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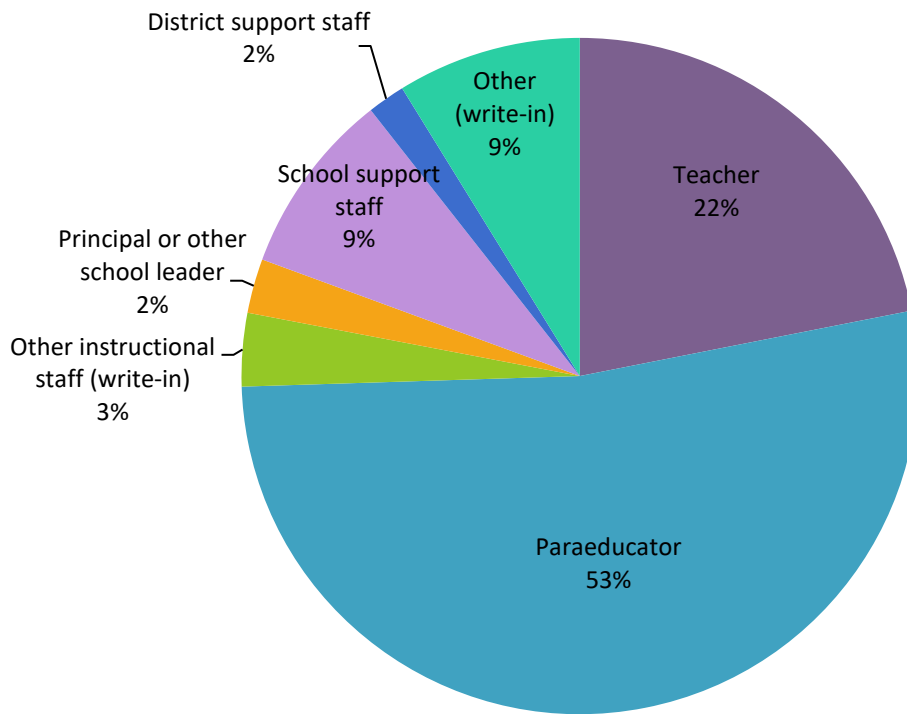
Language Access Workgroup 2020

Response Statistics

	Count	Percent
Complete	83	72.8
Partial	31	27.2
Disqualified	0	0
Totals	114	

1. What is your role?

Value	Percent	Count
Teacher	21.9%	25
Paraeducator	52.6%	60
Other instructional staff (write-in)	3.5%	4
Principal or other school leader	2.6%	3
School support staff	8.8%	10
District support staff	1.8%	2
Other (write-in)	8.8%	10
	Totals	114

Other instructional staff (write-in)	Count
Guidance/Academic Counselor	1
Librarian	1
Library Technician	1
Title I Coach	1
Totals	4

Other (write-in)	Count
Budget Secretary	1
Child Nutrition	1
Custodian	1
Custodian	1
Nutrition Services	1
Nutrition services	1
Speech Language Pathologist	1
Technology and Media Assistant	1
librarian	1
parent	1
Totals	10

2.Where do you work?
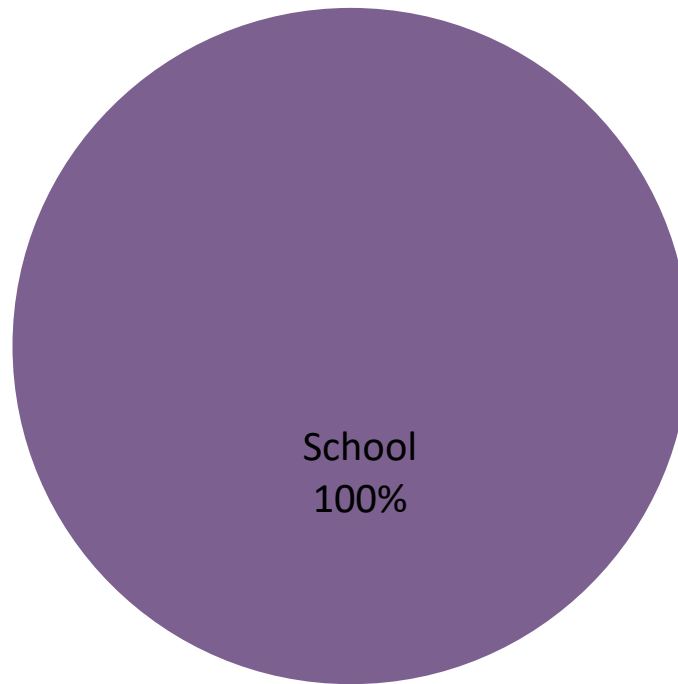
Value	Percent	Count
School	100.0%	114
	Totals	114

3.What level is the school you work in?
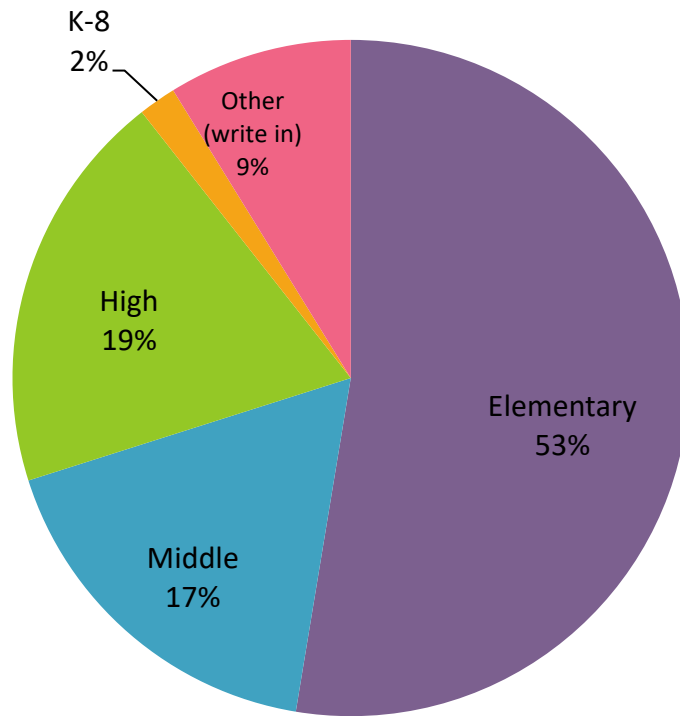
Value	Percent	Count
Elementary	52.6%	60
Middle	17.5%	20
High	19.3%	22
K-8	1.8%	2
Other (write in)	8.8%	10
	Totals	114

Other (write in)	Count
4-6	1

Community Employment Transition Program	1
Elem-MS	1
Elementary DI classroom	1
Intermediate	1
Intermediate 4-6	1
Multiple grade levels	1
Pre k	1
intermediate school 4-6	1
orting high school portables & gym, Ptarmigan	1
Totals	10

**4.What is the location of the school district you work for or in?**
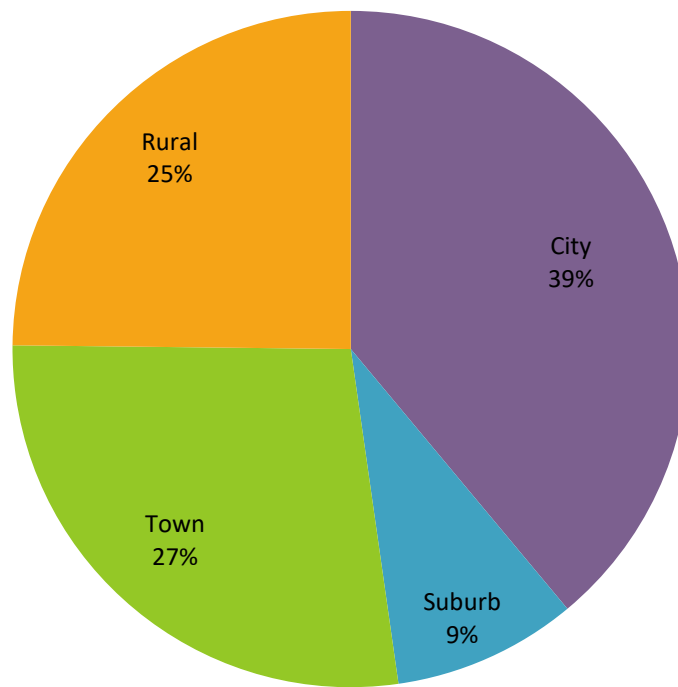
Value	Percent	Count
City	38.9%	44
Suburb	8.8%	10
Town	27.4%	31
Rural	24.8%	28
	Totals	113

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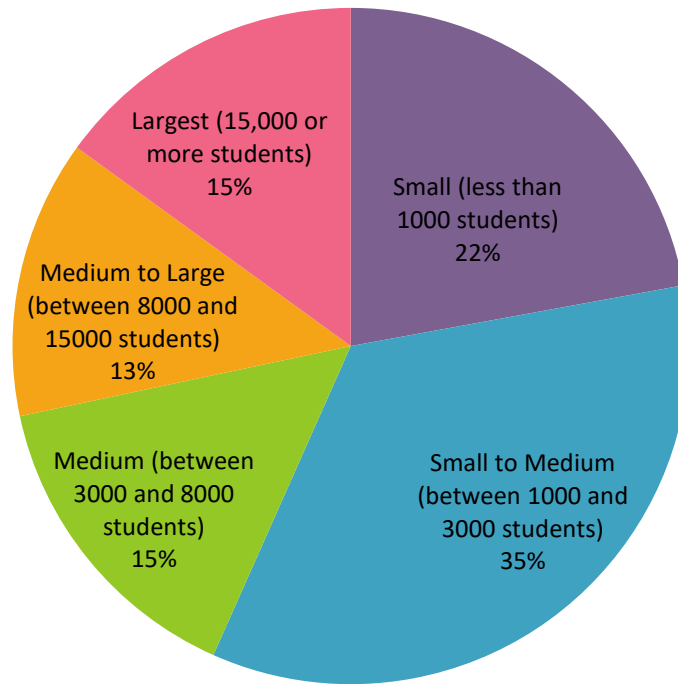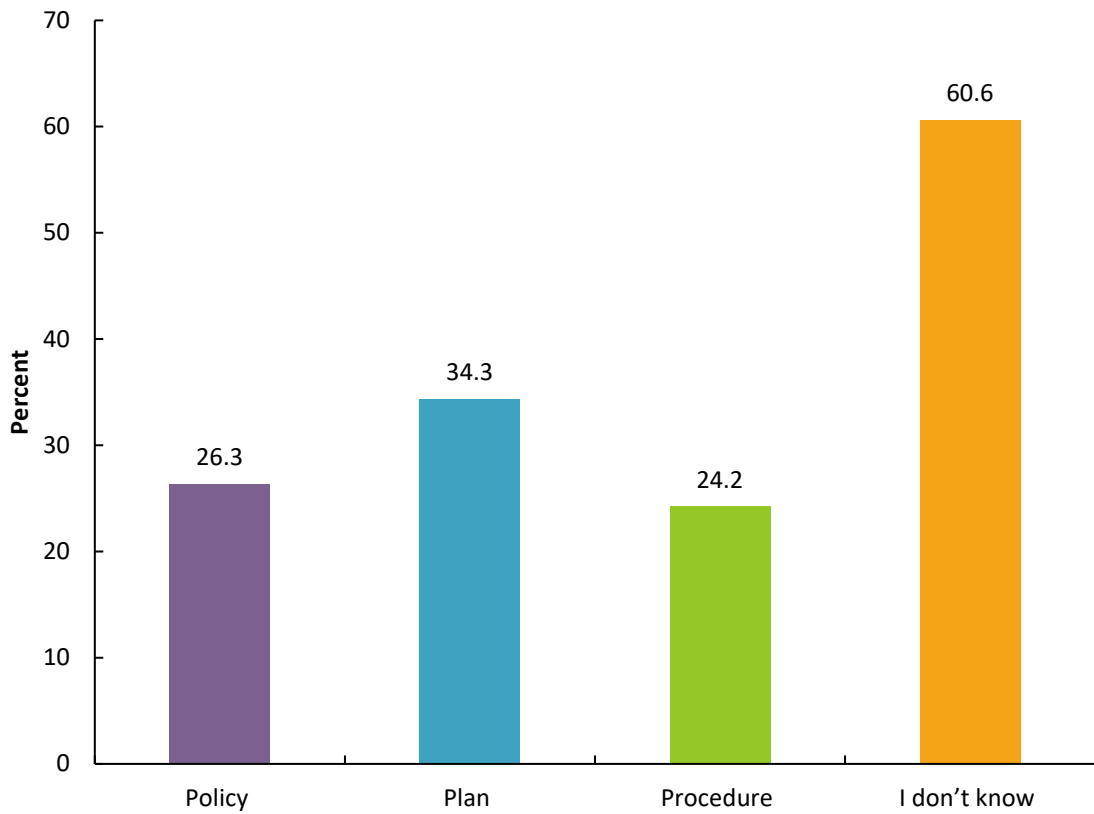

Value	Percent	Count
Small (less than 1000 students)	22.1%	25
Small to Medium (between 1000 and 3000 students)	34.5%	39
Medium (between 3000 and 8000 students)	15.0%	17
Medium to Large (between 8000 and 15000 students)	13.3%	15
Largest (15,000 or more students)	15.0%	17
	Totals	113

6.What is the region of the school district you work for or in?
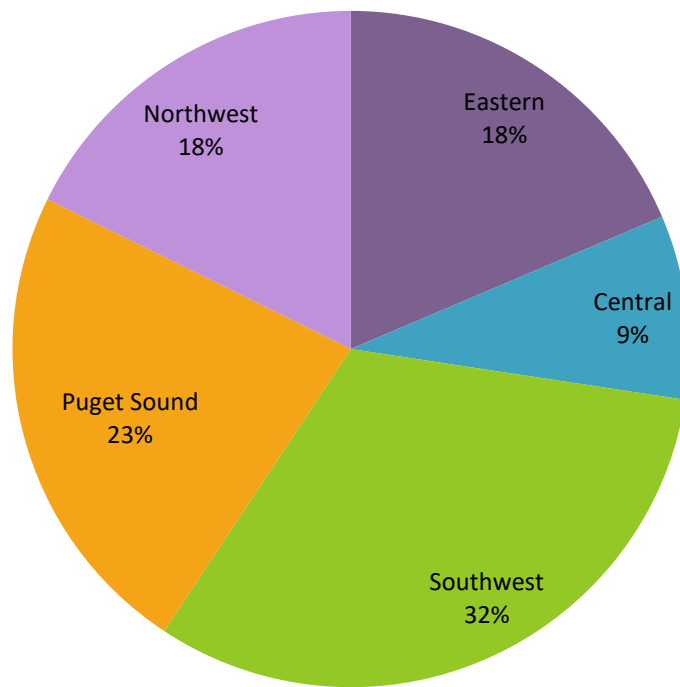
Value	Percent	Count
Eastern	18.6%	21
Central	8.8%	10
Southwest	31.9%	36
Puget Sound	23.0%	26
Northwest	17.7%	20
	Totals	113

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

Value	Percent	Count
Policy	26.3%	26
Plan	34.3%	34
Procedure	24.2%	24
I don't know	60.6%	60

8.I know, or know how to find out, how many Limited English Proficient parents my school/district serves
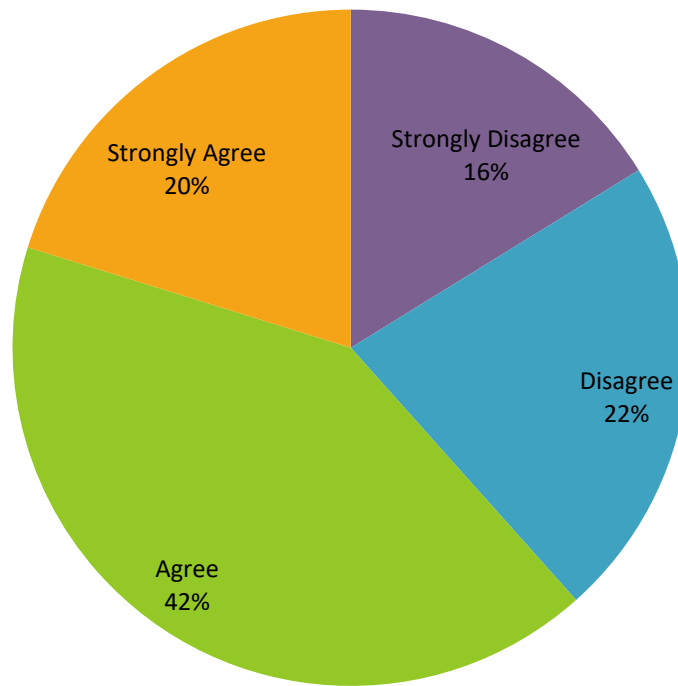
Value	Percent	Count
Strongly Disagree	16.2%	16
Disagree	22.2%	22
Agree	41.4%	41
Strongly Agree	20.2%	20
	Totals	99

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
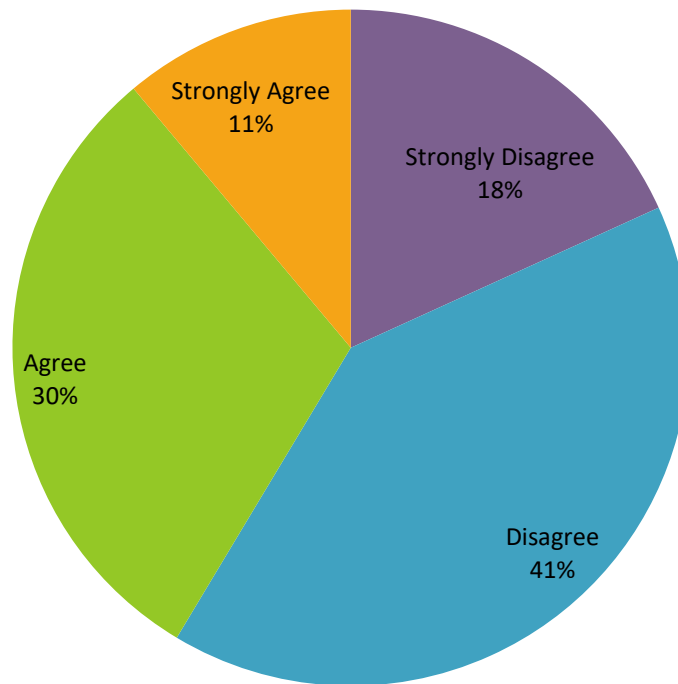
Value	Percent	Count
Strongly Disagree	18.2%	18
Disagree	40.4%	40
Agree	30.3%	30
Strongly Agree	11.1%	11
	Totals	99

10.About how many languages other than English are used by families in your school/district?
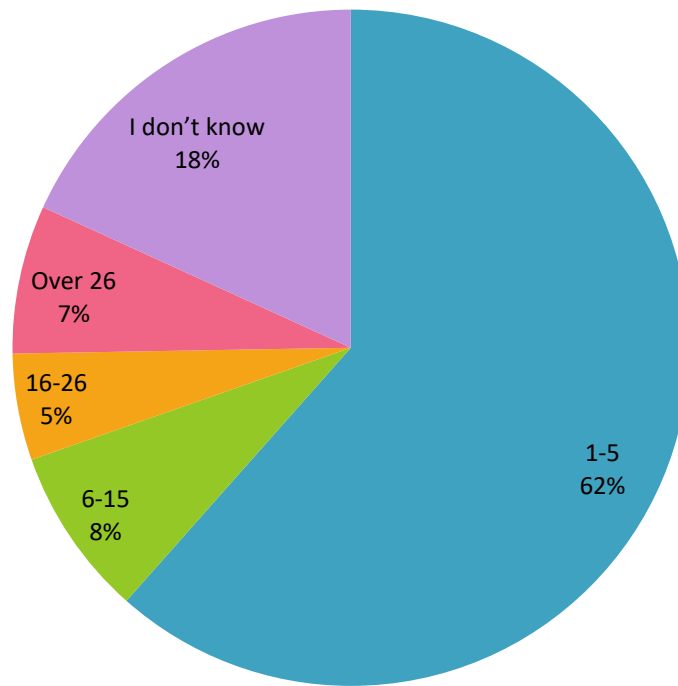
Value	Percent	Count
1-5	61.6%	61
6-15	8.1%	8
16-26	5.1%	5
Over 26	7.1%	7
I don't know	18.2%	18
	Totals	99

11.Does your school/district ask families what language and mode of communication that they prefer?
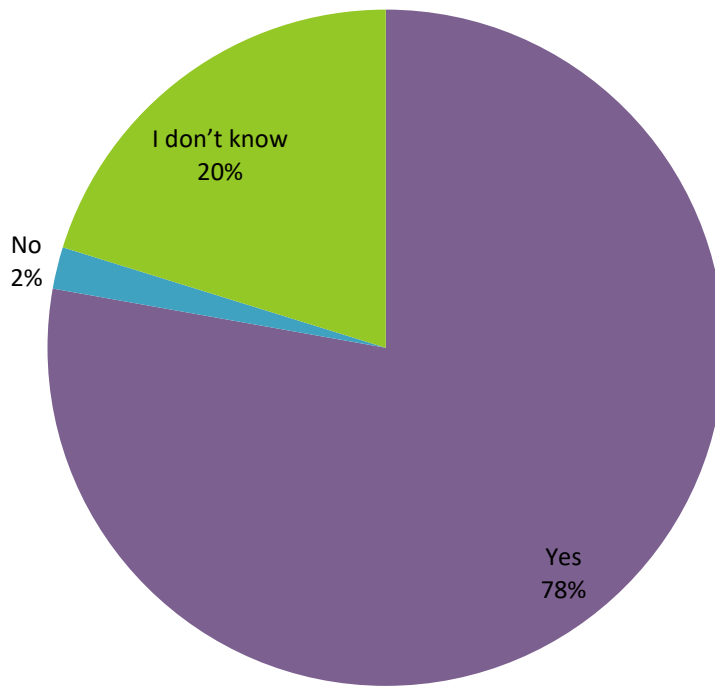
Value	Percent	Count
Yes	77.8%	77
No	2.0%	2
I don't know	20.2%	20
	Totals	99

12.Please check all written documents that your school/district provides in a language other than English:
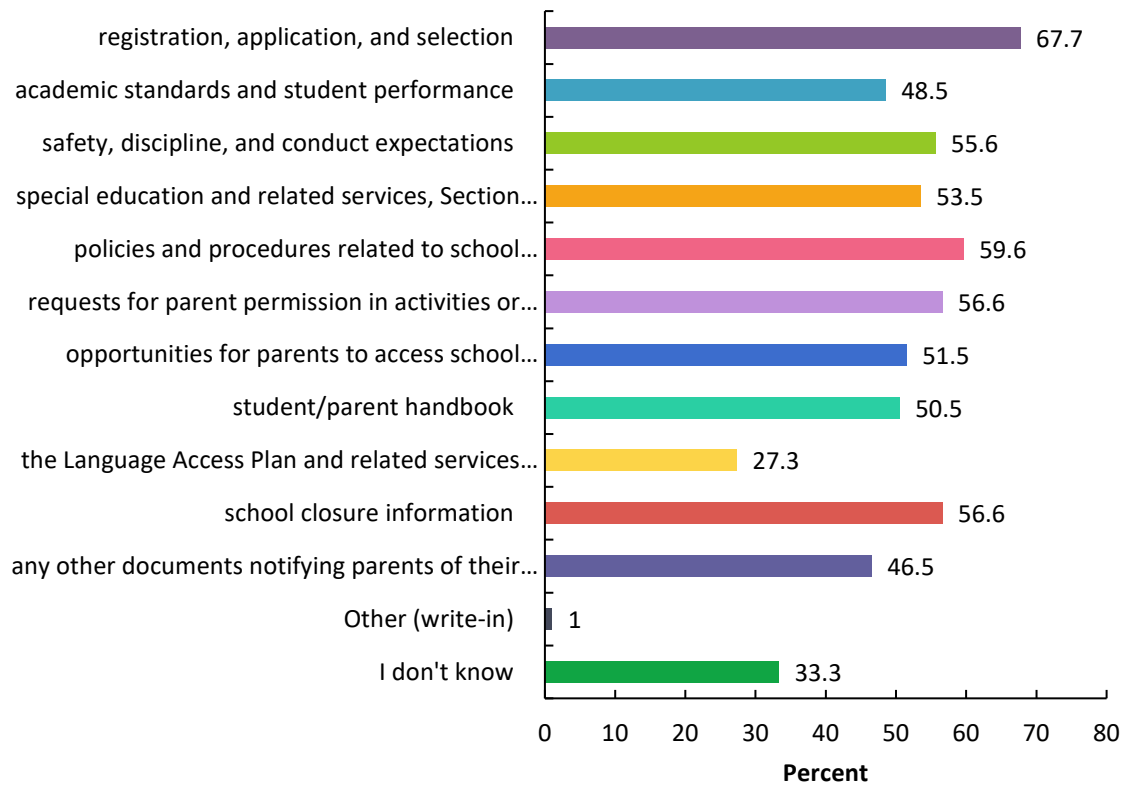
Value	Percent	Count
registration, application, and selection	67.7%	67
academic standards and student performance	48.5%	48
safety, discipline, and conduct expectations	55.6%	55
special education and related services, Section 504 information, and McKinney-Vento services	53.5%	53
policies and procedures related to school attendance	59.6%	59
requests for parent permission in activities or programs	56.6%	56

opportunities for parents to access school activities, programs, and services	51.5%	51
student/parent handbook	50.5%	50
the Language Access Plan and related services or resources available	27.3%	27
school closure information	56.6%	56
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	46.5%	46
Other (write-in)	1.0%	1
I don't know	33.3%	33

Other (write-in)	Count
Boxes not checked are areas I'm not sure about. I wouldn't know all this information in my role.	1
Totals	1

**13.Does your school/district use machine translation (such as Google Translate)?**
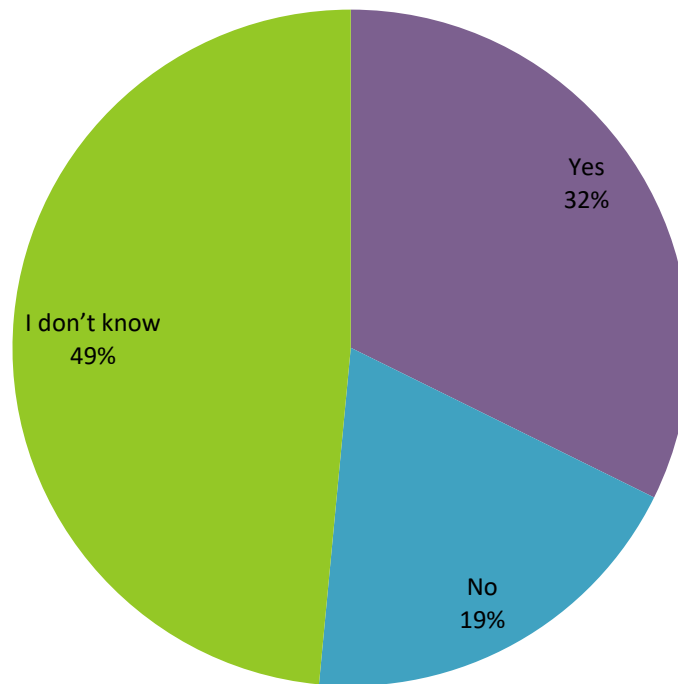
Value	Percent	Count
Yes	32.3%	32
No	19.2%	19
I don't know	48.5%	48
	Totals	99

14. What has your experience been with machine translation?

| ResponseID	Response
9	Its increasingly getting better
18	It is a good start, however we also use our translators.
19	usually accurate
22	Google Translate has been sufficient for classroom communication
27	It is inaccurate. We also have humans who occasionally translate.
34	Okay. I always put a disclaimer on the top.
37	Teachers tend to use machine translation while the school and district uses a live translator (which is obviously better).
38	mediocre but it is what I have to use
43	Limited success! I use it in a pinch, but almost always run my google translate through and actual district translator (for Spanish).
49	Even the best is not as good as in-person. It works for very short, simple items.
51	It is relatively accurate, but we also have staff that translate.
64	It is not reliable. I am fully bilingual and the lack of understanding that school district staff have of the translation process is part of the problem. It leads to staff members expecting and believing that their message makes sense because Google told them this was the answer. Often I am asked to, "check for mistakes real quick before I send this message." It is far easier for me to translate from English to Spanish than it is to fix the machine translation. I am not paid for my translation service and am only doing it because that is the right thing to do for the families that need it. I'm not a Washington native, I come from a state that does translation well, Washington demographics are changing and we need to do better.
74	Not at all accurate
76	Used for non-English speakers when they first start attending school. We set it up on the individual's Chromebook.
79	In most cases the translation is word by word which doesn't transmit the message or the information properly.

85	It's not perfect but better than nothing.
86	It is adequate, but as a /Spanish speaker, I review the translation and sometimes find errors or words that are run together.
90	I use some form periodically to understand and learn a different language
96	Not as good as person but effective.
108	Ok
115	I have used it many times when emailing parents and students, and I find it very helpful.
128	very good
129	never used it.
137	It is better than nothing, but tends to be a transliteration rather than a meaningful translation.
145	ok, however does not provide translation for all or does not have specific language in need
146	We always let parents know we used Google and it may not be 100%..
157	terrible
170	It is not accurate, has no consistancy and the Google translator leaves out deeply rooted cultural meaning, thus making some terms offensive to natives.

15. How often does your school/district provide communication in an alternative form such as video or audio formats?
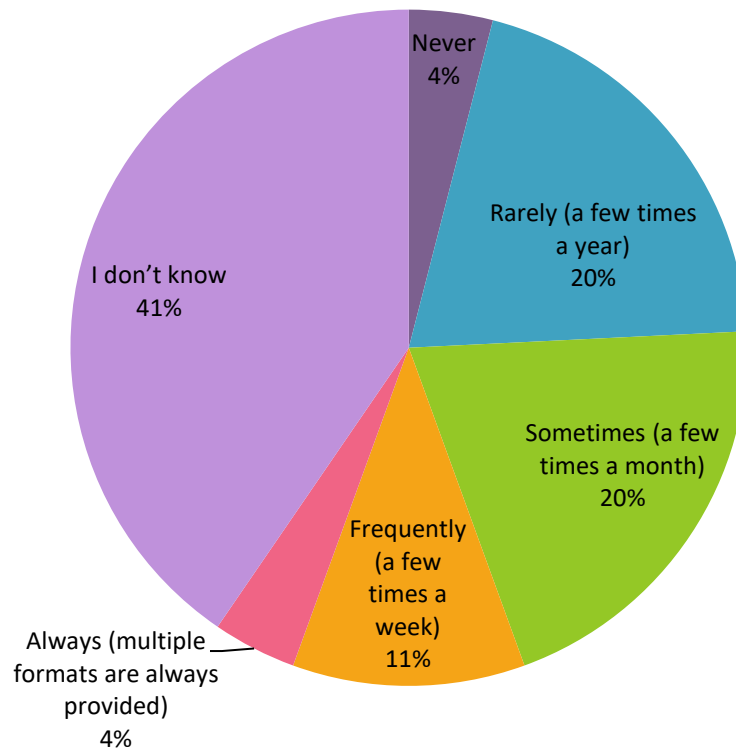
Value	Percent	Count
Never	4.0%	4
Rarely (a few times a year)	20.2%	20
Sometimes (a few times a month)	20.2%	20
Frequently (a few times a week)	11.1%	11
Always (multiple formats are always provided)	4.0%	4
I don't know	40.4%	40
	Totals	99

16.How often does your school/district provide interpretation via phone?
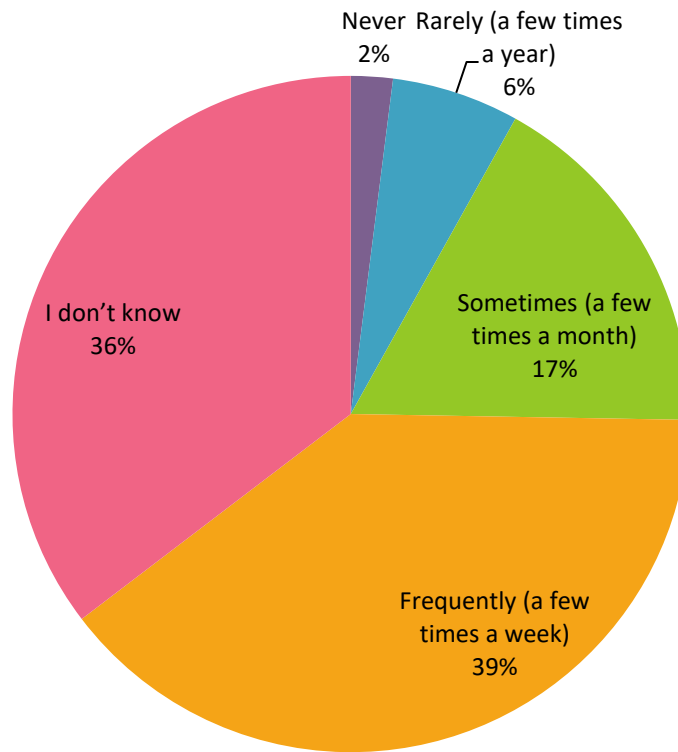
Value	Percent	Count
Never	2.0%	2
Rarely (a few times a year)	6.1%	6
Sometimes (a few times a month)	17.2%	17
Frequently (a few times a week)	39.4%	39
I don't know	35.4%	35
	Totals	99

17.How often does your school/district provide interpretation via an in-person qualified interpreter (not bilingual staff)?
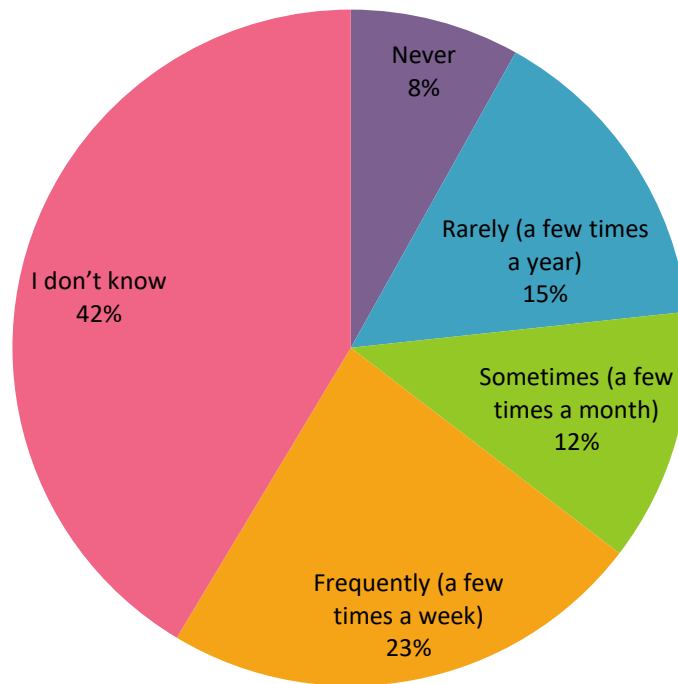
Value	Percent	Count
Never	8.1%	8
Rarely (a few times a year)	15.2%	15
Sometimes (a few times a month)	12.1%	12
Frequently (a few times a week)	23.2%	23
I don't know	41.4%	41
	Totals	99

18. How often does your school/district provide interpretation via bilingual school or district staff?
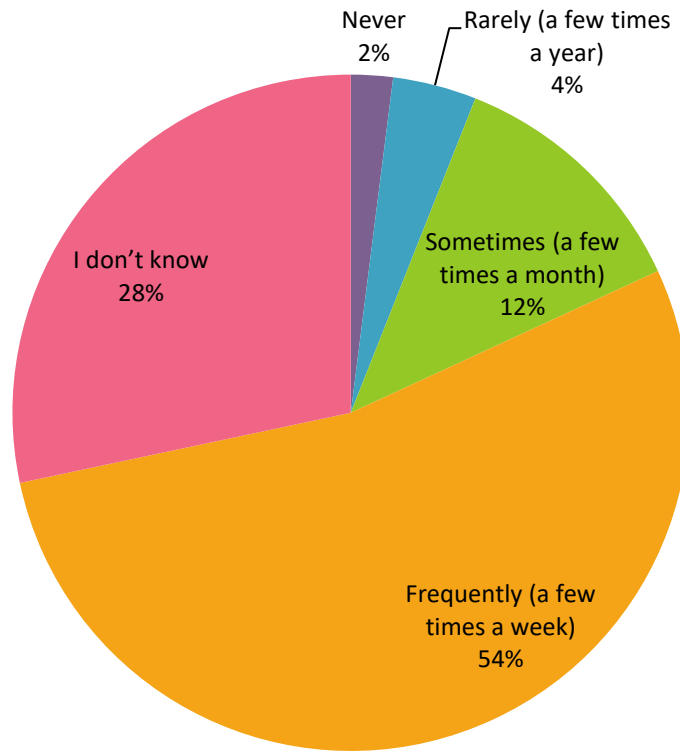
Value	Percent	Count
Never	2.0%	2
Rarely (a few times a year)	4.0%	4
Sometimes (a few times a month)	12.1%	12
Frequently (a few times a week)	53.5%	53
I don't know	28.3%	28
	Totals	99

19. How often does your school/district ask participants to give feedback on their interpreted interactions?
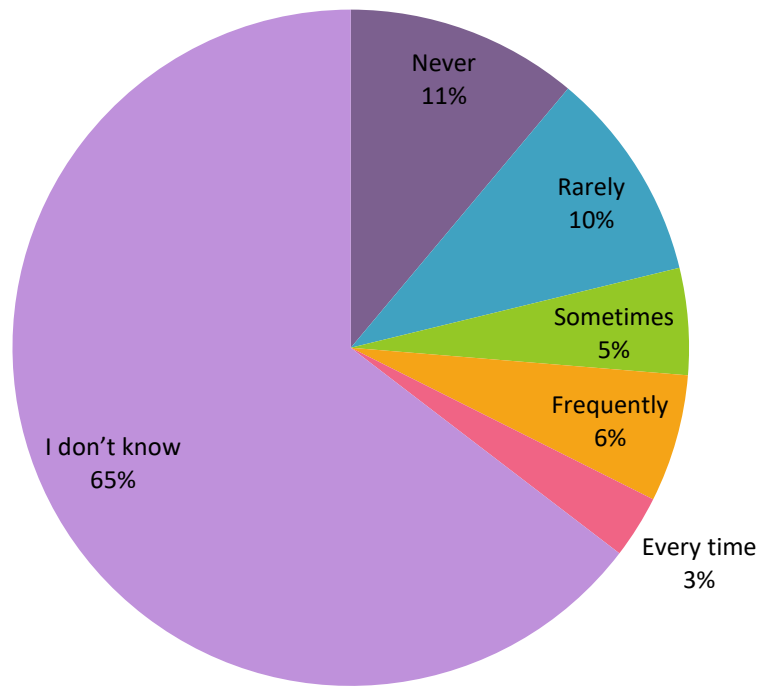
Value	Percent	Count
Never	11.1%	11
Rarely	10.1%	10
Sometimes	5.1%	5
Frequently	6.1%	6
Every time	3.0%	3
I don't know	64.6%	64
	Totals	99

20.Has anyone in your school/district been trained on how to work with interpreters in-person or on the phone?
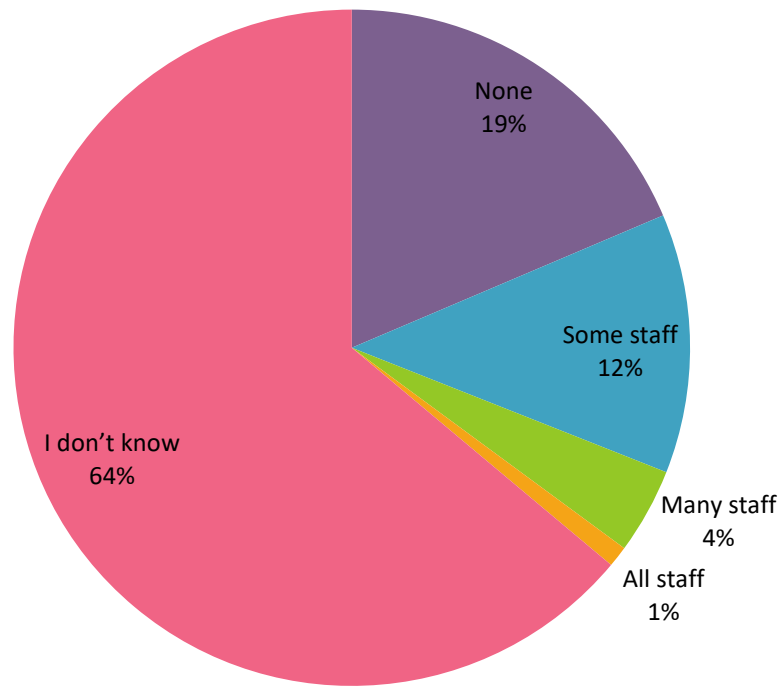
Value	Percent	Count
None	18.6%	18
Some staff	12.4%	12
Many staff	4.1%	4
All staff	1.0%	1
I don't know	63.9%	62
	Totals	97

21.Have you received training trained on how to work with interpreters in-person or on the phone?
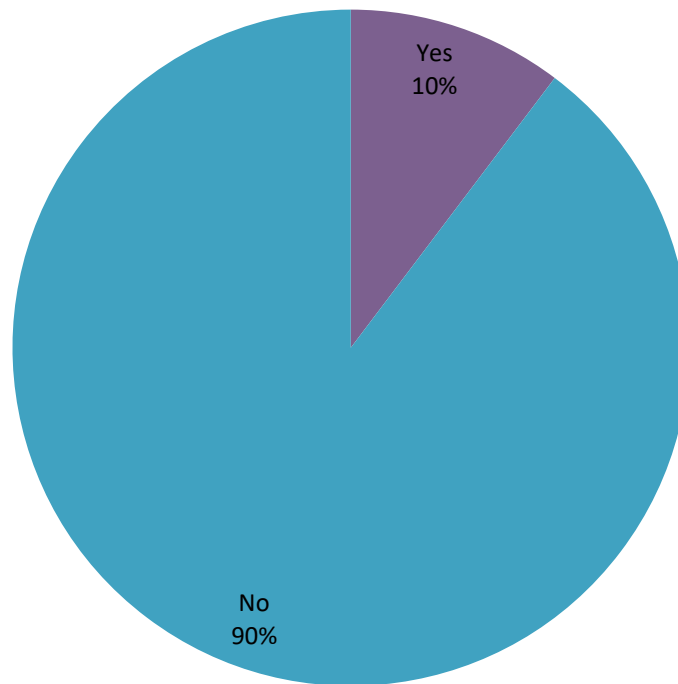
Value	Percent	Count
Yes	10.3%	10
No	89.7%	87
	Totals	97

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

| ResponseID	Response
26	Years ago we were told to look at the parent and talk slower than usaual.
48	Told to look at parents instead on the interpreter, break up talking to allow for better conversation integrity and flow. Leave space for conversation. Provide written documents in the home language.
64	My training came from teaching overseas in bilingual schools. It was given through the US Embassy. Yes, it was the most useful course I have taken on the subject and I use that training regularly. I do realize that I was in a unique position and I am not sure I know of any training specific to working with translators that is offered stateside.
76	Yes if a printed out document with structions on how to dial in for an interpreter over the phone.
88	Written instructions on accessing a conference call including our bilingual department
96	It was addressed in my graduate school curriculum. Yes it was useful.
106	This training was not done through the school district but a previous position I held with another employer.
129	no training. I already knew.
145	essentially educated by the company I spoke with
156	school bilingual para training and it was not the best but it was helpful.

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)?
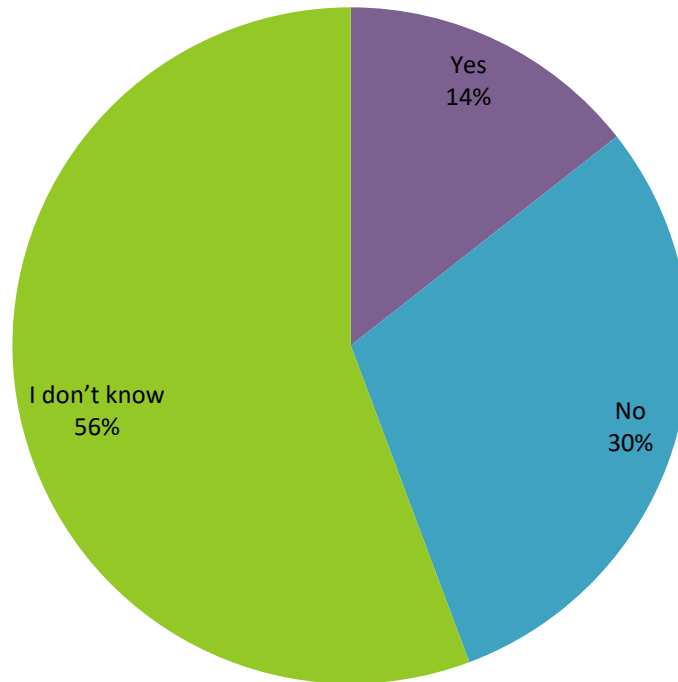
Value	Percent	Count
Yes	14.4%	14
No	29.9%	29
I don't know	55.7%	54
	Totals	97

25.What barriers does your school/district face to providing translated documents or communication in other modes? (check all that apply)
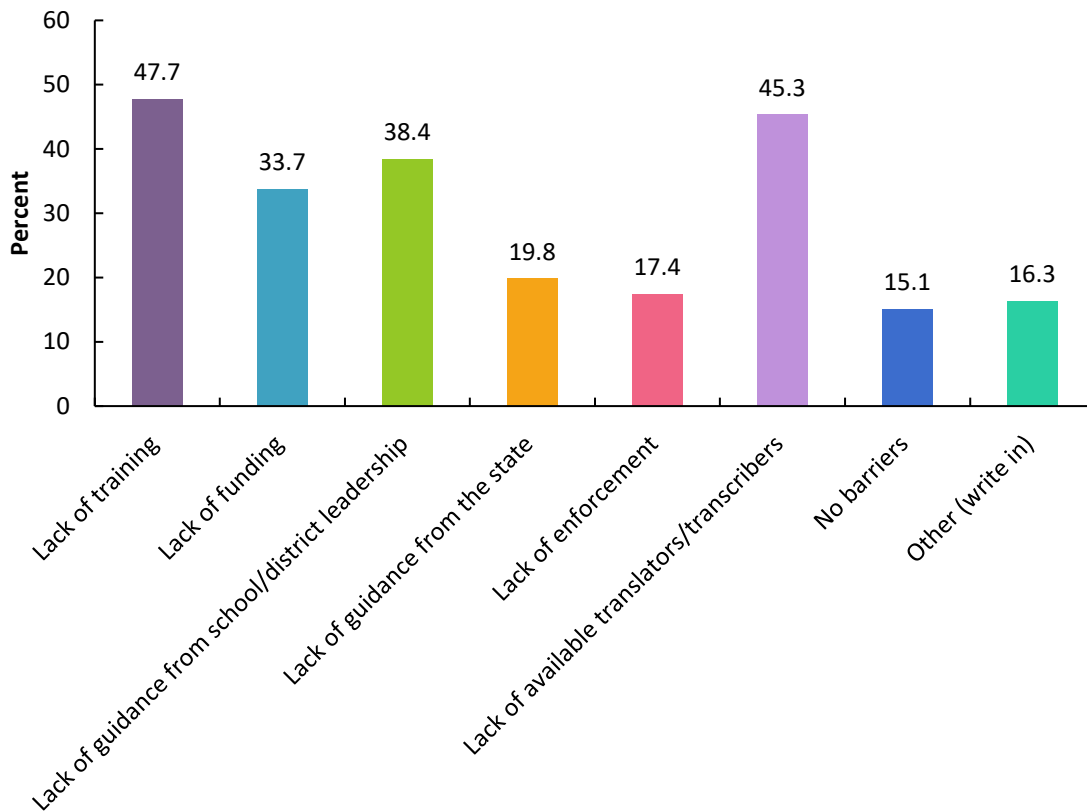
Value	Percent	Count
Lack of training	47.7%	41
Lack of funding	33.7%	29
Lack of guidance from school/district leadership	38.4%	33
Lack of guidance from the state	19.8%	17
Lack of enforcement	17.4%	15
Lack of available translators/transcribers	45.3%	39
No barriers	15.1%	13
Other (write in)	16.3%	14

Other (write in)	Count
Don't know	3
All translations to my knowledge are done by bilingual staff.	1
Have no idea	1
I don't know	1
I'm a custodian I don't know sorry	1
IDK	1
If	1
Not sure on others	1
lack of understanding for the difference/ ESJ	1
not sure if there are barriers	1
Totals	12

27. What barriers does your school/district face to providing an in-person qualified interpreter (not bilingual staff)? (check all that apply)
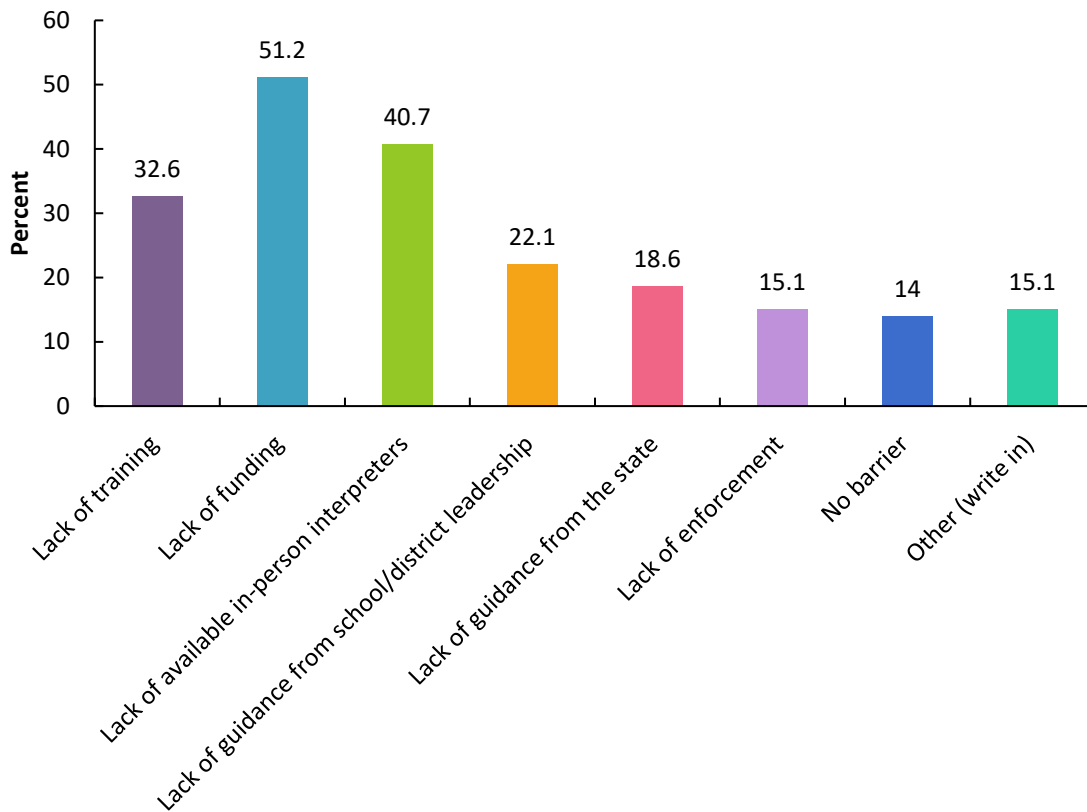
Value	Percent	Count
Lack of training	32.6%	28
Lack of funding	51.2%	44
Lack of available in-person interpreters	40.7%	35
Lack of guidance from school/district leadership	22.1%	19
Lack of guidance from the state	18.6%	16
Lack of enforcement	15.1%	13
No barrier	14.0%	12
Other (write in)	15.1%	13

Other (write in)	Count
I don't know	2
not sure	2
An example our building has a Para staff member who is a certified translator. But is only payed her low Para wage to translate.	1
Don't know	1
I don't know	1
I'm a custodian I do not know	1
IDK	1
Person is embarrassed to ask for service.	1
don't know	1
unsure	1
Totals	12

29.What barriers does your school/district face to providing training to staff on working with an interpreter? (check all that apply)
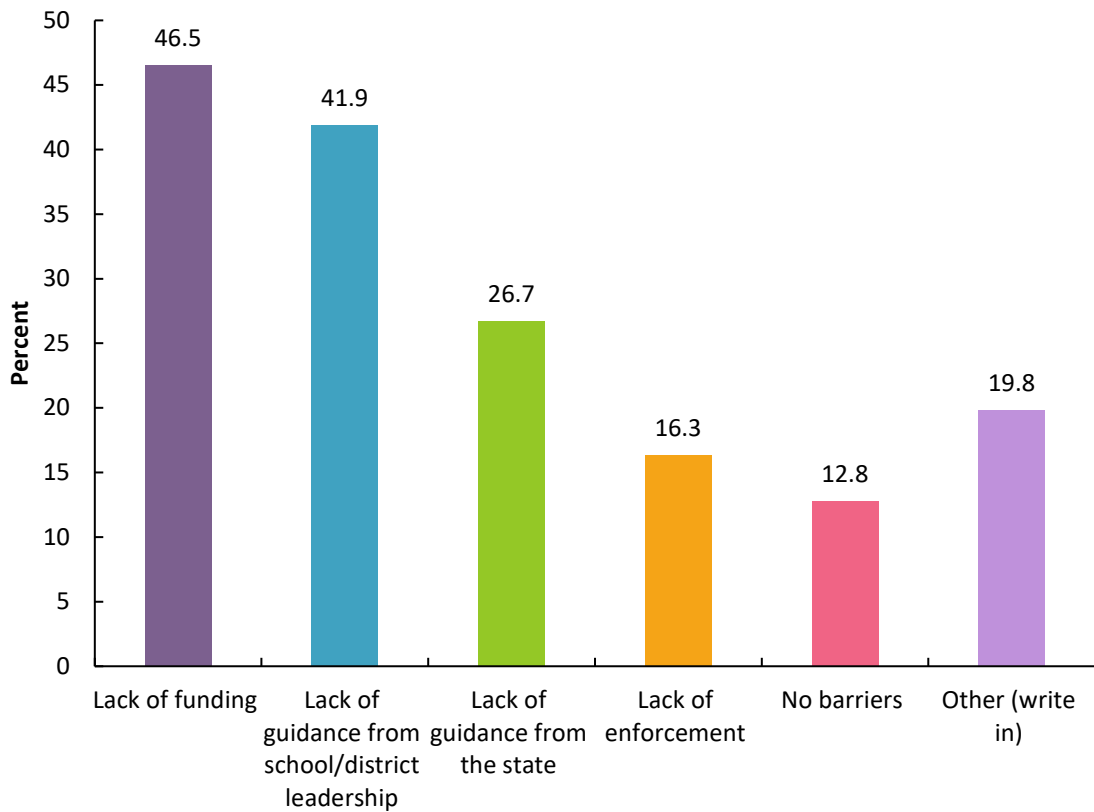
Value	Percent	Count
Lack of funding	46.5%	40
Lack of guidance from school/district leadership	41.9%	36
Lack of guidance from the state	26.7%	23
Lack of enforcement	16.3%	14
No barriers	12.8%	11
Other (write in)	19.8%	17

Other (write in)	Count

|	
I don't know	3
idk	2
Don't know	1
I don't know	1
I don't know.	1
I'm a custodian i do not know	1
If there are barriers they are not know to us.	1
Unknown	1
We don't work with them.	1
don't know	1
not sure	1
sometimes there are not people to substitute so that trainings can take effect	1
unsure	1
Totals	16

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

ResponseID	Response
6	Question above - couldn't check multiple answers but again, all of the above. I think the district needs funding to provide interpreters and we need a system for requesting them. Also, ed for parents so they are willing to request interpreters. They often resist, thinking it's something to be ashamed of or wanting to use their English skills, but consequently we don't learn enough from the parent or catch the nuances of the discussion, and they don't get needed information.
15	I don't know
16	More funding and guidance
19	funding
23	make funding, or interpreters available
24	Paid training
27	An easily-accessed online resource.
38	YES
41	I don't know.
42	offer optional training for staff such as paraeducators.
46	PD opportunities.
47	training
50	Funding
58	More translators
65	Additional funding for more translators currently our district has one liaison who is spread between many schools
74	more funding
76	FTE positions in the prototypical school model?

|	
79	Funding and training or clases for bilingual staff that are interested in becoming interpreter.
83	Funding
85	I think money for training would help
86	funding to hire translators and interpreters Training for staff on working with interpreters
90	Funds for that specifically
96	Funding to allow for more interpreters to be available.
99	I have no Idea im a custodian
108	To provide them at no cost
110	Truly do not know!
113	Training, availability and direction from the state. We have 1 Spanish interpreter in the district. I can never reach her in person and it can take weeks for her to get back to me regarding a student.
115	funding for interpretive services would be very helpful. But often the $ is reserved for teachers and other staff, not for paras despite the reality that we need it as well. There is no mandate that paras have to be trained as well, and we won't unless is it mandated along with teachers and other staff.
117	A guideline or rule that enforces every school/district building to have at least 1 interpretation service official/interpreter.
120	I have no idea
121	don't know
123	This is not my area in working with the school district
126	Allow for more trained bi-ligual staff.
129	People who live in the United States need to learn English. I wouldn't expect to travel to a foreign country and expect them to cater to me.
131	I believe we need more funding to get certified interpreters.

132	Na
139	Training requirements and funds to take training.
146	Train all that have contact with students!
149	Encouragement to advertise/offer services as much as possible, so all personnel feel as comfortable as possible with asking &/or saying "yes" to the service needed. I am an English Learner myself.
154	Our district does not want to pay a translators wage. Our bilingual staff does it all.
156	more interpreting trainings
157	funding and training - Standardized training that other states have - not for community interpreters, but specific for us in the schools. Pay bilingual staff more for using their skills
159	?
170	Accurate data and consistancy/ uniformised policies

31.Does your school/district currently use non-school/district staff to provide spoken language interpretation?
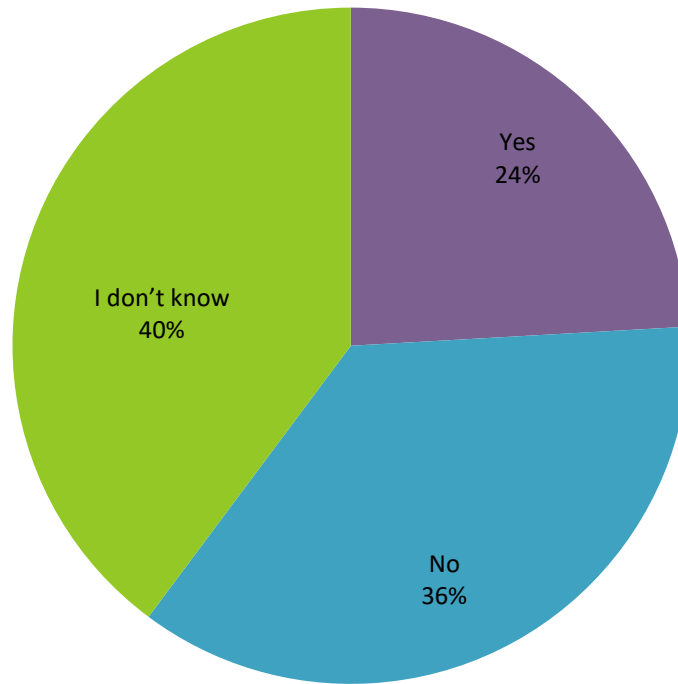
Value	Percent	Count
Yes	24.1%	20
No	36.1%	30
I don't know	39.8%	33
	Totals	83

32.If yes, how does your school/district schedule these interpretation services?
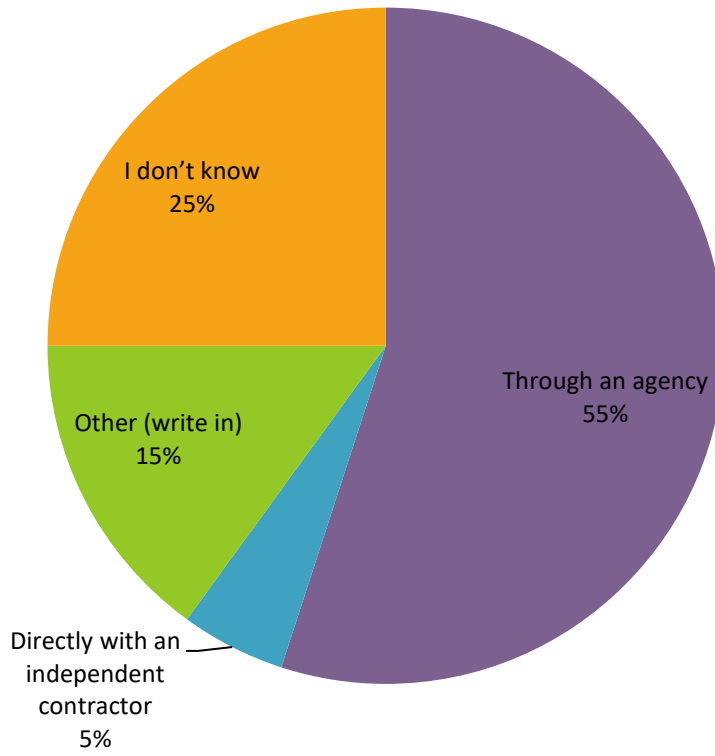
Value	Percent	Count
Through an agency	55.0%	11
Directly with an independent contractor	5.0%	1
Other (write in)	15.0%	3
I don't know	25.0%	5
	Totals	20

Other (write in)	Count
In person with school employees	1

Sometimes ask staff who speak that language for help	1
school paras	1
Totals	3

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?
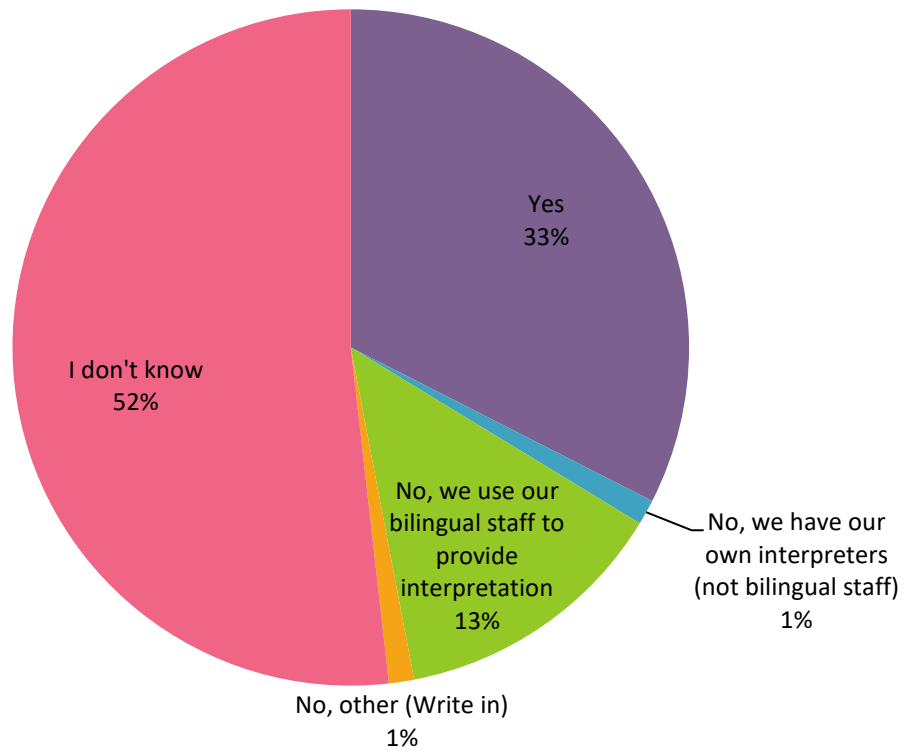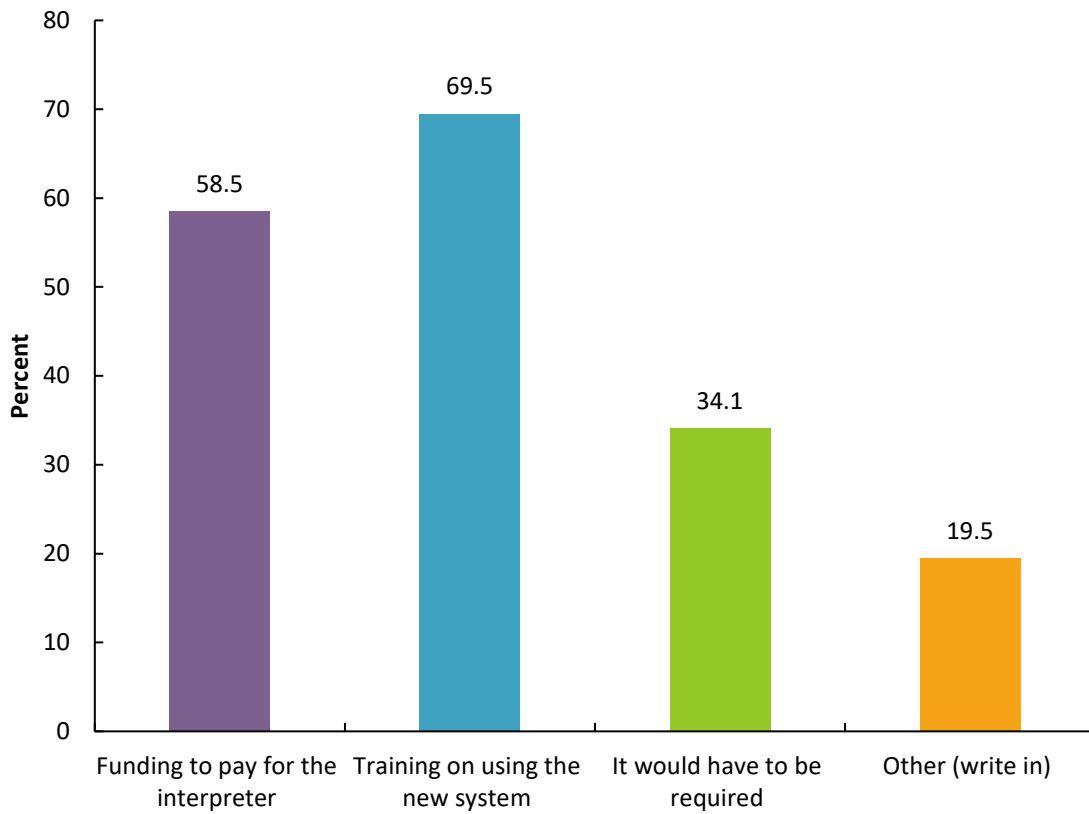

Value	Percent	Count
Yes	32.5%	27
No, we have our own interpreters (not bilingual staff)	1.2%	1
No, we use our bilingual staff to provide interpretation	13.3%	11
No, other (Write in)	1.2%	1
I don't know	51.8%	43
	Totals	83

No, other (Write in)	Count

sometimes it needs to happen right away. I workin the Health Room and have emergencies and need someone right away.	1
Totals	1

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	58.5%	48
Training on using the new system	69.5%	57
It would have to be required	34.1%	28
Other (write in)	19.5%	16

Other (write in)	Count
Don't know	2
idk	2
I don't know.	1

I don't onow	1
I'm a custodian i dont know	1
If we needed translation for families that speak another language than our in-person translators.	1
Not sure	1
This is not my area	1
convenience and need would indicate this could not replace staff translation - much too cumbersome for day-to-day use.	1
do not know	1
don't know what I dont know	1
not sure	1
outreach staff	1
Totals	15

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

ResponseID	Response
6	#28, Also training. And knowing Seattle, requiring would help.
41	Our district does a good job of using staff members as interpreters for families at conferences, on phone calls, and in person. We have one or more staff members at each school who can be an interpreter when needed.
42	would like training
46	No
47	no
48	No
74	no
106	There is no communication from the District to paraeducators on these matters
110	No
113	We should have an interpreter at every school. We are the 3rd largest district with over 17,000 students. We should have more than one for the entire district. This is one of the reasons so many gaps occurred with online learning in the spring.
115	Phones calls are easy and we use language link frequently. However, we have MANY forms that are not available in other languages and often I will have a fellow staff member translate or write a note in that language explaining what it says or what to do. The district does not provide most of their docs/forms in other languages either.
123	No
145	we really need someone that can interpret Mum and Kurdish
156	currently the school has a lot of bilingual people who need interpreting training so that we can help families and students better.
157	we need to learn from what other states are doing. There's now a national organization to qualify interpreters in education. we need standards.
170	State needs to understand about the Bi-lingual communities first.