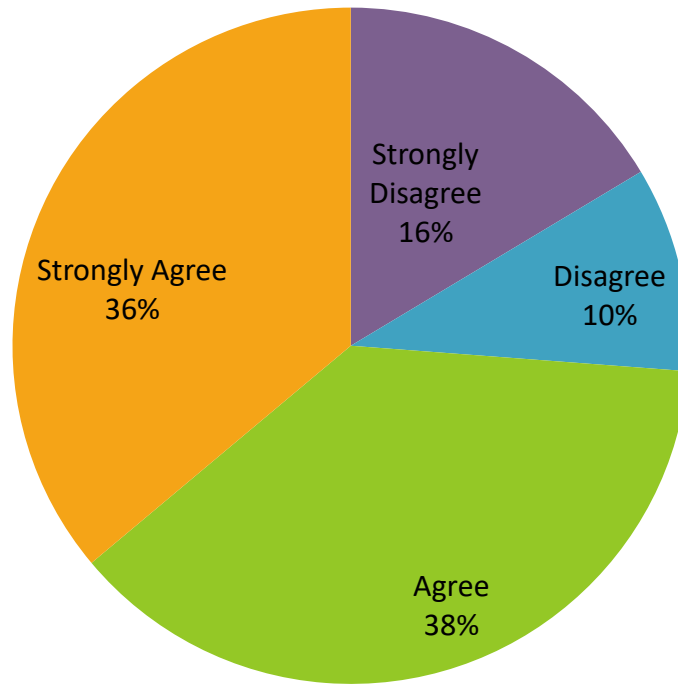
Value	Percent	Count
Strongly Disagree	16.4%	10
Disagree	9.8%	6
Agree	37.7%	23
Strongly Agree	36.1%	22
	Totals	61

10. About how many languages other than English are used by families in your school/district?
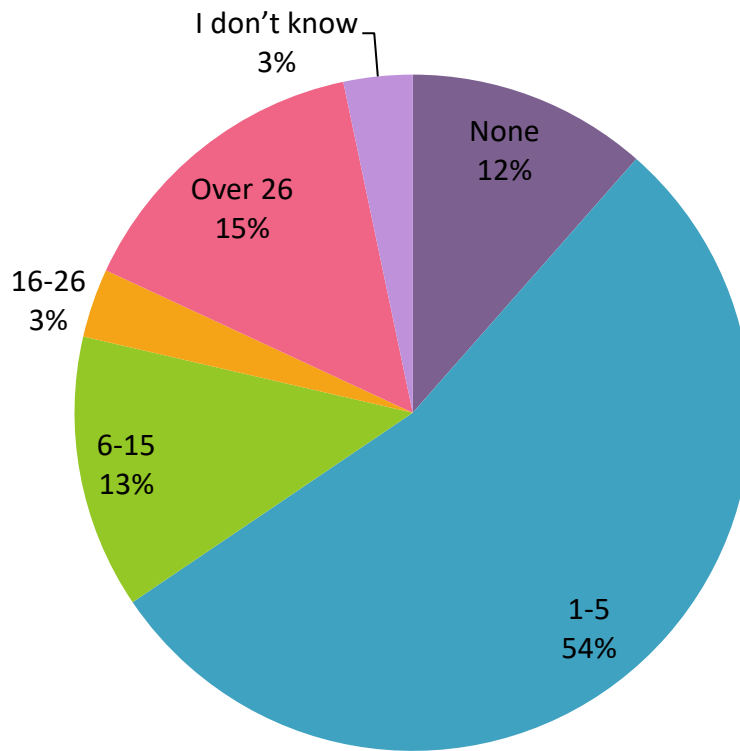
Value	Percent	Count
None	11.5%	7
1-5	54.1%	33
6-15	13.1%	8
16-26	3.3%	2
Over 26	14.8%	9
I don't know	3.3%	2
	Totals	61

11. Does your school/district ask families what language and mode of communication that they prefer?
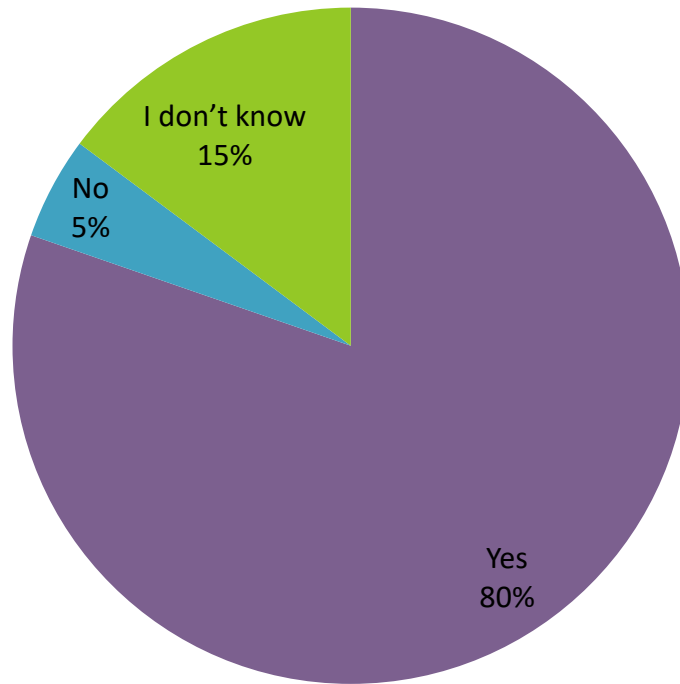
Value	Percent	Count
Yes	80.3%	49
No	4.9%	3
I don't know	14.8%	9
	Totals	61

12. Please check all written documents that your school/district provides in a language other than English:

| Category	Percent
I don't know	23
Other (write-in)	18
any other documents notifying parents of their...	42.6
school closure information	47.5
the Language Access Plan and related services...	24.6
student/parent handbook	45.9
opportunities for parents to access school...	39.3
requests for parent permission in activities or...	37.7
policies and procedures related to school...	44.3
special education and related services, Section...	59
safety, discipline, and conduct expectations	44.3
academic standards and student performance	31.1
registration, application, and selection	62.3

Percent (x-axis: 0 to 70)

Value	Percent	Count
registration, application, and selection	62.3%	38
academic standards and student performance	31.1%	19
safety, discipline, and conduct expectations	44.3%	27
special education and related services, Section 504 information, and McKinney-Vento services	59.0%	36
policies and procedures related to school attendance	44.3%	27
requests for parent permission in activities or programs	37.7%	23

opportunities for parents to access school activities, programs, and services	39.3%	24
student/parent handbook	45.9%	28
the Language Access Plan and related services or resources available	24.6%	15
school closure information	47.5%	29
any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy	42.6%	26
Other (write-in)	18.0%	11
I don't know	23.0%	14

Other (write-in)	Count
COVID-19 related guidelines	1
Food Service applications	1
None...no other language identified as needed.	1
Student Handbooks/Translators @Graduation & Concerts	1
Translated documents are available but not always consistent	1
We do when needed but haven't needed to do so yet.	1
We would offer any documents in another language if needed by a family	1

non are needed at this time	1
none. English is the only language spoken by our families	1
website, family auto communications	1
Totals	10

**13. Does your school/district use machine translation (such as Google Translate)?**
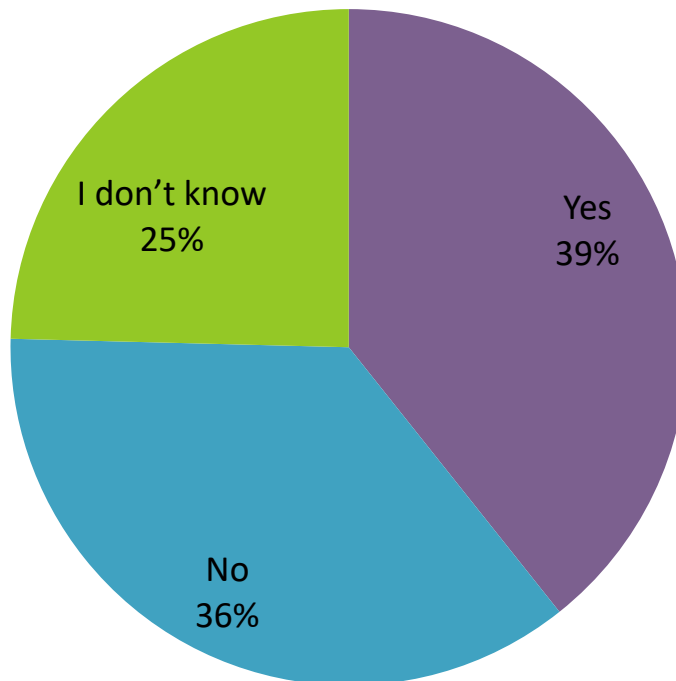
Value	Percent	Count
Yes	39.3%	24
No	36.1%	22
I don't know	24.6%	15
	Totals	61

14. What has your experience been with machine translation?

| ResponseID	Response
2	some languages better than others
5	Bad, information is misleading
14	Adequate
97	Helpful
155	Unsure Not good
163	Mostly good, minor word issues
181	If needed we will use it. I have used it at a previous school district.
182	Machine translation is improving but we still don't rely on it. Our staff will use machine translation and then edit it from there. Our website has a machine translation button that works well.
188	Very limited.
190	We use it first, then have our Spanish-speaking para educator make corrections.
194	We use machine translation, but then we check and edit with bilingual individuals
197	Great most of the time!
198	It has gotten better. When time allows we send iour Google translated documents to a human translator to double check before publishing.
199	Mostly it has been positive for translation.
201	It does very well, but does not meet state and federal guidelines as based on feedback from our CPR review.
203	pretty good
204	It helps us meet urgent needs and complete website translation. We have chosen to use live translation/interpretation whenever possible. Although the mechanism continues to improve, we find that it does not fully meet our interest in making sure the message is culturally responsive, authentic and accessible.

207	It is a good tool for non-official communication.
209	It's mediocre at best. It gives you a place to start but we need a human interpreter to ensure what's been translated by google is correct.
220	We seem to have good luck with Google translate.
222	It is good for regular communications, not helpful for some forms
223	I have very limited experience using google translate.
226	It is not 100% accurate but our families typically can use the automated translation.

15. How often does your school/district provide communication in an alternative form such as video or audio formats?
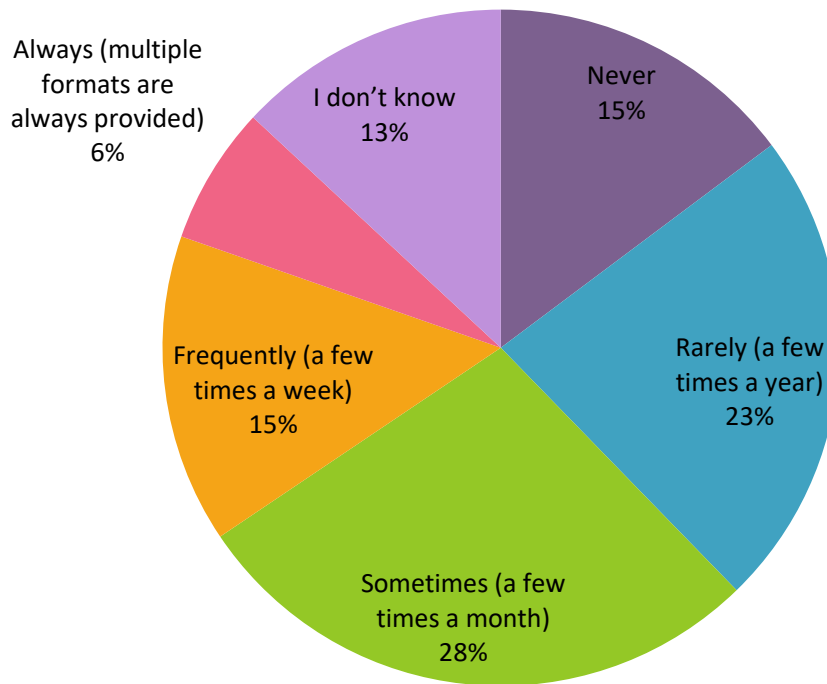
Value	Percent	Count
Never	14.8%	9
Rarely (a few times a year)	23.0%	14
Sometimes (a few times a month)	27.9%	17
Frequently (a few times a week)	14.8%	9
Always (multiple formats are always provided)	6.6%	4
I don't know	13.1%	8
	Totals	61

16. How often does your school/district provide interpretation via phone?
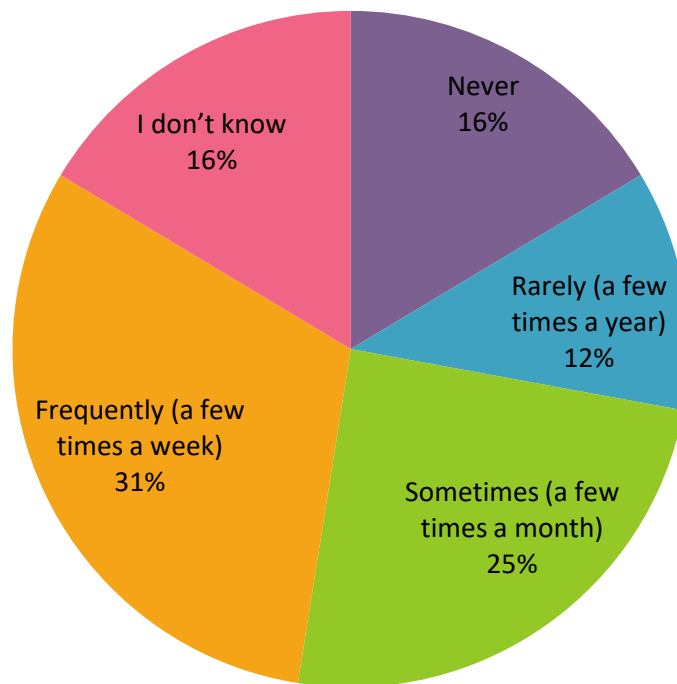
Value	Percent	Count
Never	16.4%	10
Rarely (a few times a year)	11.5%	7
Sometimes (a few times a month)	24.6%	15
Frequently (a few times a week)	31.1%	19
I don't know	16.4%	10
	Totals	61

17. How often does your school/district provide interpretation via an in-person qualified interpreter (not bilingual staff)?

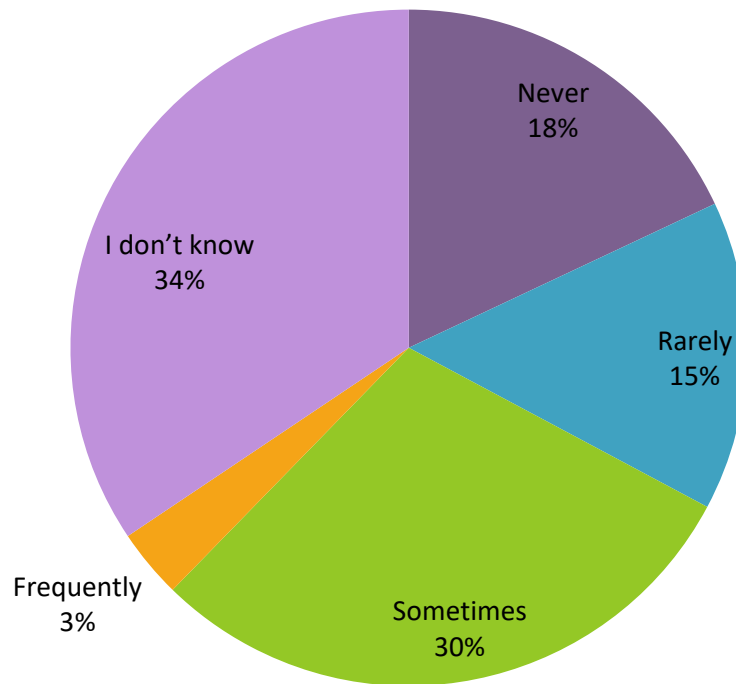| Value	Percent	Count
Never	23.0%	14
Rarely (a few times a year)	29.5%	18
Sometimes (a few times a month)	18.0%	11
Frequently (a few times a week)	13.1%	8
I don't know	16.4%	10
	Totals	61

18. How often does your school/district provide interpretation via bilingual school or district staff?
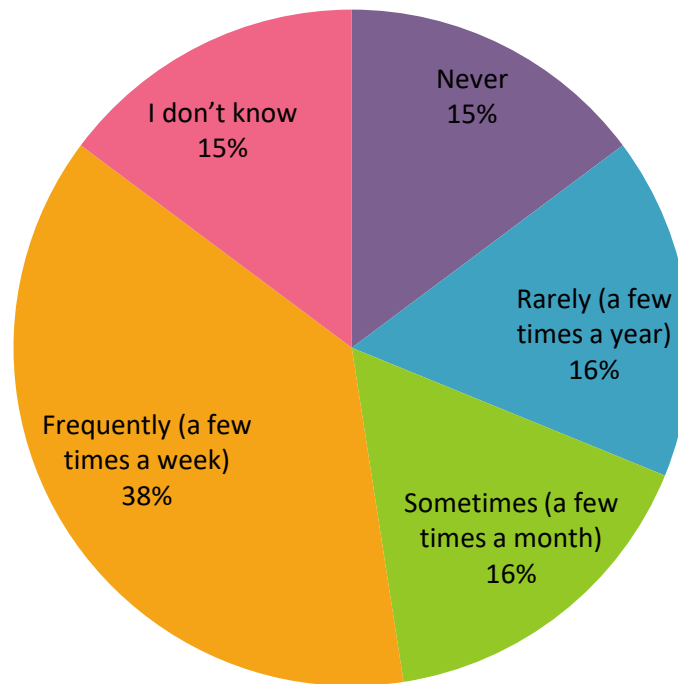
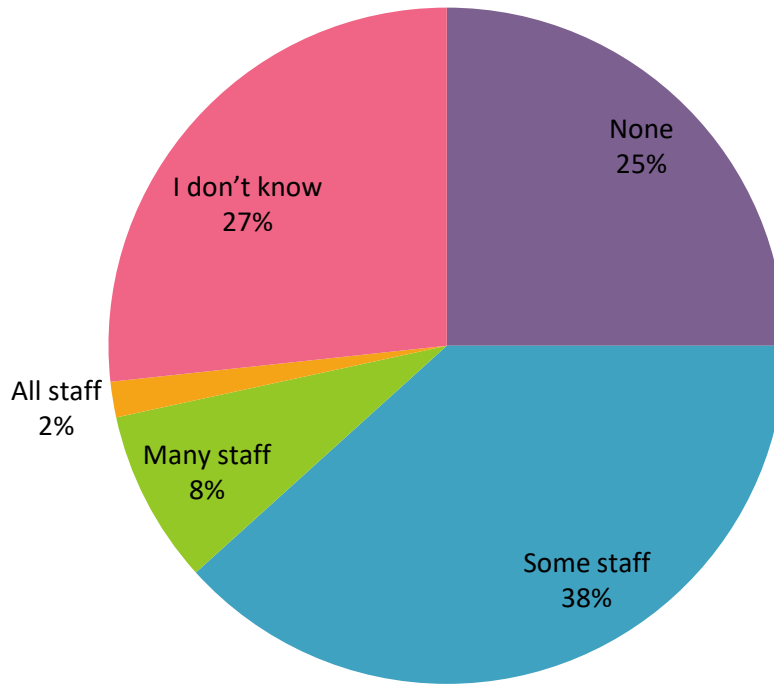| Value	Percent	Count
Never	14.8%	9
Rarely (a few times a year)	16.4%	10
Sometimes (a few times a month)	16.4%	10
Frequently (a few times a week)	37.7%	23
I don't know	14.8%	9
	Totals	61

19. How often does your school/district ask participants to give feedback on their interpreted interactions?
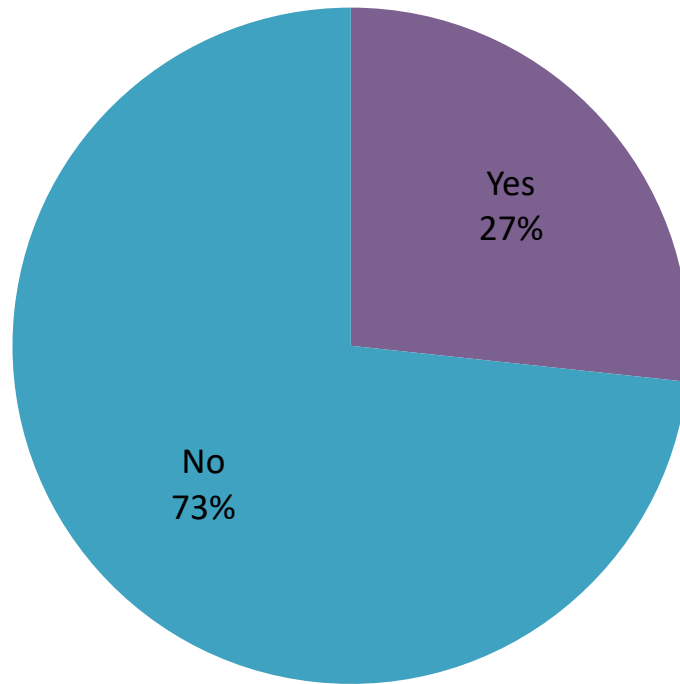

Value	Percent	Count
Never	18.0%	11
Rarely	14.8%	9
Sometimes	29.5%	18
Frequently	3.3%	2
I don't know	34.4%	21
	Totals	61

20. Has anyone in your school/district been trained on how to work with interpreters in-person or on the phone?

Value	Percent	Count
None	25.0%	15
Some staff	38.3%	23
Many staff	8.3%	5
All staff	1.7%	1
I don't know	26.7%	16
	Totals	60

21. Have you received training on how to work with interpreters in-person or on the phone?
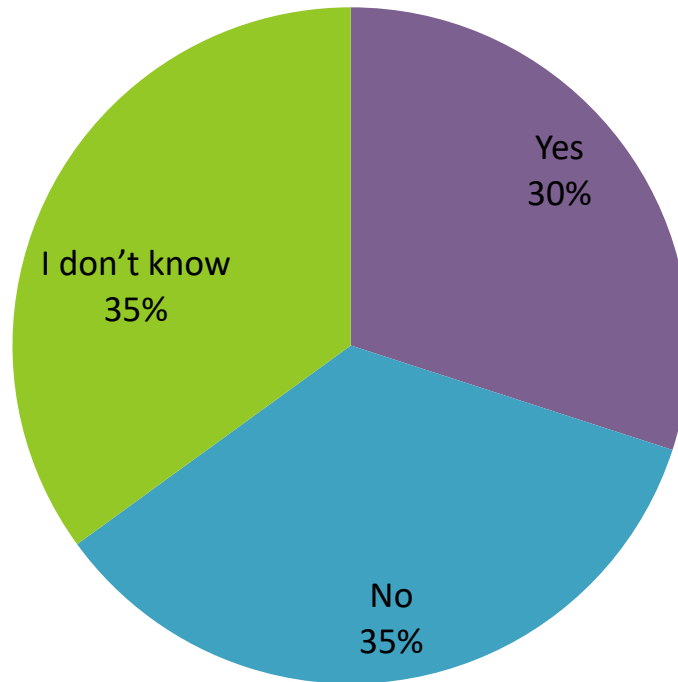

Value	Percent	Count
Yes	26.7%	16
No	73.3%	44
	Totals	60

22. If yes, what kind of training was it and was the training useful?

| ResponseID	Response
14	Instruction on Google Translate and translated forms
73	It was not useful because the process of working with interpreters is easily understood and practiced.
138	I am deaf, they always have interpreters at my school. I have to train some staff.
174	Informal with in-district staff
180	training provided by language link
182	Several years ago when I was a principal in a different district, professional interpreters came and trained us on how to work with interpreters. We have some simple guidelines that are effective; provide documents and PowerPoints ahead of time, speak in small chunks, when doing simultaneous translation, make sure to have at least two qualified interpreters etc...
184	PSESD Interpreter Training
187	It was quite a while ago. It was helpful at the time when I worked with families that spoke languages other than English. Currently all the parents at our school speak English. They are all sighted.
194	Training was provided by district staff, and reviewed protocols.
198	It was training in how to use the Language Link program. It was helpful.
203	training by the ELL TOSA - it was very useful
204	Many years ago, I served as an interpreter and completed a number of trainings.
215	Bilingual conference sessions, university liaisons, and bilingual services personnel. Very useful.
226	Written instruction from a interpreter service

23. Is there information at the front desk of your school/district on how to work with parents and other members of the public who don't speak English (in-person or on the phone)?

Value	Percent	Count
Yes	30.0%	18
No	35.0%	21
I don't know	35.0%	21
	Totals	60

24. What barriers does your school/district face to providing translated documents or communication in other modes? (check all that apply)
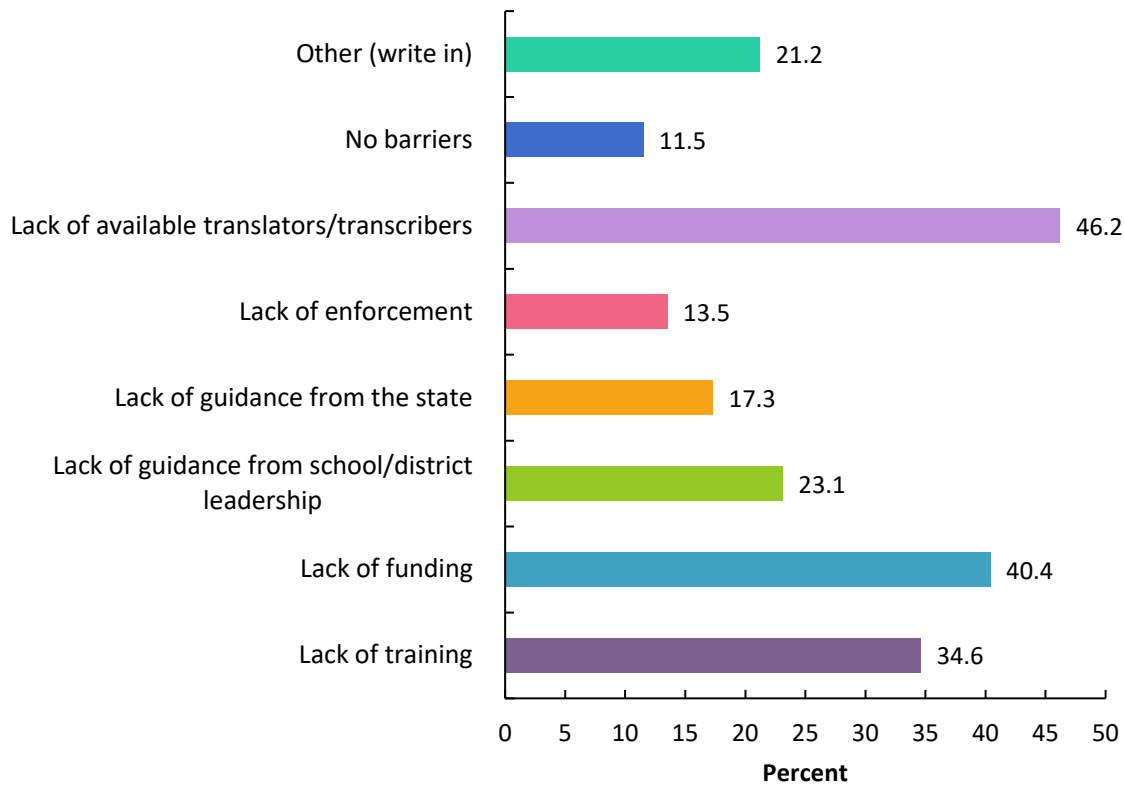
Value	Percent	Count
Lack of training	34.6%	18
Lack of funding	40.4%	21
Lack of guidance from school/district leadership	23.1%	12
Lack of guidance from the state	17.3%	9
Lack of enforcement	13.5%	7
Lack of available translators/transcribers	46.2%	24
No barriers	11.5%	6
Other (write in)	21.2%	11

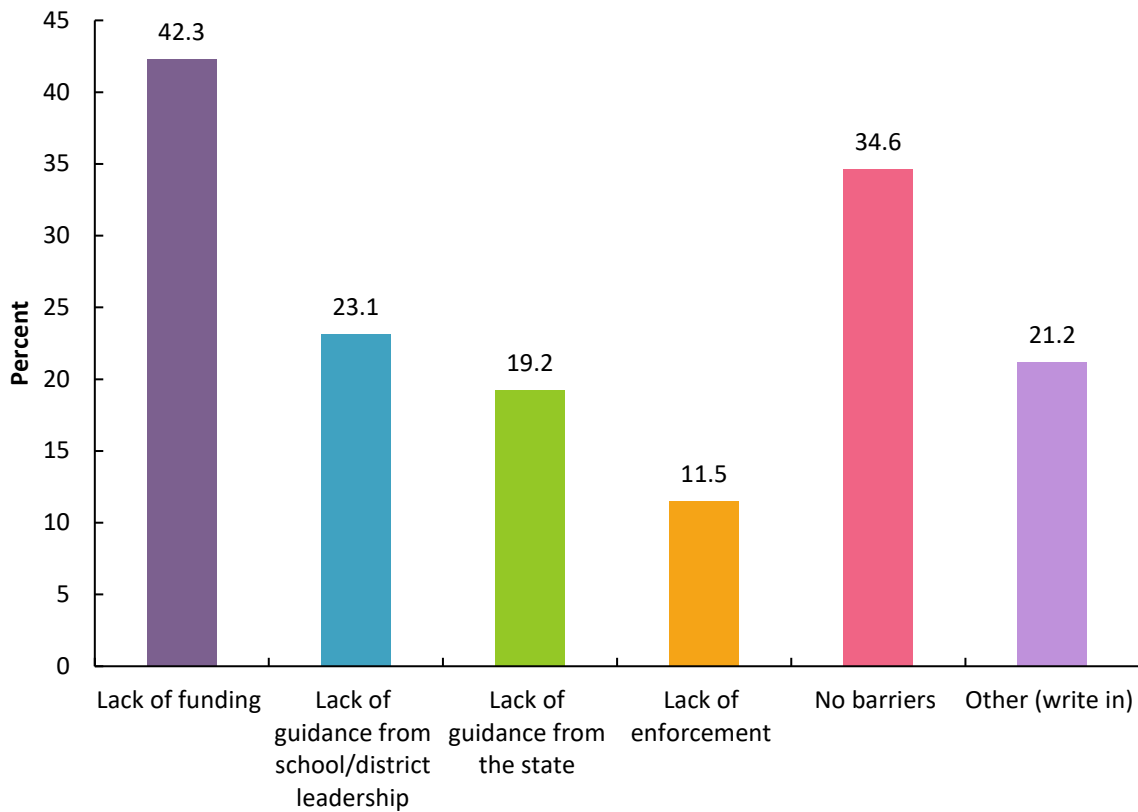| Other (write in)	Count
I'm not sure.	1
Lack of need	1
Lack of time	1
Lack of translated documents available	1
Secretaries do not accurately enter info from home language surveys, despite training and reminders, so it's hard to know if a family has actually requested language services or not	1
There has not been a need	1
Time	1
Typically no students/families	1
difficulty with consistent and well-trained external interpreters/translators	1
no parents that need it	1
sometimes translations and communication in other modes is not enough.	1
Totals	11

27. What barriers does your school/district face to providing an in-person qualified interpreter (not bilingual staff)? (check all that apply)
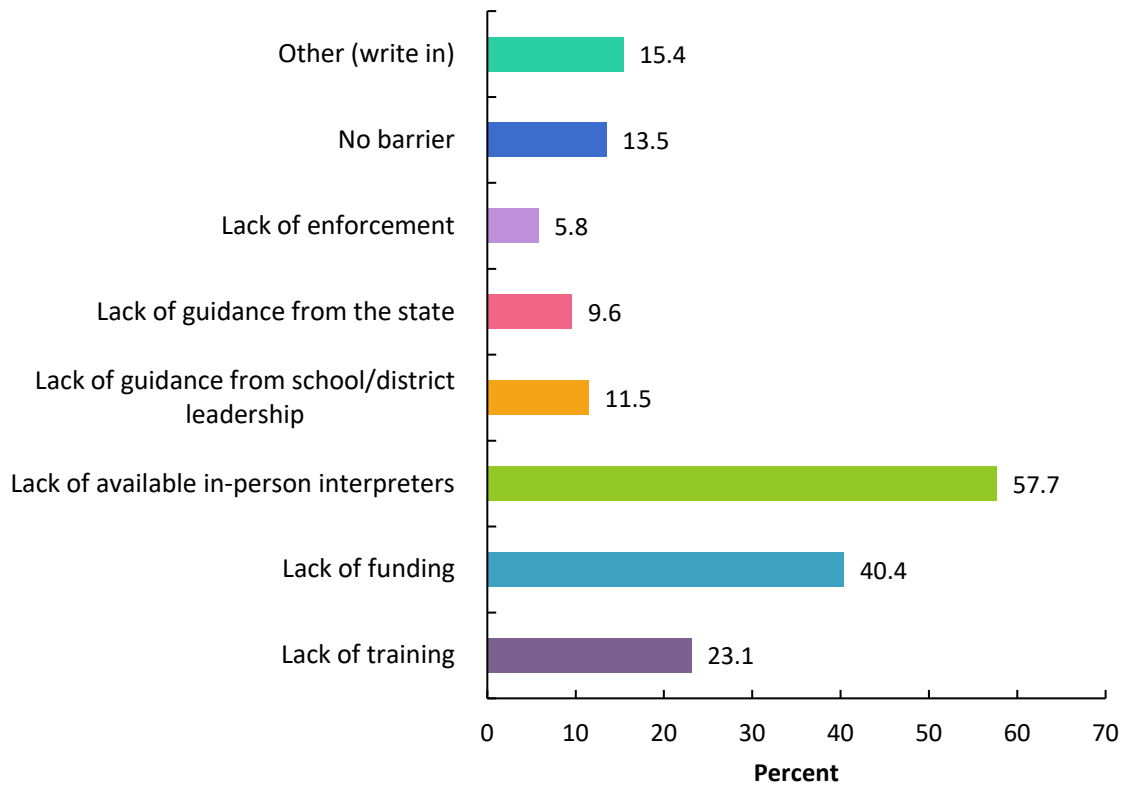
Value	Percent	Count
Lack of training	23.1%	12
Lack of funding	40.4%	21
Lack of available in-person interpreters	57.7%	30
Lack of guidance from school/district leadership	11.5%	6
Lack of guidance from the state	9.6%	5
Lack of enforcement	5.8%	3
No barrier	13.5%	7
Other (write in)	15.4%	8

Other (write in)	Count
At certain times such as during student conferences, it may be difficult to staff all the interpreters.	1
Lack of need	1
There has not been a need	1
Typically no students/families	1
We would need a family that doesn't speak English. If we did it would be a provider that worked in our area.	1
depends on the situation	1
not consistently sought out service	1
rural location of school	1
Totals	8

29. What barriers does your school/district face to providing training to staff on working with an interpreter? (check all that apply)

Value	Percent	Count
Lack of funding	42.3%	22
Lack of guidance from school/district leadership	23.1%	12
Lack of guidance from the state	19.2%	10
Lack of enforcement	11.5%	6
No barriers	34.6%	18
Other (write in)	21.2%	11

Other (write in)	Count
$	1

Depends on language	1
Lack of ned	1
There has not been a need	1
Time	1
Typically no students/families	1
lack of interpreters	1
lack of time or commitment	1
lack of time/funding to provide cross-district training	1
Totals	9

30. What assistance from the state would help your school/district to provide robust translation and interpretation services as needed?

| ResponseID	Response
5	A contract with State Interpreters will help . There is an Union of interpreters providing services (local 1671) to State Agencies that can easily provide services. They are Certified by State
14	Funding $$$
70	Training on diversity
73	Training for principals, who are best positioned to monitor the use of language services and make sure the families in their buildings are being cared for.
89	fundind the ability to train and retain more interpreters
97	The need for finding qualified interpreters.
142	Unsure.
153	Funding and training
155	Enforcement of every agency that is federally and state funded to require language access and ADA in a timely manner
163	More funding, availability of services, and ease of accessing services
179	Until we have families that need translation I am not sure how helpful it would be.
181	Don't require us to have an ELL certified person on staff when we on average serve only 3-5 ELL students who have all been at Level 3 or better. Also, we are a small, rural district.
182	It would be nice to have a program that provided training at the state level in which trainees could achieve different and higher levels of certification or mastery. It would be nice to be able to have a state system with training and support for that.
184	I would like to be able to offer video/phone interpretation in a similar manner to interpretation services I've seen offered at medical facilities (children's hospital). In the moment the doctor comes to the medical exam room, they call the video/phone interpreter (no prior appointment with interpretat), to secure an interpreter in the moment. Currently I am able to secure DSHS certified spanish and somali speaking interpreters, but our district has struggled to find amharic, vietnamese. and bengali interpreters willing to interpret a couple hours a month (less demand than somali and spanish). Can OSPI secure a contract with

	video/phone interpretation system (similar to systems used in clinics and hospitals) that district/school staff could use?
186	funding
191	It is nearly impossible to provide a service as important as this one when we don't need the service "most of the time". When we do have a need, it is very difficult to provide an interpreter or train staff.
194	A "helpline" would be beneficial for languages that are not as common.
196	more funding and resources for languages that are not as prevalent in other areas (Mam, Konjobal)
198	Add translator fubnding into the prototypical staffing model.
199	Listing of resources/materials that are available for translation of materials.
201	Abiliity to utilize resources such as Google Translate.
202	Resources to support the work. you can't pull translation and interpretation out of the air. It's a skill-based resource. Lot's of good intentions and efforts toward this work, but grossly limited and disproportionate resources to match this need.
203	Translation of the WAC and OSPI documents in other languages.
204	Please provide a draft plan that could help to inform the development of policy, procedures, protocol, offer promising practices, training suggestions, and reputable resources to access for online/phone interpretation and translation services. Would also appreciate any handouts to be distributed at each building to encourage use of the services. Funding continues to be challenged in order to provided equitable access to the services.
209	Money. There are providers we can access on-line if necessary but we don't have the funding to pay for the need.
219	Knowing there is a commonplace that districts could go to (whether that be OSPI or our local ESD) when there is a specific need for translation would be helpful.
220	Additional funding to hire more qualified interpreters/home liaisons.
222	Clear and regular guidance on what should be translated, tools for translating, and training for front office staff
226	State funding

31. Does your school/district currently use non-school/district staff to provide spoken language interpretation?
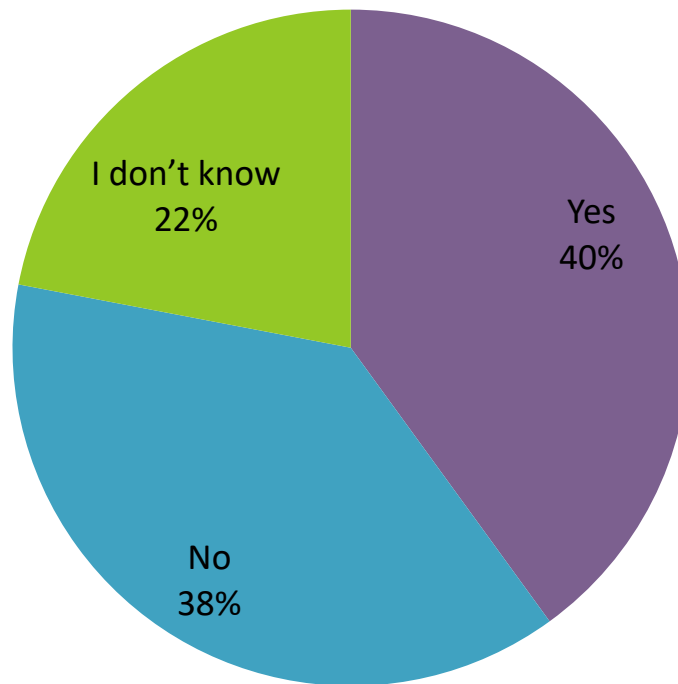
Value	Percent	Count
Yes	40.0%	20
No	38.0%	19
I don't know	22.0%	11
	Totals	50

32. How does your school/district schedule these interpretation services?
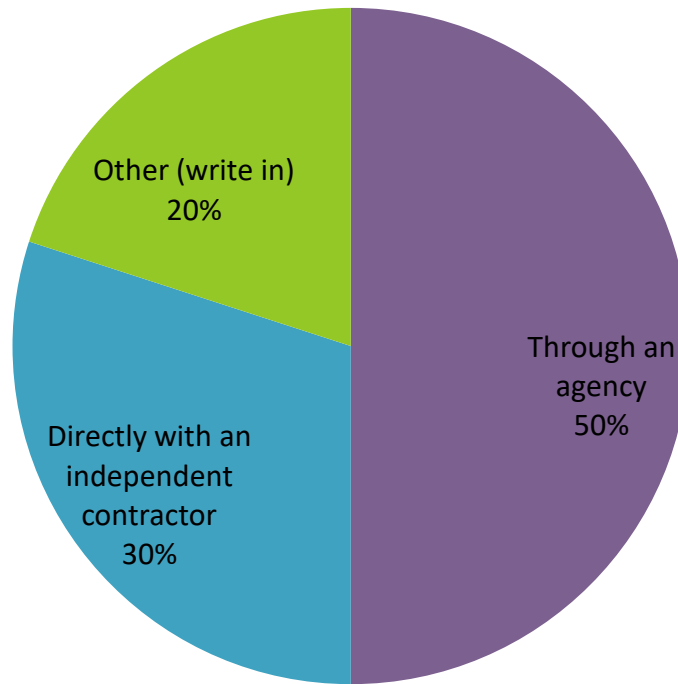
Value	Percent	Count
Through an agency	50.0%	10
Directly with an independent contractor	30.0%	6
Other (write in)	20.0%	4
	Totals	20

Other (write in)	Count
Phone interpretation	1
We find interpreters through DSHS certified interpreter list	1
through staff	1

we use agencies, independent contractors and online services	1
Totals	4

33. The new DES contract for spoken language interpreting will include an online scheduling system. Do you think your school/district will be interested in using this system?
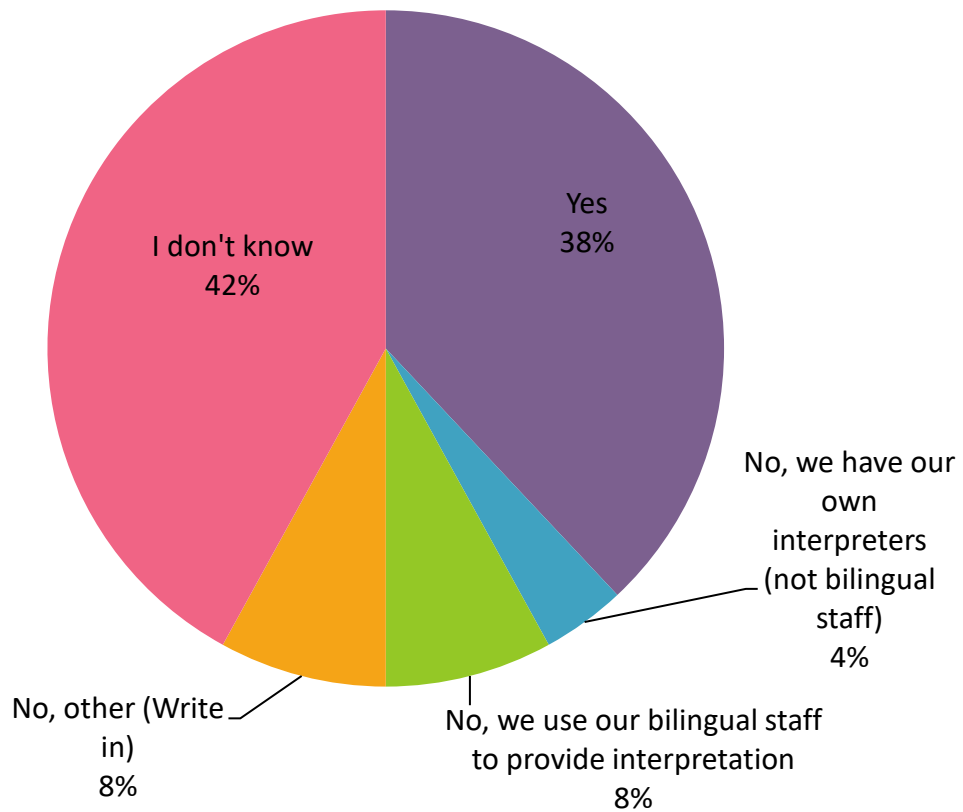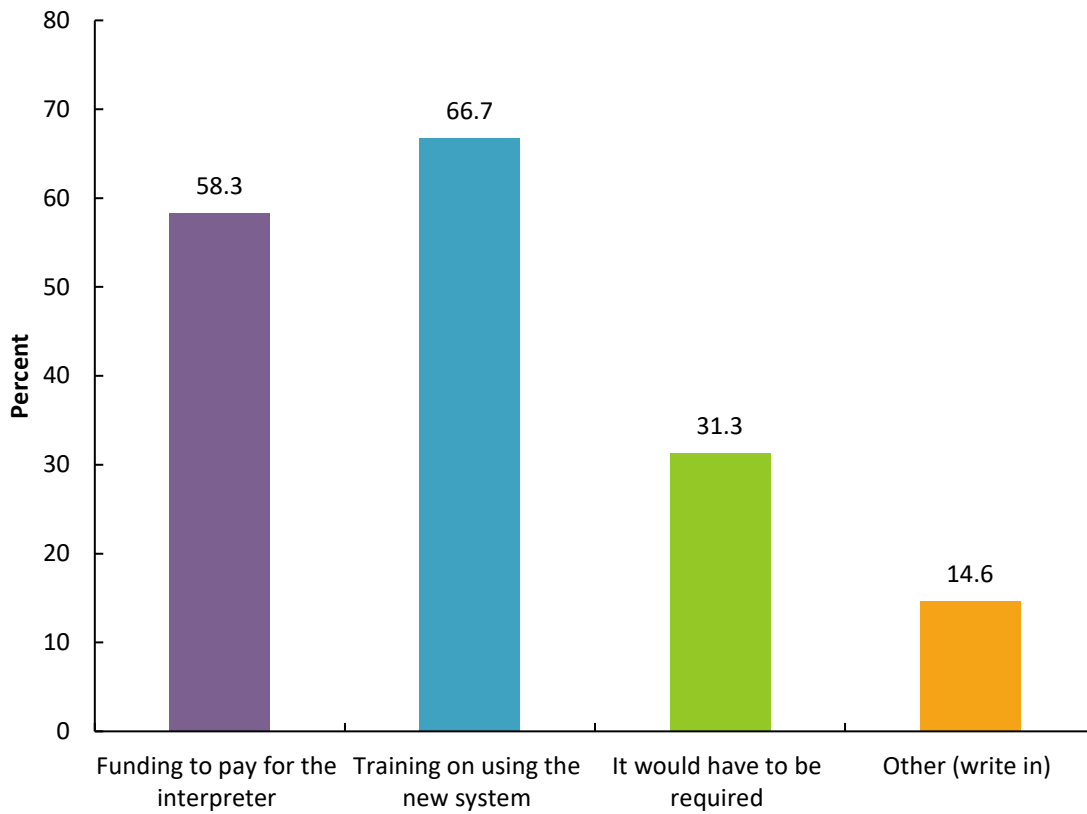

Value	Percent	Count
Yes	38.0%	19
No, we have our own interpreters (not bilingual staff)	4.0%	2
No, we use our bilingual staff to provide interpretation	8.0%	4
No, other (Write in)	8.0%	4
I don't know	42.0%	21
	Totals	50

No, other (Write in)	Count

There has not been a need	1
na	1
not at this time	1
Totals	3

35. What would your school/district need in order to make use of this online scheduling system? (check all that apply)

Value	Percent	Count
Funding to pay for the interpreter	58.3%	28
Training on using the new system	66.7%	32
It would have to be required	31.3%	15
Other (write in)	14.6%	7

Other (write in)	Count
Hard to answer without knowing more about the system and how it could be useful	1
Need	1

There has not been a need	1
a need	1
funding and training will be VERY appreciated!	1
need	1
not sure, but would love to learn more.	1
Totals	7

36. Do you have anything else to share about language access in your school/district?

ResponseID	Response
5	DES IS USING LANGUAGES COMPANIES THAT ARE OUTSOURCING INTERPRETERS JOBS. THEY USED BILINGUALS WITH NOT CREDENTIALS OR BACKGROUND CHECK TO INTERPRET FOR PATIENTS AN CLIENTS. THIS IS A VIOLATION OF PRIVACY. THE PERSONAL INFORMATION IF CLIENTS IS IN DANGER. STATE HAVE THE PROFFESIONALS TO SERVE AND PROTECT THE PRIVACY BY LAW. CORRECT THE PROBLEM.
73	I cannot understate that the lack of funding is an immense barrier for providing language services.
97	Thank you.
142	I think our District does a good job for our non English speaking families.
155	All school districts do a terrible job
163	Bilingual staff is a much quicker and easier method, although not official.
179	N.A.
181	No
182	More than 50% of our families prefer Spanish as the language of communication so we are lucky to not have multiple languages (other than Sign). Our biggest challenge is assessing proficiency levels of interpreters/translators to ensure quality of translation. Virtually everything we have in writing is also available in Spanish either in writing or via machine translation on our social media platforms and website but we don't have great systems for ensuring the quality of those services other than occasional feedback from families.
183	We do not have an identified need for language interpretation. If we did, availability of translators would be an issue and it would be beneficial to have access to a statewide resource.
187	We are micro small and know each of our families.
194	Sometimes barriers are more than linguistical, and we need to be culturally responsive as well.
196	no, but thank you
199	Not at this time.

| 202 | We desire strong and robust services for our students and families. It would seem that if our State really wanted to invest in diversity, we would see the districts with less resources and economies of scale recieve disproportionately higher levels of resource support. The 5-30 kids in a small system are at much greater disadvantage than a system that has the economies of scale to provide these resources through other, non-dedicated sources. Multiply these 5-30 students time 100 and you end up with a lot of under-served students who deserve better than we are able to provide right now... |