
**TRANSLATION AND INTERPRETATION ADVISORY GROUP
FINAL REPORT**

MAY 15, 2014

BACKGROUND

As a recipient of federal funding, UW-Extension, Cooperative Extension, is responsible for providing the same meaningful educational programming to clients with Limited English Proficiency (LEP) as is provided to those whose first language is English. This is codified in Executive order 13166¹, part of Title VI of the Civil Rights Act of 1964 prohibiting discrimination on the basis of race, color, and national origin.²

In 2009, Cooperative Extension implemented a policy and set of guidelines to address the needs of LEP audiences.^{3,4} Since then, discussions with colleagues across the state and during Civil Rights Review Days have revealed gaps and challenges with this policy and the guidelines. The recommendations in this report address the following Outputs in the Cooperative Extension Civil Rights, Diversity & Inclusive Excellence Logic Model⁵:

- Specific educational strategies designed to reach and serve protected and underrepresented groups are developed, implemented and evaluated.
- Proactive and responsive processes, structures, and equipment are in place that support programming with limited English proficiency (LEP) audiences and communities.

PROCESS

In the summer of 2013, the Dean's Office requested that Diana Hammer Tscheschlok and Teresa Curtis convene a group to identify the gaps in the current LEP policy and guidelines. Program Area Directors and state staff were asked to select colleagues who had experience with translation or interpretation. The final group was representative of Cooperative Extension staff and current LEP audiences. It included staff who differed by geography, Program Area, position classification, and linguistic abilities.

¹ Executive Order 13166: Improving Access to services for Persons with Limited English Proficiency.

<http://www.justice.gov/crt/about/cor/13166.php>

² Overview of Title VI of the Civil Rights Act of 1964: <http://www.justice.gov/crt/about/cor/coord/titlevi.php>

³ Meaningful Access to cooperative Extension Programs for Persons with limited English Proficiency:

<http://www.uwex.edu/ces/admin/crights/CEpolicy.pdf>

⁴ Cooperative Extension Guidelines for expanding Access to Clientele with Limited English Proficiency:

<http://www.uwex.edu/ces/latino/general/documents/LEPGuidelines.pdf>

⁵ Programs Logic Model: Civil Rights, Diversity & Inclusive Excellence in Cooperative Extension:

<http://www.uwex.edu/ces/admin/crights/>

The Interpretation and Translation Advisory Group met several times from December 2013 through April 2014. The advisory group identified formal and informal processes used within each Program Area to obtain translation and interpretation, created a survey to gather input from all colleagues, and analyzed the qualitative and quantitative data gleaned from survey results. A consistent set of issues and questions emerged from the advisory group's discussions and the colleague survey.

ISSUES AND KEY QUESTIONS

1) COOPERATIVE EXTENSION POLICY AND PROCEDURES FOR TRANSLATION AND INTERPRETATION ARE UNCLEAR.

- A. What resources are available through Cooperative Extension at the state level and how are they accessed?
 - a. Will the state pay for the translation of educational, evaluation, and/or outreach materials?
 - b. What does the UW-Extension Publishing Unit offer?
 - c. What materials will be translated by Cooperative Extension?
 - d. What will Cooperative Extension not translate?

- B. What does it mean logistically when the state translates a document or provides interpretation?
 - a. How long does it take to have something translated?
 - b. How does Cooperative Extension assure quality and cultural appropriateness of the translated document?
 - c. How far in advance does an interpreter need to be contacted?
 - d. How does Cooperative Extension assure the quality of the interpreter?
How should colleagues navigate if county policy on translation or interpretation conflicts with state policy? Does this change depending on which entity pays?

- C. What existing translated publications are relevant and how do they need to be modified?

- D. How does Cooperative Extension accommodate learners that are hearing and visually impaired?

2) PROGRAM AREAS ARE INCONSISTENT IN HOW THEY RESPOND TO TRANSLATION/INTERPRETATION REQUESTS.

- A. How does each of the Program Areas make decisions about funding interpretation and translation?

- B. How does Cooperative Extension assure consistency and equal access to interpretation and translation services across Program Areas and Support Units?

- C. Is there a contact person in each Program Area or an employee who works statewide that addresses questions on translation/interpretation?

3) COLLEAGUES IN ALL POSITIONS ARE UNSURE HOW TO EFFICIENTLY IDENTIFY AND ASSESS INTERPRETERS AND TRANSLATORS WITH EXPERTISE; ALL COUNTIES AND OFFICE UNITS DO THIS DIFFERENTLY.

- A. What is the guidance or policy for having translation or interpretation done locally?
 - a. What is the recommended process?
 - b. When should assistance on interpretation/translation be requested from local partners?
 - c. Is there a standard for how materials translated at the local level should look?
 - d. Are there translated templates available for program materials used widely around the state?
- B. How can colleagues judge the quality of translation or interpretation services?
 - a. Is there a list of qualified interpreters and translators for in-person or long-distance services?
 - b. How can colleagues assess whether interpretation and translation professionals have the appropriate technical understanding of the topic in both languages?
- C. What are the guidelines for bilingual/bicultural staff?
 - a. How can Cooperative Extension benefit from and maximize the skills of colleagues who do have abilities in other languages?
 - b. How can bilingual/bicultural staff or others with a working knowledge of a target LEP audience and language use their skills and stay within the boundaries of their job descriptions?

4) CULTURAL APPROPRIATENESS AND SCHOLARSHIP OF MATERIALS IS IMPORTANT.

- A. How are translated materials within each Program Area's major disciplines and topics reviewed?
 - a. Are materials culturally appropriate and in the context of the target language(s)?
 - b. Are materials conveying the scholarship and the educational content of the source document as accurately and precisely as possible in the target language(s)?
 - c. Are original and translated materials peer-reviewed to verify the reliability and scholarly nature of the publication?
 - d. Are original and translated materials reviewed by colleagues from the target audience to gauge the appropriateness for the intended audience?
- B. Are LEP audiences visually depicted in translated and English-language documents?
 - a. Are there a variety of stock images by ethnicity available to colleagues?

5) COLLEAGUES WOULD LIKE PROFESSIONAL DEVELOPMENT AROUND TRANSLATION AND INTERPRETATION.

Suggested topics include:

- A. How are the needs of the LEP audience(s) in a community determined?
 - a. How can colleagues access Applied Population Lab information, publications and other data on target audiences?
 - b. What are strategies for engaging local LEP audiences (by ethnicity or language) in needs assessments or ongoing programming?
- B. What are promising practices for designing programs that engage LEP audiences?
- C. How can colleagues best determine when translation or interpretation are necessary?
 - a. How can translation and interpretation tools be used as part of a broader educational effort?
 - b. Are there techniques or tips for how to best use translated materials?
 - c. How does translation/interpretation demonstrate Cooperative Extension values?
- D. What are Cooperative Extension civil rights responsibilities?
- E. How does improving access and engagement strategies for LEP audiences improve scholarship?
- F. What are some basic language skills and/or cultural introductions for target languages and cultural groups in the state?
 - a. Languages most frequently used: Spanish and Hmong
 - b. Languages emerging among local populations: Somali, Russian, Bosnian, Greek, Chinese, Arabic

OPTIONS TO CONSIDER

The Advisory Group identified several options that may address the key issues.

- A. Create a centralized, online location for all Cooperative Extension documents and resources related to translation and interpretation.
- B. Create definitions and translation guidelines for both educational publications/scholarly materials and outreach materials.
- C. Determine how to prioritize and allocate funding for translation/interpretation within limited budgets.

- D. Offer guidelines for achieving balance and flexibility when navigating county/state LEP policies and the needs of local LEP audiences.
- E. To the extent possible, standardize the funding and processes for accessing interpretation and translation across Program Areas.
- F. Design policies, processes, and evaluation plans with all Cooperative Extension staff in mind: specialists, county based, support units (i.e. Technology Services), administrators, liaisons, department heads, and regional directors, etc.
- G. Consider a method and guidelines for offering interpretation via phone for spontaneous interactions.
- H. Offer guidelines on how bilingual/bicultural skills of current staff and candidates:
 - a. Can be verified as sufficient for educational and outreach work within UW-Extension.
 - b. Can be verified as sufficient for providing translation or interpretation of UW-Extension programming materials or events.
 - c. Can be represented in job descriptions.
 - d. Can be valued during hiring and pay rate decisions.
- I. Create a list of translation reviewers knowledgeable in language and specific content areas.
- J. Communicate new guidelines and resources available to colleagues consistently from multiple channels.

RESPECTFULLY SUBMITTED BY:

- **Bev Baker**, Family Living Educator/Department Head, Racine County
- **Jean Berger**, 4-H Youth Development Agent/Co-Director, Marathon County
- **Teresa Curtis**, Nutrition Program Specialist for Diverse and Emerging Audiences
- **Pam Devore**, Manager, UW Cooperative Extension Publishing
- **Joyce Dunbar**, Administrative Assistant, Columbia County
- **Lindsey Lee**, Nutrition Educator/Home Visitor, Portage County
- **Zen Miller**, Agriculture Dairy/Livestock Agent, Outagamie County
- **Yolanda Peña**, Nutrition Coordinator, Walworth County
- **Erin Peot**, Rural Development Outreach Specialist
- **Diana Hammer Tscheschlok**, CNRED Educator, Fond du Lac County
- **Kristine Zaballos**, Editor, UW Cooperative Extension Publishing