

LANGUAGE ACCESS ADVISORY COMMITTEE

Summary of Report to the Legislature

November 2024

Read the full report [here](#) (English)

Background

The Language Access Advisory Committee (Committee) was established in 2022 by [HB 1153](#) and codified in [RCW 28A.18.070](#) to continue the work of the 2020 and 2021 [Language Access Workgroups](#) by guiding, monitoring, and making recommendations on the following topics:

- a) The effectiveness of language access policies, procedures, and programs.
- b) Family and community engagement, with a focus on multicultural families, families whose students have multiple barriers to student achievement, and families least engaged with their schools.
- c) The definition of "qualified interpreter."
- d) Supply of and demand for interpreters.
- e) Training for interpreters.
- f) Credentialing requirements for interpreters, including a code of professional conduct.
- g) Grants to cover nonstate controlled interpreter credentialing costs.
- h) Language access and language access service data collection and analysis.
- i) Evidence-based practices regarding language access, including best practice for using state and federal funding to provide language access services.

Translation Notice

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Recommendations

Topic: (a) The effectiveness of language access policies, procedures, and programs

To: OSPI, Schools and School Districts

1a: The Language Access Advisory Committee recommends that the Office of Superintendent of Public Instruction (OSPI) collect from school districts the feedback provided by participants of interpreted meetings on the effectiveness of the interpretation and the provision of language access services (as required by RCW 28A.183.050) for the purpose of improving the quality of interpretation and the provision of language access services.

1b: The Language Access Advisory Committee recommends that Office of Superintendent of Public Instruction (OSPI) update the interpreted interaction feedback form template to include a question that indicates that services were provided in the correct language.

Topic: (b) Family and community engagement

To: OSPI, Schools and School Districts

2a: The Language Access Advisory Committee recommends that school staff receive training in providing language access services with the purpose of an inclusive and strengths-based approach to family engagement.

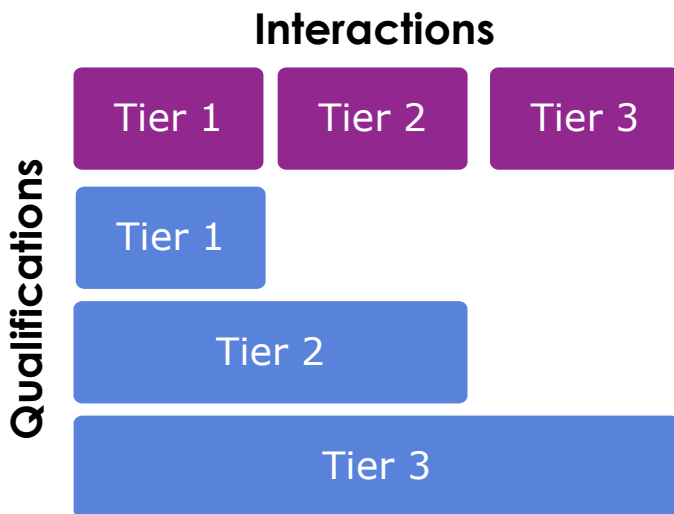
2b: The Language Access Advisory Committee recommends that Office of Superintendent of Public Instruction (OSPI) develop a process of data collection, analysis and reporting on the family engagement opportunities provided by school districts including any language access services provided.

Topic: (f) Credentialing requirements and code of professional conduct

To: OSPI, PESB, Schools and School Districts

3: The Language Access Advisory Committee recommends that Professional Educator Standards Board (PESB) establish a tiered system of OSPI interpreter credentials as described by the Language Access Advisory Committee 2024 Report. These credentials are to be issued by Office of Superintendent of Public Instruction (OSPI) upon verification of interpreter qualifications and required by Local Education Agencies (LEAs) as proof of qualification to interpret at the assigned interaction level.

In this proposed structure, a series of qualification requirements are matched to three tiers of interactions of increasing complexity and difficulty of skill from 1–3. An interpreter that has the skills to interpret at the highest tier (3) is assumed to be also qualified for every level below and so on.



Qualification tiers 2 and 3 require a state issued credential that includes a minimum age and education level, proof of language proficiency and interpretation skills through a recognized interpreter credential and education setting specific training.

For a detailed description of each tier, see Topic (f) in the full report.

Key Terms

Certification is a formal process wherein an independent organization assesses and verifies skills and knowledge (such as language proficiency). In Washington, “certificated” educators hold a certification issued by the Office of Superintendent of Public Instruction.

Credential is a broad term that includes both certificates and certification and indicates some level of qualification.

Interpretation is the process of first fully understanding, analyzing and processing a spoken or signed message and then faithfully rendering it into another spoken or signed language. (American Society for Testing Materials International, F2089 – 24, Standard Practice for Spoken and Sign Language Interpreting, 2025)

Language Access includes plans, policies, procedures and services meant to establish meaningful, two-way communication between the district and school and families and communities with limited English proficiency, who are Deaf, blind or need other communication assistance, and promote access for those individuals to the programs, services, and activities of the district and school.

Translation is the process comprising the creation of a written target text, based on a source text, in such a way that the content and in many cases, the form of the two texts, can be considered equivalent.

Links:

Read the full report [here](#) (English)
[Committee website](#)

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