

### Small Group Discussion Notes

**Topic:** Overcoming Barriers to Access for Underserved Communities –  
 Non-English Speaking Populations

<p><b>Existing Resources</b></p> <ul style="list-style-type: none"> <li>• High need in various territories</li> <li>• MARTY- system: Assist with dialects, Video relay, 250 languages</li> <li>• Cyracom (not well regarded in network)</li> <li>• Code of ethics</li> <li>• Community organizations within our hub</li> <li>• English test</li> <li>• <a href="#">Sorenson</a></li> </ul>	<p><b>New Resources Needed from TA Centers</b></p> <ul style="list-style-type: none"> <li>• Community asset map</li> <li>• Woodcock-Muñoz (20-40 min) measure English competency</li> <li>• Nonverbal methods</li> </ul>
<p><b>Obstacles or Challenges Experienced</b></p> <ul style="list-style-type: none"> <li>• Some only reaching cross-language and not cross-culture</li> <li>• Formal procedures for language access</li> <li>• Access and education</li> <li>• People declining interpreters, preference for family interpretation</li> <li>• Funding</li> </ul>	<p><b>Lessons Learned</b></p> <ul style="list-style-type: none"> <li>• Need to build pipeline relationships to bring direct services</li> <li>• Funding issues – limiting factors</li> <li>• We can assist by putting language bridges as a priority</li> <li>• Hire bi-bi</li> <li>• Kids will code switch</li> </ul>
<p><b>Opportunities for Grantee Collaboration</b></p> <ul style="list-style-type: none"> <li>• Parent to parent</li> <li>• Collaborative research</li> <li>• Encourage families to communicate however they wish</li> <li>• Non-verbal models</li> <li>• Accommodations vs. community</li> </ul>	<p><b>Outside Collaborators</b></p> <ul style="list-style-type: none"> <li>• Certification/ training</li> <li>• AMCHP and broader Title V networks</li> <li>• NASBI</li> <li>• Family voices</li> <li>• Partner with all to set as many connections as possible</li> </ul>

Recommendations for future action by each grantee group

**Research**

1. Woodcock-Muñoz (20-30 min) English evaluation
2. Best practices for non-verbal
3. LAMP- multi-language – communicative device

**State Systems Change**

1. Valuing multi-lingualism
2. Working collaboratively with all people involved: parents, teachers, students etc.

**Training**

1. Certification/ training on bi-lingual and bi-cultural interpreting