

Guidance for Policy 10.51 (08_2006)

Definitions can be found in Chapter 1 of the WIC Operations Manual.

Interpreters and Translators

Although the terms “interpretation” and “translation” are often used interchangeably, by strict definition, interpretation refers to the spoken language, and translation refers to the written language. In order to provide effective services to persons with limited English proficiency (LEP), the State and local providers must ensure that it uses persons who are qualified to provide interpretation services and translation services. Being qualified does not necessarily mean formal certification, though certification is helpful. Formal certification is currently not available for interpreters but will become available in the future. On the other hand, being qualified requires more than self-identification as being bilingual (such as a local school teacher). A person who arrived in this country at an early age may not serve as the best interpreter because this person may no longer have an understanding of the language and culture since becoming acculturated to the American lifestyle. The following requirements should be considered for a qualified interpreter or translator:

- Demonstrated oral proficiency in both English and the other language and demonstrated ability to convey information in both languages accurately;
- Fundamental knowledge in both languages of any specialized terms or concepts unique to the WIC program and WIC activities. This may include knowledge of medical terminology and WIC Program terms in both languages;
- Orientation and training that includes the skills and ethics of interpreting (e.g., issues of confidentiality and impartiality);
- Sensitivity to the LEP person's culture; and
- Understands the role of the interpreter and does not deviate to other roles such as counselor or social worker.

Use of friends or family members as interpreters is strongly discouraged. It is unacceptable to use minor children (<18 years of age) as interpreters.

- Offering an interpreter does not meet the intent of the law. Providing meaningful (effective and accurate) access to the WIC Program benefits and services is the intent.
- See the Policy 10.51 for specific procedures. An interpreter really should be used. If the WIC participant knows the interpreter is free of charge and still wants to use a family member or friend, an interpreter should still be present to assure accurate and effective interpretation. A waiver must be signed by the family member or friend and WIC participant (see Policy 10.14). Staff should document the offer of an interpreter and refusal in the file.
- Family members are not neutral and have their own opinion about the care of the participant.
- Studies have shown that family members misinterpret or did not interpret approximately 30-40% of the questions asked by physicians. Imagine up to 40% of your information may not be interpreted to your WIC participant.

- Children and family members do not understand medical terminology and health and nutrition concepts are not terms commonly used in the home. The WIC Program also has specific terminology.
- The level of education (reading and writing skills) in their own language and their level of education in English should be considered.
- For some cultures, there is a level of respect for the elders by younger relatives and interpreting disrupts this hierarchy.
- With their new life and community, children do not need additional burdens of interpreting for their parents.

Concerns about the husband interpreting for his wife.

- This practice is strongly discouraged.
- If there is abuse or other information that she doesn't want him to know, she might not share it in front of him (something like abortion and pica, which are risk factors). Other cultural factors may include how this type of conversation occurs between spouses, e.g., what is acceptable, what embarrassing information might be withheld or altered due to shame or other things, family hierarchy, etc.
- See the above reasons why using the husband to interpret for his wife during the children's WIC appointments is strongly discouraged.

The Basic Roles of the Interpreter

The most appropriate role for the interpreter is always the less "invasive" role. The selected role should assure effective communication between the WIC participant and the WIC staff person. The roles of clarifier and conduit are used 80 to 90% of the time.

- Conduit: interpret everything that is said, exactly as it is said. Add nothing, omit nothing, and change nothing.
- Clarifier: interpret what is said accurately but in such a way that the listener can understand and check for understanding. The interpreter may have to explain what is being interpreted when words are not available in that language.
- Cultural broker: the interpreter provides the cultural framework needed for understanding the information that is being interpreted. Clarify the cultural reference only if there is a misunderstanding.
- Advocate: This role is outside of the interpretation encounter. The interpreter directs the WIC participant to other available services. This is a lesser role of an interpreter.

Source: "Bridging the Gap," Cross Cultural Health Care Program

Components of the Interpreter Code of Ethics and role of translators and interpreters can be found in the WIC Director's Orientation Manual.

For accurate translation

- Consider obtaining the services of a certified translator (There is a certification program in Wisconsin)
- For critical documents, use another translator to check the work of the first translator
- The translation can be checked by asking a translator to translate the document "back" into English

It is recommended that interpreters and translators have a well-based knowledge of WIC participants' attitudes, values and beliefs for whom they are providing services. It may also be helpful to understand their health care values, beliefs and practices. This knowledge may begin by learning about the population in the community and then individuals in the family.

- Socioeconomic status and education. When asking the translator to work on a document, inform the translator of the reading level of the audience. The translator should have a fundamental knowledge of the audience's vocabulary and phraseology. Provide a glossary of terms.
- Behavioral understanding related to authority, physical contact, communication styles, gender, sexuality and family
- Religious beliefs
- Political and human rights experienced in their country of origin
- The immigration/legal issues that may affect an individual's willingness, comfort or fear to provide information.

Translation to Provide Safe Harbor

To meet the requirements of Title VI of the Civil Rights Act of 1964, the WIC project must ensure that written materials are translated into the non-English language of each regularly encountered LEP group eligible to be served or likely to be directly affected by the WIC Program (WIC Project enrolled caseload). It is particularly important that vital documents be translated to meet safe harbor. All "vital" documents for each LEP language group served must be translated into the primary language of a group that represents 5% or 1,000 (whichever is less) of the WIC Project enrolled caseload. Or if there are fewer than 50 persons in a language group that reaches the 5% of the WIC Project enrolled caseload, an agency can instead provide written notice in the primary language of their right to receive oral interpretation of those written materials, free of cost. In Wisconsin, the most encountered groups are Spanish and Hmong. Some counties may have language groups that meet safe harbor and should provide those groups with written notice.

Notifying LEP Persons

Recommended effective methods for notifying LEP persons of their right to language assistance include, but are not limited to the following. It is recommended that Projects take reasonable steps towards using these methods.

1. Use language identification cards that allow LEP applicants and participants to identify their language needs to staff and for staff to identify the language needs of applicants and participants. To be effective, the cards (e.g., "I speak" cards) must invite the LEP person to identify the language he/she speaks. This identification must be recorded in the participant's file. These are available at www.dhfs.wisconsin.gov/civilrights Click on Limited English Proficiency (LEP).
2. Post and maintain signs in regularly encountered languages other than English in waiting rooms, reception areas and other initial points of entry. These signs must

inform applicants and participants of their right to free language assistance services and request them to identify themselves as persons needing interpreter services.

3. Use uniform procedures for timely and effective telephone communication between staff and LEP persons, including voice mail out-going messages. This must include instructions for English speaking employees to obtain assistance from interpreters or bilingual staff when receiving calls from or making calls to LEP persons.
4. Include statements about language services that are available and the right to free language assistance services, in appropriate non-English language, in brochures, booklets, outreach information and other materials that are routinely disseminated to the public.
5. Provide notices on non-English radio and TV stations.
6. Work with community-based organizations and stakeholders.
7. Equal Opportunity Language Blocks. The following sample language blocks are offered in three languages. The statements offer language translation, TTY service and an opportunity to request an alternate format. It is recommended to move towards adding the following messages to vital documents, such as WIC newsletters, brochures, flyers/handouts and other project-developed materials that identify or describe the services or benefits of the WIC Program. Nutrition education materials that provide a nutrition message with no mention of the WIC Program are not required to contain the language block. Check with your agency requirements.

English: For help to translate or understand this documents, please call <phone number>.

Spanish: Para ayuda en traducir o entender este documento, por favor llame al <phone number>.

Hmong: Yog xav tau kev pab txhais covntaubntawv no kom koj totaub, hu rau <phone number>.

English:

<YOUR AGENCY> is an equal opportunity employer and service provider. If you have a disability and need information in an alternate format, or need it translated to another language, please contact <PHONE NUMBER> or <TTY NUMBER> (voice/TTY).

For civil rights questions call <PHONE NUMBER>.

Spanish:

<YOUR AGENCY> es un empleador y un proveedor de servicios de igualdad de oportunidades. Si usted tiene una incapacidad y quiere esta información en un formato

alterno, o la prefriere traducida a otro idioma, por favor comuníquese al <PHONE NUMBER> o al <TTY NUMBER> (voz/TTY).

Para preguntas sobre derechos civiles llame al <PHONE NUMBER>.

Hmong:

<YOUR AGENCY> yog ib lub chaw tswv hauj lwm muab kev pab ncaj ncee vaj huam sib luag. Yog tias koj yog ib tug neeg xiam oob khab thiab xav tau cov ntawv qhia ua lwm hom ntawv, los sis xav kom muab nws txhais ua lwm yam lus, thov hu cuag <PHONE NUMBER> or <TTY NUMBER> (voice/TTY).

Muaj lus nug rau tib neeg kev ncaj ncees hu rau <PHONE NUMBER>.

Collaboration

Agencies within a county or city that receive federal financial assistance have the same requirements for serving LEP individuals. These agencies may collaborate to meet the needs of customers and to provide cost-effective language services. Some of the main players may include local hospitals, medical clinics, mental health clinics, Health Maintenance Organizations (HMOs), public health departments, police and fire departments, Emergency Medical Treatment (EMTs), school districts, community based organizations (CBOs), religious organizations, legal aid entities, and refugee or ethnic Associations (such as Hmong, Russian, and Latino).

Areas of collaboration include:

- Information sharing
- Telephone interpretation services, video conference services and other technologies
- Pooling resources and standardizing documents (signage, translated brochures, and promotion of services)
- Interpreter or translator language bank may work on the following areas:
 - medical interpreter Code of Ethics
 - interpreter/translator policies and procedures
 - interpreter/translator workshops and social events
 - assessment tools for Spanish and Hmong interpreters/translators
 - training bilingual staff

Resources

Also refer to the WIC Director’s Orientation Manual.

Center for Deaf and Hard of Hearing, 262-790-7188 Voice/TTY or 800-542-9838 Voice/TTY. The Center’s fax number is 262-790-0580. E-mail to commlink@cdhh.org	Contact the Center to schedule a sign language interpreter. Contact the State WIC Office for assistance.
Wisconsin Telecommunications	Calls may be made 24 hours a day, 7 days a week.

<p>Relay System. The web site for Wisconsin is www.hamilton.net</p> <p>Voice 711 or 800-947-6644 TTY 711 or 800-947-3529 ASCII 711 or 800-272-1773 Speech to Speech 711 or 800-833-7637 Spanish Only 711 or 800-833-7813 Information (voice) 711 or 800-395-9877 Information (TTY) 711 or 800-283-9877</p>	<p>All calls are confidential. A Spanish translator is also available. The Relay service is free but the agency would probably be charged for long distance calls. Toll free telephone numbers are available for services.</p>
<p>Wisconsin Department of Health and Family Services, Office of Affirmative Action and Civil Rights Compliance, 1 W. Wilson St., Room 561, P.O. Box 7850, Madison, WI 53707-7850. Telephone 608-266-3465. dhfs.wisconsin.gov/civilrights</p>	<p>Website includes contact information of staff, equal opportunity information, DHFS Affirmative Action Plan, Civil Rights Compliance Plan and Resources, training, and Limited English Proficiency (LEP) resources. The Limited English Proficiency (LEP) section includes resources, such as contract information for telephone interpreter services, posters, I speak cards and lists of trained interpreters. Links to the Department of Health and Human Services which will has the LEP guidance, <u>Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003.</u></p>
<p>The Contract Agreement local WIC Projects have with the Division of Public Health of the Department of Health and Family Services</p>	<p>Section VI. State and Federal Rules and Regulations, Civil Rights Compliance.</p>
<p>Wisconsin Department of Health and Family Services, Bureau of the Blind and Visually Impaired can be reached at P.O. Box 7851, Madison, WI 53707-7851 (608) 266-3109 Toll Free (888) 879-0017 Http://www.dhfs.state.wi.us/blind/</p>	
<p>Wisconsin Department of Health and Family Services, Bureau of the Deaf and Hard of Hearing can be reached at 608-266-3118 (V/TDD). http://www.dhfs.state.wi.us/sensory/</p>	
<p>Wisconsin Department of Workforce Development www.dwd.state.wi.us/dws/civil_rights/default.htm</p>	<p>Telephone interpretation service The Department of Workforce Development has a contract with a telephone interpretation service. Counties, including WIC Projects, may join the</p>

	<p>contract. For more information about the contract with Certified Language International (CLI), go to the translation area and click on telephone translation.</p> <p>The training area includes the training schedule and webcasts.</p> <p>The translations area provides “I speak cards” and written translation information.</p> <p>The Braille resources are provided at the bottom of the website. Click on accessibility.</p>
Wisconsin Division of Equal Rights website is www.dwd.state.wi.us/er	Topics include Discrimination/Civil Rights, Family and Medical Leave, Wage and Hour/Labor Standards, and Child Labor.
WIC Works Sharing Center (USDA) http://www.nal.usda.gov/wicworks/SHaring_Center/index.html	Sharing Center, On-Line Resources, State Developed Materials: Louisiana and Florida civil rights materials. Learning Center, Program Coordination and Participant Referrals, Translation Services /Resources.
Deaf and Hard of Hearing http://www.thespeechsource.com/default.htm	It offers translations from English to other languages as well. CART is used more and more by late deafened and hard of hearing individuals who do not use sign language.
Census Data www.lep.gov/demographic.html	The Limited English Proficiency website provides Wisconsin data
The Wisconsin Department of Administration, Division of Intergovernmental Relations Link to the U.S. Census and population information data, i.e. Demographic Service Center Home, Census 2000 Basic data, Demographic Services Center Staff, etc. http://www.doa.state.wi.us/dhir/boir/demographic/wisconsin/index.html	Wisconsin data is listed by communities within the county.
US Census Bureau website www.census.gov	Website on the Hispanic population which includes a pop quiz. The address is http://www.census.gov/population/www/socdemo/hispanic/ho00.html
US DHHS Office of Civil Rights Http://www.hhs.gov/ocr/lep/revisedlep.html	Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons

<p>http://www.hhs.gov/ocr/lep/summaryguidance.html</p> <p>http://www.hhs.gov/ocr/lep/lepfactsheet.html</p>	<p>Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons – Summary</p> <p>Fact Sheet on Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient (LEP) Persons</p>
<p>http://erc.msh.org/quality&culture</p>	<p>A cultural competence website that includes a quiz</p>
<p>http://www.hhs.gov/ocr/title6.html</p> <p>Resources related to the Americans with Disabilities Act WI Department of Commerce, Safety and Buildings Division, 608-266-8982, www.commerce.state.wi.us</p>	<p>Fact Sheet for Title VI of the Civil Rights Act</p> <p>Building codes for accessibility.</p>
<p>Americans with Disabilities Act www.ada.gov</p>	<p>State WIC Office has copies of “Accessibility – A Brief Overview of ADA” and “The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal,” August 1995.</p>
<p>Great Lakes ADA & IT Center www.adagreatlakes.org</p>	<p>Accessibility Resources. Links to Wisconsin Resources. ADA Basic Building Blocks introductory web course at www.adabasics.org</p>
<p>Employment Equal Opportunity Commission website about ADA www.eeoc.gov/ada/adahandbook.html</p>	<p>The site has other links for National Centers that are funded to provide technical assistance to small employers. This handbook is for small businesses but may provide useful information.</p>
<p>The Geo Group Headquarters 6 Odana Court Madison, WI 53719 608-230-1000 (fax) 608-230-1010 xlate.wi@thegeogroup.com</p> <p>Geo Twin Cities 5679 North Shore Drive Eau Claire, WI 54703 715-858-9960 (toll free) 877-597-2993</p>	<p>Geo’s International Services provides translation, typesetting and formatting, audio and video/film narration, and interpretation. Their services include telephone interpretation. Geo Group has over 500 translators and interpreters, native speakers in countries throughout the world. The same translator is used for related projects for consistency. Other services include technical writing, website and software localization, and audio and video services. www.thegeogroup.com</p>

<p>(fax) 715-858-9961 xlake.mn@thegeogroup.com</p>	
<p>Language Line Services To listen to a free-recorded demonstration of the service, call 1-800-821-0301. To discuss specific language interpretation needs, call 1-800-752-0093 to speak to an account manger. Document Translation Services are also available. Call 1-888-763-3364, Monday-Friday 8 a.m. to 5 p.m. (Pacific Time). Website: www.languageline.com. This service is no longer provided by ATT.</p>	<p>Language Line Services provides translation and interpretation services. The interpreters, who interpret information from English into as many as 140 different languages, are available 7 days a week, 24 hours a day. Three types of interpretation that they offer are: subscribed interpretation for organizations with frequent interpretation needs; membership interpretation for organizations or individuals with intermittent, predictable interpretation needs; and personal interpretation for individuals with occasional interpretation needs. It may be best to subscribe to the interpretation service in advance of the clinics days when you will need the services. For a one-time set-up fee and a monthly minimum usage charge, you will be provided:</p> <ul style="list-style-type: none"> ▪ A unique client ID number ▪ Training kit with video and reference guides ▪ Rapid access to communications center through a toll-free number ▪ A low per-minute rate for interpretation ▪ Flexible billing with detailed reports on paper or electronic media ▪ Volume discounts ▪ Professional support team
<p>Web-based interactive learning experience: Communicate to Make a Difference: Exploring Cross-Cultural Communication. For more information go to the Web site: http://www.nynj-phtc.org/cc/ or call Robyn Shumer at the School of Public Health-Office of Public Health Practice at 732-235-9451 shumerrb@umdnj.edu <mailto:%20shumerrb@umdnj.edu></p>	<p>School of Public Health-Office of Public Health Practice, in collaboration with the New York New Jersey-Public Health Training Center, invites you to participate in a, free, Web-based interactive learning experience: Communicate to Make a Difference: Exploring Cross-Cultural Communication. This course, in three modules, introduces many facets of culture and communication in a real-world public health scenario. Learners must make decisions while discovering communication strategies they can employ in their daily work. The course is designed for public health professionals and may be completed at one's own pace within a 45 consecutive-day period. Completion requires approximately six hours. See April 2006 WIC Update.</p>
<p>The Northern Wisconsin Area Health Education Center Cultural</p>	<p>Check the Workshops link off the Multicultural Resources button on the NAHEC website for</p>

<p>Competency Training Program (NCCTP) offers cultural competency training sessions. Suzanne Matthew, Ph.D., Executive Director Northern WI Area Health Education Center (NAHEC) 401 Fifth Street, Suite 440 Wausau, WI 54403 715-849-AHEC (2432) fax - 715-849-2434 www.nahec-wi.org</p>	<p>conferences and workshop information. Detailed information about the sessions' agendas, objectives, and presenter can be found in the NCCTP Brochure at http://www.nahec-wi.org/culturcomp.htm</p>
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