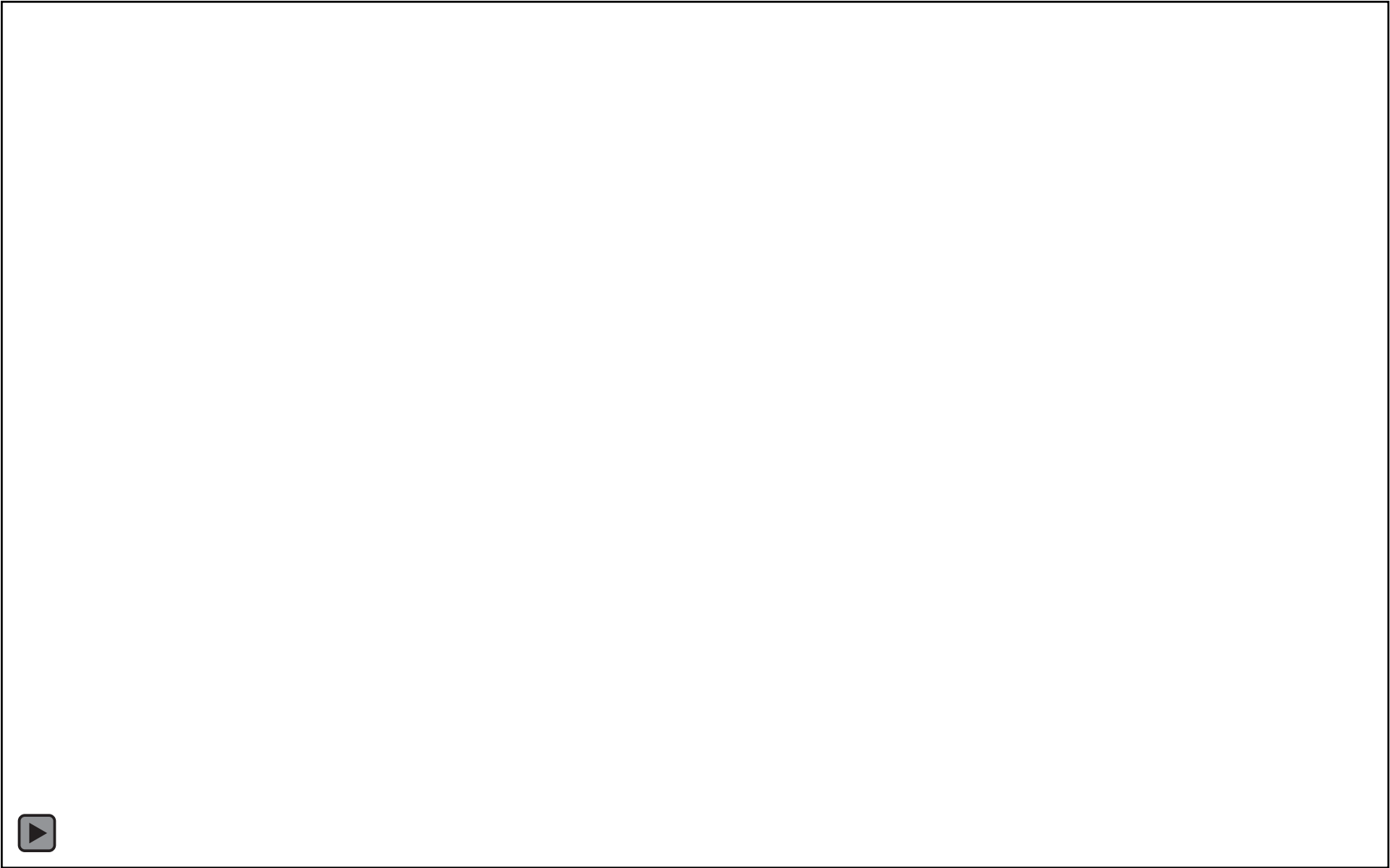




EQUAL ACCESS

# Equal Access

- Crime victims who are Deaf, hard of hearing, or have limited English proficiency need meaningful access to crime victim services and criminal justice supports.
  - *Objective:* Discuss and develop a better understanding of what meaningful access means
  - *Objective:* Discuss and develop a better understanding of your legal and ethical obligations regarding accessibility, as a funder and subgrantee
  - *Objective:* Discuss the role providers and funders play in accessibility for crime victims



## Ensure Compliance: Improve Access?

- We have learned from the information shared from API, VERA, and other sources.
  - *Why should it matter as a funder?*

# Why are we having this conversation?

- Victims/survivors are denied access to critical services and supports
- Service providers do not understand how to provide language access
- Service providers do not understand their legal and ethical obligations

# Meaningful access?

- What does it mean to victim/survivors?
- The cost of getting it wrong!
- The bare minimum is not enough.
  - *Cannot just be a check box and a policy that means nothing.*

# Understanding What Is Reasonable

---

- *The bar of reasonableness changes overtime.*
- ***The need to show progress in providing all LEP persons and Deaf/Hard of Hearing Individuals with meaningful access increases.***
- ***VAWA Compromising Victim Safety***

# The Cost of Not Having Language Access

- Legal proceedings are delayed.
- Testimonies are misunderstood or misrepresented.
- Survivors do not receive key information (court dates/times, rights & responsibilities, jail release notifications, etc.)
- Survivors become less involved in court/civil proceedings.
- Relief/remedies are often not explored.



# The Cost of Not Having Language Access

- Unsafe custody/visitation determinations.
- Charges against English speaking perpetrators are dropped.
- Survivors wrongly charged or convicted of domestic violence.
- Safety protocols not followed.
- Advocates or family members serve as interpreters.

# Meaningful Access? Things to think about

- Use of a bystander to interpret
- Use of family/children
- Location of facilities
- Signage
- Use of un-trained staff
- Confidentiality
- Decrease Barriers
- Bilingual Advocates
- Culture of Accessibility
- SAA as Ally

# The Impact of Meaningful Language Access

- Ability to fully communicate enhances participation
- Survivors can tell their stories and be understood
- Survivors can make informed decisions
- Trauma informed
- Enhances safety and self-determination

# What is your role in accessibility?

- Do you see accessibility as part of your role?
- Do you have the ability within your position to make this a priority?
- How can you monitor compliance within your organization and within the organizations you fund?

# What Providers and Funders Can Do

1. Prioritize the training of staff with language access plans,
2. Provide resources to staff to support accessibility,
3. Develop the resources necessary to support accessibility,

# What Providers and Funders Can Do

4. Leverage resources within the your region to maximize the impact of accessibility, and
5. Monitor your agency compliance with LEP accessibility

# Impacting Language Access State Highlight

- Statewide Language Access Evolution beginning in 2007
  - *Assistance with programs developing LEP Plans*
  - *Request for Proposal requires programs to have a Limited English Proficiency Plan*
    - Required within the RFP
    - Plans are scored as part of the RFP process
      - *No plan = mandatory changes to LEP plan*
      - *Insufficient plan= special conditions to enhance plan to be eligible for funding*
  - *Contract requires programs to have a Limited English Proficiency Plan*

# RFP: Limited English Proficiency Plans

- Mandatory - all recipients of federal funds that are providing services to individuals must have a comprehensive plan in place
- Must provide meaningful access to resources and services
- Reasonable costs associated with providing meaningful access are allowable and encouraged in the budget



# Demonstration of Language Access

- Identify the underserved populations in the region and the way in which the grant activities will be designed to provide services that are culturally appropriate. Describe ways in which your organization is uniquely qualified to provide services to underserved populations.
  - *Identify the underserved populations in your region and the barriers encountered in accessing services.*
  - *How many people are affected?*
  - *Describe how the project will provide linguistically, culturally and accessible services.*
  - *Describe how your staff utilize the LEP Plan.*

# Project Plans

- Must include how services are provided to individuals with Limited English Proficiency and Deaf and Hard of Hearing in the Project Plan Goals, Objectives, Implementing Activities and Evaluation Process

# Part of the Grant Writing Workshop: Limited English Proficiency Plan

Provide responses to the following:

- What is your organization's process for identifying LEP persons who need language assistance?
- Provide the percentage of LEP persons within your organization's eligible service population?
- What is the frequency with which LEP individuals come into contact with the program?

# Results

- Accessibility Project
  - *Approximately 10% of the Victim Services Allocation*
- The Accessibility Project is designed to provide technical assistance, education, and limited financial support for victim service providers to provide access for victims/survivors of domestic violence, sexual assault, stalking, and dating violence who have limited English proficiency or are deaf or hard of hearing in New Mexico. The project goal is to have service providers meet their obligations to provide access to clients with limited English proficiency (LEP), or who are deaf or hard of hearing.

# Accessibility Project

- Trainings and Technical Assistance
- Reimburse non-profit service providers for victim services including:
  - *Telephonic Interpretation*
  - *Live Language Interpreters*
  - *Document Translation (Pre-approval needed.)*
  - *Live Sign Language Interpreters*
  - *Video Remote Interpreting*
  - *ADA kits for DHH clients*

# Impacting Language Access: Again One Step Further

- During the 2017 -2020 Implementation Planning Process
  - *Stakeholders identified accessibility a priority to meaningfully meet the needs of victim/survivors with Limited English Proficiency, Deaf or Hard of Hearing, and individuals with Disabilities.*
  - **RESULT:**
    - LEP Training and Technical Assistance
    - Access to funds for live interpretation and translation of documents
    - FY2019 RFP: Require LEP and Accessibility within Agency Operations Budget- VAWA Compromising Victim Safety

# Moving Forward

- Building Interpreter and Translator Pools: interpreters and translators. from the community, including: students, medical interpreters, language instructors, etc.
- Equitable pay and training for bilingual staff
- Move from a bank of funding to have non-profits budget through their VAWA and VOCA funding

# SAMPLE PLANS

Good and not so good!





September 27, 2015

To Reviewers of VOCA funding,

[REDACTED] does not have a Limited English Proficiency Plan because all of the services provided by [REDACTED] are geared toward Spanish speaking immigrant clients. The majority of our clients have limited English language proficiency and our services are geared toward this population in order to best provide victims of sexual assault and all sexual violence and their loved ones with counseling/ therapy, empowerment and education services.

If victims who do not speak Spanish come to [REDACTED] they will be referred out accordingly and if it is necessary to hire an interpreter to do so in a different language, we will work to do so.

Thank you.

Sincerely,

[REDACTED]

Executive Director of [REDACTED]

Plan for Providing SANE Services to Limited-English Proficient Patients  
 SAMPLE LEP PLAN

NOTE: This is a generic SAMPLE LEP Plan --  
 If using for your agency, please make appropriate changes

¶

**Policy**

It is the policy of the SANE Program to ensure that all sexual assault patients have access to its services to all persons regardless of their ability to speak English. Individuals who access the SANE Program should not receive services that are more limited or lower in scope than services provided to callers who speak English.

¶

By outlining a plan to provide services, the SANE Program is meeting compliance with Title VI of the Civil Rights Act and the Omnibus Crime Control and Safe Streets Act and the 2000 Executive Presidential Order that agencies receiving federal funds must appropriate provide services to individuals with limited English proficiency.

¶

**Definition**

“Limited English Proficiency” is defined as the inability to speak, read, write, or understand the English language at a level that permits the patient to fully understand the nature of the services they are receiving.

¶

**Overview**

To ensure meaningful access to SANE services, the SANE Program is committed to a multi-level approach to ensuring that language services and sensitivity to limited English proficiency is prevalent throughout the agency. On an agency level, this means:

- Making a concerted effort to hire individuals who are fluent in the primary language of our client communities other than English and supporting other strategies to ensure staff are competent in first response and referrals for patients with limited English proficiency.
- Providing periodic training to staff so that they understand the special needs of their patients, are trained to accommodate those needs when possible, and are knowledgeable in interpreting resources.
- Ensuring that commonly used brochures, patient education materials, and important documents such as the medical consent form are available for commonly used languages other than English.
- Providing notice to the public that interpreting services are available and that patients have the right to trained interpreters.
- Providing professional interpreting services when needed, recognizing that for those times when options are limited the choice of interpreter should be that of least harm and that ensures safety for the patient.

¶

**Notice**

- The SANE Program will post visible notice that language assistance is available to any patient who considers him or herself to be limited English proficient. At a minimum, this notice will be the poster from Pacific Interpreters indicating, in 20 languages, that interpreter services are available at no charge.

- Given that Spanish is the dominant second language of New Mexico, the SANE Program will have at least an initial phrase on the telephone message of how to leave a message for a Spanish speaker to return the call. Also relating to Spanish services, front line staff will be taught a handful of phrases indicating that “the person who speaks Spanish is not available right now but wait a minute and I will get additional help.”

¶

#### **Training**

- All staff will be trained annually in recognizing limited English proficiency, how to use interpreters, and current interpreting resources, including both the Deaf and Hard of Hearing Sexual Assault program and the Pacific Interpreters language line.
- Staff will be trained annually in how to access the Pacific Interpreters Language Line and what to expect once activated.
- Staff will demonstrate how to access current materials that have been translated and other resources in the unit, such as the “Who, What Where, When” picture book, the Spanish-English Medical Dictionary, and other materials as acquired.
- Staff will practice a handful of phrases in the common language other than English and will be competent in their initial response to bi-lingual speakers who access the SANE program until further interpretation services are obtained.

¶

#### **When to Consider Interpretation**

All SANE staff will be knowledgeable about interpreting services including when to offer language assistance. Interpreting services should be considered when:

- When a caller speaks (or seems to speak) more English than she/he seems to understand.
- When a caller seems to understand more English than she/he seems to speak.
- When a caller requests an interpreter.
- When a caller is in crisis (language proficiency decreases in a crisis situation).

¶

Staff will be trained to inform an individual, whether in person or on the phone, that SANE has interpreter services available at no charge to the caller. Even if a caller refuses the interpreter at first, if during the call an interpreter is appropriate, inform the caller about the availability of interpreters more than once or simply solicit the services of the interpreter on behalf of the LEP individual eliminating the need for the caller to request these services.

¶

#### **Interpreters**

When identifying “who should interpret,” the minimum expectation is “someone who has a commitment to interpreter ethics, who has received training in interpreter skills, who is proficient in both languages, who is non-judgmental and an adult.”

¶

The options available for providing interpreter services to patients of the SANE Program:

- The SANE program will use the services of Pacific Interpreters Language Line to ensure that LEP persons are provided the most meaningful, competent services possible. The Pacific Interpreters Language Line can be used 24 hours a day. Interpreters from this program are certified and work primarily in the medical and social work fields of care. The telephone number, SANE Program account number for billing, and other steps for activating this service are available in the SANE unit along with the poster informing patients that services are available free of charge.

- o → If the SANE program has access to certified interpreters or if the patient arrives with a certified interpreter, these individuals may be used to assist with the sexual assault interview and exam. These interpreters should be familiar with medical terminology in order to ensure the patient is fully able to understand the services being provided and what services they are consenting to receive. ¶
- o → The New Mexico Commission for the Deaf and Hard of Hearing Persons provide interpreter services through the NM Abused Deaf and hard of Hearing Advocacy Center and through the Community Outreach Program for the Deaf for sexual assault patients needing these services. Deaf interpreter services can be provided in person or via TTY/TDD. (At this point, the SANE Program does not have the TTY/TDD equipment.) ¶
- o → If the SANE nurse is proficiently bi-lingual and agrees to conduct the SANE exam, this is also an option for interpretation. If the patient agrees to file a police report and law enforcement has interpreting resources available, this may also be considered. ¶
- o → Children, family members, friends or partners are not appropriate interpreters due to the dynamics of violence and the intimate nature of the SANE exam. Based on patient consent, these individuals may be used as a stop-gap measure until an appropriate interpreter can be secured. ¶

¶

#### **Printed Materials** ¶

The SANE Program may have SANE-related documents available in languages other than English. Priority of translated materials will be given to documents that the patient takes with them, such as discharge instructions, patient education materials about medications, and the informed consent of what the SANE exam entails. Translation of SANE documents will be completed by competent translators and reviewed by individuals who are proficient in the language to ensure the translation is accurate. ¶

¶

In New Mexico, the primary language spoken by patients of SANE, other than English, is Spanish which will be the primary alternate language of printed materials. Educational materials will be purchased in both English and Spanish versions. Based on feedback from the nurses, dispatch, or collaborating agencies that identify changes in the service population, other language materials will be purchased as identified. ¶

¶

#### **Implementation and Expense** ¶

The administrator of the SANE Program will be responsible for ensuring compliance with the Limited English Proficiency Plan. Notebooks describing how to use and access interpreter services will be put together and available for staff in patient use areas. These notebooks will be reviewed and revised annually and will be presented to staff annually at a monthly staff meeting. ¶ Any questions regarding the LEP Plan should be directed to the Administrator. ¶

¶

The New Mexico Coalition of Sexual Assault Programs is committed to ensuring sexual assault patients are provided competent care. While currently, the Pacific Interpreters and Deaf and Hard of Hearing services are covered by VAWA grants, the Coalition will work to cover expenses related to interpretation services for victims of sexual assault. ¶

¶

¶

¶

### Additional Background Information Related to Language Access Plan ¶

1964 Title VI of the Civil Rights Act stated that individuals cannot be discriminated against on the basis of their national origin, which includes language. The 2000 Presidential Executive Order requires that agencies receiving federal funds must address issues related to providing services to those with limited English proficiency (LEP). Cultural and Linguistic Access Standards (CLAS) define the standards for ensuring appropriate access to individuals considered LEP. These standards are available at [www.leg.gov](http://www.leg.gov). ¶

In addition, interpreting services have a Code of Ethics which includes the following: ¶

- Confidential – the interpreter does not repeat or share any information from the session. Any notes kept during the session are destroyed immediately following the session. For telephone interpretation, calls are not recorded, although they may be monitored to evaluate the interpreter. ¶
- Accurate and complete – the interpreter will interpret for the patient all aspects of the conversation, including anything said in the room at the time. ¶
- Impartial – the interpreters do not get involved in the interaction. Even though the interpreter may not agree with services being provided (religious beliefs for example), they do not offer personal opinions nor will they correct misinformation. Nor will the interpreter interject their own personal beliefs. ¶
- Cultural Barriers – an interpreter may stop a session if they determine there are cultural barriers to the patient’s understanding. They will explain this to both parties before sharing and clarifying information. The interpreters are trained in cultural differences and may do “cultural brokering” to ensure meaningful understanding. ¶

Other things to remember during the exam when using an interpreter: ¶

- Speak to the patient as though he/she spoke English. Pause frequently for the interpreter. Use short sentences with one concept for any one sentence. The recommendation is that you pause for every complete thought. ¶
- Make eye contact with the patient – not with the phone or with the interpreter in the room. ¶
- Do not use jargon, slang or acronyms. These could be misinterpreted by the interpreter. ¶
- Understand that using an interpreter will extend the length of the patient’s exam. ¶
- The interpreter will use the same language level in the interpretation that you use. ¶
- Rape Crisis, Resources and other DV organizations have the same access to the funding supporting this service. Therefore, when you are done with your portion of the interview, for example, do not leave the advocate on the phone with the interpreter. The advocate will need to call back with their organizations code. ¶

# Contact Information

New Mexico Crime Victims Reparation Commission

**MaryEllen Garcia, Grants Bureau Chief**

505.222.6458 [MaryEllen.Garcia@state.nm.us](mailto:MaryEllen.Garcia@state.nm.us)

# Reaching Deaf Survivors of Crime: Language, Culture, and Access

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August 2019

Nancy Smith, Vera Institute of Justice

# Deaf Culture and People

“Deaf people as a linguistic minority have a common experience of life, and this manifests itself in Deaf culture. This includes beliefs, attitudes, history, norms, values, literary traditions, and art shared by Deaf people.”

*Source: World Federation of the Deaf*



# Deaf Culture and People

- **Deaf Communities**

- Deaf of Deaf
- DeafBlind
- Deaf LGBTQ
- Deaf BIPOC
- Late-Deafened
- Hard of Hearing
- Children of Deaf Adults (CODA)

- **Languages**

- American Sign Language (ASL)
- Pro-Tactile American Sign Language (PTASL)

# Deaf Culture and Communities

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# Ineffectiveness of Speech Reading

- Only 30% of English is visible on the lips.
- Words that are visible often look like other words so there is a great deal of opportunity for misunderstandings.
- P/B, S/Z, D/T look exactly alike on the mouth
- Speech reading does not correlate to intelligence

## Examples:

- Show ...Sew
- Fifteen... Fifty
- Friday...Fried Eggs
- Bomb...Mop
- Pan...Ban...Man
- Van...Fan
- Dan...Tan
- Fight...Find
- Rise...Rice

# Deaf people experience domestic and sexual violence at higher rates.

- Deaf children
  - 1.4 times more likely to be neglected
  - 2 times more likely to be physically abused
- Deaf women
  - Twice as many reported intimate partner violence than their hearing counterparts
  - 2 times more likely to experience forced sexual experiences
  - 1.5 times more likely to be victims of sexual harassment, sexual assault, psychological abuse, and physical abuse

# Deaf people experience victimization at higher rates.

## Prevalence rates of lifetime forced sexual experiences



One in every ten hearing women will experience a forced sexual experience in her lifetime.



One in every four Deaf women will experience a forced sexual experience in her lifetime.

# Barriers to victim services (1)

- Invisibility
- Lack of specialized outreach by service providers
- Phone-based emergency hotlines
- Lack of language access
  - Unfamiliarity with legal obligations
  - Lack of qualified interpreters
  - Lack of funds allocated for interpreters
  - Lack of ability to secure ASL interpreters
  - Challenges in securing interpreters in a crisis

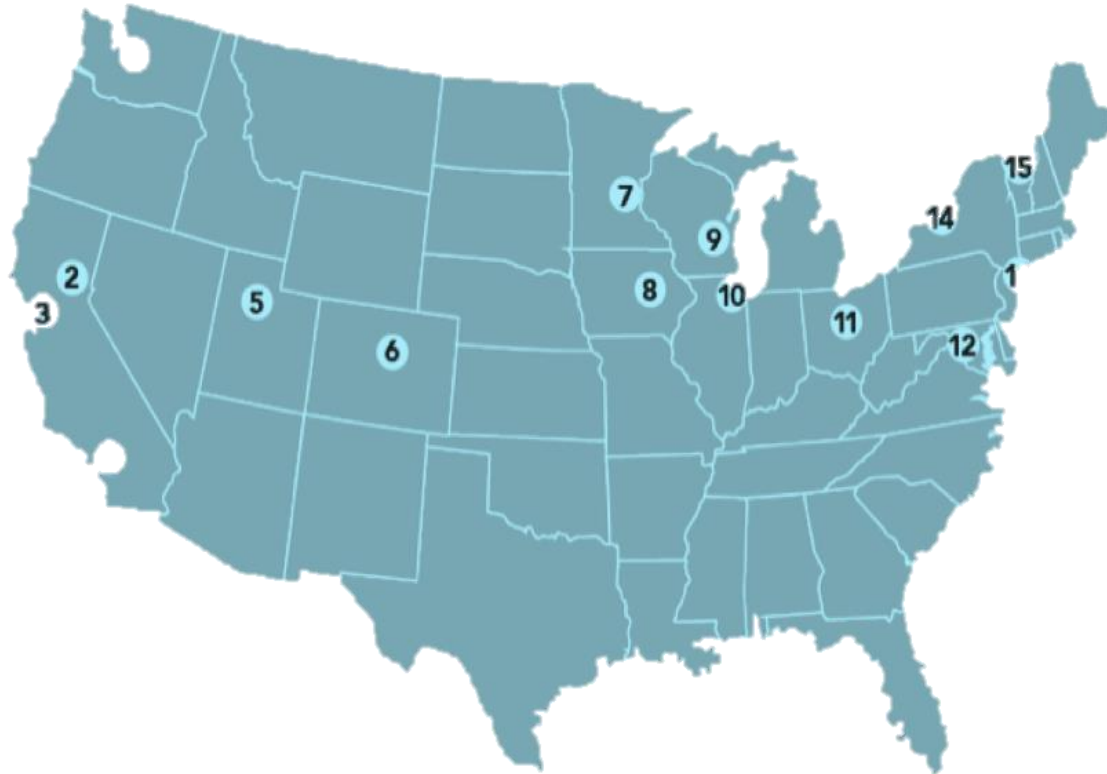
# Barriers to victim services (2)

- Lack of cultural competency in victim services and advocacy
- Audism in mainstream services and systems
- Lack of capacity among Deaf service providers to address violence

# The Importance of the Americans with Disabilities Act



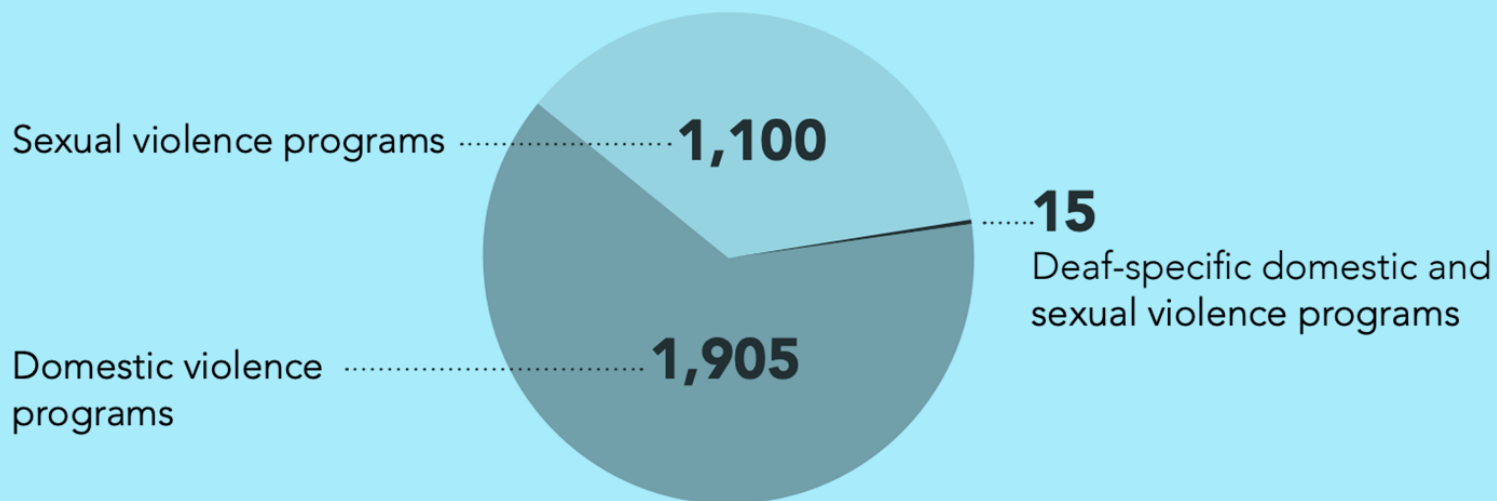
# A small number of Deaf-specific services exist to address the needs.



**Vera** Center on Victimization + Safety

# A SMALL Number of Programs

## Number of programs addressing domestic and sexual violence in the United States



# Strategies to Expand Reach of VOCA Funding and Victim Services to Deaf Survivors

# Challenges

- Deaf anti-violence organizations are often small and face barriers to applying for and managing Federal funds.
- Mainstream organizations do not have established relationships with Deaf communities and organizations, and are not oriented around equitable partnerships
- Deaf organizations may not see themselves as victim service organizations, despite working with a high number of victims.
- Deaf organizations do not know about VOCA funds and may not have received federal funding in the past

# Strategies: Deaf Anti-Violence Agencies

- **Assessment**
  - Focus on qualitative data and insights due to gaps in research.
  - Reach out to established Deaf Anti-Violence organizations.
  - In-person is best, but connecting virtually with interpreters is effective, too.
- **Solicitation:** Include priorities areas and services that center Deaf survivors. For example, include reference to Deaf, if you list out an underserved priority.
- **Outreach and Engagement**
  - Ask community stakeholders to share solicitation.
  - Host pre-application informational sessions with ASL interpreters.
- **Application Requirements**
  - Simplify.
  - Broaden definitions of success and performance metrics.
  - Allow video-based submissions.
- **Review Process:** Use a scoring framework that focuses on content and ideas, and not English grammar and delivery of ideas.

# Strategies: Hearing Victim Services Providers

- **Solicitation**

- Include partnership requirements to encourage partnerships with Deaf community-based organizations.
- Request information from applicants on strategies they will or plan to use to ensure language access and accessibility.
- Require funds be included to support language access and accommodations.

- **Review and Scoring**

- Review competencies for relationship with Deaf community, availability of ASL-based services, and partnerships with Deaf organizations.
- Assess budget for language access.

- **Monitoring**

- Ask about language access and ADA compliance.

# Average cost estimates

Line Item	Cost Estimate
Qualified ASL Interpreters & Spoken Language Interpreters	<ul style="list-style-type: none"><li>• \$50-80/hour/interpreter</li><li>• 2 person teams</li><li>• Minimum hourly job requirements</li></ul>
Materials in Braille	<ul style="list-style-type: none"><li>• 1 page can equal 3-4 Brailled pages</li><li>• \$8-10/Brailled Page</li></ul>
Materials in Font Over 14 pt.	<ul style="list-style-type: none"><li>• Cost of additional pages</li></ul>
Materials in Plain Language	<ul style="list-style-type: none"><li>• \$50/hour</li></ul>

# On-Going Support to You and Your Sub-Grantees

Available resources



# The National Resource Center for Reaching Victims

The National Resource Center for Reaching Victims (NRC) is a one-stop shop for victim service providers, culturally specific organizations, criminal justice professionals, and policymakers to get information and expert guidance to enhance their capacity to identify, reach, and serve all victims, especially those from communities that are underrepresented in healing services and avenues to justice.

# Contact Information

Vera Institute of Justice

Jorge Vidal

Training and Technical Assistance Specialist

Center on Victimization and Safety

[jvidal@vera.org](mailto:jvidal@vera.org)

Raylene Lotz

Deaf Access Liaison

[rlotz@vera.org](mailto:rlotz@vera.org)

# REACHING DEAF CRIME VICTIMS

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August 2019  
Charity Hope, Vera Institute of Justice

# Training Goals

- Discuss common barriers Deaf survivors face; and
- Identify concrete and practical steps you can take to enhance responses and supports to Deaf survivors & LEP survivors through your VOCA grant making.

# Understanding the experiences & unmet needs of survivors with disabilities and Deaf survivors

- Incidence and prevalence
- Factors related to risk & underreporting
- Common barriers to healing services and criminal justice interventions

# What the research tells us

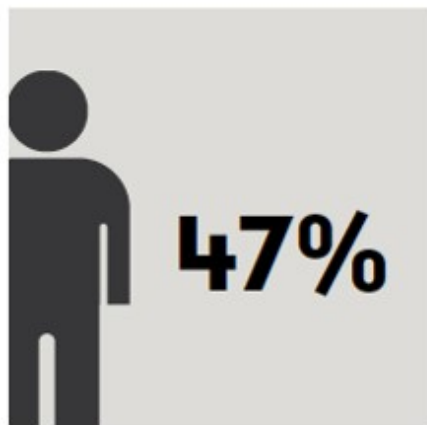
- > Limited research exists.
- > Research has documented that people with disabilities and Deaf people experience increased risk of violent victimization.
- > There are gaps in research and more is needed to better understand the experiences and risk of people with disabilities and Deaf people.

# Victim services are out of reach

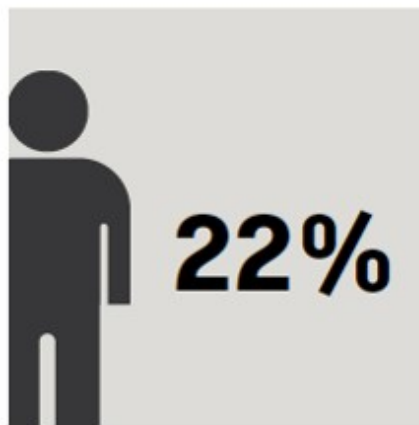
Only **13%** of victims of violent crime with disabilities receive support from victim services.

# Justice is out of reach for many.

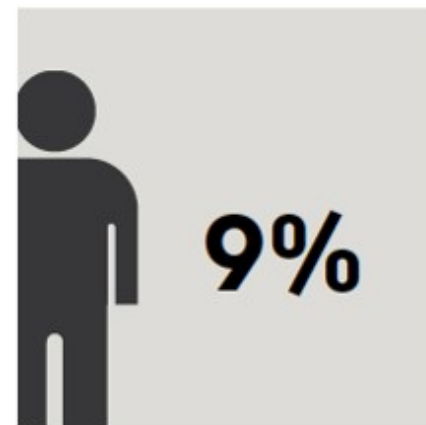
**Violent crimes  
reported to police**



**People charged  
with an offense**



**People convicted  
of the offense**





# Common barriers (1)

- Limited to no specialized outreach to survivors with disabilities and Deaf survivors.
- Physical, communication, programmatic, and attitudinal barriers in victim services and criminal justice systems.
- Lack of specialized knowledge and response protocols to survivors in disability and Deaf organizations.

# Common barriers (2)

- Lack of coordination between victim services, disability organizations, Deaf organizations, and law enforcement.
- Perceived lack of credibility.
- Lack of specialized training for law enforcement and prosecutors.

# The Basics: the Deaf Community

- Overview of Deaf Culture
- Key Considerations

# Overview

- Some Deaf and hard of hearing people do not identify as having a disability.
- Instead, they identify as a member of a cultural and linguistic group.
- They use the term **Deaf** to reflect their cultural identification.
- An emphasis is placed on “culture first language” as opposed to people first.

# Common terms

- **Deaf:** A capital Deaf denotes a cultural distinction, defining a group of people who are Deaf and identify themselves members of a linguistic and cultural group.
- **deaf:** We use the lowercase deaf when referring to the audiological condition of not hearing. This is more likely a medical term. People who use the term deaf often do not see themselves as members of the Deaf community.
- **Hard of hearing:** Denotes a person with a mild to moderate hearing loss. It also can denote a deaf person who does or does not have/want any cultural affiliation with the Deaf community.

# The size of the community is difficult to determine.

- 7.6 million people ages 15 and older have difficulty hearing, with 1.1 million defining their hearing difficulty as severe.
- The study did not distinguish between those who identify with Deaf culture and those who do not.
- Most commonly cited estimate is 500,000 people.
  - Deaf
  - Deaf Blind
  - Hard of Hearing
  - CODAs
  - Interpreters
  - Other hearing allies

# Defining characteristics of Deaf culture

- >Language
- >Values
- >Behavioral Norms
- >Traditions

# American Sign Language (ASL)

- ASL is the natural visual-gestural language of the culturally Deaf population.
- ASL is the language of the USA and Canada Deaf populations; ASL is not universal but, like English, is a widely used sign language in the world.
- ASL is a language opposed to other invented communication modes.
- ASL follows all the grammatical rules of “language” in the visual-spatial mode.
- ASL is not a derivative of English; has not evolved to a written form yet; Deaf people are bilingual using English for written communication.



# Ineffectiveness of Speech Reading

- Only 30% of English is visible on the lips.
- Words that are visible often look like other words so there is a great deal of opportunity for misunderstandings.
- P/B, S/Z, D/T look exactly alike on the mouth
- Speech reading does not correlate to intelligence

## Examples:

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- Van...Fan
- Dan...Tan
- Fight...Find
- Rise...Rice

# Values

- Collectivism
- Transparency
- Visual

# Exploring the experiences of Deaf crime victims

- Violent crime in the Deaf community
- Deaf-specific programs
- Implications for your work

# Deaf people experience domestic and sexual violence at higher rates.

- Deaf children
  - 1.4 times more likely to be neglected
  - 2 times more likely to be physically abused
- Deaf women
  - Twice as many reported intimate partner violence than their hearing counterparts
  - 2 times more likely to experience forced sexual experiences
  - 1.5 times more likely to be victims of sexual harassment, sexual assault, psychological abuse, and physical abuse

# Deaf survivors face unique dynamics

- > Physical violence directed towards hands
- > Destroying communication devices
- > Spreading false rumors
- > Impersonating survivors
- > False interpreting



# Important dynamics & considerations

- Small community
- Deaf hierarchy
- Deaf grapevine
- Confidentiality
- Conflicts
- Cultural affiliation and pride

# Barriers to victim services (1)

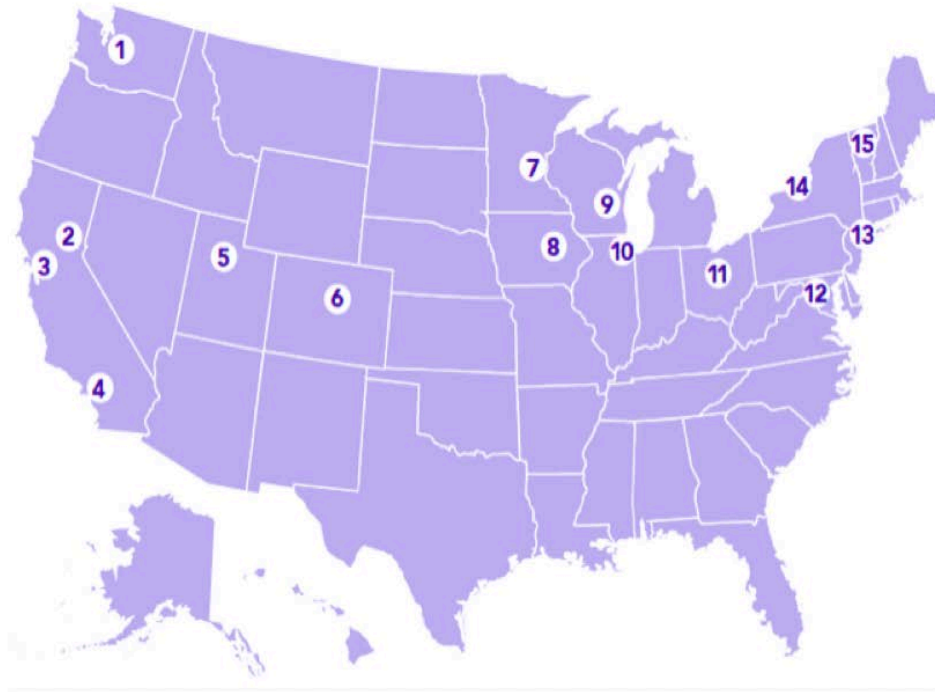
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  - Challenges in securing interpreters in a crisis

# Barriers to victim services (2)

- Lack of cultural competency in victim services and advocacy
- Audism in mainstream services and systems
- Lack of capacity among Deaf service providers to address violence



# A small number of Deaf-specific services exist to address the needs.



# Implications

- People with disabilities and Deaf people are in every community. They experience violent crimes at rates higher than people without disabilities and victim services and the criminal justice system are out of reach.
  - > VOCA Assistance funding can play a critical role in ensuring survivors with disabilities can access services and justice.
- People with disabilities and Deaf people work in victim service programs.
  - > OVC-funded training and technical assistance must be accessible, welcoming, and inclusive.

# Best Practices for Serving Deaf Crime Victims

# Promising strategies

**Strong partnerships among Deaf organizations and victim service organizations.**

## Victim Service Programs

- ✓ Routinely budgeting for access
- ✓ Involve Deaf colleagues & the voices of Deaf victims
- ✓ Establishing expectations through policies
- ✓ Conducting access reviews and removing barriers
- ✓ Supporting staff and volunteers through training and other resources
- ✓ Enhancing engagement with Deaf leaders and community members

# Understanding the intersection

- Providing crime victims with disabilities and Deaf crime victims accessible and responsive services requires an understanding of victimization and disability/Deaf culture.
- There are a small number of programs that have this specific expertise.
- Others achieve it through collaboration between victim service organizations and disability/Deaf service organizations.

# Organizations at the intersection

- Deaf anti-violence organizations
- Victim service organization with disability/Deaf-specific program

Many of these organizations have developed their expertise through collaboration with partner organizations.

# Potential applicants: Challenges

- Mainstream organizations do not have established relationships with disability/Deaf organizations, and are not oriented around equitable partnerships
- Disability/Deaf organizations do not see themselves as victim service organizations, despite working with a high number of victims
- Disability/Deaf organizations do not know about VOCA funds and may not have received federal funding in the past
- Organizations are often small and may not have a grant writer on staff
- Staff at many Deaf organizations use ASL as their primary language and have limited English proficiency



# The solicitation





# Implications for VOCA funding

**In a large group, discuss the following:**

How can VOCA funds be used to improve services for people with disabilities and Deaf people? & people with limited English proficiency?

- What impact can VOCA Assistance funds have on crime victims with disabilities and Deaf crime victims? & limited English proficiency?
- What do you hope sub-grantees accomplish related to victims with disabilities and Deaf survivors? & victims with limited English proficiency?

# Your solicitation

**As a small group, discuss the following:**

What steps do you need to take in your state to realize this vision for VOCA funding?

- What resources/support do your sub-grantees need to be successful?
- How can you operationalize and document your priorities regarding victims with disabilities in your solicitation? & victims with limited English proficiency?
- Are there changes you can make to your solicitation to make it more accessible for disability/Deaf organizations? & victims with limited English proficiency?

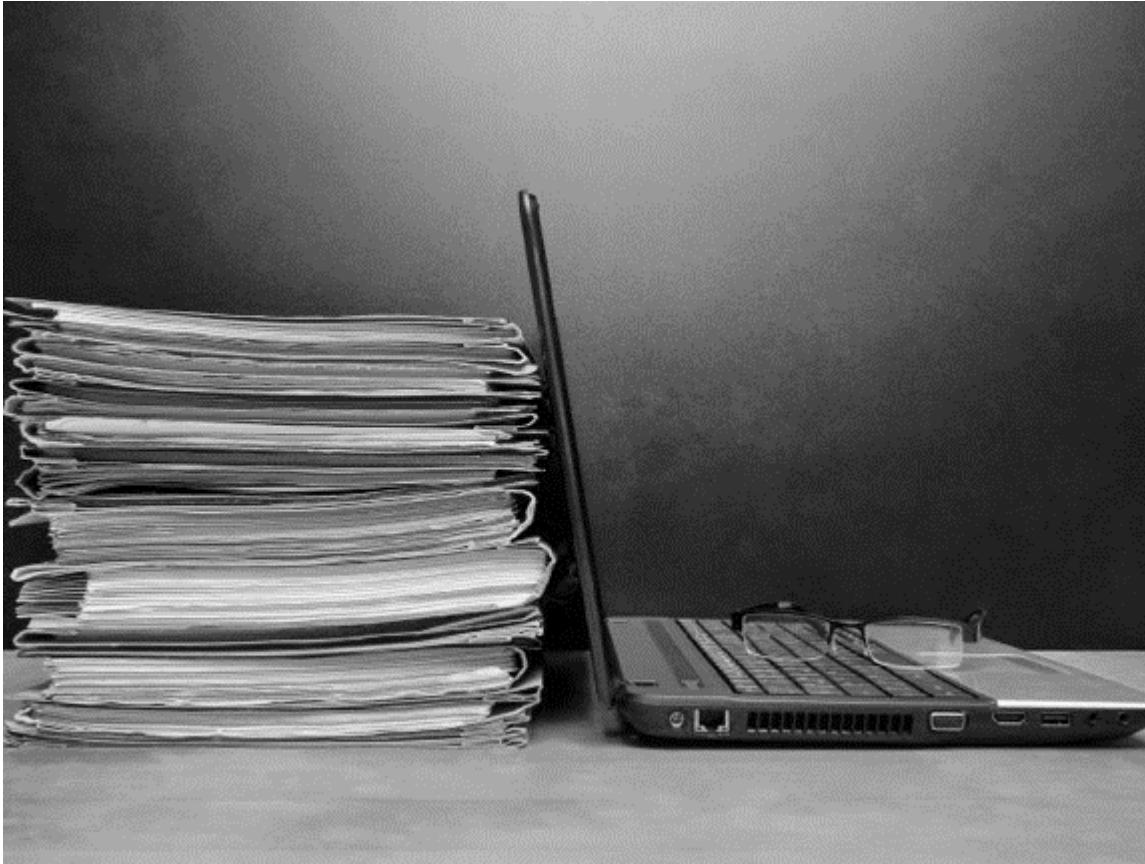
# Reviewing Applications

Capacity & partnerships

Budgets



# Proposal Narratives



**Vera** Center on Victimization + Safety

# Capacity & partnerships

- **Applicant**

- Does the applicant have expertise in issues pertaining to disability, Deaf culture, and accessibility? & language access for limited English proficiency?
- What previous experience does the applicant have with supporting survivors with disabilities and Deaf survivors? & survivors with limited English proficiency?

- **Partners**

- Does the applicant partner with an organization(s) that has experience re: disability and the Deaf community? & working with survivors with limited English proficiency?
- If partners are compensated, are culturally-specific partners compensated equitably?



## Budgeting for Access Approach Cost Estimates Key Considerations

**Vera** Center on Victimization + Safety

# Budget assumptions

- Be clear that VOCA funds can be used to cover the costs associated with accommodations and language access.
- Budgets should assume participants with disabilities and who are Deaf, and participants with limited English proficiency.
- Specific line items must be included to meet baseline accessibility requirements established by the Americans with Disabilities Act & Title VI.

# Average cost estimates

Line Item	Cost Estimate
Qualified ASL Interpreters & Spoken Language Interpreters	<ul style="list-style-type: none"><li>• \$50-80/hour/interpreter</li><li>• 2 person teams</li><li>• Minimum hourly job requirements</li></ul>
Materials in Braille	<ul style="list-style-type: none"><li>• 1 page can equal 3-4 Brailled pages</li><li>• \$8-10/Brailled Page</li></ul>
Materials in Font Over 14 pt.	<ul style="list-style-type: none"><li>• Cost of additional pages</li></ul>
Materials in Plain Language	<ul style="list-style-type: none"><li>• \$50/hour</li></ul>



# Budgeting for ASL & Spoken Language interpreters

- History of provision of services (the last 2-3 years): hours, clients/consumers
- If no history, estimate 50 hours of service for the year
- If some history, increase number of provision by 10%
- Analysis of local population of Deaf and hard of hearing who have used or may use services & LEP population
- Subsequent years increase number of provision by 10% based on actual provision in current year
- Consistent tracking of services

# Supporting sub-grantees

Available resources

# The National Resource Center for Reaching Victims

The National Resource Center for Reaching Victims (NRC) is a one-stop shop for victim service providers, culturally specific organizations, criminal justice professionals, and policymakers to get information and expert guidance to enhance their capacity to identify, reach, and serve all victims, especially those from communities that are underrepresented in healing services and avenues to justice.

# Tailored training and support

## Training examples

- Serving survivors with disabilities
- Safety planning for survivors with disabilities
- Working with sign language interpreters
- Navigating the complexities: mandatory reporting and guardianship

## Consultation examples

- Conducting an access review
- Measuring capacity to serve survivors with disabilities and Deaf survivors
- Enhancing the accessibility of your outreach and other written materials
- Developing policies and protocols to support staff

## Phone, Video, In-person

**Vera** Center on Victimization + Safety

# Contact Information

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Deputy Director  
Center on Victimization and Safety  
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[rlotz@vera.org](mailto:rlotz@vera.org)

- Alabama

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Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, and Spanish  
Modern Languages & Classics  
200 B.B. Comer Hall  
Box 870246  
Tuscaloosa, AL 35487-0246  
PH: 205-348-5059
2. University of Alabama in Birmingham - Arabic, Chinese, French, German, Italian, Japanese, and Spanish  
HB 407  
1720 2nd Ave South  
Birmingham, AL 35294-1260  
foreignlangs@uab.edu  
PH: 205-934-4652
3. University of Alabama in Huntsville – French, German, Russian, and Spanish  
300B Morton Hall  
Huntsville, AL 35899  
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4. University of North Alabama - French, German, and Spanish  
Department of Foreign Languages  
UNA Box 5074 | 209 Wesleyan Hall  
One Harrison Plaza  
Florence, AL 35632  
Phone: 256-765-4390
5. University of South Alabama - French, German, Russian, Spanish  
Humanities Building 322  
HUMB 322  
Mobile, AL 36688  
Tel: 251-460-6291  
Fax: 251-460-7130  
[www.southalabama.edu/languages](http://www.southalabama.edu/languages)

- Alaska

1. University of Alaska Anchorage – ASL, Chinese, French, German, Japanese, Russian, and Spanish  
Department of Languages  
ADM 287  
3211 Providence Drive  
Anchorage, Alaska 99508  
Phone: 907-786-4030
2. University of Alaska Fairbanks - Chinese, Japanese, Yup'ik, Inupiaq, Gwich'in, Koyukon (and others by independent study), French, German, Greek, Latin, Russian, and Spanish.

CLA Linguistics  
413 Brooks Building  
Phone: 907-474-7876

•Arizona

1. Arizona State University – Arabic, Bosnian/Croatian/Serbian, Chinese, Farsi, French, German, Greek, Hebrew, Hindu-Urdu, Italian, Japanese, Korean, Latin, Macedonian, Polish, Portuguese, Romanian, Russian, Spanish, Tajik, Thai, Uzbek, and Vietnamese.

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Main Office: LL 440

P.O. Box 870202

Tempe, AZ 85287-0202

Telephone: 480-965-6281

[silc@asu.edu](mailto:silc@asu.edu)

2. Mesa Community College – ASL, Arabic, Chinese, French, German, Esperanto, Italian, Japanese, Latin, Navajo, Portuguese, and Russian.

World Languages

Southern and Dobson Campus

1833 West Southern Ave

Mesa, AZ 85202

Phone: 480-461-7031

3. Northern Arizona University - Arabic, French, German, Spanish, Navajo, Italian, Chinese and Japanese.

Department of Global Languages & Cultures

Building 23/Room 108

Box 6004

Flagstaff, Arizona 86011

Phone: 928-523-2361

4. University of Arizona – Arabic, Cantonese, Chechen, Chinese (Mandarin), French, German, Greek, Hausa, Hebrew, Hindi, Hopi, Hungarian, Irish-Gaelic, Italian, Japanese, Korean, Kurdish, Latin, Navajo, Norwegian, Persian, Polish, Portuguese, Russian, Scots-Gaelic, Spanish, Swahili, Swedish, Tagalog, Thai, Tohono O'odham, Turkish, Ukrainian, and Vietnamese.

Center for Educational Resources in Culture, Language and Literacy

1423 E University Blvd, Modern Languages 561

Tucson, AZ 85721-0067

Phone: 520-626-8071

Email: [coh-cercll@email.arizona.edu](mailto:coh-cercll@email.arizona.edu)

National Center for Interpretation

PO Box 210432

Tucson AZ 85721-0432

Phone: (520) 621-3615

Email: [ncitrp@email.arizona.edu](mailto:ncitrp@email.arizona.edu)

•Arkansas

1. Arkansas State University – French, German, and Spanish

Department of World Languages & Cultures  
Wilson Hall, Room 220  
Phone: 870-972-3887  
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2. Arkansas Tech University – French, German, Japanese, and Spanish  
Department of World Languages  
1605 Coliseum Drive  
Russellville, AR 72801  
Phone: 479-968-0636
3. Hendrix University – Chinese, French, German, and Spanish.  
1600 Washington Ave  
Conway, AR 72032  
Phone: 501-329-6811
4. University of Arkansas – Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish,  
and Swahili.  
Department of World Languages, Literatures and Cultures  
Kimpel Hall,  
Fayetteville, AR 72701  
Phone: 479-575-2951  
Email: [flan01@uark.edu](mailto:flan01@uark.edu)
5. University of Arkansas at Little Rock – French, German, and Spanish.  
Department of International and Second Language Studies  
2801 South University Avenue  
Stabler Hall 301  
Little Rock, Arkansas 72204-1099  
501-569-3272
6. University of Central Arkansas – Chinese, French, German, Japanese, and Spanish.  
Department of World Languages  
Irby Hall, 207 I  
201 South Donaghey Ave.  
Conway, AR 72035

•California

1. Cal Poly Pomona – French, Chinese, German, and Spanish.  
Department of English and Foreign Languages  
3801 West Temple Ave  
Pomona, CA 91768  
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2. Cal Poly San Luis Obispo - French, German, Italian, Japanese, Mandarin, and Spanish.  
Modern Languages and Literatures  
Building 47 Room 28  
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3. California State University, Bakersfield – Spanish, French, Chinese.  
Department of Modern Languages  
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4. California State University, Chico – Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish.  
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Chico, CA 95929  
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[flng@csuchico.edu](mailto:flng@csuchico.edu)
5. California State University, Dominguez Hills – French, Japanese, Spanish.  
Modern Languages Department  
1000 East Victoria Street LCH C310  
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6. California State University, East Bay – Chinese, Filipino, French, German, Italian, Japanese, Portuguese, Russian, Sign Language, and Spanish.  
Department of Modern Languages and Literatures  
College of Letters, Arts, and Social Sciences  
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Phone: 510-885-3211
7. California State University, Fresno – Arabic, Farsi, French, German, Greek, Italian, Portuguese, Russian, and Spanish.  
Department of Modern and Classical Languages and Literatures  
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Fresno, CA 93740  
Phone: 559-278-2386
8. California State University, Los Angeles – Chinese, French, Japanese, Korean, and Spanish.  
Department of Modern Languages & Literatures  
King Hall D 1054  
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9. California State University, Long Beach – Arabic, Chinese, French, Greek, German, Hebrew, Italian, Japanese, Khmer, Korean, Russian, Spanish, Swahili, and Vietnamese.  
College of Liberal Arts  
1250 Bellflower Boulevard  
Long Beach, California 90840  
Department of Asian American Studies  
Phone: 562-985-4645

Department of Romance, German, Russian Languages and Literatures  
Phone: 562-985-4317  
Department of Africana Studies  
Phone: 562-985-4624

10. California State University, Monterey Bay - American Sign Language, Arabic, Cantonese, Farsi, French, German, Hebrew, Italian, Japanese, Korean, Mandarin, Polish, Portuguese, Russian, Spanish, Tagalog, Thai, Turkish, and Vietnamese.  
School of World Languages and Cultures  
100 Campus Center  
Seaside, CA 93955-8001  
Phone: 831-582-3863
11. California State University, Northridge – Armenian, Chinese, Farsi, French, German, Hebrew, Italian, Japanese, Korean, and Spanish.  
Departmental of Modern and Classical Languages and Literatures  
405 & 408 Sierra Tower  
Phone: 818-677-3467
12. California State University, Sacramento – Chinese, French, German, Italian, Japanese, Punjabi, Russian, and Spanish.  
Foreign Languages Department  
6000 J Street  
Sacramento, CA 95819-6087  
Phone: 916-278-6333
13. California State University, San Bernardino – American Sign Language, Arabic, French, German, Greek, Italian, Japanese, Korean, Mandarin, Farsi, Spanish, and Turkish.  
World Languages Office  
5500 University Parkway  
San Bernardino, CA 92407-2393  
Phone: 909-537-5847
14. California State University, San Marcos – Arabic, French, German, Japanese, and Spanish.  
Dept. of Modern Language Studies  
333 S. Twin Oaks Valley  
San Marcos, CA 92096  
Phone: 760-750-4208
15. California State University, Stanislaus – American Sign Language, Cambodian, Chinese, Hmong, Italian, Japanese, Russian, and Spanish.  
Modern Languages  
One University Circle  
Turlock, California 95382  
Phone: 209-667-3686
16. Chapman University – Arabic, Chinese, French, German, Greek, Italian, Japanese, and Spanish.  
Department of Languages

127 DeMille Hall  
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Phone: 714-997-6843

17. City College of San Francisco – American Sign Language, Mandarin, Cantonese, French, German, Italian, Japanese, Pilipino, Russian, and Spanish.  
50 Phelan Ave  
Arts 202  
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Phone: 415-239-3223
18. Diablo Valley College – French, German, Italian, Japanese, Mandarin, Russian, and Spanish.  
Foreign Language Department  
1690 Watermill Road  
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Phone: 925-685-1230 ext. 2311
19. East Los Angeles City College – American Sign Language, Chinese, French, Italian, Japanese, Portuguese, and Spanish.  
Foreign Language Department  
1301 Avenida Cesar Chavez  
Monterey Park, CA 91754-6099  
Phone: 323-780-6745
20. Foothill College – Japanese and Spanish  
Language Arts Division  
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21. Fullerton College – Chinese, French, German, Italian, Japanese, and Spanish.  
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22. Humboldt State University – Chinese, French, German, and Spanish.  
Department of World Languages and Cultures  
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23. Los Angeles City College – American Sign Language, Arabic, Armenian, Chinese, French, Italian, Japanese, Korean, Russian, Spanish.  
Foreign Languages and Humanities  
855 N. Vermont Ave  
Los Angeles, CA 90029

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24. Monterey Institute of International Studies – Arabic, Chinese, French, German, Japanese, Korean, Russian, and Spanish.  
460 Pierce St  
Monterey, CA 93940  
Phone: 831.647.4100 (Main)
  
25. Pasadena City College – American Sign Language, Arabic, Armenian(Western), Mandarin, French, German, Italian, Japanese, Latin, Portuguese, Russian, and Spanish.  
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1570 E. Colorado Blvd  
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Email: [languages@pasadena.edu](mailto:languages@pasadena.edu)
  
26. San Diego State University – Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Vietnamese.  
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Department of European Studies  
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Department of Linguistics and Asian/Middle Eastern Languages  
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Department of Spanish and Portuguese  
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27. San Francisco State University – Arabic, Chinese, French, German, Italian, Japanese, Persian, Russian, and Spanish.  
Department of Foreign Languages and Literatures  
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1600 Holloway Avenue  
San Francisco, CA 94132  
Phone: 415-338-1421
  
28. San Jose State University - Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Spanish, and Vietnamese.  
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Main Office: Clark Hall 421  
Phone: 408 924-4602  
Email: [worldlanguagesandlit@sjsu.edu](mailto:worldlanguagesandlit@sjsu.edu)
  
29. Sonoma State University – French, German, and Spanish.  
MODERN LANGUAGES  
1801 East Cotati Avenue

Rohnert Park, CA 94928  
Phone: 707-664-2351

30. Stanford University – Albanian, American Sign Language, Amharic, Arabic, Basque, Catalan, Chinese, Czech, French, German, Greek, Hebrew, Hawaiian, Hindi, Hungarian, Italian, Japanese, Kazakh, Kyrgyz, Korean, Lakota, Persian, Polish, Portuguese, Quechua, Romanian, Russian, Sanskrit, Serbo-Croatian, Spanish, Swahili, Tagalog, Turkish, Ukrainian, Uzbek, Vietnamese, Yiddish, and Yoruba.  
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450 Serra Mall  
Stanford, CA 94305-2015  
[patricia@stanford.edu](mailto:patricia@stanford.edu)
31. University of California, Berkeley – Arabic, Armenian, Bengali, Bosnian-Croatian-Serbian, Breton, Bulgarian, Catalan, Chichewa, Chinese, Czech, Danish, Dutch, Filipino, Finnish, French, German, Greek, Hebrew, Hindi, Hungarian, Irish, Italian, Japanese, Khmer, Korean, Malay/Indonesian, Norwegian, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Sanskrit, Spanish, Swahili, Swedish, Tamil, Telugu, Thai, Tibetan, Turkish, Urdu, Vietnamese, Welsh, Wolof, Yiddish, and Zulu.  
Berkeley Language Center  
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Phone: (510) 877-4002
32. University of California, Irvine – Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish.  
School of Humanities  
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33. University of California, Los Angeles – Afrikaans, Arabic, Armenian, Bashkir, Catalan, Chinese, Czech, Danish, Dutch, Finnish, French, German, Hausa, Hebrew, Hindi, Hungarian, Indonesian, Italian, Japanese, Korean, Norwegian, Persian, Polish, Portuguese, Quechua, Romanian, Russian, Serbian/Croatian, Spanish, Swahili, Swedish, Tagalog, Thai, Turkish, Ukrainian, Uzbek, Vietnamese, Wolof, Yiddish, and Zulu.  
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34. University of California, Merced – Chinese, French, Japanese, and Spanish.  
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5200 North Lake Rd.

Merced, CA 95343  
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35. University of California, Riverside – Arabic, Chinese, Filipino, French, Japanese, German, Korean, Italian, Russian, Spanish, and Vietnamese.  
Department of Comparative Literature & Foreign Languages  
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36. University of California, San Diego – American Sign Language, Arabic, Aramaic, Armenian, Cantonese, Dutch, Esperanto, French, French Sign Language, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin, Persian, Portuguese, Russian, Sanskrit, Spanish, Tagalog, Vietnamese, and Zapotec.  
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37. University of California, Santa Barbara – Arabic, Basque, Catalan, Chinese, French, Galician, German, Hebrew, Hindi, Italian, Portuguese, Japanese, Korean, Russian, Spanish, Tibetan, and Yiddish.  
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38. University of California, Santa Cruz – Chinese, French, German, Italian, Japanese, Portuguese, and Spanish.  
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39. University of San Diego - Arabic, Chinese, French, German, Italian, Japanese, and Spanish.  
Languages and Literatures  
Phone: 619-260-4070  
E-mail: [languages@sandiego.edu](mailto:languages@sandiego.edu)
40. University of Southern California – Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian (Farsi), Portuguese, Russian, and Spanish.  
  
Taper Hall of Humanities  
3501 Trousdale Parkway, Room 309  
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41. Ventura College – French, German, Italian, Japanese, Sign Language, and Spanish  
4667 Telegraph Road  
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Phone: 805-654-6400

•Colorado

1. Colorado State University – American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish.  
Dept. of Foreign Languages & Literatures  
C 104 Clark Building  
Fort Collins, CO 80523-1774  
Phone: 970.491.6141
2. Colorado State University, Pueblo – French, German, Italian, and Spanish.  
Department of English & Foreign Languages  
2200 Bonforte Blvd  
Pueblo, CO USA 81001  
Phone: 719-549-2143
3. Red Rocks Community College – French, German, and Spanish.  
Foreign Language Program  
Lakewood Campus  
13300 West Sixth Avenue  
Lakewood, CO 80228  
Phone: 303-914-6600
4. University of Colorado, Boulder – Arabic, Chinese, Farsi, German, Hebrew, Hindi/Urdu, Japanese, Korean, Portuguese, Russian, and Spanish.  
ASIAN LANGUAGES AND CIVILIZATIONS  
Eaton Humanities 240, 279 UCB  
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Department of Spanish and Portuguese  
McKenna Languages Building, 127C  
278 UCB  
Phone: 303-492-7308  
  
Department of Germanic and Slavic  
Languages and Literatures  
276 UCB, McKenna 129  
Phone: (303) 492-7404

•Connecticut

1. Central Connecticut State University – Chinese, French, German, Italian, Japanese, Polish, and Spanish.  
Modern Language Office  
Lawrence Davidson Hall, 212  
1615 Stanley Street

New Britain CT 06050  
Phone: 860-832-2875

2. Connecticut College – Chinese, Czech, German, Italian, Japanese, Portuguese, Russian, and Spanish.  
CISLA Office  
Fanning 111  
270 Mohegan Avenue  
New London, CT 06320-4196  
Phone: 860-439-2440
3. Eastern Connecticut State College – Arabic, Chinese, French, Italian, Japanese, and Spanish.  
Department of World Languages  
Webb Hall Rm. 226  
(860) 465-5328
4. Southern Connecticut State University – Arabic, Chinese, French, Italian, German, Japanese, and Spanish.  
Department of World Languages and Literatures  
501 Crescent Street  
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Phone: (203) 392-6770
5. University of Bridgeport – Arabic, Chinese, French, Japanese, Russian, and Spanish.  
Department of Modern Language  
[intlcoll@bridgeport.edu](mailto:intlcoll@bridgeport.edu).
6. University of Connecticut – American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Polish, and Spanish.  
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365 Fairfield Way U-1057  
Storrs, CT 06269  
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7. Western Connecticut State University – Arabic, Chinese, French, German, Italian, Portuguese, and Spanish.  
World Languages and Literature Department  
181 White Street  
Danbury, CT 06810  
Office: Berkshire Hall, Room 120B, Midtown Campus  
Phone: 203-837-8250
8. Yale University - Afrikaans, Amharic, Arabic, Chinese, French, German, Greek, Hebrew, Igbo, Italian, Japanese, Korean, Portuguese, SeSotho, Setsana, Shona, SiSwati, Spanish, Twi, Wolof, Xhosa.  
Council on African Studies



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East Asian Languages and Literatures  
Hall of Graduate Studies  
320 York Street  
Phone: 203-432-2860

Department of French  
82-90 Wall Street, 3rd Floor  
Phone: 203-432-4900

Department of German  
William L.Harkness Hall, 3rd Floor  
P.O. Box 208210  
Phone: 203-432-0788  
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The Hellenic Studies Program  
The Whitney and Betty MacMillan Center  
for International and Area Studies at Yale  
Henry R. Luce Hall  
34 Hillhouse Avenue  
P.O. Box 208206

The Program in Judaic Studies  
Campus address: 451 College St., Rm. 301  
Phone: 203-432-0843

Slavic Languages & Literatures  
2704 Hall of Graduate Studies  
Phone: 203-432-0997

Department of Spanish and Portuguese  
P.O. Box 208204  
Phone: 203-432-1151

•Delaware

1. Delaware State University – French and Spanish.  
Department of English and Foreign Languages  
Education and Humanities Building  
Room 213  
Phone: 302-857-6560

2. University of Delaware – Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish.  
Foreign Languages and Literatures  
30 East Main Street  
Jastak-Burgess Hall  
Newark, DE 19716-2550  
Phone: 302-831-6882

- District of Columbia

1. Georgetown University – Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Spanish, Turkish, and Ukrainian.  
Department of Arabic and Islamic Studies  
Box 571046  
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Department of French  
Box 571047  
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Department of German  
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2. Johnson County Community College – Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish.  
Foreign Languages Communications Division  
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4. University of Kentucky – Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Russian, and Spanish.  
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161 Presidents Drive Amherst, MA 01003  
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10. University of Massachusetts Boston – Arabic, Chinese, French, Italian, Japanese, Portuguese, and Russian, Spanish and Vietnamese.  
Modern Languages Department  
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11. University of Massachusetts Dartmouth – Arabic, Chinese, French, German, Italian, and Spanish.  
Foreign Literature and Languages  
Main Office Hours  
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285 Old Westport Rd.  
North Dartmouth, MA 02747  
Phone: 508-999-8332
12. Wellesley College – Chinese, French, German, Italian, Japanese, Korean, Russian, Spanish, and Swahili  
Department of Africana Studies  
Founders Hall 31  
106 Central Street  
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Department of French  
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106 Central Street  
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Phone: 781-283-2403  
Department of German  
Founders Hall 407  
106 Central Street  
Wellesley, MA 02481  
Phone: 781-283-2584

Department of Italian Studies  
Founders Hall  
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106 Central Street  
Wellesley, MA 02481  
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Spanish Department  
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106 Central Street  
Wellesley, MA 02481  
Phone: 781-283-2402

13. Wheaton College – Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish.

Wheaton College  
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•Michigan

1. Central Michigan University – Arabic, Chinese, French, German, and Spanish.

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2. Eastern Michigan University – Chinese, French, German, Japanese, and Spanish

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3. Michigan State University – Arabic, Chinese, German, Hausa, Hebrew, Hindi, Indonesian, Japanese, Korean, Ojibwa, Persian, Russian, Spanish, Swahili, Tamil, Turkish, Urdu, Uzbek, and Vietnamese.

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4. Northern Michigan University – Chinese, French, German, Portuguese, Russian, and Spanish.  
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5. University of Michigan – Bosnian, Chinese, Croatian, Czech, Dutch, Filipino, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Polish, Portuguese, Punjabi, Quechua, Russian, Sanskrit, Serbian, Spanish, Swedish, Thai, Tibetan, Ukrainian, Urdu, Vietnamese, and Yiddish.  
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7. University of Michigan, Flint – Arabic, French, German, Japanese, Latin, Mandarin Chinese, Russian, and Spanish.  
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2. Minnesota State University, Moorhead – Chinese, Japanese, and Spanish.  
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3. Southwest Minnesota State University – French and Spanish.  
Department of Humanities, Philosophy, and Foreign Language  
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Phone: 507-537-7206
4. University of Minnesota – Arabic, Chinese, Dutch, Finish, German, Hindi-Urdu, Hmong, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, and Swedish.

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3. The University of Mississippi – Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish.

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2. Missouri Southern University – Chinese, French, German, Japanese, Russian, and Spanish  
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3. Missouri University of Science and Technology – French, German, Russian, and Spanish.  
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•Montana

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*Whitefish*  
Whitefish Foursquare Church  
233 Kalispell Ave. & 3rd St.  
Phone: 406-212-2273  
*Kalispell*  
New Covenant Church  
1212 Birch Grove.  
*Columbia Falls*  
Our Savior's Lutheran Church  
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2. Montana State University – Arabic, French, German, Mandarin, and Spanish.  
  
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117 Gaines Hall  
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3. The University of Montana – Chinese, French, German, Italian, Japanese, Persian, Russian, Spanish, and Turkish.  
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2. University of Nebraska, Lincoln – Chinese, Czech, French, German, Japanese, Russian, and Spanish.  
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1111 Oldfather Hall  
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3. University of Nebraska, Omaha – Arabic, Chinese, French, German, Japanese, Russian, and Spanish.  
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•Nevada

1. College of Southern Nevada - American Sign language, Arabic, Chinese, ESL, Filipino, French, German, Modern Greek, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, and Thai.  
Department of International Languages  
Charleston Campus  
6375 W. Charleston Blvd.  
Las Vegas, NV 89146  
Room WCH I 309-A  
Phone: 702-651-7684
2. TMCC – American Sign Language, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish.  
TMCC Humanities Department  
Truckee Meadows Community College  
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Reno, Nevada 89512-3999  
Phone: 775-674-7945
3. University of Nevada, Las Vegas – Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, and Spanish.  
The Department of World Languages and Cultures  
Flora Dungan Humanities building (FDH), room number 510

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4. University of Nevada, Reno – Chinese, French, German, Italian, Japanese, and Spanish.  
Foreign Languages and Literatures  
Edmund J. Cain Hall 241  
MS/100  
Reno, NV 89557-0100  
Phone: 775-784-6055

•New Hampshire

1. Dartmouth University – Arabic, Chinese, French, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish.

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101D Bartlett Hall  
Hanover, NH 03755  
Phone: 603-646-2861

French and Italian Department  
6087 Dartmouth Hall  
Hanover, NH 03755  
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Department of Russian  
6085 Reed Hall room 201  
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Department of Spanish and Portuguese  
6072 Dartmouth Hall, Room 218  
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Phone: 603-646-1462

2. Hampshire College – American Sign Language, Chinese, and Spanish.

893 West Street  
Amherst, MA 01002  
Phone: 413-559-5378  
E-mail: [dof@hampshire.edu](mailto:dof@hampshire.edu)

3. Hudson Valley Community College – Arabic, American Sign Language, Chinese, French, German, Italian, Japanese, Russian, and Spanish.

Brahan Hall, Room 035  
Phone: 518-629-7121

4. Keene State College – French, German, and Spanish.

Modern Language Department  
229 Main St.  
Keene, New Hampshire 03435  
Phone: 603-358-2965

5. University of New Hampshire – Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.  
Department of Languages, Literatures, and Cultures  
210L Murkland Hall  
15 Library Way  
Durham, NH 03824  
Phone: 603-862-3121
6. University of New Hampshire, Manchester – American Sign Language, Chinese, French, Italian, Sign Language Interpretation, and Spanish.  
400 Commercial Street  
Manchester, NH03101  
Phone: 603-641-4101

•New Jersey

1. Monmouth University - Arabic, Chinese, French, German, Italian, Irish, Latin, and Spanish.  
400 Cedar Avenue  
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Phone: 732-571-3400
2. Princeton University – Arabic, Bosnian-Croatian-Serbian, Bulgarian, Chinese, Czech, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Swahili, and Turkish.  
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359 East Pyne Princeton, NJ 08544-5264  
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3. Rowan University – Arabic, Chinese, French, Italian, Japanese, Russian, Swahili, and Zulu.  
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4. Rutgers University, Camden – French, German, and Spanish.  
Department of Foreign Languages and Literatures  
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5. Rutgers University, New Brunswick – Akan (Twi), Arabic, Aramaic, Bengali, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Malayalam, Persian, Portuguese, Russian, Sanskrit, Spanish, Swahili, Turkish, and Yoruba.  
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2. New Mexico State University – Arabic, Chinese, French, German, Japanese, Portuguese, and Spanish.  
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•New York

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2. The City College of New York – Arabic, Chinese, French, Hebrew, Hindi, Italian, Japanese, Portuguese, and Spanish.  
North Academic Center  
Room 5/223  
160 Convent Avenue  
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Phone: 212-650-6731  
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3. Columbia University – Arabic, Armenian, Bosnian/Croatian/Serbian, Catalan, Chinese, Czech, Dutch, Finnish, French, German, Hebrew, Hindi/Urdu, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Tamil, Tibetan, Turkish, Ukrainian, Vietnamese, Wolof, Yiddish and Zulu.  
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7. Kingsborough Community College – Arabic, Chinese, French, Hebrew, Italian, and Yiddish.  
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10. Queens College – Arabic, Chinese, French, German, Greek, Hebrew, Irish, Italian, Japanese, Korean, Russian, and Spanish.  
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11. Rockland Community College – Arabic, French, German, Hebrew, Italian, Russian, and Spanish.  
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12. The State University of New York, Geneseo – Arabic, Chinese, French, Italian, Japanese, Russian, and Spanish.  
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13. United State Military Academy, West Point – Arabic, Chinese, French, German, Portuguese, Russian, and Spanish.

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2. North Carolina Central University – French, German, and Spanish.  
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3. North Carolina State University – Arabic, Chinese, French, German Studies, Hindi/Urdu, Italian, Japanese, Persian, Portuguese, Russian, and Spanish.  
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4. University of North Carolina, Asheville – French, German, Portuguese, and Spanish.  
  
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5. University of North Carolina, Chapel Hill – Arabic, Chinese, Czech, Dutch, French, German, Hebrew, Hungarian, Italian, Hindu-Urdu, Japanese, Korean, Persian, Portuguese, Spanish, Swahili, Turkish, and Wolof.  
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Wolof  
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6. University of North Carolina, Charlotte – Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.  
Department of Language and Culture Studies  
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9201 University City Boulevard  
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7. University of North Carolina, Pembroke – French, German, Italian, and Spanish.  
English, Theatre & Foreign Languages  
PO Box 1510  
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Phone: 910-521-6246
8. University of North Carolina, Wilmington - American Sign Language, Chinese, French, German, Japanese, Portuguese, Russian, and Spanish.  
Department of Foreign Languages & Literatures  
279 Leutze Hall  
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•North Dakota

1. Dakota Language Institute – American Sign Language, Chinese, French, Italian, Lakota, and Spanish.  
Assisting you to reach and communicate with the world  
513 E Bismarck Expressway, Suite 25  
Bismarck, ND 58504

Phone: 701-850-1501 (w)  
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2. North Dakota State University – French, German, and Spanish.

Department of Modern Languages  
Minard Hall 318  
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PO Box 6050  
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3. University of North Dakota – Chinese, French, German, Norwegian, Russian, and Spanish.

Department of Modern and Classical Languages and Literatures  
276 Centennial Drive Stop 8198  
Grand Forks, ND 58202-8198  
Phone: 701-777-3813

•Northern Marianas Islands

1. Northern Marianas College – American Sign Language, Carolinian, Chamorro, Chinese, Japanese, and Spanish.

NMC – Saipan Campus (Main)  
P.O. Box 501250  
Saipan, MP 96950  
Phone: 670-234-5498 or 670-234-3690

•Ohio

1. Columbus State Community College – Arabic, Chinese, French, German, Italian, Japanese, and Spanish.

Modern Languages  
Columbus Campus  
550 East Spring St.  
Columbus, OH 43215  
Phone: 614-287-5353

2. Columbus State University – Arabic, French, German, Japanese, and Spanish.

Modern and Classical Languages  
Faculty Office Building 222  
Phone: 706-507-8450

3. Kent State University – American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Kiswahili, Portuguese, Russian, and Spanish.

Department of Modern & Classical Language Studies  
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4. Miami University – Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Portuguese, Russian, and Spanish.

Department of French and Italian  
207 Irvin Hall  
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400 East Spring Street  
Oxford, OH, 45056  
Phone: 513-529-2526 Main Office

Department of Spanish and Portuguese  
268 Irvin Hall | Oxford, OH 45056  
Phone: 513-529-4500

5. Ohio Northern University – Arabic, Chinese, French, German, Japanese, Russian, and Spanish.  
Department of Modern Languages  
200 Dukes Memorial Building  
525 South Main St.  
Ada, OH 45819  
Phone: 419-772-2112
  
6. Ohio State University – American Sign Language, Arabic, Bosnian-Croatian-Serbian, Chinese, Czech, French, Georgian, German, Hebrew, Hindi, Hungarian, Italian, Japanese, Korean, Persian, Polish, Portuguese, Quechua, Romanian, Russian, Somali, Spanish, Swahili, Swedish, Tibetan, Turkish, Urdu, Uzbek, and Zulu.  
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7. Ohio University – Arabic, Chinese, French, German, Indonesia, Italian, Japanese, Russian, Spanish, and Swahili.  
Department of Linguistics  
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8. Ohio Wesleyan University – Chinese, French, German, Italian, Japanese, and Spanish.  
Department of Modern Foreign Languages  
212 University Hall  
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9. University of Akron – Arabic, Chinese, French, and Spanish.  
Department of Modern Language  
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10. University of Cincinnati – American Sign Language, Arabic, Chinese, French, German, Greek, modern Hebrew, Irish, Italian, Japanese, Portuguese, Russian, Scots Gaelic, Spanish, Swahili, Welsh, and Yoruba.  
Asian Studies  
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Department of Romance Languages & Literatures  
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European Studies  
360 McMicken Hall  
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11. University of Cincinnati, Blue Ash College – American Sign Language, Arabic, Chinese, French, German, Hebrew, Japanese, Russian, and Spanish.  
Foreign Language Office  
Muntz Hall, Room 348  
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12. University of Dayton – Arabic, Chinese, French, German, Italian, Russian, and Spanish.  
Department of Global Languages and Cultures  
Jesse Phillips Humanities Center Room 352  
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Dayton, Ohio 45469-1539  
Phone: 937-229-2449
  
13. University of Toledo – Arabic, French, German, Japanese, and Spanish.  
Department of Foreign Languages  
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14. Wittenberg University – Chinese, French, German, Greek, Japanese, Russian, and Spanish.

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15. Xavier University – American Sign Language, Arabic, French, German, Italian, Japanese, and Spanish.

Department of Modern Languages  
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16. Youngstown State University – American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Italian, Russian, Spanish, and Swahili.

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•Oklahoma

1. Northwestern Oklahoma State University – Spanish.

Northwestern Oklahoma State University  
709 Oklahoma Blvd.  
Alva, OK 73717  
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2. Oklahoma City University – Chinese, French, German, and Spanish.

Oklahoma City University  
2501 North Blackwelder  
Oklahoma City, OK 73106-1493  
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3. Oklahoma State University - Arabic, Chinese, French, German, Greek, Japanese, Russian, and Spanish.

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5. University of Tulsa – Chinese (Mandarin), French, German, Hebrew, Latin, Portuguese, Russian, and Spanish.  
Department of Languages  
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•Oregon

1. Oregon State University – Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish.  
World Languages and Cultures  
210 Kidder Hall  
Corvallis OR 97331  
Phone: 541-737-2146
2. Salem State University – Arabic, Chinese, French, German, Italian, Latin and Spanish.  
World Language and Cultures  
Phone: 978-542-6258
3. Southern Oregon University - American Sign Language, Chinese, French, German, Japanese, and Spanish.  
Foreign Languages  
Central 203  
1250 Siskiyou Blvd.  
Ashland, OR 97520  
Phone: 541-552-6745
4. University of Oregon – Akan, Bamana/Dyula, Chinese, German, French, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Swedish.  
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1262 University of Oregon  
Eugene, OR 97403-1262  
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5. Western Oregon University – French, German, and Spanish.  
Modern Languages Department  
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•Pennsylvania

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275 Swamp Road  
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Phone: 215-968-8000
2. Indiana University of Pennsylvania – Arabic, Chinese, Dutch, Finnish, French, German, Greek, Hebrew, Hindi, Hungarian, Japanese, Korean, Portuguese, Russian, Spanish, Swahili, Swedish, and Urdu.  
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Sutton Hall, Room 455  
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3. Kutztown University – Chinese, French, German, and Spanish.  
Modern Language Studies  
Kutztown University of Pennsylvania  
PO Box 730  
Kutztown, PA 19530  
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4. The Lincoln University – Arabic, French, Japanese, and Spanish.  
1570 Baltimore Pike  
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5. Millersville University - French, German, Italian, Japanese, and Spanish.  
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Millersville, PA 17551-0302  
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6. Penn State – Chinese, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Ukrainian.  
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7. University of Pennsylvania – Afrikaans, American Sign Language, Amharic, Bengali, Cantonese, Chichewa, Chinese, Czech, Filipino, Hausa, Hungarian, Igbo, Indonesian, Irish Gaelic, Japanese, Judeo-Spanish, Kannada, Korean, Malayalam, Marathi, Greek, Punjabi, Pashtu, Persian, Polish, Setswana, Shanghainese, Shona, Spanish, Sudanese Arabic, Swahili, Taiwanese, Tamil, Telugu, Thai, Tigrinya, Turkish, Twi, Ukrainian, Vietnamese, Wolof, Yoruba, and Zulu.  
Penn Language Center  
715-716 Williams Hall  
Philadelphia, PA 19104-6305  
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8. West Chester University – Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish.  
Department of Languages and Cultures  
109 Main Hall  
West Chester, PA 19383  
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•Rhode Island

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2. University of South Dakota – French, German, Lakota, and Spanish.  
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•Tennessee

1. Middle Tennessee State University – Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Kurdish, Portuguese, and Spanish.  
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Boutwell Dramatic Arts 301  
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2. Tennessee Technical University – French, German, and Spanish.  
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3. University of Memphis – Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish.  
Department of Foreign Languages and Literatures  
108 Jones Hall  
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4. University of Tennessee, Knoxville – Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.  
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1115 Volunteer Blvd.  
701 McClung Tower  
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5. University of Tennessee, Chattanooga – Chinese, French, German, Italian, Japanese, and Spanish.  
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Chattanooga, TN 37403  
Phone: 423-425-4114
  
6. University of Tennessee, Martin – French, German, Japanese, Portuguese, and Spanish.  
Modern Foreign Languages  
131 Humanities Building  
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7. Vanderbilt University – Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.  
Asian Studies Program  
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Nashville, TN 37235  
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215 Furman Hall  
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121 Furman Hall  
Nashville, TN 37235-1567  
Phone: 615-322-2611

Department of Spanish and Portuguese  
2301 Vanderbilt Place  
Nashville, TN 37240-1617  
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•Texas

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Department of Modern Foreign Languages  
Old Main, Rm 204  
One Bear Place #97391  
Waco, Texas 76798-7391  
Phone: 254-710-3711

2. Texas A&M – Arabic, Chinese, French, German, Italian, Japanese, and Russian.  
Department of International Studies  
4215 TAMU, Academic Building  
College Station, Texas 77843-4215  
Phone: 979-845-2124
  
3. Texas State University – American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, and Spanish.  
Dept. of Modern Languages  
Centennial Hall 214  
601 University Dr.  
San Marcos, TX 78666  
Phone: 512-245-2360
  
4. Texas Tech University – American Sign Language, Arabic, Chinese, French, German, Greek, Italian, Japanese, Portuguese, Russian, Spanish, and Vietnamese.  
Foreign Languages Building  
2910 18<sup>th</sup>  
Lubbock, TX 79409-2071  
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5. University of Houston – Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Russian, Turkish, and Vietnamese.  
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6. University of North Texas – Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish.  
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Phone: 940-565-2404
  
7. University of Texas, Austin – Arabic, Bengali, Chinese, Czech, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Malayalam, Pashto, Persian, Polish, Portuguese, Russian, Sanskrit, Serbian/Croatian, Spanish, Tamil, Telugu, Turkish, and Urdu.  
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8. University of Texas, Tyler – Chinese, French, Japanese, and Spanish.  
Department of Literature and Languages  
3900 University Blvd.  
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•Utah

1. Brigham Young University – Albanian, Arabic, Armenian, Bulgarian, Cambodian, Cantonese, Cebuano, Chinese, Czech, Danish, Dutch, Estonian, Finnish, French, Georgian, German, Guarani, Hebrew, Hmong, Hungarian, Icelandic, Ilonggo/Hiligaynon, Indonesian, Italian, Japanese, Korean, Latvian, Lithuanian, Malagasy, Mongolian, Norwegian, Polish, Portuguese, Romanian, Russian, Samoan, Serbian/Croatian, Slovenian, Spanish, Swedish, Tagalog, Thai, Tongan, Ukrainian, Vietnamese, and Welsh.  
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3086 JFSB  
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2. University of Utah – American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi-Urdu, Italian, Japanese, Khmer (Cambodian), Korean, Nahuatl, Navajo, Persian, Portuguese, Russian, Spanish, and Turkish.  
Languages & Communication BLDG  
255 S. Central Campus Drive RM 01400  
Salt Lake City, UT 84112  
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3. Utah Valley University – American Sign Language, Chinese, French, German, Japanese, Portuguese, Russian, and Spanish.  
Department of Languages  
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•Vermont

1. Middlebury – Arabic, Chinese, French, German, Hebrew, Japanese, Portuguese, Russian, and Spanish.  
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203 Freeman Way  
Middlebury, VT 05753  
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2. University of Vermont – Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Russian, and Spanish.

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•Virginia

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2. Hampton University – Arabic, Chinese, French, German, Japanese, Russian, and Spanish.  
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3. Old Dominion University – Arabic, Chinese, Farsi, French, German, Hebrew, Italian, Portuguese, Russian, and Spanish.  
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4. Radford College – Arabic, Chinese, French, German, Russian, and Spanish.  
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5. Roanoke College – Chinese, French, German, Italian, Japanese, Russian, and Spanish.  
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6. University of Virginia – Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Spanish, Tibetan, and Urdu.  
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7. Virginia Commonwealth University – Arabic, Chinese, French, German, Hindi, Italian, Portuguese, Russian, Spanish, and Zulu.  
World Studies Media Center  
900 Park Ave.  
Hibbs Hall 425  
Richmond, VA 23284  
Phone: 804-828-2320
  
8. Virginia Tech – Arabic, Mandarin Chinese, French, German, Greek, Hebrew, Italian, Japanese, Russian and Spanish.  
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331 Major Williams Hall (0225)  
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College of Liberal Arts and Social Sciences  
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1900 Commerce  
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College of Humanities and Social Sciences  
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5. Eastern Washington University-Japanese, German, French, and Spanish  
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200 Cheney Hall  
Cheney, WA 99004  
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6. Washington State University – Chinese, French, German, Japanese, Russian, and Spanish.  
College of Arts and Sciences  
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Thompson Hall, Room 110  
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7. University of Puget Sound- Chinese, Japanese, French, German, and Spanish.  
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General Information: 304-766-3000
4. Marshall University- French, German, Japanese, and Spanish  
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2. Carroll College – French, German, and Spanish  
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3. Marquette University- French, Spanish, and German  
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15. University of Wisconsin, Stevens Point – French, German, and Spanish  
Department of Foreign Languages  
Collins Classroom Center 490  
Stevens Point, WI 54481  
Phone: 715-349-3036
16. University of Wisconsin, Whitewater – Arabic, German, and Spanish.  
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Arts & Humanities  
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# How to Address Problems With Interpretation

## Document the Problem, Take Notes On

- Inaccuracies, errors, omissions, summaries, incorrect terminology
- Gender, cultural, or class biases
- Conflicts of interest, lack of neutrality and other impediments to compliance
- Breaches of confidentiality
- Interpreters stepping out of role and giving advice, trying to influence victims

## Explain How You Identified the Problem

- Based on what the client has told you
- You speak the target foreign language and have detailed notes
- You do not speak the foreign language but took notes on your concerns and then debriefed with the client to determine what went wrong
- You obtained information from client, family, or community informants
- You reviewed case transcripts of proceedings, and compared the transcripts to what the client and/or other witnesses told you

## Addressing Problems

### 1. Problems with Quality of Interpretation

Most problems arise from using bilingual speakers untrained to interpret; these include:

- Lack of fluency.** Interpreter is not fluent in English and/or foreign language.
- Lack of accuracy.** Incomplete interpretation, interpreter cannot keep up with subject matter, is ignorant of specialized terminology, is uncomfortable with domestic or sexual violence terms, etc.
- Lack of neutrality.** Interpreter gives advice, doesn't reveal a conflict of interest.
- Breaking confidentiality.** Interpreter discusses or shares case information.
- Allowing personal and cultural bias.** Interpreter's biases filter and/or change what is said.
- Providing 'cultural interpretation.'** Explaining cultural practices, offering themselves up as cultural experts, reflecting their own or their larger ethnic community's cultural biases.
- Allowing gender bias.** Blaming victims, emphasizing traditional roles for women, admonishing them for asserting their rights.

### 2. Other Problematic Situations

In small communities when an interpreter knows both the victim and batterer:

- Interpreter or advocate should disclose this to the hiring agency as a potential conflict of interest or bias, and allow the agency to make a determination on whether a conflict or bias exists.
- Attorneys or advocates should be prepared to suggest an alternative interpreter, e.g., telephonic interpretation by an interpreter from the adjoining county.

## Report the Problem to...

Advocates should report all problems to the victim's attorney.

It is the attorney's role to notify the court about any interpretation issues, and raise the appropriate objections on the record. Only if client is unrepresented, should advocates report problems to others.

- **Victim's Attorney:** If the victim is represented, inform the attorney who will raise the issue with the judge.
- **Officers of the Court:** Write a note describing the issue and give it to the bailiff or court clerk who will alert the judge.
- **Interpretation Services Providers:** Inform court interpreter coordinator (if there is one), agency that provided in-person or telephonic interpreter.
- **Professional Association:** If the interpreter is on a list or is certified, notify the appropriate agency and file a complaint.

## What Can Happen Next

- Judge and/or attorneys decide if there is a problem and if a new interpreter is needed.
- For conflicts of interest, the judge assesses the nature of the conflict and whether it will impede the interpreter's ability to interpret.
- Attorneys of either party may decide to take steps to exclude information or testimony marred by poor interpretation.
- Advocate can ask interpretation services agency to assign a different interpreter (for quasi-judicial setting).
- For confidentiality breaches, advocates must take steps to ensure client's safety.

If the advocate knows the interpreter assigned to the case is a batterer:

- a. Advocates may have this information through confidential means (e.g., by providing services to interpreter's partner); they cannot publicly state this reason.
- b. Advocate can bring another interpreter to interpret, or suggest alternate interpreter.

When bilingual advocates are asked to interpret:

- a. Advocates must not interpret at trials, motion hearings, custody hearings, arraignments, or divorce hearings.
- b. Advocates must decline to interpret. If a judge insists that an advocate serve as the interpreter, despite the advocate's objections, the advocate should request that the objection is placed on the record.
- c. Advocates must not interpret if no attempt to find a qualified interpreter (either in-person or for telephonic interpretation) was made before the advocate is asked to interpret.
- d. Advocates must not interpret at attorney-client interviews.
- e. **ONLY** in the interest of a victim's immediate safety and when a qualified interpreter is not available in person or via telephone, an advocate can step in to interpret.
- f. Advocates who are interpreting must stop when they are:
  - i. losing the message
  - ii. summarizing because they are unable to retain the information or interpret particular concepts or terminology
  - iii. confused and/or confusing the client
  - iv. finding the vocabulary being used is beyond their language ability.

# How to Work with Interpreters

## Preparing the Client About Working with an Interpreter

1. Assess a client's English fluency/lack of proficiency objectively.

Does a victim speak English well enough to:

- a. Tell a story and answer questions?
- b. Listen to communications in English and understand them?
- c. Be understood by the court?
- d. Understand everyone in the court (considering regional accents, speed, etc)?

If client doesn't want an interpreter because she/he speaks some English; explain that limited English isn't enough to understand court proceedings.

2. Explain the role of the interpreter: this increases empowerment; remember the interpreter is a conduit for telling a victim's story.
3. Explain the interpretation process to the client, specifically:
  - a. The interpreter is a conduit
  - b. Speak 1-2 sentences at a time, speak clearly
  - c. The interpreter may ask you to slow down, or repeat something
  - d. Don't interrupt interpreter, let her/him finish
  - e. The interpreter will interpret everything
  - f. Don't ask the interpreter not to interpret something
  - g. Don't ask questions or raise concerns to interpreter, ask the speaker
  - h. Don't have side conversations with interpreter
4. If the advocate is going to have to interpret, explain: "I'll be in a different role, I will repeat everything that's said whether it is true or not."

## Pre-Session Preparation Between Advocate & Interpreter

1. Schedule additional time for any meeting where an interpreter is needed.
2. Check with interpreter and client before interview that they do not know each other.
3. Inform the interpreter in advance about the nature of the proceeding, who is involved, special terminology or vocabulary that will be used, etc. so the interpreter is well prepared.
4. English fluency is essential for competent interpretation. Difficulty speaking and understanding English is a strong indication that the interpreter is not qualified. If you and the interpreter are having difficulty communicating in English, then you should get another interpreter.

5. Let interpreter speak briefly to LEP person to size up their communicative style and needs (i.e., 'register'); that way interpreter can make necessary adjustments to improve communication.
6. For telephonic interpretation, ask interpreter for her/his identification number.
7. For untrained community/ad hoc interpreters:
  - a. Assess if they have knowledge, skills and abilities to do the job.
  - b. Instruct them:
    - i. Do interpret everything: do not omit, edit, guess, or polish what is said
    - ii. Do ask speakers to pause, slow down, repeat, clarify
    - iii. Don't answer for the LEP person
    - iv. Don't explain, restate or answer questions to client, have side conversations or give advice, even if client asks you – interpret everything back

### **In the Interview**

1. Speak directly to and maintain eye contact with the LEP individual.
2. Use first person.
3. Use plain English, avoid jargon, do not use acronyms.
4. Speak slowly and clearly with regular pauses.
5. Speak one sentence at a time (sentence-by-sentence interpretation may seem awkward, but a rhythm is quickly established, and the interview flows smoothly).
6. Ask one question at a time.
7. Allow the interpreter to finish interpreting before speaking again.
8. Don't allow the interpreter to answer for the LEP person.
9. Don't ask interpreter to explain, restate, or not interpret something that was said.
10. If you think the interpreter is editing, adding, subtracting, or summarizing remind the interpreter to repeat everything that is said.
11. To fill out forms or review documents, ask interpreter to provide sight translation of written materials. The interpreter should only be translating the written material verbally for the LEP person. The interpreter should not be filling out the forms for the LEP person, or answering any questions about the forms. Any questions should be directed to the advocate.
12. Cues that the interpretation is not going well are:<sup>1</sup>
  - a. Interpretation is too short or too long.
  - b. Interpreter keeps asking for information to be repeated or clarified.
  - c. Interpreter is having side conversations with client.
  - d. Client corrects or seems to disagree with interpreter.
  - e. Client starts speaking in broken English.

13. If you're having trouble understanding the interpreter's English, ask for clarification. If you're still having problems get a different interpreter.
14. Debrief with interpreter at the end about how the interview went and any concerns; this helps all parties work better together.
15. Do not ask interpreters to:
  - a. Explain procedures, forms, or services.
  - b. Take LEP individual they are interpreting for to an office, counter, or appointment.
  - c. Console, set at ease, or reassure LEP clients to help them cope with difficult testimony or proceedings.
  - d. Provide cultural explanations or information because the interpreter 'understands' the client's culture.

## Resources

1. Supreme Court of Ohio Advisory Committee on Interpreter Services. The Role of Interpreters in the Legal System. Training video for judges and new court interpreters on the use of interpreters in the courtroom.

[www.supremecourt.ohio.gov/JCS/interpreterSvcs/interpreterVideo.asp](http://www.supremecourt.ohio.gov/JCS/interpreterSvcs/interpreterVideo.asp)



*Asian Pacific Institute on  
Gender-Based Violence  
Interpretation  
Technical Assistance &  
Resource Center*

*www.api-gbv.org  
info@api-gbv.org*



## Tip Sheet

# Considerations When Using Interpreters for Victims with Limited English Proficiency

### 1. Complete and Accurate Interpretation

- a. The interpreter's comfort with domestic violence, sexual violence, and child abuse may have an impact on the interpreter's ability to interpret completely and accurately.
- b. The use of slang varies from region to region and from generation to generation. How victims may describe sexual violence or body parts may be misinterpreted if the interpreter is not familiar with the slang used by the victim.

### 2. Impartiality and Avoidance of Conflicts of Interest

- a. Be aware of the potential for interpreter bias. A competent interpreter will be able to interpret impartially. But individuals should be aware of the potential for interpreter bias to effect the impartiality of the interpreter. Forms of bias that could influence an interpreter include: cultural biases regarding men and women, victim blaming, age bias, and gender bias.
- b. Many interpreters come from the same community the victim is from. Relationships and the standing of an interpreter in the community could influence a victim's comfort and willingness to share her/his story.

### 3. Confidentiality

- a. It is important to reiterate to the interpreter and victim that all conversations are confidential.
- b. The fact that the interpreter has interpreted for the victim should also be confidential.

### 4. Legal Advice

- a. Interpreters role and standing in the community because of their English speaking ability, may create situations where the victim asks for advice, or the interpreter feels an obligation to provide advice. This is not the interpreter's role.

### 5. Assessing and Reporting Impediments to Performance

Considerations when using an interpreter for victims of domestic and sexual violence.

- a. Gender of interpreter may affect the victim's comfort around the interpreter. A victim who was raped by a male, may be uncomfortable with a male interpreter.

- b. Age difference between interpreter and victim could affect the victim's comfort with disclosing domestic or sexual violence. For example an older victim, may be uncomfortable disclosing that they were raped if they believe it is inappropriate to disclose information to someone who is younger.
- c. Proximity of interpreter. Victims of violence may be uncomfortable being in close proximity to another person. For instance interpreters often sit behind and slightly to the side of the individual they are interpreting for. A victim may be uncomfortable with someone sitting behind them.

6. Steps for ensuring competent interpretation

a. Conduct a pre-session with the interpreter

- i. Provide details on the case to ensure they are comfortable with the case, are familiar with the terminology and slang in the case, and are not familiar with the parties.

b. Educate the victim on the role of the interpreter

- ii. The natural inclination of a person is to speak to the person that speaks their language. A professional interpreter will not engage in side conversations, provide advice, or comfort the victim. Many professional interpreters will avoid eye contact, and not respond to questions directed at the interpreter. Victims may perceive this as hostility, shame, or victim blaming by the interpreter. To avoid this, it is important to educate the victim on the role of the interpreter, as a conduit of communication, and the code of professional conduct for interpreters.

c. Checking the quality of interpretation

- i. Use bilingual staff, another interpreter, or telephonic interpreter to check in with the LEP individual regarding the interpreted conversation. Have the LEP individual repeat back pertinent parts of the conversation. Ask the victim about their comfort level with the interpreter.





## 100+ VERBS OF VIOLENCE

The World Health Organization defines violence as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation", but acknowledges that the inclusion of "the use of power" in its definition expands on the conventional meaning of the word.

1. Hit	pegar, golpear
2. Punch	dar un puñetazo
3. Slap	cachetear, abofetear, dar una palma en la cara
4. Slap on the wrist= minor infraction	dar una amonestación
5. Smack	abofetear, dar un manotazo / torta/ bofetada
6. Beat	golpear, moler a palos
7. Batter	golpear, apalear
8. Pound	golpear
9. Pummel	aporrear, golpear, apalear
10. Hammer	pegar, golpear
11. Clobber	machacar, aplastar, apalear
12. Smash	apachurrar?
13. Sock	pegar, dar un puñetazo
14. Belt	pajear, golpear con paja, fajear (CR)
15. Spank	nalgear, azotar
16. Strike	golpear
17. Wallop	dar una paliza, dar un golpetazo
18. Knock out	noquear
19. Whip	azotar, fustigar?
20. Push	empujar
21. Shove	empujar, dar un empujón
22. Slam	
23. Poke	hincar, empujar
24. Jab	pinchar, punzar
25. Grab	coger (excepto AR), agarrar, atrapar
26. Grasp	agarrar, sujetar, asir
27. Grip	agarrar, sujetar
28. Catch hold of	coger (excepto AR), agarrar
29. Seize	agarrar, sujetar, tomar por la fuerza
30. Snatch	arrancar, arrebatarse, robar
31. Kick	patear, dar una patada
32. Trip	
33. Boot	patear, dar una patada
34. Stamp	patear, patalear, pisotear, dar zapatos
35. Stomp	pisar fuerte
36. Trample	pisar, pisotear
37. Run over	atropellar, arrollar
38. Pinch	pellizcar, dar un pellizco
39. Scratch	rascar, rayar, dar rasguño
40. Pull hair	jalarle el pelo a alguien
41. Bite	morder

42. Burn	quemar
43. Set on fire	prender fuego a
44. Scald	escaldar a, sumergir a alguien en agua hirviente
45. Grapple	luchar, pelear, forcejar
46. Wrestle	luchar, pelear
47. Scuffle	pelear, reñir, tener un altercado/escaramuza
48. Tackle	taclear a, derribar
49. Struggle	luchar, forcejar
50. Strangle	estrangular, asfixiar, atrangantar
51. Choke= when something blocks the windpipe	estrangular, asfixiar (in DV cases, should not use "choke" →strangle)
52. Smother	sofocar, extinguir
53. Gag	amordazar
54. Suffocate	sofocar, ahogar, asfixiar
55. Asphyxiate	asfixiar
56. Drown	ahogar
57. Squeeze	exprimir
58. Squash	aplastar
59. Crush	machucar
60. Rip	rasgar, <b>desagarrar</b>
61. Knife	cortar con un cuchillo
62. Stab	apuñalar
63. Cut	cortar
64. Nick	arañar, cortar
65. Slice	cortar en rebanadas
66. Carve	con un cuchillo separar la carne del hueso
67. Slit	rajar
68. Gash	<b>tajo</b>
69. Slash	cortar
70. Hack	machetear, dar hachazos
71. Sever	cortar
72. Behead	cortar la cabeza
73. Decapitate	decapitar
74. Dismember	desmembrar de
75. Shoot	disparar
76. Blast	explotar
77. Fire	<b>disparar, fuego</b>
78. Open fire	abrir fuego
79. Restrain	sujetar
80. Tie up	amarrar, atar
81. Confine	restringir
82. Kidnap	secuestrar
83. Abduct	raptar
84. Torture	torturar
85. Maim	mutilar
86. Cripple	lisiar
87. Disable	inutilizar
88. Disfigure	desfigurar
89. Mutilate	mutilar
90. Poison	envenenar
91. Murder	asesinar

