

Civil Rights ROSIE Module Tip Sheet for Language Challenge codes

The following information is offered as guidance for coding Language Challenges. In some cases, the code may be added or edited after an assessment of the participant's skills is made during the appointment.

ENGLISH AS A SECOND LANGUAGE (CODE E)

The following situations may be coded E for English as a second language.

- Is the applicant comfortable reading, speaking and listening/understanding English?
An applicant or guardian who speaks English may request an interpreter.
- A person may have some skills with the English language to understand what is being said but may not be able to respond well in English.
- A person may have some skills to speak English or appear to be fluent in English but may not be able to understand well what is read in English. It is especially important that they be able to read important documents in their native language or have an interpreter read to them. Example of important issues include the WIC Rights and Responsibilities, discrimination complaint procedures, health care terminology, consent forms, and program requirements, such as how to use the WIC and Farmers' Market checks and before signing any WIC forms.
- A person may prefer to read materials in their native language and have an interpreter for face-to-face encounters so as to not miss important information and to make sure that they understand.
- Providing them with copies of the forms and brochures in both English and their native language will help them understand the meaning of the content. This is also helpful to family members or friends at home who help them interpret the information.
- A person may not read well in their primary language and may need an interpreter to read the documents to them.
- A person may speak a language that does not have a written language or the language may be incomplete.

ILLITERACY (CODE I)

There may be participants who have difficulty or no ability in reading and writing. People who have trouble reading or understanding print materials will most likely not admit it.

Function literacy is in three areas.

Prose literacy – skills needed to understand information read in a text format and skills to use the information. An example would be finding information they need in a newspaper or WIC Folder or WIC Appointment Reminder.

Document literacy – skills needed to find the information they need in forms and schedules and have the skills to use the information. Examples this may include filling out surveys, reading and understanding instructions on a form and appointment schedules in the WIC folder.

Quantitative literacy – skills to apply arithmetic to everyday situations. For WIC participants, this may be adding and subtracting, such as adding up ounces of cereal or numbers of servings or the number of ounces of formula fed to the infant each day.

Source: McGee J. *Writing and Designing Print Materials for Beneficiaries: A Guide for State Medicaid Agencies*. Washington, D.C.: U.S. Department of Health and Human Services: 1999.