## Small Group Discussion Notes

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

### Existing Resources
- High need in various territories
- MARTY- system: Assist with dialects, Video relay, 250 languages
- Cyracom (not well regarded in network)
- Code of ethics
- Community organizations within our hub
- English test
- [Sorenson](#)

### New Resources Needed from TA Centers
- Community asset map
- Woodcock-Muñoz (20-40 min) measure English competency
- Nonverbal methods

### Obstacles or Challenges Experienced
- Some only reaching cross-language and not cross-culture
- Formal procedures for language access
- Access and education
- People declining interpreters, preference for family interpretation
- Funding

### Lessons Learned
- Need to build pipeline relationships to bring direct services
- Funding issues – limiting factors
- We can assist by putting language bridges as a priority
- Hire bi-bi
- Kids will code switch

### Opportunities for Grantee Collaboration
- Parent to parent
- Collaborative research
- Encourage families to communicate however they wish
- Non-verbal models
- Accommodations vs. community

### Outside Collaborators
- Certification/ training
- AMCHP and broader Title V networks
- NASBI
- Family voices
- Partner with all to set as many connections as possible
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