



LEADERSHIP INSTITUTE

for Cultural Diversity and Cultural and Linguistic Competence

...a catalyst for change in networks supporting individuals with intellectual and developmental disabilities

What is Linguistic Cultural Competence and What does it Mean for Developmental Disabilities Councils

Tawara D. Goode

Principal Investigator, Leadership Institute

Director, Georgetown University National Center for Cultural Competence

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OBJECTIVES

Participants will:

1. Compare demographic trends in languages spoken in the United States and their respective states and territories.
2. Review a definition and framework for linguistic competence.
3. Differentiate linguistic competence from language access and cultural competence.
4. Identify legal mandates and requirements for language access that affect individuals who experience developmental disabilities and their families.
5. Explore the implications of linguistic competence for Developmental Disabilities Councils.



Rationales for Linguistic Competence: What it means for Developmental Disabilities Councils

- Current and emerging demographics
- It's the law!
- Increases access to and utilization of services and supports
- Responds to Developmental Disabilities Act requirements for underserved populations
- Decreases disparities for limited English speaking populations



Polling Question



Do you know the top five languages
(other than English) spoken in:

- your state or territory?

This data source does not include American Sign Language

Selected demographic trends in languages spoken in the U.S. & Territories



SELECTED CITATIONS: LANGUAGES SPOKEN IN THE U.S. 15 LARGEST METRO AREAS

New York metro area

- At least **192 languages** are spoken at home.
- 38% of the metro area population age 5 and over speak a language other than English at home.
- One of the smaller language groups found there is **Bengali**, with 105,765 speakers

Washington, DC metro area

- At least **168 languages** are spoken at home.
- 26 percent of the metro area population age 5 and over speak a language other than English at home.
- One of the smaller language groups found there is **Amharic**, with 43,125 speakers.

Seattle metro area

- At least **166 languages** are spoken at home.
- 22 percent of the metro area population age 5 and over speak a language other than English at home.
- One of the smaller language groups found there is **Ukrainian**, with 15,850 speakers.

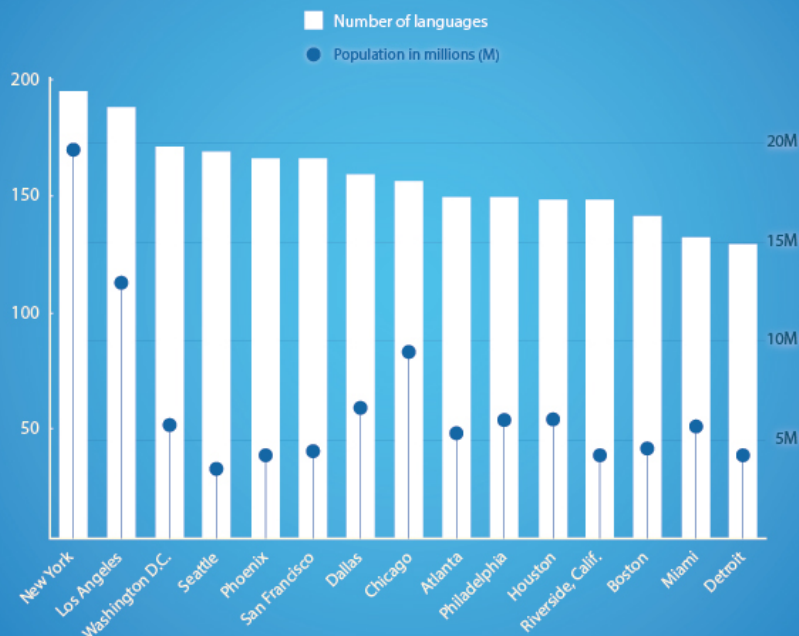
Houston metro area

- At least **145 languages** are spoken at home.
- 37 percent of the metro area population age 5 and over speak a language other than English at home.
- One of the smaller language groups found there is **Tamil**, with 4,690 speakers.

Boston metro area

At least **138 languages** are spoken at home.
23 percent of the metro area population age 5 and over speak a language other than English at home.
One of the smaller language groups found there is **Albanian**, with 6,800 speakers.

Number of Languages Spoken in the 15 Largest Metro Areas



Languages Spoken at Home in the U.S. in 2016



Estimated Total Population 5 years and over **303,328,961**

Speak only English	78.4%
Speak a language other than English	21.6%
Speak Spanish	40,489,813 (13.3%)
Speak Indo European languages	11,090,060 (3.7%)
Speak Asian and Pacific Island languages	10,604,324 (3.5%)
Other Languages	3,334,741 (1.1%)

[French (Patois, Cajun), French Creole, Italian, Portuguese, Portuguese Creole, German, Yiddish, Other West Germanic languages, Scandinavian languages, Greek, Russian, Polish, Serbo-Croatian, Other Slavic languages, Armenian, Persian, Gujarathi, Hindi, Urdu, Other Indic languages]

[Chinese, Japanese, Korean, Mon-Khmer, Cambodian, Miao, Hmong, Thai, Laotian, Vietnamese, Tagalog, other Pacific Island language]

[Navajo, Other Native American languages, Hungarian, Arabic, Hebrew, African languages, other unspecified languages]



Limited English Speaking Households

Limited English Speaking Households formerly (linguistic isolation) refers to households in which no member 14 years old and over: (1) speaks only English or (2) speaks a non-English language and speaks English “very well.”

Limited English Speaking Households in the United States in 2016

All households



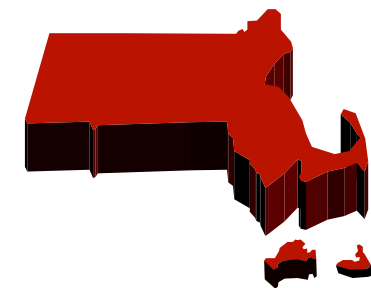
4.5%

Households speaking--

- Spanish 22.4%
- Other Indo-European languages 15.4%
- Asian and Pacific Island languages 25.9%
- Other languages 17.4%



Languages Spoken at Home in Massachusetts in 2016



Estimated Total Population 5 years and over

6,452,005

Speak only English 76.3%

Speak a language other than English 23.7%

Speak Spanish 578,572 (9.0%)

Speak Indo European languages 586,556 (9.1%)

[French (Patois, Cajun), French Creole, Italian, Portuguese, Portuguese Creole, German, Yiddish, Other West Germanic languages, Scandinavian languages, Greek, Russian, Polish, Serbo-Croatian, Other Slavic languages, Armenian, Persian, Gujarathi, Hindi, Urdu, Other Indic languages]

Speak Asian and Pacific Island languages 273,939 (4.2%)

[Chinese, Japanese, Korean, Mon-Khmer, Cambodian, Miao, Hmong, Thai, Laotian, Vietnamese, Tagalog, other Pacific Island language]

Other Languages 88,162 (1.4%)

[Navajo, Other Native American languages, Hungarian, Arabic, Hebrew, African languages, other unspecified languages]

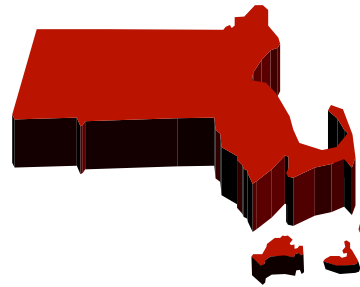


Limited English Speaking Households

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Limited English Speaking Households in the Massachusetts 2016

All households



5.8%

Households speaking--

- Spanish 26.4%
- Other Indo-European languages 17.7%
- Asian and Pacific Island languages 30.2%
- Other languages 17.0%



Polling Question



Has your Developmental Disabilities Council reached consensus on a definition for linguistic competence?

- yes
- no
- don't know
- in progress



Linguistic Competence

- is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who are not literate or have low literacy skills, individuals with disabilities, or those who are deaf or hard of hearing
- requires organizational and provider capacity to respond effectively to the health literacy and mental health literacy needs of populations served
- ensures policy, structures, practices, procedures and dedicated resources to support this capacity



Linguistic Competence Means that Developmental Disabilities Councils ...

- ☑ Communicate effectively with all of its members and the people or populations with which they support, collaborate, and advocate with and/or behalf of.
- ☑ Have a plan, policies, and practices to communicate effectively with linguistically diverse communities and the capacity to measure their efficacy.
- ☑ Communicate effectively with people who: (1) speak languages other than English; (2) have trouble reading or cannot read; (3) use sign language and may need an interpreter; or (4) have other communication needs and preferences.
- ☑ Follow laws about making sure people who speak languages other than English can access activities conducted and funded by the Council.



Clarifying Terms

Cultural
Competence

≠

Linguistic
Competence

While interrelated, linguistic competence and language access are not synonymous.



Language access and implementation: Considerations for your Developmental Disabilities Council

What are the legal mandates, guidance, or standards related to linguistic competence and language access?

How will or does your DD Council address these legal requirements?

How do these legal mandates and guidance impact services and supports for individuals with intellectual, developmental and other disabilities and their families?



Title VI - Civil Rights Act of 1964

SEC. 601 TITLE VI--NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS



Title VI of the Civil Rights Act of 1964- Sec. 601

ensures nondiscrimination in Federally Assisted programs and states that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance”.

<https://www.justice.gov/crt/title-vi-1964-civil-rights-act>



Who Does Title VI Protect?

EVERYONE!

Title VI Civil Rights Act of 1964 states that:

““No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

- ☑ Title VI protects persons of all colors, races, and national origins.
- ☑ Title VI protects against national origin discrimination and is **not** limited to U.S. citizens.



Title VI – National Origin Discrimination

Provisions related to language access:

Service providers must take reasonable steps to provide meaningful access to their programs by persons with limited English proficiency (LEP).

[68 Fed. Reg. 153 at 47322]

Providers that must provide language assistance services in order to comply with Title VI should implement policies and procedures to provide information in appropriate languages and ensure that LEP persons are effectively informed of and have meaningful access to covered programs.

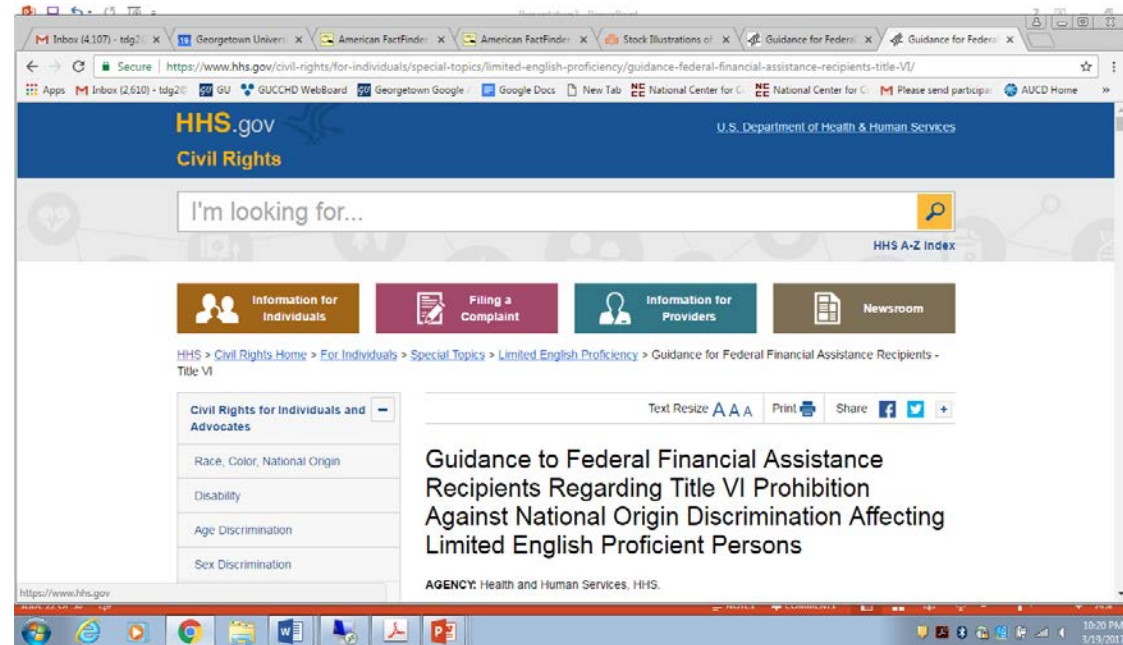
[68 Fed. Reg. 153 at 47320]

<http://usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm>



Linguistic Competence: LEGAL MANDATES & GUIDANCE

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons



Source: <https://www.hhs.gov/civil-rights/for-individuals/special-topics/limited-english-proficiency/guidance-federal-financial-assistance-recipients-title-vi/index.html?language=es>



Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency



U.S. Department of Health & Human Services



U.S. Department of Education



U.S. Department of Justice



U.S. Department of Labor



▶ Examples

▶ Examples

▶ Examples

▶ Examples

▶ Examples

Requirements for language access in Federal legislation affecting individuals with developmental disabilities and their families.



IDEA Requires

“The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.”



Retrieved on 3/19/17 from <http://idea-b.ed.gov/explore/view/p/,root,regs,300,D,300.322,.html>

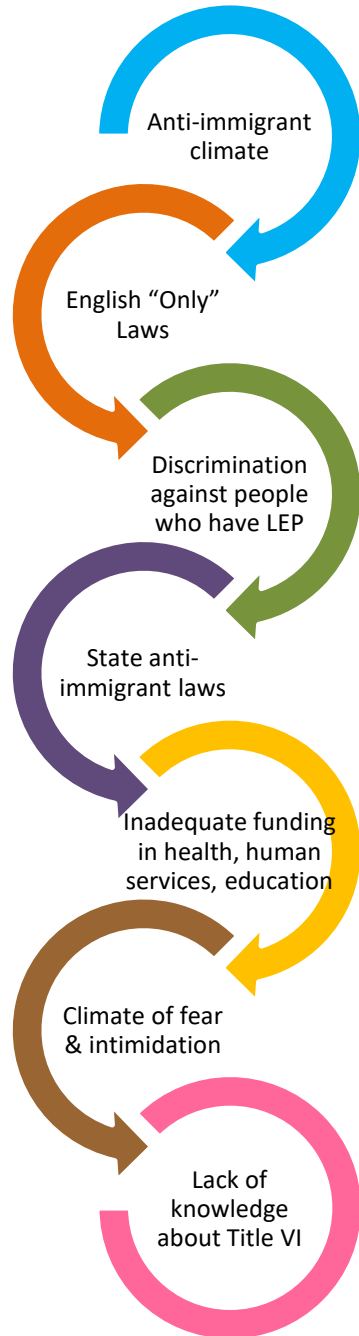
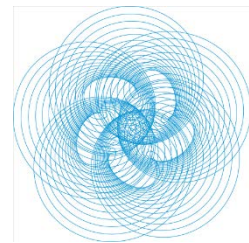
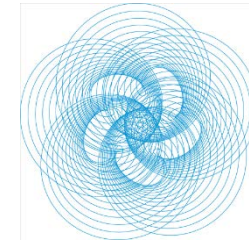
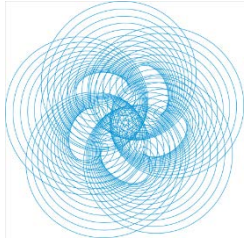


Multiple Legal Mandates

Under Section 504 and Title VI, a student's language proficiency and English Language Learner (ELL) status is part of a student's cultural background that needs to be considered in order to make appropriate special education evaluation and placement determinations.



SPIRALING EFFECT



How is the socio-political and economic climate affecting language access in your state or territory?



Linguistic Competence applies to all Council Activities

Membership

- What policies, practices, and resources are in place to support members who speak languages other than English?

State Plan

- To what extent does the Council's State/Territory Plan include data and address the needs and interests of individuals with Limited English Proficiency or other communications needs?

State Plan Implementation

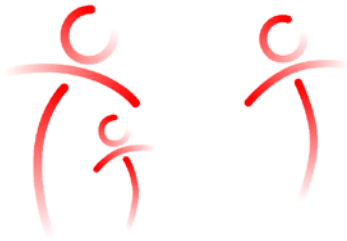
- Does the Council include requirements for linguistic competence and language access in activities conducted by Council staff and (if applicable) the grants and contracts it funds?

Advocacy, Capacity Building & Systems Change

- Does the Council ensure linguistic competence and language access in its advocacy, capacity building and systems change activities?



CONTACT US



National Center for Cultural Competence

<http://nccc.georgetown.edu>
cultural@georgetown.edu

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