



## **NORTH COAST INTERPRETATION AND TRANSLATION SERVICES: An Assessment of Needs and Opportunities in Rural Northern California**

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- A) List of questions for community interviews**
- B) Community survey - Language Interpretation and Translation Opportunities in Humboldt County (English version)**

## 1) Summary

The Humboldt Interpretation and Translation Support Project (Project) included interviews with 30 individuals who use or provide interpretation and translation services in either Spanish or Hmong in the communities of Humboldt and Del Norte Counties, as well as discussions and written input from over 125 community members for whom English is not their primary language. The findings are compiled in this assessment.

Several key needs, concerns and themes came up over and over in these discussions. These were:

- There is a great need for more trained, experienced interpreters.
- Many times family members or “bystanders” provide interpretation, and this can be inappropriate in many circumstances due to privacy and/or confidentiality issues.
- Cultural awareness is an extremely important factor to successfully convey information.
- Community organizations or individuals who have committed to providing interpretation and/ or translation need to be prepared adequately.
- There are limited financial resources in the region to pay for skilled interpretation and/or translation.
- Many agencies and organizations often do not budget for interpretation and translation services.
- Skilled interpretation and translation services are often undervalued or not understood to be important to success in communicating with the community.
- There is very little guidance in most cases about who can interpret for people and what skills they need to do so.

As a result of these key themes and needs, the following next steps are recommended for our community to successfully improve interpretation and translation services:

- Short term (within the next 6 months - 2 years)
  - Offer cultural awareness trainings with community partners, addressing specific cultural practices and needs of the Hmong community and various Latino communities in the region. Make these trainings available remotely by video or webinar where possible.
  - Encourage and provide training to community organizations and service providers to improve unmet interpretation and translation needs, as well as best practices.
  - Share resources developed as a result of this project with the broader community.
- Long term (within the next 2 – 5 years)
  - Work with local colleges, the Job Market, or other local training programs to develop skill-building courses for interpreters.
  - Identify a “hub” organization with capacity to coordinate local interpretation and translation resources.

## **2) Terminology, Purpose, Method and Complementary Resources**

### **a. Terminology**

“Interpretation” refers to the spoken word. Interpretation is provided by a skilled interpreter, and is often simultaneous (occurs concurrently so that the speaker does not pause for information to be conveyed in another language, but continues speaking throughout), but it can also be non-simultaneous, requiring pauses. The term “interpretation” acknowledges the capacity of the interpreter to ensure that the content is not only available in the language the listener understands, but that the information also makes sense to them, the mood of the speaker is conveyed, and the content is culturally relevant (or if different from their culture, the difference is explained as best as possible). Simultaneous, culturally adept interpretation that truly engages the listener in near-real time is a very specific skill and art.

“Translation” refers to the written word. Translation is provided by a skilled translator, and requires some different skills from interpretation. The translator will ideally have an excellent command of grammar, spelling, and good writing practices in both languages. Translation that is grammatically sound, clear and accurate is also a very specific skill and art.

### **b. Purpose of this assessment**

The purpose of this Project was to assess interpretation and translation resources and needs in Humboldt County, create a current list of interpreters, and establish a clearinghouse for people to access information about using interpretation. This was expanded to include some resources in Del Norte County because individuals with experience in the Northern California Hmong diaspora live and work in the Crescent City area, and there is potential to share interpretation and translation resources for this particular language and culture.

The purpose of this assessment is to share the key lessons learned and findings from the Project. This information is intended to be used by all community members who have an interest in this topic, including interpreters, service providers, community organizations, and individuals. It is also intended to inform next steps and better practices in the future.

### **c. Method for identifying needs and opportunities**

Staff from Redwood Community Action Agency (RCAA) gathered input from 30 individuals in one-on-one in-person and phone interviews, small group discussions or via email. One-on-one, in-person discussions were prioritized, and made up most of the interviews. In addition, RCAA staff and interpreters attended community events in Fortuna and Eureka, and spoke with and/ or received written survey input from over 125 people whose primary language was not English. RCAA staff also attended Humboldt BRIDGES central team meetings on a regular basis to ask for input and provide updates.

The guiding questions used for the one-on-one interviews are included as part of this assessment. Survey questions were also utilized to conduct additional outreach and were translated for community use in other languages. See Appendices A and B. The responses from interviewees and survey completed questionnaires are incorporated throughout this document.

The following individuals participated in discussions regarding interpretation needs in Humboldt and Del Norte Counties, legal requirements, best practices, emerging needs, et cetera:

- ✓ Marcelina Mejia de Castillo - St. Joseph's Hospital
- ✓ Mercedes Reynolds – MTI (Mercedes Translation and Interpretation), local interpreter/ translator
- ✓ Linnea Mandell – Humboldt County Office of Education
- ✓ Renee Saucedo – True North Organizing Network
- ✓ Jasmin Segura – local interpreter/ translator
- ✓ Laura Power – First Five/ Humboldt State University/ LatinoNet
- ✓ Melissa Darnell – former lead community organizer and staff, Building Healthy Communities in Del Norte County and Adjacent Tribal Lands
- ✓ Lindsay Selvaggio Righter – Humboldt County staff to Congressman Jared Huffman
- ✓ Jen Rice – Humboldt Area Foundation
- ✓ Heather Equinoss – Humboldt State University, Office of Extended Education
- ✓ Elysia Frink – Northern California Association of Non-Profits
- ✓ Andres Castro – Fortuna school counselor/ LatinoNet
- ✓ Mike Lee – Hmong interpreter
- ✓ Kiya Song – Eureka City Schools
- ✓ Lara Weiss – Humboldt County Department of Health and Human Services, Public Health/ LatinoNet
- ✓ Elvira Schwartz – Department of Health and Human Services, Mental Health
- ✓ Jaclyn Culleton – Department of Health and Human Services, Mental Health
- ✓ Jody Green – Humboldt County Youth Probation Department
- ✓ Shaun Breneman – Humboldt County Adult Probation Department
- ✓ Lisa Chapman – Humboldt County Office of Education
- ✓ Brandy Asher – Youth Services Bureau RAVEN Project
- ✓ Denise Marshall – McLean Foundation
- ✓ Fernando Paz – True North Organizing Network/ local interpreter
- ✓ Khou Vue – Teacher, Besse Maxwell School in Del Norte County
- ✓ Marco Luna – Humboldt County Sheriff's Department
- ✓ Erica Shepherd – Cyacom
- ✓ Eva Herrera – Local resident and ESL student
- ✓ Marina Cortez-Hash – Loleta Community Resource Center director

#### **d. Complementary documents/ resources**

Other resources developed through this mini-grant include:

- NorthCoastTranslate.org – a web-based location for the current interpreter list, this assessment, meeting guides and other resources and tools as they are developed (content will be available online within a few days of this assessment’s completion)
- Guidelines for Hosting Effective Multi-Lingual Meetings (English, Spanish and Hmong) – available at NorthCoastTranslate.org
- List of interpreters – current list available at NorthCoastTranslate.org

Additional local community resources for interpretation, translation and assistance include:

- LatinoNet - list of interpreters and other related resources
- Humboldt County Office of Education
- Humboldt Area Foundation
- Humboldt State University

### 3) Current Situation

#### a. Overview

The current situation in Humboldt County with regard to how interpretation/ translation services are accessed and provided varies greatly in different settings. In schools, hospitals, and the courthouse/ legal system, interpretation is provided in accordance with some standards. However, though standards do exist, those using the services do not always feel that they are easy to access or provided with a high level of skill or knowledge of the subject matter. For example, some individuals felt that their interpreter did not fully understand the material in English before interpreting it, and therefore were unable to understand the information once it was conveyed in their language. In other instances, for example, for some community meetings, interpretation is not provided or bilingual people are asked to interpret with little to no training or experience. In yet other situations, youth or family members are interpreting for their own family, and while this is not appropriate in some settings, there are positive aspects. Because the current situation and its ramifications are complex, they are broken down further below.

#### b. Current Challenges and Additional Considerations

- Skill and training issues:

One of the most significant challenges is limited training and skill development opportunities available locally. Consequently, there are circumstances where interpreters or translators do not have the specialized skillset to do specific jobs accurately. For example, an interpreter may be skilled at simultaneous interpretation for community meetings, but may not know the vocabulary and context of working in a courtroom during legal proceedings. Another commonly cited example is poor grammar or writing style in one or both languages for written translation. Some interpreters described circumstances where they do not feel totally comfortable with the job skillset required, but are concerned that they will let down the client if they do not complete the task. There were also instances where speakers of a language other than English recognized that the interpreter or translator did not have the requisite skills, but were not able to access another person to do the job, or did not want to hurt the interpreter's feelings and therefore received only limited information. In yet other examples, inexperienced interpreters who had never interpreted in a setting gave up entirely during public meetings and simply stopped interpreting, causing a significant barrier for those who were not able to understand the content. While the County of Humboldt now has a written test for interpreters working in certain settings, few other requirements exist in most instances where interpretation is commonly taking place. The overwhelming majority of interpreters in Humboldt said they learned on the job via practice, and acknowledged that early experiences were challenging for all involved. Training through the language departments of local educational institutions and the Humboldt State University interpretation club are amongst the most robust training opportunities, but are not currently available to non-HSU

students. Students often leave the area after graduation, so there is plenty of turnover of these interpreters.

- Ethical issues:

The three most frequently cited ways that organizations without existing interpretation or translation plans respond to the need for interpretation are (1) asking a bilingual person – often a bystander – to step in and interpret, (2) asking a child or relative to interpret for their parent/ relative, and (3) using Google Translate to quickly produce a written approximation of the information needed. In instances where an individual is receiving medical information, where legal matters are involved, or there are child welfare or disciplinary concerns, it is inappropriate having a child, relative, or unsuspecting bystander provide language support and violates privacy. In some cases, it may also be illegal. Children may be under greater stress or convey incomplete information to their parents when the onus of interpreting for their family is put on them. Having an untrained bystander or child interpret can be embarrassing, inaccurate, and the person receiving the information may experience negative repercussions. The use of Google Translate or other applications not “reality checked” by a live person can result in misinformation being passed, and generally does not allow the individual to ask clarifying questions. Some Spanish speakers in Humboldt have noted that they would prefer that information be given to them in English on forms, important notices and newsletters because it is easier to look up unknown words in a pocket dictionary than to receive inaccurately translated information.

In addition to these 3 most frequently identified issues, Spanish and Hmong speakers noted that the following ethical or legal issues were recurring problems for them: signing documents without understanding the content, participation in the political system/ voting without appropriate translation and interpretation, lack of access to interpretation in the school system, at clinics, and for mental health services.

- Preparation and communication issues:

Other frequently noted challenges included well-meaning efforts to offer interpretation or translation that failed due to lack of preparation or communication. This can include unreasonable expectations for interpreters (that they work for free, that they work more quickly than is possible), not having information or outreach materials translated prior to an event or meeting, not communicating with the interpreter about expectations or unique needs, not telling interpreters about the subject matter and vocabulary that will be needed for a special topic, and lack of clarity about cultural barriers that would limit understanding (for example, if the entire subject to be discussed is not analogous to another culture and therefore cannot easily be explained.) Spanish speakers noted via surveys and interviews that they do not always feel comfortable asking for services or understand how to access services. This can result in lack of preparation to offer services in a setting where they really are needed.

- Challenges using interpretation equipment:  
Specialized interpretation headsets are available for simultaneous interpretation. These are a useful tool whereby the interpreter can interpret for a large group of people and people can sit anywhere they like in the room, rather than being clustered together. However, there are a number of potential problems, including limited battery life, poor/ crackly reception, difficulty adjusting volume, difficulty using the equipment properly, individuals feeling isolated from what is happening around them, and fear or unfamiliarity with the equipment.
- Other barriers:  
Many local interpreters also work one or more other jobs, which limits their time and availability. There were instances, even while getting survey input for this project, where very limited reading/ writing ability, illiteracy, learning disabilities, and other communication limitations were barriers. In these instances, written translation had to be accompanied by spoken interpretation and the interpreter also needed to act as a scribe. There are instances where this is not available. Interpreters and translators described feeling frequently overwhelmed by the number of requests they receive for their services. Many receive requests to do significant work for free or for a reduced cost, and are not able to accommodate the requests. Frequently, organizations stated that they would just “ask the bilingual person to do it” if interpretation needs arose. However, these individuals are often not prepared and trained adequately, which does not set them up to succeed, or they may be unwilling to serve in this role for a variety of reasons. Untrained interpreters also have been observed interjecting many of their own opinions or comments, which is not accurate and clear interpretation. While doing this, they may miss some content and take the listener further away from the subject matter being discussed. Many individuals who do not speak English as their primary language also noted that service providers and interpreters are not always patient or friendly, which creates a barrier to using these services.

#### Additional Considerations

- Trust/ Lack of Trust of Authority:  
In communities whose members have been on the receiving end of historical abuse of authority, trust is an extremely important factor. In the Hmong community, for example, information that is interpreted by trusted leaders of the community is more likely to be well-received. This is particularly important when conveying information about the government or legal authority.
- Cultural norms:  
Cultures with an oral tradition and limited historical use of a written language (i.e. Hmong, some Latino communities) may not benefit from or want translation, or may prefer to receive only streamlined information that is relevant to them. In different cultures, body language, eye contact, visual appearance, gender and age of the speaker, and touching (or lack thereof) are very important to how information is received. This varies widely from culture to culture. For example, in Hmong

culture deference is shown by not making eye contact with elders. Some Latino men declined to meet alone with a woman who is not family, even in a work setting, because they wished to honor their wives. These considerations are important and require more sharing and understanding, as they are often initially considered rude or confusing to people with different cultural norms.

### **c. How Services are Currently Provided**

In medical, school and legal settings, services are provided when it is clear that the individual requires them or when they are requested, if language proficiency is not clear. Determining when information in a language other than English is needed is not always simple, as indicated above.

When community organizations have public meetings or seek input more broadly, they often turn to partner organizations or their “regular” interpreter or a bilingual staff member. All organizations expressed interest in having a greater array of options for interpreters and translators.

Spanish and Hmong speakers in the community noted that they used interpretation and translation services the most frequently in the following settings: schools, doctor’s offices, hospitals/ emergency room visits, banks, filling out a variety of forms to access services or complete essential tasks, and when interacting with the government, judicial system or police.

- **Local Interpretation**

- Set up of services – Call interpreter directly, pay interpreter directly. Many organizations have a dedicated staff person or “go-to” interpreter who is familiar with their work, who they use exclusively. If your organization does not have a preferred interpreter or your interpreter is not available, there is a list that remains updated at [NorthCoastTranslate.org](http://NorthCoastTranslate.org)
- Headsets for simultaneous interpretation – Reserve headsets/ mic unit for large groups or where this is appropriate (currently from either Humboldt Area Foundation [HAF] or DHHS Public Health’s Community Wellness Center [CWC], although CWC has a much more reliable set of headsets), send interpreter agenda or meeting materials, review expectations. See multi-lingual meeting guide at [NorthCoastTranslate.org](http://NorthCoastTranslate.org) for the ideal preparation steps.
- Preparation practices – Preparation varies widely, depending on the experience organizations or individuals have with interpretation and the lead time available. In last-minute scenarios, interpreters and others may not be as prepared, leading to lowered success.

- **Local Translation**

Contact a translator to discuss the translation needs, send translator the document/ information to be translated, establish a deadline and format. The average time for

translation is about 1 hour per page of dense text, but this may vary based on translator’s experience and the type of content.

- Remote Services/ Subscription-based Services

There are multiple services available for remote interpretation, which are used by pharmacies, doctor’s offices, service providers, joint powers authorities, and other entities in Humboldt and Del Norte Counties. In interviews, people repeatedly noted that they are “better than nothing”, but that there are challenges to using these systems. These challenges include difficulty hearing over the phone or using the technology that supports the service, fear/ unfamiliarity, and a lack of trust in some cases. Whenever possible, a skilled, live interpreter is a better choice.

Most local subscribers to this service use Language Line/ Pacific Interpreters. However, another option exists through AT&T. In addition, some larger businesses (i.e. chain establishments) use a proprietary service provided by their corporation.

These services are often utilized instead of, or in addition to, in-person interpretation for the following reasons:

- The organization may need to interact with speakers of many languages
  - There is specialized vocabulary required (for example, in a medical or legal setting)
  - The need is infrequent or unpredictable
  - The organization recognizes that some service must be provided but has limited funding for ongoing, live interpretation support
  - The organization can only pay for interpretation on an as-needed basis as they cannot justify a recurring cost for a service that is not utilized regularly (for example, some government entities)
- Language Line Solutions (purchased Pacific Interpreters)

To sign up (800) 752-6096  
For an interpreter (800)-311-1232  
Customer Service (800) 324-8060  
customersupport@pacificinterpreters.com  
sales@pacificinterpreters.com

Pacific Interpreters provide telephonic interpreting, Language U<sup>c</sup>® (video remote interpreting), onsite interpreting—including support for American Sign Language—pay-as-you-go interpreting, document translation, localization, and expert consulting in more than 200 languages and American Sign Language.

How it works: The company assigns a toll-free number and an individualized access code. When you dial your toll-free number, you will be connected to a Pacific Interpreters Customer Service Associate (CSA) (who will ask you for your access code and then connect you to an interpreter), or directly to an interpreter via the Interactive Voice Response (IVR).

How to set up an account: Accounts must be set up in advance of using the service.

- There is a *non-contractual, pay-as-you-use option* that is billed to a credit card that the user registers on their website. The cost is \$3.95/minute. This is the best option if you anticipate using the service less than 40-50 minutes per month.
- There is a *contract option* where the agency is invoiced per minute. Rates vary depending on language (approximately \$2.00 - \$2.60/minute but it could be more or less.) There is a \$100 minimum per month. Non-profit and governmental rates are available and they vary depending on the contract.

- AT&T/ Cyracom

AT&T refers people to call 831-648-7582, however this number directs you to Language Line/ Pacific Interpreters (see above).

AT&T also seems to use a company called Cyracom - cyracom.com; (866) 998-0338

There is a per minute fee of \$2.49/minute and users receive a monthly bill.

Set up an account first – they collect info and then get back to you

email: getstarted@cyracom.com

phone: Erica 520-745-9447 x 1648

#### **d. Existing Interpretation and Translation Training and Certification Opportunities in Northern California**

The following training and certification opportunities are located 5 or more hours away from Humboldt County (with the exception of the high school seal of bi-literacy, below.) They are listed here for individuals who are able to travel to access these programs, and to give examples of how these types of skill-building programs work. Currently, the only option for training in Humboldt County is through Humboldt State University and is only available to enrolled HSU language students. San Francisco State University now offers some interpretation-related courses online (see below.)

#### **High School Seal of Bi-Literacy**

The California Department of Education established the Seal of Biliteracy in 2012 to formally recognize biliteracy as an asset for graduating high school seniors by certifying a high level of proficiency in listening, speaking, reading, and writing in at least 2 languages, one of which is English. The Seal of Biliteracy is added to graduates' diplomas as a statement of accomplishment for college admissions and future employers.

Contact Linnea Mandell

(707) 441-4541

lmandell@humboldt.k12.ca.us

#### Translation:

#### **American Translator Certification (ATA)**

Contact: Northern California Translators Association (NCTA)  
Ms. Sonia Wichmann  
2261 Market Street, #160  
San Francisco, CA 94114-1600  
tel/fax: (510) 845-8712  
[president@ncta.org](mailto:president@ncta.org)  
[www.ncta.org](http://www.ncta.org)

ATA certification is one of the industry's most respected and recognized credentials. The ATA Certification Program's goals are to elevate professional standards, enhance individual performance, and recognize translators who possess the knowledge and skills necessary to provide quality translation.

Arrangements for taking a certification exam are made through ATA Headquarters. The fee of \$300 includes all administrative and grading expenses. Candidates must provide proof that they meet the eligibility requirements. They may register for an exam at the same time they apply for membership. ATA Headquarters must receive a completed registration form with payment of \$300 at least two weeks before the test is administered. Late registration depends on whether there is space available and whether exams can be delivered in time. Eligible candidates may register by paying an additional late fee for a total of \$345.

*Please note: each sitting has a maximum capacity and exam sittings in major metropolitan areas frequently fill up weeks or months in advance. The closest exam locations are San Francisco, California and Portland, Oregon.*

#### Interpretation:

#### **National Medical Interpreter Certification by the National Board of Certification for Medical Interpreters**

<http://www.certifiedmedicalinterpreters.org/>

Closest testing locations *for the written exam* are San Francisco, Santa Rosa, and Redding CA. Closest locations *for oral exam* is Millbrae (near San Francisco), CA or Portland, OR

#### **National Healthcare Interpretation Certification by the Certification Commission for Healthcare Interpreters**

<http://www.cchicertification.org/>

The CHI™ performance exam requires a special set up for undisturbed interpretation, spoken aloud. CCHI makes special arrangements for private testing rooms during certain testing "windows" each quarter for that exam. This exam is not administered outside of the testing "windows" listed below. Please schedule your exam directly with the test centers at your earliest convenience. All appointments are on a first come first serve basis, so it's advisable to schedule before the testing window starts.

2016 CHI™ Exam Testing Dates: January 20 - February 10, 2016; April 18 - May 7, 2016; July 18 - August 6, 2016; October 17 - November 5, 2016.

The closest testing centers are in Millbrae, CA, Carmichael CA or Portland, OR.

### **Court Interpreters Program**

<http://www.courts.ca.gov/programs-interpreters.htm>

<https://www.prometric.com/en-us/clients/california/Pages/landing.aspx>

San Francisco:

Embassy Suites Hotel Walnut Creek

1345 Treat Blvd

Walnut Creek, CA 94597

For appointment scheduling and testing information call

866-241-3118

### **San Francisco State University (SFSU) Spanish/English Interpretation Certificate Education**

This academic certificate program is designed to develop the interpreting skills necessary for service as a Spanish/English interpreter in the courts, in state agencies, and in the medical evaluation system of workers' compensation. It is specifically designed to prepare participants to pass the State of California Court Interpreter Certification Exam. The program is designed so participants can complete requirements in 16 to 22 months. The program faculty are state-certified court interpreters. The SF State Spanish/English Interpretation program now offers online courses.

Eric Bishop

[ebishop@sfsu.edu](mailto:ebishop@sfsu.edu)

<http://www.cel.sfsu.edu/interpretation/>

Admission requirements for online classes are the same as for onsite classes:

Pass the SF State Bilingual Entrance Exam

60 semester units of prior college work (BA preferred)

Visit <http://www.cel.sfsu.edu/interpretation/admission.cfm>

#### **4) Interpretation and Translation Needs**

Organizations, individuals who use interpretation and translation services, and interpreters themselves all indicated similar needs in the Humboldt County community and surrounding regions. These included:

- More trained, experienced interpreters translators – need to build a common list of interpreters, create standards, provide training and adequately value and compensate interpreters to maintain these services.
- Better access to these services for those who use them – need to improve the process by which people ask for and receive these services.
- Cultural competency hand-in-hand with linguistic knowledge – need to understand the cultural context to effectively communicate, not just the mechanics of language.
- More awareness about how to work effectively in a multilingual setting with speakers of a language other than English – need to understand that working in a multilingual setting is different, takes time and patience, and requires a specific skillset and contextual awareness.
- More awareness about how to work respectfully and effectively with interpreters – need to be sure that effective interpreters are identified for their skills, compensated fairly, prepared for the setting they will work in, and treated as a member of a team.
- Increased assets for paying interpreters and/ or a framework to share these services between organizations – need to find ways to pay for these services and, in some instances, find creative and collaborative solutions.
- Clear standards for interpreters/ translators – given that there are limited standards and a wide variety of skill levels amongst interpreters right now, need to develop a way to gauge who is really skilled for the job and communicate this effectively, while still encouraging new people to develop their skills.

## 5) Interpretation and Translation Opportunities

As a result of the key themes and needs identified in this assessment, the following next steps are recommended for our community to successfully improve interpretation and translation services.

- Short term (ideally within the next 6 months - 2 years)
  - Offer cultural awareness trainings with community partners, addressing specific cultural practices and needs of the Hmong community and various Latino communities in the region. Make these trainings available remotely by video or webinar where possible.
  - Encourage and provide training to community organizations and service providers to improve unmet interpretation and translation needs, as well as best practices.
  - Share resources developed as a result of this project with the broader community, and encourage their use.
  
- Long term (ideally within the next 2 – 5 years)
  - Work with local colleges, the Job Market, or other local training programs to develop skill-building courses for interpreters.
  - Identify a “hub” organization with capacity to coordinate local interpretation and translation resources.
  - Create a framework for organizations to fund and share these resources. This could include shared funding for live interpretation, language line/ telephone-based systems, or partnering with organizations with skilled staff who can provide these services.
  - Create guidelines or standards for interpreters to meet to be included in a list of “vetted” interpreters, while developing a way to still include individuals who would like to build their skills.
  - Research and keep abreast of developments in technology that would support interpretation and translation, including apps, websites, new legal requirements, or other mechanisms to increase inclusivity.
  - “Check in” on a recurring basis with speakers of other languages in the community about their experiences, whether services are improving, and whether there are additional opportunities.

## APPENDIX A

### **Questions for Humboldt Interpretation and Translation Project Interviewees** *(briefly explain project purpose before proceeding, and give the interviewee an idea of how many questions there are so they are prepared)*

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#### **Introductory Questions:**

- 1) What is your relationship to interpretation/ translation?
- 2) What is working well in your situation with respect to interpretation/ translation?
- 3) If you need interpretation/ translation services, what do you do? What does the process look like?
- 4) What training is required to provide interpretation or translation in your setting? What are the qualifications for your situation?
- 5) Do you work mostly 1:1, in small groups, large groups, with written text, with non-readers, simultaneous interpretation, multi-lingual meetings...?
- 6) What equipment do you use for interpretation/ translation? Do you use any automated, telephone, web-based or other services to provide translation, and if so, which worked best? If yes, please expand on this as much as you can.
- 7) What do you think challenges or gaps are related to interpretation/ translation?
- 8) What opportunities do you see for interpretation/ translation?
- 9) Who else should we talk to about this? Can you give me the contact information for this person, or put us in touch?
- 10) Do you have recommendations for interpreters/ translators we can add to our database? If so, can we get all the contact information you have for them?
- 11) We will be attending community events in Fortuna and Eureka to get input about other needs and opportunities for interpretation/ translation in our region. It's likely to be early to mid-August (Aug 12 and 19). Do you have suggestions for events to attend to speak with / survey community members?

#### **Questions for interpreters/ interpretation coordinators only:**

- 12) What type of experience, special training, or certifications do you have?
- 13) In what settings do you do interpretation? Is it simultaneous?
- 14) What types of training would you like to get? Is it available locally, if not, would you consider attending a local course if training were offered?

- 15) Are you interested in being on a publicly-available community list of interpreters? What types of information would be helpful to have on this list? (Availability, contact information, language, interpretation and/or written translation, specialty, certifications, etc)

**Questions for organizations that provide or support interpretation/ translation:**

- 16) Do you/ your group have a written process for how to conduct multilingual meetings, increase cultural-linguistic competency in your organization, or have a written policy on how to request interpretation/ translation services?
- 17) How do you set up multilingual meetings?
- 18) What are you looking for in interpreters? How do you think these needs can be met?
- 19) Is your organization able/ willing to serve as a “hub” organization for people to contact who need to set up interpretation or translation services, or develop future capacity for this in our area?

**Thank you!**

**Please feel free to add anything else you would like us to know.**

## APPENDIX B

### **Survey:** Language Interpretation and Translation Opportunities in Humboldt County (English version)

**Purpose:** This information will be used to help understand what existing services are helpful and what is needed to improve language accessibility for the future. Your name is not needed and will not be used. Your suggestions and experience will help us understand what the greatest needs are, and work towards improvements.

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- 1) In what circumstances do you use interpretation/ translation services? (for example, in meetings with your child's teachers, when you fill out paperwork at the doctor)
- 2) Do you feel comfortable asking for interpretation of spoken information, or translation of documents, when you need it? Why or why not?
- 3) Which interpretation/ translation services work well in our community? Why?
- 4) What would you like to change? Please be specific.
- 5) If you could make only one thing about language interpretation better, what would it be?
- 6) Do you know any interpreters who we could add to our list for organizations to use in the future to improve services in the community? We will call/ email them to ask their permission first. Please give their name, phone number and email if you can.
- 7) Is there anything else you want us to know?

***Thank you for your time and ideas!***