



California Superior Courts 2016 Language Access Survey Report

National Center for State Courts
June 30, 2016

Table of Contents

EXECUTIVE SUMMARY	3
INTRODUCTION	3
FINDINGS AND RECOMMENDATIONS	4
CONCLUSION	11
SURVEY RESPONSES AND ANALYSIS	12
SURVEY OVERVIEW	12
RESPONSES AND ANALYSIS	14
SECTION I. DEMOGRAPHICS, FUNDING, AND COURT POLICY QUESTIONS	14
SECTION II. SPECIFIC LANGUAGE ACCESS SERVICES PROVIDED	25
SECTION III. INTERPRETER SERVICES AND INFORMATION REGARDING INTERPRETER SERVICES/REQUESTS	29
SECTION IV. LANGUAGE ACCESS SERVICES PROVIDED OUTSIDE OF COURTROOM PROCEEDINGS	35
SECTION V. TRANSLATIONS, SIGNAGE AND OTHER TOOLS	39
SECTION VI. COMPLAINT PROCEDURES	45
SECTION VII. TECHNOLOGY QUESTIONS	46
SECTION VIII: LANGUAGE ACCESS EDUCATION AND STANDARDS	49
CONCLUSION	53
NEXT STEPS	54
ATTACHMENT 1: SURVEY QUESTIONS	56
ATTACHMENT 2: BARGAINING REGIONS	81

Executive Summary

Introduction

Following the adoption of the [Strategic Plan for Language Access in the California Courts](#) (Language Access Plan or LAP) on January 22, 2015, the California Judicial Council and the Language Access Plan Implementation Task Force (LAP Implementation Task Force) contracted with the National Center for State Courts (NCSC) to assist with a number of implementation efforts for Phase One of the Language Access Plan's recommendations. As part of the work conducted, the NCSC prepared a short survey for California superior courts to assist in gathering information on current language services provided, trends in local court language needs, types of proceedings or court services with the most need for language services, and any innovative programs, practices, or strategies utilized to meet local language access needs.

Survey questions were designed in collaboration with the Judicial Council staff and with input from the subcommittees of the Implementation Task Force. The final online survey instrument (Attachment 1) was distributed to all fifty-eight superior courts in January 2016, and included thirty-three individual questions grouped into eight different areas that address the goals of the LAP:

- I. Demographics, Funding, and Court Policy
- II. Specific Language Access Services Provided
- III. Interpreter Services and Information Regarding Interpreter Services/Requests
- IV. Language Access Services Provided Outside of Courtroom Proceedings
- V. Translation, Signage, and Other Tools
- VI. Complaint Procedures
- VII. Technology
- VIII. Language Access Education and Standards

A total of fifty of the fifty-eight California superior courts (86%) responded to the survey. Survey participation included small, small/medium, medium, and large courts¹ representing the various regions² of California, including metropolitan and rural areas.

¹ For the purposes of this survey, "court size" correlates to information provided by Judicial Council staff and pertains to the following classifications in accordance with court judgeships: small (2-5 judges); small/medium (6-15 judges); medium (16-47 judges); and large (48 or more judges).

² Regions refer to the four court interpreter collective bargaining regions (see Attachment 2).

Executive Summary

Findings and Recommendations

Section I. Demographics, Funding, and Court Policy

Findings:

- Spanish continues to be the primary language for interpreter requests, with most courts in all regions of the state reporting that Spanish requests make up 75%–100% of all requests.
- In order to meet the needs of Limited English Proficient (LEP) court users, courts responded that continued recruitment efforts are needed for Spanish interpreters (thirty-six courts) as well as interpreters in other languages, such as Punjabi (thirteen courts); Tagalog (eleven courts); Hmong (ten courts); American Sign Language (eight courts); Arabic (seven courts); Lao (seven courts); and Cantonese (four courts).
- Two-thirds of responding courts use general funds/trial court budget funds to supplement the Trial Court Trust Fund (TCTF) Program 0150037 (formerly known as Program 45.45), the statewide fund that reimburses courts for court interpreter services, in order to pay for additional language access expenses.
- The actual estimates provided by respondents for additional annual funds that will be needed for the various aspects of full expansion varied greatly. Where provided, estimate ranges correlated with overall court size in some respects, with smaller courts indicating estimates that started in the lower ranges and larger courts generally indicating estimates starting in the higher ranges. For example, in providing estimates of additional annual funds needed for full expansion of interpreter services, smaller courts reported needing additional funding ranging from \$5,000 to slightly over \$170,000, while larger courts reported needing \$710,000 to \$4.2 million, with one court estimating a need of \$8.6 million.
- Several respondents answered “unknown” to some of the questions pertaining to funding, particularly regarding estimates for court-ordered/court-operated programs and full expansion.
- Courts currently have systems in place for handling language access issues, whether it is a centralized language access office or a dedicated person to serve the needs of LEP court users. At this time, duties primarily deal with interpreter requests and interpreter coordination.

Executive Summary

Recommendations:

- Future statewide recruitment efforts for interpreters should focus on Spanish and other languages identified as most in need in the state.
- The Judicial Council should seek additional statewide funds to support expanded language access services in the courts, including court administrative costs not covered by the TCTF Program 0150037.
- To assist courts in estimating costs for expanded language access services, the Judicial Council should provide additional clarifying information regarding the elements of a court-ordered/court-operated program, as well as more detailed information regarding all the elements of full language access expansion under the LAP.
- Follow-up survey questions pertaining to cost estimates in the courts should be designed to require closed-ended, quantitative responses so that the Judicial Council can ensure that courts are responding in the same manner.
- The Judicial Council should identify and recommend a statewide title for the individual or office responsible for language access services in each court (e.g., Language Access Representative or Language Access Office). The title should be inclusive of all language access services (and not just interpreter services and coordination).

Section II. Specific Language Access Services Provided

Findings:

- Courts have some strategies in place to communicate availability of language access services to LEP court users, but communication methods tend to be limited and, when available, primarily in Spanish only.
- Less than half of the respondents reported having multilingual content on their websites. Additional research conducted separately on this issue indicates that multilingual content may primarily point to the use of Google Translate and/or links to the current Judicial Council self-help site in Spanish.
- Half of the respondents collect some form of data regarding language services provided.

Executive Summary

Recommendations:

- The model notice of available services developed by the Implementation Task Force and approved by the Judicial Council in February 2016, which is being translated into nine languages, should be shared widely with courts when available.
- Courts should continue to increase multilingual content on their websites, both in breadth of content and the number of languages in which content is provided. Courts may need guidance regarding appropriate language access-related web content to assist LEP courts users, and to ensure statewide consistency.
- The Judicial Council should develop statewide efforts that will make data collection easier and more efficient, including the development of templates and/or models for various data pieces that will support language access planning.
- Data collected should be shared on a regular basis so as to guide statewide activities with regard to recruitment, testing initiatives, and decisions regarding translation and the creation of multilingual videos and content.

Section III. Interpreter Services and Information Regarding Interpreter Services/Requests

Findings:

- Almost half of the respondents reported providing interpreters in all civil case types. However, some courts stated that they covered all or many civil case types but then qualified those statements with additional details indicating that this was only done when interpreters were available, if the cases were in Spanish, or if the judicial officer requested an interpreter.
- Courts rely heavily on oral communication to provide information about language access services to LEP court users, and they appear to focus on those court locations with high contact with the public, such as clerk's offices, self-help centers, and courtrooms.
- Almost 60% of respondents do not have a local form that LEP court users can use to request an interpreter.

Executive Summary

Recommendations:

- Follow-up surveys and/or standardized reporting templates should be designed to require closed-ended responses in order to provide information regarding provision of interpreters for specific case types and services, and to identify all languages for which services are provided.
- For oral communication, courts should ensure that bilingual individuals with the requisite skills are used in court locations with a high volume of LEP court users.
- Communication efforts regarding a court’s available language access services should incorporate other mechanisms beyond relying on oral communication by select court staff. Other methods should include written information, signage, and multilingual videos.
- The recently-adopted Judicial Council model form, “Request for Interpreter (Civil)” (form INT-300), effective July 1, 2016, should be adopted by those courts that do not have an existing form or wish to replace their existing form.

Section IV. Language Access Services Provided Outside of Courtroom Proceedings

Findings:

- Responding courts indicated that language services are being provided in out-of-courtroom locations, primarily through bilingual staff, interpreters (when available), and telephonic interpreting services.
- Some respondents indicated that language services in settings outside of the courtroom were provided primarily in Spanish. Most respondents did not specify the languages in which such services were provided.
- A large majority of courts reported having American Sign Language (ASL) services in place for deaf or hard of hearing court users.
- Larger courts and courts in metropolitan areas reported providing more linguistically accessible resources when ordering or referring LEP court users to outside programs, while smaller courts and courts located in rural areas reported having fewer available resources in their courts’ communities.

Executive Summary

Recommendations:

- The Judicial Council and courts should continue to collect data regarding specific services provided outside the courtroom and the languages requested for these services to assist with decisions pertaining to the recruitment of bilingual staff and other language access providers.
- Courts should look to the consistent statewide use of the Americans with Disabilities Act (ADA) Coordinator as a contact person for requesting services for deaf or hard of hearing individuals (and other court users with disabilities) as a model to follow when instituting designated language access staff and/or offices.
- To ensure that LEP court users are referred to linguistically accessible programs, courts should collaborate with justice partners. The Judicial Council can encourage such collaboration by highlighting examples of successful partnerships that ensure the provision of linguistically accessible resources and sharing those models with courts statewide.

Section V. Translations, Signage, and Other Tools

Findings:

- Over half of all responding courts report having local forms translated, with most courts reporting that translations are available upon request and some courts reporting that translations are provided online.
- The translations offered appear to be primarily in Spanish.
- In a few instances, translations available in languages other than Spanish (OTS) include languages that are not listed in the top ten languages statewide, such as Armenian, Lao, and Thai, which is likely representative of demographic needs at the local level.
- Courts do not report a wide use of multilingual DVDs, online videos, or other audio-visual tools, and for those that do, the language options are limited.
- Courts appear to be using multilingual signage primarily at the clerk's office, self-help centers, and courthouse entrances.

Executive Summary

Recommendations:

- The Judicial Council should assist courts with the development of translated web content and translated information for statewide use.
- The Judicial Council should continue to add content to the *Language Access Toolkit*³ developed by the Implementation Task Force, and share all information with courts statewide.
- The Judicial Council should continue to research and develop other technological approaches to assist LEP court users, such as multilingual videos or other audio-visual tools, and document assembly programs.

Section VI. Complaint Procedures

Findings:

- Only 20% of respondents have a complaint process for language access-related issues.
- For those courts with complaint forms, very few have the forms translated into other languages.

Recommendations:

- The Judicial Council should continue to move forward with the preparation of a single model complaint form and model complaint procedures to be provided to courts statewide to adapt and use at the local level. The model form being prepared by the Implementation Task Force and translated into ten languages should greatly assist courts with monitoring their local provision of language access services.

Section VII. Technology

Findings:

- The majority of courts use telephonic interpreting services for courtroom and non-courtroom events, and some courts use telephonic interpreting services for bilingual (non-interpreting) assistance at various points of contact.

³ The *Language Access Toolkit* is available at <http://www.courts.ca.gov/lap-toolkit-courts.htm>.

Executive Summary

- While courts have adopted the use of the telephone for remote interpreting for certain situations, the use of video remote interpreting (VRI) is largely non-existent outside of its use for ASL.
- Document assembly programs currently play a very minimal role in the provision of language access.

Recommendations:

- The Judicial Council and Implementation Task Force should use results from the planned VRI Pilot Project to assist courts with making decisions regarding appropriate use of video remote interpreting.
- The Judicial Council should continue to develop English and translated document assembly programs for various case types and processes.

VIII. Language Access Education and Standards

Findings:

- A small percentage of courts provide language access training to new staff or judicial officers, and even fewer report making such training mandatory for any staff.
- Few courts also report having training provided on a regular basis (at least yearly) and only a handful of courts offer convenient online tools for training.

Recommendations:

- The Judicial Council should develop statewide training resources that courts can adapt to local processes, policies, and needs.
- All court staff and judicial officers should have access to basic language access training, with detailed trainings offered to court staff at critical points of contact with LEP court users. The *Language Access Toolkit* (in addition to the possible use of intranet and other judicial branch platforms) is likely the appropriate statewide repository for language access education resources.

Executive Summary

- Judicial branch training should be available in a number of formats, including in-person and online.

Conclusion

California superior courts are providing a wide range of language access services, and they are making strides in fulfilling the seventy-five recommendations of the *Strategic Plan for Language Access in the California Courts*. Many courts are moving forward with efforts to expand court interpreters to cover all case types, with expansion occurring at varying rates. Continued statewide support through additional funding and statewide recruitment efforts of language services providers should greatly assist the courts in their efforts.

As with the expansion of interpreter services, courts would benefit from additional statewide tools and language access-related initiatives. The development and deployment of translated forms, translated web content, multilingual videos, and signage to all courts should increase language access assistance statewide. Additionally, information gathered from a statewide VRI Pilot Project will inform future decisions regarding video remote interpreting.

Finally, as expansion efforts continue to move forward and the Implementation Task Force and Judicial Council continue to fulfill the recommendations outlined in the LAP, education and training for court staff on policies, procedures, and service delivery will be essential. The statewide development and delivery of standardized training that can be customized at the local level will support the courts in ensuring that court staff understand the various responsibilities of the LAP and that implementation at the local level is carried out in accordance with recommended policies. Together with robust complaint and monitoring mechanisms, these practices will advance effective language access expansion throughout the state.

Survey Responses and Analysis

Survey Report - Overview

In an effort to better understand the statewide language services currently being provided by California superior courts, as well as to identify additional areas for improvement with regard to the provision of language access services, the NCSC conducted a short survey of California courts in January 2016. Survey questions were designed to capture information that would help illustrate trends in local court language needs, types of proceedings or court services with the most need for language services, and any innovative programs, practices, or strategies utilized by courts to meet the needs of LEP court users.

Survey questions were developed in collaboration with the Judicial Council staff and with input from the subcommittees of the Implementation Task Force. The final online survey instrument included thirty-three individual questions grouped into eight different areas:⁴

- I. Demographics, Funding, and Court Policy
- II. Specific Language Access Services Provided
- III. Interpreter Services and Information Regarding Interpreter Services/Requests
- IV. Language Access Services Provided Outside of Courtroom Proceedings
- V. Translation, Signage, and Other Tools
- VI. Complaint Procedures
- VII. Technology
- VIII. Language Access Education and Standards

These areas address the goals set forth in the Language Access Plan, adopted by the Judicial Council of California on January 22, 2015. The survey was intended to obtain additional information regarding the degree to which courts are currently addressing the eight goals in the LAP. Therefore, survey questions specifically addressed:

- Court users' language needs;
- Current policies and procedures for the provision of language access in and outside of courtroom proceedings at all points of contact with the court;
- The existing use of tools such as translation and signage for providing language access;
- The need for recruitment of additional language access providers;
- The availability of judicial branch training and plans for future efforts; and
- Current monitoring mechanisms in place.

The online survey was sent to the presiding judges of the fifty-eight California superior courts on January 6, 2016 with a request to complete the survey by February 15, 2016. To accommodate the

⁴ See Appendix 1 for a PDF version of the final survey instrument.

Survey Responses and Analysis

state holiday on February 15, 2016, the survey response date was extended to February 22, 2016 and an additional extension until March 2, 2016 was provided to ensure full participation.

Following the close of the survey on March 2, 2016, a total of fifty of the fifty-eight California superior courts (86%) had responded. Responses to the survey included participation by small, small/medium, medium, and large courts representing the various regions of California, including metropolitan and rural areas.

Court Size	Number of Responding Courts
Small	16 out of 21
Small/Medium	14 out of 16
Medium	11 out of 12
Large	9 out of 9

The following report addresses each section of the survey, starting with a summary analysis for each set of questions and highlighting overall findings and recommendations with regard to the questions and responses provided. Following this analysis are summaries of the responses to each of the survey questions in that particular area, as well as graphs and tables where appropriate.⁵ When possible, additional analysis is also provided, illustrating regional trends in answers, trends based on court size, or both.

⁵ In accordance with guidelines provided by the Judicial Council staff, responses are provided as summary findings and no responses are attributed to any individual superior court.

Survey Responses and Analysis

Responses and Analysis

Section I. Demographics, Funding, and Court Policy Questions: Summary and Analysis

Consistent with the *2015 Language Use and Interpreter Needs Study* (hereinafter “*2015 Language Needs Study*”), Spanish continues to be the primary language for interpreter requests, with most courts in all regions reporting that Spanish makes up 75%–100% of all requests. The other interpreter requests differ with regard to languages and in some cases, regions. Some languages, such as Vietnamese, are requested in various regions throughout the state, while Punjabi is heavily requested in a few courts in the North Central area of California.

In order to meet the needs of Limited English Proficient (LEP) court users, courts responded that continued recruitment efforts are needed for Spanish interpreters as well as interpreters in other languages, such as Punjabi, Tagalog, Hmong, Arabic, Lao, Cantonese, and American Sign Language (ASL). The responses did not indicate if the need for additional interpreters in these languages is tied directly to the expanded use of court interpreters in all court cases, as directed by Evidence Code § 756.⁶ It will be essential for the Judicial Council to continue to monitor any changes in reported need since the number of interpreters and/or the specific languages requested may change with additional expansion efforts.

Responses indicate that many courts already use general funds/trial court budget funds to supplement the funds provided through the Trial Court Trust Fund (TCTF) Program 0150037 fund (former Program 45.45, hereinafter “TCTF Program 0150037”) for language access services. As courts move forward with language access expansion efforts, a large portion of responding courts indicated in their survey responses that, together with more interpreters, they will need additional funding to support expansion efforts. In addition to the need for increased funds in the TCTF Program 0150037, courts reported funding needs for language access signage, technological solutions, training efforts, tools for early identification of LEP court users, and recruitment activities for bilingual staff and interpreters.

⁶ [California Evidence Code Section 756](#), effective January 1, 2015, authorizes courts to provide interpreters to all parties in civil matters, regardless of income, and sets forth a priority and preference order when courts do not have sufficient resources to provide interpreters for all persons. The priorities as listed under section 756 include the following: Priority 1 – DV, civil harassment where fees are waived, elder abuse; Priority 2 – Unlawful detainer; Priority 3 – Termination of parental rights; Priority 4 – Conservatorship, guardianship; Priority 5 – Sole legal or physical custody, visitation; Priority 6 – Other elder abuse, other civil harassment; Priority 7 – Other family law; Priority 8 – Other civil.

Survey Responses and Analysis

The actual estimates provided by respondents for additional annual funds as broken down by category of language services (for interpreters in courtroom proceedings; for interpreters in court ordered/court-operated programs; and for all other language access services) varied greatly. As may be expected, the estimate ranges correspond with overall court size in some respects, with smaller courts indicating estimates that started in the lower ranges and larger courts generally indicating estimates starting in the higher ranges. Additional details would be needed to know how the responding courts calculated their estimates, but the numbers provided in the responses appear to correlate to size, current capacity, and the number of LEP court users that would need services.

The open-ended responses to questions regarding funding made it difficult to identify trends. However, it should be noted that, generally, the estimate spread was much larger for the sub-question regarding additional funds for all other (non-interpreter) language access services than it was for the responses to the sub-questions related to additional funding for interpreters in courtroom proceedings and for court-ordered/court-operated programs. There were also more “unknown” answers provided in response to the sub-questions addressing court-ordered/court-operated programs and all language access (non-interpreter) expenses, so it appears that fewer courts were able to provide estimates for these funding needs.

The broad range in specific cost estimates, together with the higher number of “unknown” responses, may indicate that the responding courts do not have the concrete information they need to more closely estimate the additional cost associated with increasing language access services across the board. While courts may be able to reasonably calculate the cost of expansion for interpreter services in courtroom proceedings given known information such as the number of court proceedings, existing interpreter resources, and anticipated interpreter needs for those proceedings, they may not have the same data available to assist them in calculating other expansion costs. Further, variances between courts as to what court-ordered/court-operated programs exist, what is considered a court-ordered/court-operated program, and what types of language access services should be provided for those programs, may also challenge a court’s ability to estimate funding needs and create a comparative analysis of needed resources. The Judicial Council can help the courts to develop funding estimates by clarifying what constitutes a court-ordered/court-operated program, as well as by providing more detailed information regarding all the elements of full language access expansion under the LAP.

With regard to the specific areas for which responding courts anticipate the need for additional funding, initial cost estimates provided by respondents may shift as the Implementation Task Force and the Judicial Council continue to work on statewide materials and initiatives. With the development of statewide training efforts, from training curricula to online classes and written materials, it is possible many of the anticipated costs for training by individual courts may be minimized. Similarly, translations undertaken at a statewide level, including forms, educational materials, and signage, will result in translation cost savings to the superior courts. As web resources

Survey Responses and Analysis

are expanded and translated on a statewide basis and courts are able to link to them or incorporate them on their own websites, courts should realize significant savings in areas where they are currently anticipating these expenditures at the local level.

Additional statewide efforts that could help minimize superior court costs include recruitment and training efforts for interpreters and the development of improved data collection and cost reporting tools, which would make the superior courts' data and cost reporting duties more efficient. Finally, the development of statewide, standardized systems for early identification of LEP court users (such as modifying court forms or instituting statewide forms for interpreter requests) could also be integrated by courts into their local operations and result in further efficiencies and projected cost savings.

Based on the survey responses, courts do have systems in place for handling language access issues, whether it is a centralized language access office or a dedicated person to serve the needs of LEP court users. Identified offices or employees handle a number of different duties, which currently appear to primarily deal with interpreter requests and interpreter coordination. As expansion efforts continue, broader language access work, including translation work and conducting public outreach, may require courts to develop expanded offices and/or employee roles to meet this need. Additionally, as courts move forward with statewide language access goals, a statewide title for the individual or office responsible for language access should be identified and recommended for use by all courts. The duties and responsibilities of that person or office may be best conveyed by a title that is inclusive of all language access services (and not just interpreter services). An effective practice would be to follow the American Disabilities Act (ADA) Coordinator model, in which the ADA Coordinator title is used by the majority of superior courts uniformly; for courts where ADA coordination is only part of a court staff member's duties, the title is often also part of an individual's larger title within the court.

Survey Responses and Analysis

Section I – Survey Questions Summary Results

Question 1:

Survey responses for this question reflect the findings from the *2015 Language Needs Study*. Based on the responses, Spanish is by far the most requested language for interpreters in courts across California. For all fifty respondents, it constituted 50%–100% of the requests, with the majority of courts (forty-four courts) reporting that Spanish constitutes 75%–100% of the interpreter requests. (See Figure 1.) Punjabi was also notably represented in the top ten list of languages, constituting 50%–75% of requests for one medium-sized court, and representing 25%–50% of requests for two other courts (small and small/medium)—all three courts are located in Region 3 in North Central California.⁷ Vietnamese, Mandarin, Cantonese, Russian, and Arabic were also noted as contributing to 25% to 50% of requests for some courts. No courts mentioned a greater than 25% request rate for Korean, Farsi, or Tagalog.

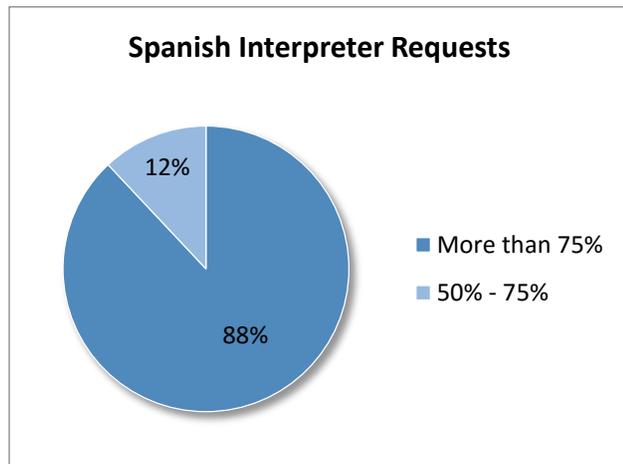


Figure 1: Spanish Interpreter Requests

Responses to the “Other” category were as diverse as are the languages spoken throughout California. Of interest is the inclusion of ASL by a significant number of respondents. Additionally, Hmong and Lao were reported by a sizable percentage of the courts as top ten languages in those courts. One court seemed to have a significant number of requests for Latin American indigenous languages, and two other courts noted requests for Mixteco (a family of indigenous languages from Mexico).

Question 2:

Almost three-quarters of respondents reported having a change in language access requests over the last five years. Of these responses, the overwhelming majority reported increases in language access requests, while only one court stated a decrease in language access requests. Two other courts reported decreases only in some instances: one court reported a decrease in some languages (with an increase in Spanish), and another court reported a decrease in Spanish but did not provide other information about increases in other languages.

⁷ Data regarding requests for interpreter services is based solely on answers provided by courts to the survey and has not been compared to other data sources. In some cases, court responses across language requests totaled more than 100%.

Survey Responses and Analysis

Of the thirty-three courts that reported an increase in language access requests, thirteen courts specifically cited civil expansion efforts as the reason for increases, while others referenced increases in the overall number of languages being requested, or increased requests in specific languages. Although the question inquired about language access requests generally (proposing examples such as interpreter requests and change in types of language services requested), most of the respondents appeared to answer from the interpreter request perspective. Only three courts specifically cited increased language access services needs outside of courtroom proceedings.

Detailed responses to this question illustrate that at least thirty-three courts in the state have experienced an increase in language access needs in the last five years. According to respondents, this increase is based on two factors: civil expansion, which has resulted in an increase in service requests, and an increase in the number of languages for which services are requested. Some courts cited one or the other factor, and some cited both. Increases in expansion-related requests are likely to continue, especially as impact on services outside the courtroom is studied more specifically. Data collection and demographic studies will further inform whether the number of languages in which services are requested is also likely to continue to increase.

Question 3:

Most courts (thirty-six) cited Spanish as the language for which recruitment of new certified interpreters was needed. Seventeen courts (eleven of them in Region 3) listed only Spanish with regard to recruitment efforts. Other trends included a need for: Punjabi interpreters (thirteen courts); Tagalog interpreters (eleven courts); and Hmong interpreters (ten courts). Other languages highlighted included: American Sign Language (eight courts); Arabic (seven courts); Lao (seven courts); and Cantonese (four courts).

There were some trends by region in terms of the languages reported. Regions 1 and 4 (the southern part of the state) reported needs for Arabic, Tagalog, and Punjabi, and only one court in both regions reported a need for Spanish. These regions also reported some need for other languages (i.e., reported by more than one court), namely Japanese, Malayalam, Hmong, and Lao. In Region 2, five courts reported only needing Spanish, but there were also trends observed in the responses regarding Tagalog, Cambodian/Khmer, Cantonese, and ASL. Finally, Region 3, as mentioned above, reported only Spanish in high numbers (eleven), but other trends in responses included Punjabi, Tagalog, Hmong, Lao, Russian, and ASL. (See Figure 2.)

Survey Responses and Analysis

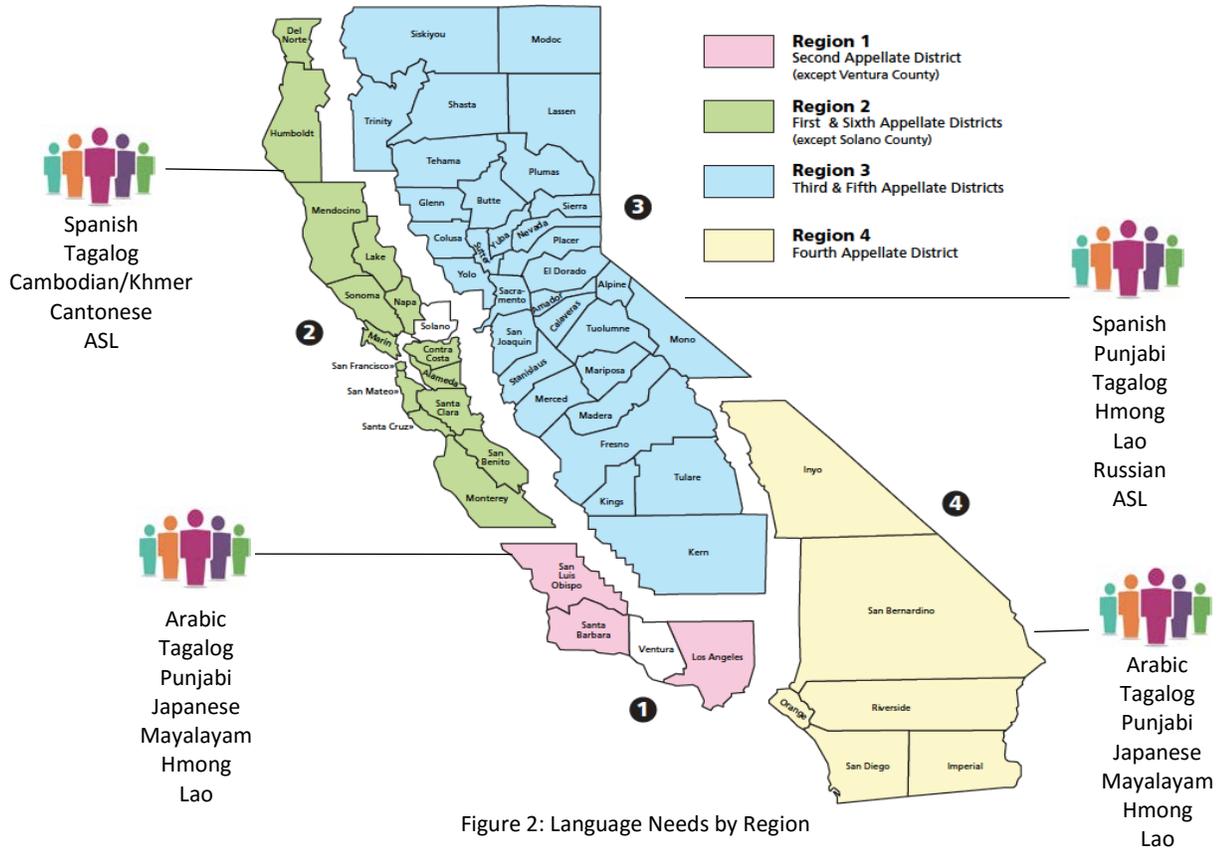


Figure 2: Language Needs by Region

Survey Responses and Analysis

Question 4:

As Figure 3 illustrates, two-thirds of all respondents indicated using funds in addition to TCTF Program 0150037, worded in the survey by its prior name, Program 45.45 (court interpreter funds), to provide language access services. As the question indicated, these additional funds may be used to pay for services such as court interpreter coordination, translation, bilingual pay differentials, signage, or language access–related technology.

Thirty of the thirty-three courts that reported using other funding specified using trial court trust fund monies and/or the general fund. Only six courts reported the use of grants as a source of funding, and of those six, only one court reported using grants other than Judicial Council or AB1058 grants.⁸

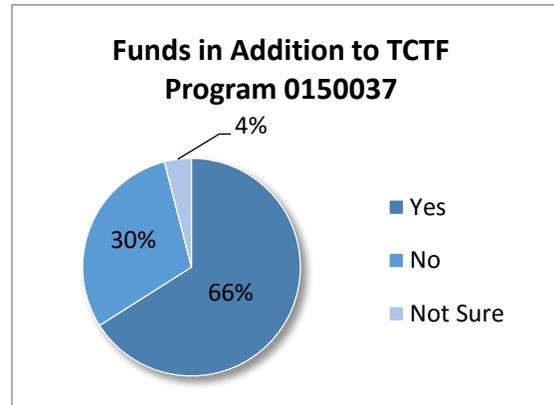


Figure 3: Funding in Addition to TCTF Program 0150037 (formerly Program 45.45)

Question 4(b):

Thirty-four out of fifty respondents completed this question and the responses varied greatly. For FY 2013–2014, ranges for additional funds varied from \$2,400 to \$537,500 with one court reporting having spent approximately \$1.3 million. Ranges for FY 2014–2015 (including the 6 months following the enactment of AB 1657/Evidence Code § 756) varied from \$5,000 to \$570,000 with one court (the same higher budget court from FY 2013–2014) reporting expenditures at slightly over \$1.5 million. Although the majority of the respondents described an increase between FY 2013–2014 and FY 2014–2015, three courts reported approximately the same cost in both years. Additionally, five courts reported lower costs in FY 2014–2015 than in the previous year, although it is unclear why costs may have gone down with the move to full civil expansion. Of particular interest is that two of the courts reported a decrease in spending of \$30,000 or more, which constitutes an almost 40% reduction in the budget they reportedly needed prior to the enactment of Evidence Code § 756.

⁸ The AB 1058 Child Support Commissioner and Family Law Facilitator Program in the courts is provided by the California Department of Child Support Services (DCSS) through an interagency agreement with the Judicial Council.

Survey Responses and Analysis

Question 5:

Responses to each of the Question #5 sections vary greatly, from “unknown,” to responses indicating complete funding, to detailed descriptions of additional services and staffing required. For those courts providing figures, results show a wide range of number estimates for each category. Table 1 provides, per category, the lowest and highest requested amounts. Note that survey responses indicating “no additional funding required,” “unknown,” or left blank have not been included in Table 1. However, these responses are addressed in the analysis below.

Funding Needed	Lowest Estimate	Highest Estimate
For full expansion of interpreter services in accordance with Evidence Code § 756	\$5,000	\$8.6 million
For interpreters in all court-ordered, court-operated programs	\$2,000	\$12+ million
For other language access expenses	\$5,000	\$2.5 million

Table 1: Additional Funding or Resources Needed Annually

Annual funding for full expansion of interpreter services per Evidence Code § 756:

A significant number of courts (fourteen) did not respond to the question regarding full expansion of interpreter services in courtroom proceedings with numerical estimates. Some of these courts responded with “unknown,” while others stated that funding was not the issue affecting civil expansion, but rather that it is the lack of available interpreters that presents obstacles to expansion efforts. Five courts also responded that they had sufficient funding currently and/or they were already compliant with full civil expansion.

Of the courts that reported needing additional annual funding, the funding estimates varied widely. Small courts reported needing additional funding ranging from \$5,000 to slightly over \$170,000. Small/medium courts provided responses ranging from \$25,000 to \$500,000. The responses for medium courts ranged from \$60,000 to over \$500,000. As would be expected, larger courts that responded reported the highest need for additional annual funding to meet expansion efforts, ranging from \$710,000 to \$4.2 million, with one court approximating a need of \$8.6 million.

Annual funding for interpreters for court-ordered court-operated programs:

With regard to the sub-question inquiring about annual funding needed for interpreters in all court-ordered/court-operated programs (other than courtroom proceedings), a larger portion of respondents (twenty-five) did not answer with numerical estimates, with the overwhelming majority answering “unknown.” Of the courts that did respond, estimates for small courts ranged from \$2,000 to \$25,000. Estimates provided by small/medium courts ranged from \$15,000 to \$250,000.

Survey Responses and Analysis

Medium courts provided a range of \$5,000 to \$200,000. The few respondents from large courts that answered this question reported a range of \$250,000 to \$500,000, and one court reported needing an estimated \$12+ million in additional annual funding to support interpreters in all court-ordered/court-operated programs.

Annual funding for non-interpreter-related language access expenses:

On the final sub-question regarding “other [than interpreters] language access expenses,” a total of fifteen courts did not provide actual estimates. Small courts estimated expenses for additional language access within a range of \$5,000 to \$157,000. Small/medium courts provided estimates ranging from \$7,000 to \$221,000. The respondents from medium courts provided a range of answers from \$11,000 to slightly over \$300,000. Large courts had a significant range for this sub-question, with respondents providing estimates from \$5,000 to \$2.5 million.

Question 6:

The majority of respondents ranked TCTF Program 0150037 (former Program 45.45) funding as the most critical area for which the court will need additional funding for language access services in FY 2016–2017. The other categories were more evenly distributed, with signage, technological solutions, training, early identification of LEP court users, and recruitment efforts of bilingual staff and interpreters being fairly comparable in terms of need for additional funding.

Several of the additional responses provided by courts under the “Other” category include a need for funding for interpreter coordinators and scheduling services, as well as a dedicated Language Access Representative position. Many other suggestions provided appear to fall under the categories already addressed by the survey question, such as additional interpreters (under TCTF Program 0150037 funding) and upgraded listening devices (under technological solutions).

Question 7:

As Figure 4 illustrates, a total of twenty-two out of fifty respondents (44 %) reported having or planning to have a dedicated or centralized language access office. Of the twenty courts that already have a dedicated office, seventeen indicated that the office is their interpreter division or interpreter coordinator office. Only one court reported having an office with the more inclusive term “language access” in its

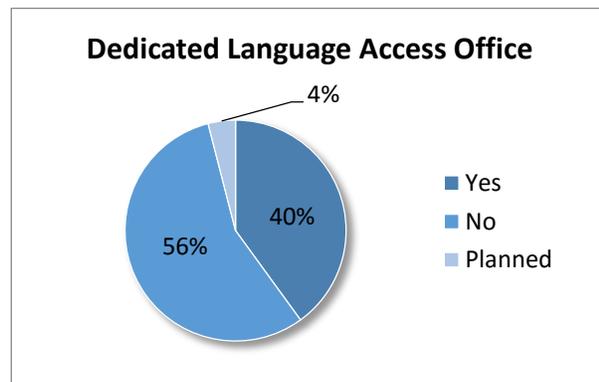


Figure 4: Dedicated Language Access Office

Survey Responses and Analysis

name, although one other court noted plans to rename its office to “Language Access Services.”

Of the courts that responded to Question #7b, 97% indicated that although they do not have a dedicated language access office, they do have an employee who provides this service.⁹ (See Table 2.)

7b. If your court does not have a dedicated or centralized office that oversees its language access services, is there an employee who provides this service?	Response Percent	Response Count
Yes	97%	35
No	3%	1

Table 2: Question #7b Response Summary

When looking at responses to both parts of the question, it appears that close to 100% of the respondents reported having either a designated/centralized language access office or, alternatively, an employee providing that service.

For those courts that reported not having a dedicated office but having an employee who provides this service, the range of titles/positions assigned to the language access contact person varied greatly and appeared to relate to the individual’s full-time position. Except for a few examples, the title/position did not include a reference to language access or interpreters. For the courts that responded to the sub-question regarding the percentage of time the employee spends overseeing language access services, the majority of responses indicated that the employee spends 25% or less of his or her time on language access tasks.

As Figure 5 below illustrates, the primary duties of the language access offices and/or employees are to coordinate interpreters, handle interpreter requests, and serve as the contact person for language access services. Fewer respondents noted that the language office or designated employee performed other duties such as distributing translated materials, providing information to the public, posting materials on the website, or training court staff. This may be due to the fact that designated language access offices or persons have traditionally considered language access more narrowly (i.e., in terms of interpreter provision for courtroom events) and primarily handled interpreter-related

⁹ Note that the number of answers to Questions #7 and #7b do not appear consistent. Twenty-eight courts answered under Question #7 that they do not have or plan to have a dedicated office. However, more courts (thirty-five) answered in the affirmative to Question #7b (court does not have a dedicated office but an employee provides the service). This is likely because some of those respondents who answered that they do have a dedicated or centralized office (or plan to have one) are in fact providing that office service through an employee, and therefore, also answered Question #7b.

Survey Responses and Analysis

work (scheduling, coordination, etc.), whereas other responsibilities, such as posting materials to the website or training of staff, are carried out by other departments, such as IT or the training and education departments, even when those tasks have language access components.

In addition, interpreter coordinator offices may not have traditionally interacted with the public at large since interpreters have primarily been provided for criminal matters where attorneys, justice partners, and the court itself would schedule or request the interpreter. With civil expansion and the expansion of language services for self-represented litigants, interpreter coordinators (or language access offices) will take on a much more public role in the court, which may change some of the anticipated responsibilities of this office or employee.

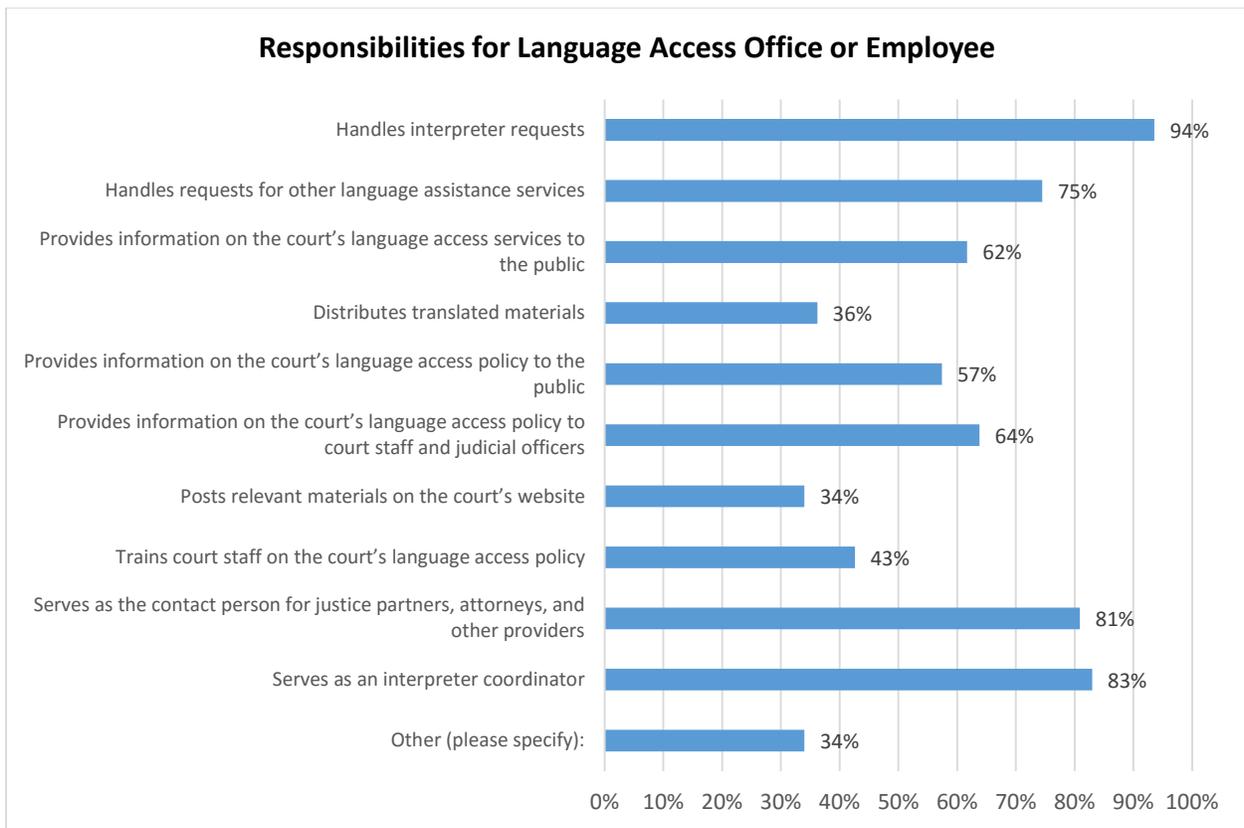


Figure 5: Responsibilities for Language Office or Employee

Survey Responses and Analysis

Section II. Specific Language Access Services Provided: Summary and Analysis

The responses to questions in this section of the survey indicate that courts have some strategies in place to communicate the availability of language access services to LEP court users, but improvements can be made with regard to the scope of communication, as well as the number of languages in which the availability of services is communicated. As the specific survey results below demonstrate, a number of courts report having notices of availability, but these notices seem to be primarily online, with a limited number of courts having handouts in hard copy at the court. Additionally, only a small number of courts (fourteen) reported translating the notice, and when translated, the translation was provided primarily in Spanish.

The work of the LAP Implementation Task Force and the Judicial Council should greatly assist courts in providing notices in the future. The model notice of language access services developed by the LAP Implementation Task Force and approved by the Judicial Council in February 2016 has been translated into the top nine languages statewide, and will be provided to all courts to adapt and use. The notice has been developed so that local court contact information can be inserted, and the format allows for the notice to be posted online, posted as signage at court buildings, or made available in print as a handout, which will help ensure accessibility for court users with limited access to computers and/or the Internet.

Another area for improvement is the development of more multilingual content on court websites. According to the survey results, less than half of the respondents have multilingual content on their websites. Based on additional research conducted separately on this issue, the multilingual content reported primarily points to the use of Google Translate and/or links to the current Judicial Council self-help site in Spanish. Since the expansion of language services to all points in the court will likely involve more contact with self-represented litigants who may access information through online resources, it will be very important for courts to continue to grow the multilingual content on their websites, both in breadth of content as well as the number of languages in which content is provided. Linking to the *Language Access Toolkit* developed by the Translation, Signage, and Tools for the Courts Subcommittee of the LAP Implementation Task Force should assist courts in providing more multilingual resources at no additional cost.¹⁰

Survey responses indicate that half of the respondents are collecting some form of data regarding language services, which may help courts with operational decisions regarding interpreter resources,

¹⁰ Although the format of web content was not covered in the survey or responses, it should be noted that court users, in particular LEP and low income individuals, may access online content via mobile devices, and future initiatives to develop online content should include efforts to make content mobile-friendly.

Survey Responses and Analysis

translation efforts, calendaring efficiencies, and public outreach activities. To assist all courts with data collection, consideration should be given to statewide efforts that will make data collection easier and more efficient, including the development of templates and/or models for various data pieces that will support language access planning. Additionally, the Judicial Council and the courts could benefit from the continued sharing of data collected on a regular basis (much more frequently than the five-year period for the *Language Needs Study*) so as to inform and ensure the timely responsiveness of statewide activities regarding interpreter recruitment, testing policies, translation projects, and the creation of multilingual videos and content.

Section II – Survey Questions Summary Results

Questions 8 & 9:

A total of forty-nine courts responded to Question #8 and, as illustrated in Figure 6, sixty-one percent of respondents (thirty courts) reported posting a notice of available language access services for court users, either on their websites or physically at the courthouse, through signage or some other type of display. Of these courts, twenty indicated that the postings could be found on the court’s website and fourteen courts reported that the notices were translated. (See Table 3.)

Fewer respondents (twelve, or 24%) reported having handouts notifying LEP court users of available services. Ten courts stated that handouts were translated and seven courts stated that handouts were provided at all points of contact with the public. (See Figure 7 and Table 4.)

Spanish was the primary language listed for translation of notices (online or as a handout). A small number of courts reported having notices translated in Chinese and a few courts indicated translations in other languages, including Vietnamese and Tagalog.

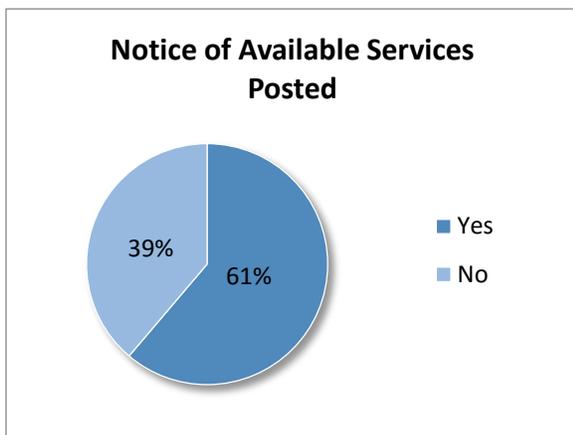


Figure 6: Notice of Available Services Posted

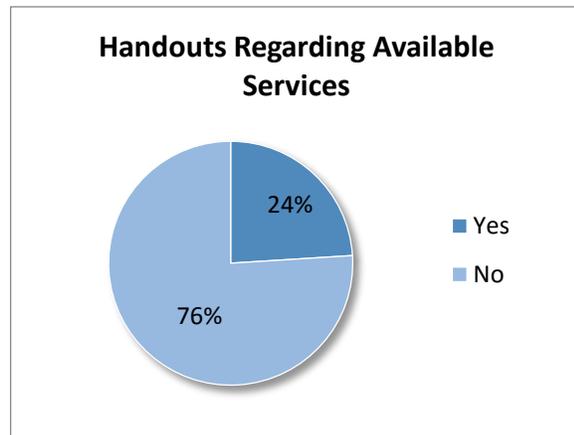


Figure 7: Handouts Regarding Available Services

Survey Responses and Analysis

8a. If yes, are the notices [posted on websites or signs/displays]:	Response Percent	Response Count
Translated into other languages (if so, please indicate languages below)	47%	14
Available on the court's website	67%	20
Posted at the courthouse entrance	27%	8
Posted at all points of contact with the public (e.g. clerk's offices, self-help centers, courtrooms, ADR department, jury office, etc.)	40%	12

Table 3: Question #8a Response Summary

9a. If yes, are the notices [provided as handouts]:	Response Percent	Response Count
Translated into other languages (if so, please indicate languages below)	83%	10
Available on the court's website	42%	5
Available at the courthouse entrance	42%	5
Available at all points of contact with the public (e.g. clerk's offices, self-help centers, courtrooms, ADR department, jury office, etc.)	58%	7
Automatically provided by court clerks or other court staff upon the filing of pleadings or other requests for information	25%	3

Table 4: Question #9a Response Summary

Survey Responses and Analysis

Question 10:

Only twenty-one respondents (42%) indicated having multilingual information on their websites. (See Figure 8.) Additional research of the URLs provided indicated that some of these courts are linking to the Judicial Council’s materials in Spanish. Others include information via Google Translate. A few courts that noted having multilingual information seem to be referencing information on how to request an interpreter.

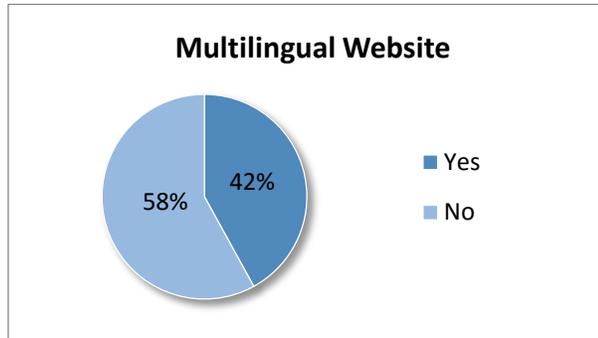


Figure 8: Multilingual Website

Question 11:

As Table 5 illustrates, exactly half of the responding courts reported collecting data pertaining to the number of LEP individuals seeking language assistance. Additional follow-up was not included to inquire how this data is collected, at what point(s) of contact the data is collected, and whether and how the data is used by the courts for planning purposes or analysis.

Collection of LEP Data	Response Percent	Response Count
Yes	50%	25
No	50%	25

Table 5: Collection of LEP Data

Survey Responses and Analysis

Section III. Interpreter Services and Information Regarding Interpreter Services/Requests: Summary and Analysis

A significant number of courts appear to be moving forward with civil expansion efforts in accordance with Evidence Code § 756. Almost half the respondents (twenty-four courts out of forty-nine) reported that they were providing interpreters in all civil case types. A number of courts reported limiting interpreter provision to only Priority 1 and family law matters, although it was not clear what family law sub-types were included in the response. There appeared to be a higher number, proportionally, of small courts reporting expansion only to Priority 1 and family law. Larger courts tended to include additional case types listed in Priorities 2-7.

As discussed in more detail in the summary responses provided to the individual questions below, some courts stated that they covered all or many case types, but then qualified those statements with additional details indicating that this was only done when interpreters were available or if the cases were in Spanish. From a data collection perspective, it would be better for future surveys to require respondents to answer closed-ended questions with regard to civil expansion efforts. Additionally, it would be beneficial to frame the question to ask about interpreter provision in each priority or case type specifically, including what languages are provided, to ensure that courts are providing answers with regard to civil expansion in the same manner.

With regard to providing information to LEP court users about language access services and the process for requesting an interpreter, courts rely greatly on oral communication, appearing to focus on those court locations with high public contact such as clerk's offices, self-help centers, and courtrooms. Based on this information, it is extremely important that courts have bilingual specialists (employees or trained volunteers) at these locations who speak languages in high demand. Courts should also provide staff access to tools that may enable them to provide timely services to LEP court users, such as telephonic language services, including telephonic interpreting services. Written tools available through a variety of mechanisms (web, signage, handouts, inserts on court materials, etc.) are also critical for communicating about the existence of language access services. The adoption by the Judicial Council of a standardized model notice of available language services, soon to be available in English and nine additional languages, as well as the approval of a Judicial Council model form, effective July 1, 2016, for requesting an interpreter in civil matters (also to be translated into multiple languages), will significantly assist courts in providing LEP court users with information at all points of contact, and complement the provision of in-person assistance from court staff.

Survey Responses and Analysis

Section III – Survey Questions Summary Results

Question 12:

Except for one responding court that stated that it does not currently provide interpreters in any non-criminal proceedings, all other forty-nine respondents indicated that they provide interpreters in civil matters.

Some respondents referred to the case types for which they provided services by using the priority references from Evidence Code § 756, though most of the respondents listed specific case types or general areas of coverage. Many respondents reported providing coverage in one of several case types under one of the priorities but did not include the others; several other courts listed case types under one priority (for example, Priority 1), and then only listed other case types under lower priorities (like Priority 7), without reporting coverage for case types in between. These inconsistent answers made analysis and comparisons on civil expansion efforts potentially inaccurate.

Several respondents (twenty-four out of forty-nine responses) indicated providing interpreters for all case types. In reviewing the other areas being covered by courts, it appeared that six courts stated covering cases that map to Priorities 1–7 from Evidence Code § 756, though three of those courts also specifically listed small claims proceedings, which are presumably included under Priority 8.

Many courts stated they covered Priority 1 and family law proceedings, but, without further description, it was not clear what types of family law cases were covered. Family law matters fall under Priorities 1, 3, 5, and 7 or parts of each of these. Given the reported coverage of Family Court Services and general prioritization of child custody and visitation cases under the law, it is likely that courts reporting family law coverage without specificity—and where resources are limited and other priorities are not covered—are providing interpreters in child custody matters. Several courts singled out child support cases as well.

Although no clear patterns emerged with regard to court size and civil expansion, some approximations can be made based on the information provided by respondents. Of the nine large courts responding, six provided a list of covered case types that appear to indicate full or near full civil expansion. Small- to medium-sized courts also reported full expansion in relatively high numbers. About half of small courts that responded reported full expansion, whereas the other half of responses varied greatly in their purported coverage for the different priorities. As a group, responding medium-sized courts appear to provide full or almost full expansion in lower numbers than the other categories (by size) of courts. It should be noted that some respondents also provided additional qualifying information, stating that interpreters were provided in all case types, but also reporting that this was done for cases

Survey Responses and Analysis

involving Spanish only or “as long as an interpreter is available,” or “when requested by the judicial officer.”

Question 13:

As summarized in Figure 9 below, for three key points of contact—the clerk’s office, the courtroom, and the self-help center—the manner primarily used for notifying LEP court users of the court’s available interpreter services appears to be through oral communication, whether by the clerk, self-help staff, or judicial officer. Fewer courts reported using the designated language access office or person¹¹ as the source for communicating interpreter services, but a total of twenty-eight courts did respond that they use this method.

A smaller number of courts (nineteen) reported providing notification on the court’s website, through multilingual signage, or through communication strategies at the clerk’s office or the self-help center. Handouts appear to be, by far, the least popular method of communicating information on the court’s available language services.

¹¹ Note that 28 courts indicated this was used to communicate the court’s available interpreter services even though under Question #7, only 20 courts indicated they had a dedicated language access office or person. The discrepancy is likely due to the fact that non-dedicated language access employees (as addressed in Question #8) were also identified in this answer.

Survey Responses and Analysis

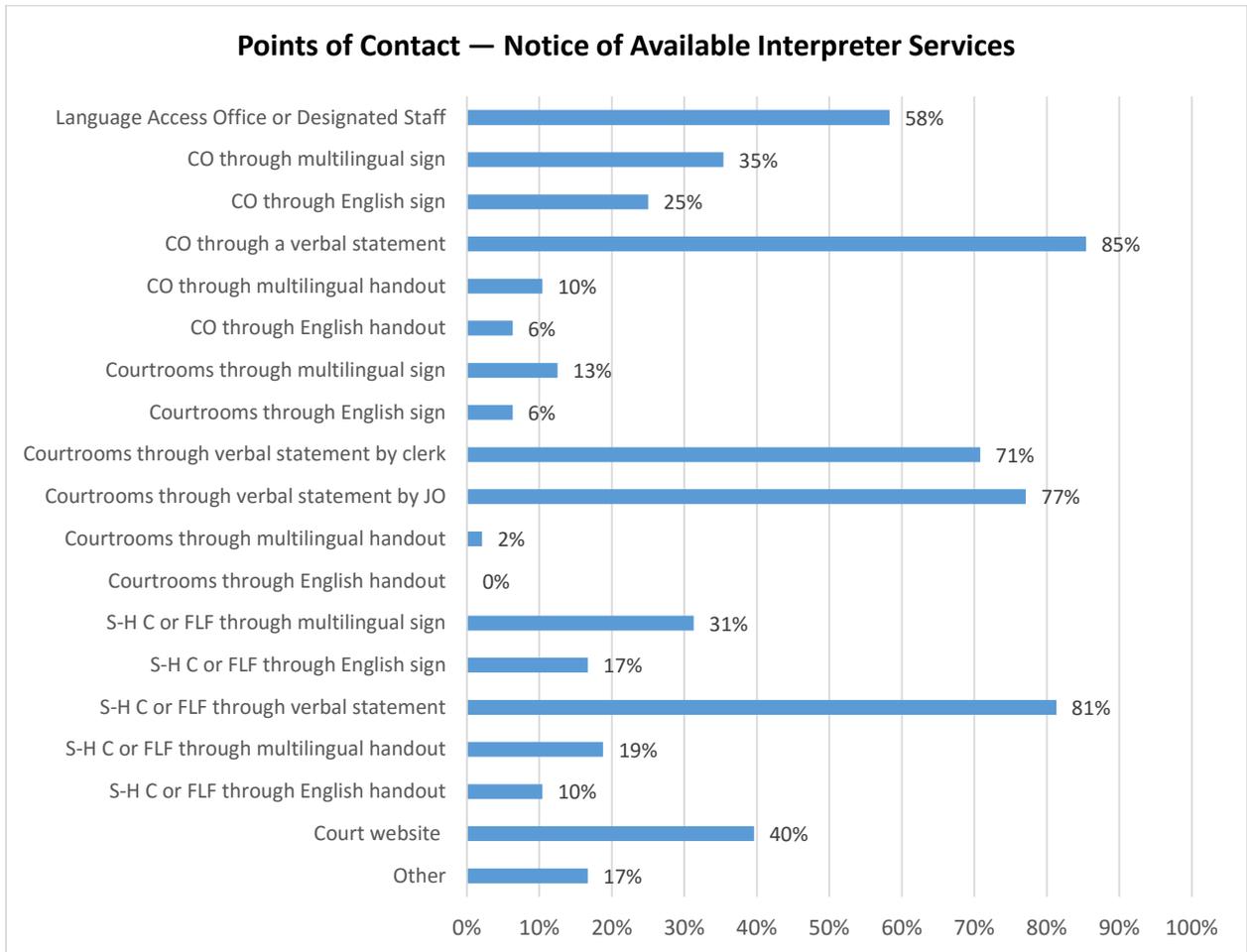


Figure 9: Points of Contact — Notice of Available Interpreter Services

Legend:

- S-H C: Self-Help Center
- FLF: Family Law Facilitator
- CO: Clerk’s Office
- JO: Judicial Officer

Survey Responses and Analysis

Question 14:

As with Question #13, oral communication was noted as the primary manner for notifying LEP court users of available interpreter services at three points of contact—the clerk’s office, the courtroom, and the self-help center. (See Figure 10.) Results indicate that, as expected, oral communication is provided in these areas by the clerk, self-help staff, or judicial officers.

Also similar to Question #13, the court’s website and multilingual signage are used less frequently both at the clerk’s office and at the self-help center, and handouts appear to be the least popular method for communicating information on requesting interpreter services.

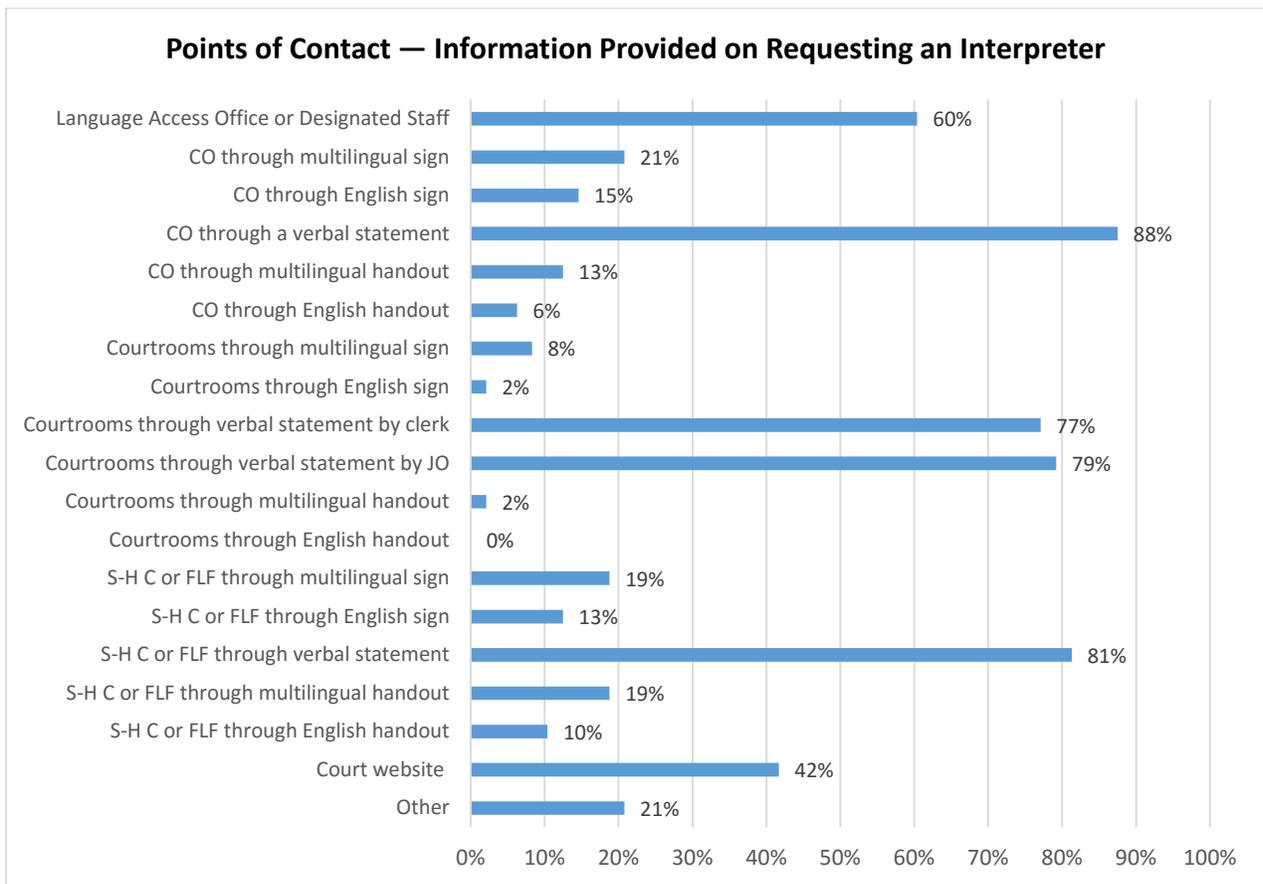


Figure 10: Points of Contact — Information Provided on Requesting an Interpreter

Legend:

- S-H C: Self-Help Center
- FLF: Family Law Facilitator
- CO: Clerk’s Office
- JO: Judicial Officer

Survey Responses and Analysis

Question 15:

Forty-eight courts responded to Question #15. Sixty percent of respondents indicated that they did not have a local form for court users to request an interpreter. (See Figure 11.) For those that do have a local form (nineteen courts), only nine courts reported having this form translated. For the courts with translated interpreter request forms, the majority reported translating the form into Spanish, although four courts included translation in other languages as well.

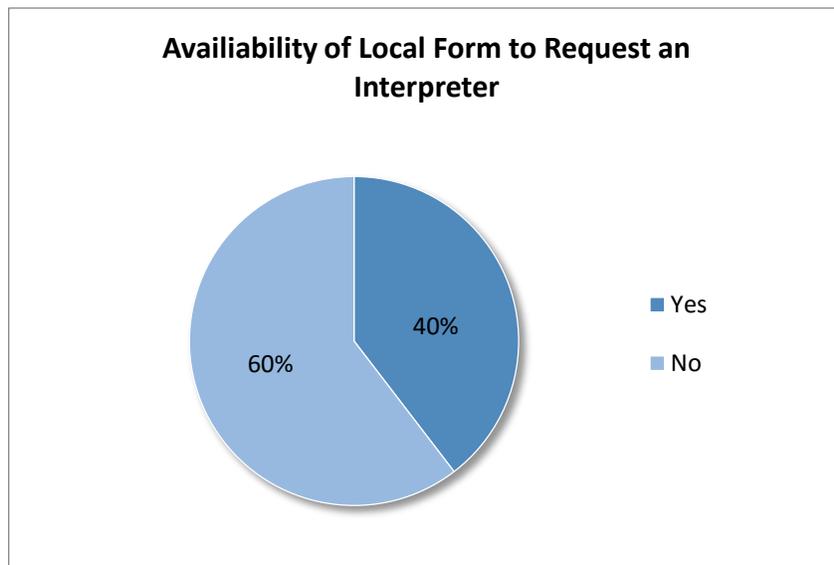


Figure 11: Availability of Local Form to Request an Interpreter

Survey Responses and Analysis

Section IV. Language Access Services Provided Outside of Courtroom Proceedings: Summary and Analysis

Responding courts indicated that language services are being provided in out-of-courtroom locations, primarily through bilingual staff, interpreters (when available), and telephonic interpreting services. Notable is the large number of respondents who report providing language services in Family Court Services, an area not specifically targeted by the Evidence Code, but explicitly addressed in the Language Access Plan under Recommendation #8.

Details provided by some respondents indicated that language services provided in settings outside of the courtroom were largely in Spanish, although it was not clear whether this was due to the greater capacity to serve LEP court users in Spanish in out-of-courtroom locations or if the services needed are only in Spanish. Continued data collection regarding specific services requested and provided for various settings and the actual languages requested may assist courts with hiring appropriate bilingual staff for assistance. Additionally, a more expansive use of telephonic interpreting services for appropriate points of contact and events and calendaring efficiencies may help with providing additional language services in Spanish as well as other languages.

With regard to the provision of ASL, the majority of courts reported having services in place for deaf or hard of hearing court users. While only a small number of courts have ASL interpreters on staff, a large number of courts have an ADA Coordinator in place to assist with requests for ASL services. As discussed above, the consistent statewide use of the ADA Coordinator as a contact person for requesting services for deaf or hard of hearing individuals (and other court users with disabilities) could be a model for courts to follow when instituting their designated language access offices. In the same manner that courts with few to modest numbers of ADA requests have one or more employees share that title while also carrying out other duties under a different title, courts that do not have the need for a full-time language access office can designate one or more trained employees to be the designated court contact for language access, under a standardized clear title by which to identify that person or position (e.g., Language Access Representative).

As may be expected, results from the survey indicate that larger courts and courts in metropolitan areas are able to provide more linguistically accessible resources when ordering LEP court users to outside programs, while smaller courts and courts located in rural areas report having fewer available resources in their communities. Although the overall number of courts entering into contracts with linguistically accessible providers is low, the LAP provides for courts to increasingly engage in this practice as expansion of language access increases beyond courtroom proceedings. Therefore, it is likely these numbers will see an increase in the future and additional studies should include these factors.

Survey Responses and Analysis

Moving forward, close collaboration with justice partners will be important to ensure that LEP court users can access the services provided. To assist courts in developing and growing such collaborative relationships, the Judicial Council may want to highlight examples of successful partnerships that ensure the provision of linguistically accessible resources and share these models with courts statewide.

Section IV – Survey Questions Summary Results

Question 16:

Answers varied due to the open-ended nature of the question, but the responses indicated that most courts are providing language services in some out-of-courtroom locations and programs. All but six respondents indicated that they provide interpreters or other language access services at no cost to court users in clerk's offices. Almost as many responses indicated that language services are provided at self-help centers and family law facilitator offices. There were also high percentages of positive responses for Family Court Services offices and mediation, including child custody recommending counseling (CCRC).

Another area where courts noted interpreters are provided is the jury office, though respondents mostly indicated that interpreters were provided for ASL only. Four courts addressed providing multilingual access through public telephone lines, and nine courts addressed various settlement conferences or mediation sessions (outside of family law) where free language services are provided. Mental health hearings and psychological evaluations performed offsite were also listed in at least six circumstances.

Additional information provided in examples by some responding courts indicated that bilingual staff, interpreters (when available), and telephonic services were most often used. For most examples provided, courts reported providing these services in Spanish. A few courts also mentioned providing services in ASL and two courts noted providing services in other languages, particularly if creative calendaring was used to utilize interpreters already scheduled to work.

Survey Responses and Analysis

Question 17:

While a small number of courts reported having staff available for ASL communication, most courts have services in place to assist with ASL requests. As seen in Figure 12, forty-two out of forty-eight courts (88%) reported having an ADA Coordinator, and almost 70% of respondents report that deaf and hard of hearing individuals can request services at all points of contact within the court. Additional information provided indicated that available ASL resources vary among courts, from independent contractor interpreters hired when needed to ASL interpreters on staff; one court reported having two ASL interpreters on staff.

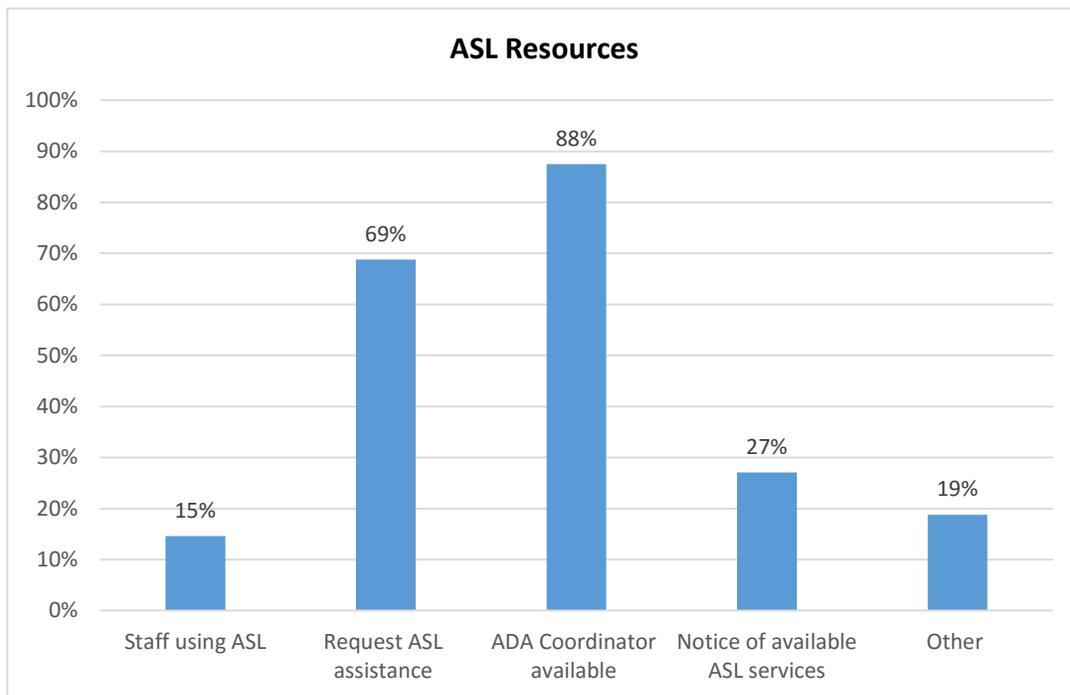


Figure 12: ASL Resources

Survey Responses and Analysis

Question 18:

Many courts reported being limited in their ability to provide referrals to linguistically accessible programs when issuing court orders to participate in such programs. (See Figure 13.) This fact poses difficulties for many courts when referring LEP court users to programs, services, or activities necessary or recommended in relation to their court matter. A further analysis of responses indicated that the size and location of the court correlated to trends in responses. Courts that have a list of linguistically competent service providers in their communities are primarily large or medium courts located in metropolitan areas. The courts that indicated that resources were limited in their courts' communities tended to be smaller courts and courts located in rural locations.

Of interest is that some courts noted in the additional details that language access services are often provided by probation departments or other justice partners. Further, although some courts have access to linguistically accessible services, additional details indicated that the services were primarily only in Spanish. (ASL was also mentioned by one court.)

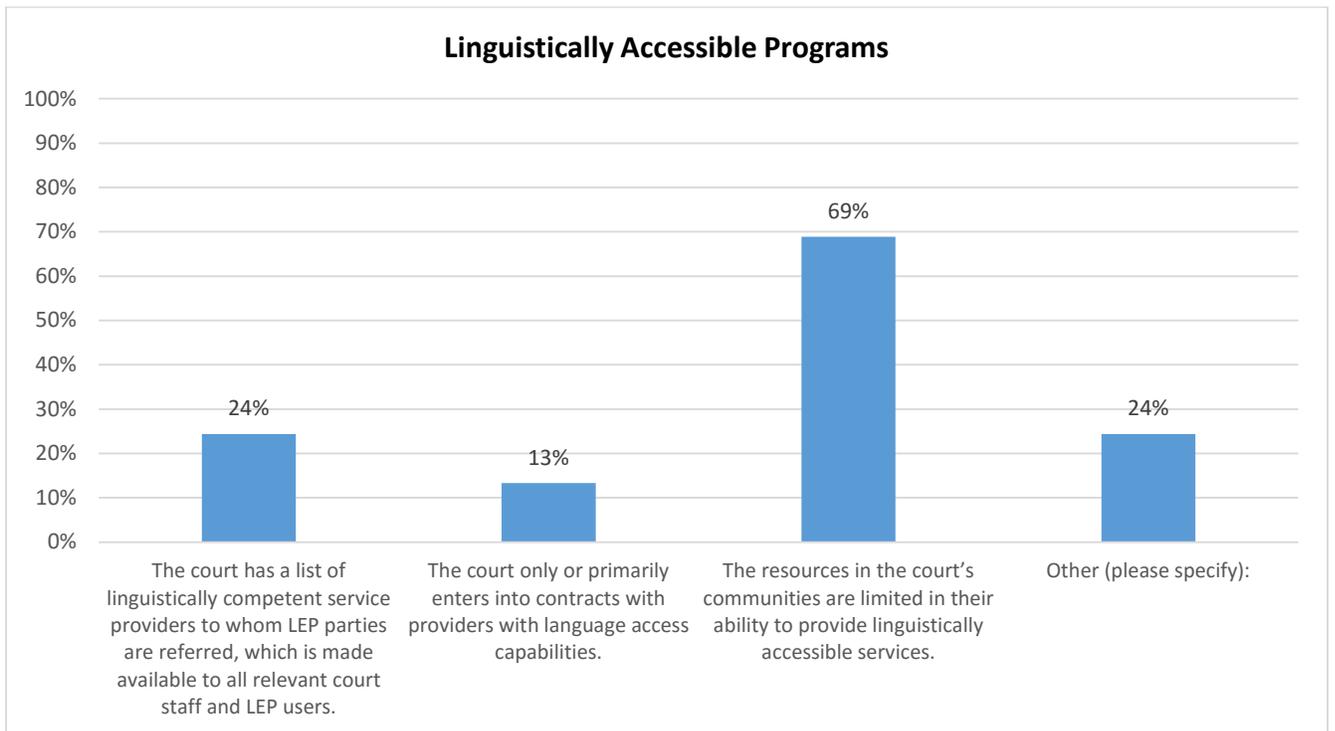


Figure 13: Linguistically Accessible Programs

Survey Responses and Analysis

Section V. Translations, Signage, and Other Tools: Summary and Analysis

Over half of all responding courts report having local forms translated, with most courts reporting that translations are available upon request and some courts reporting that translations are provided online. As with many other language services, the translations offered appear to be primarily in Spanish. Some courts report having translations available in languages other than Spanish including, in a few instances, languages that are not listed in the top ten languages statewide, such as Armenian, Lao, and Thai, which is likely representative of demographic trends at the local level. Future statewide efforts to build a repository of translated materials and provide statewide translations should increase the courts' use of translations and ensure that those translations that have been developed on a local level can be shared and disseminated statewide.

Courts do not report a wide use of multilingual DVDs, online videos, or other audio-visual tools; and for those courts that do use multilingual audio-visual tools, the language options are limited. Given the various recommendations in the LAP addressing the use and expansion of multilingual videos for providing information to California's LEP court users, these responses indicate that there is still work to be done. Future Judicial Council efforts to increase the number and selection of videos and languages in which they are available should assist courts greatly. The continued development of the *Language Access Toolkit* should also assist courts with identifying and linking to statewide videos that could support language access services at the local level.

Courts appear to be using multilingual signage at the clerk's office and in self-help centers, as well as at the court's entrance. These locations are good choices given the high amount of traffic and need for informational material that would be expected at these points of contact. Further analysis of responses did not indicate the types of multilingual signage used by all court respondents. When provided, signage examples included court closure signs, information on requesting an interpreter, and information on other language access services. More information is needed regarding the types of signs posted and the locations where each type of signage is used in order to fully assess how courts are deploying signage strategies to serve LEP court users. The LAP discusses signage and related tools in a number of recommendations, so further statewide guidance and the development of sample tools should be considered. As referenced earlier in this report, the notice of available language access services recently approved by the Judicial Council (and translated into nine languages in addition to English) will also undoubtedly assist courts in posting multilingual language access signage at all appropriate points of contact throughout the court.

Additional tools referenced by courts to assist LEP court users include I-Speak cards and machine translation methods. Twenty-two out of thirty-five responding courts reported using I-Speak cards, which is lower than would be expected given that I-Speak cards are readily available online (including

Survey Responses and Analysis

at the Judicial Council website) for use by any entity serving the public. Another nine courts indicated that they use machine translation methods, such as Google Translate. Machine translation can be helpful for basic information free of legal terminology, but use should be closely monitored to avoid legal or other substantive inaccuracies, and disclaimer messages translated (by a professional human translator) into the target foreign languages should be included to alert users to the potential for errors.

A number of courts also reported having translated web pages, although it is unclear if qualified translators are providing the translations or if machine-driven processes, such as Google Translate, have been used. As mentioned above, if machine translations have been used, courts should be cautious of potential legal errors that may harm the LEP court user, and should include a disclaimer in the target foreign language for machine-translated website content.

Fewer courts reported using document assembly programs or glossaries. With regard to document assembly programs, the low usage may be due to their limited availability, in English and especially in other languages. Glossaries of legal terms in various languages, though very useful in certain contexts to educate court users and bilingual providers about legal terminology and equivalents across languages, may not provide the types of tools needed by court staff at key points of contact with the public in order to assist LEP court users. At the clerk's office, for example, it may be impractical for a clerk to look up terminology when communicating with an LEP court user; nor would it be helpful to simply hand an individual a glossary to utilize while in line or at the window.

Much remains to be done in the development and provision of additional tools to serve LEP court users. A variety of approaches that will help staff provide substantive assistance to LEP court users is critical. Websites, translated information, multilingual document assembly programs, innovative technological approaches, and other tools will be necessary as expansion continues. With the evolution of the *Language Access Toolkit*, courts should soon start to have access to more practical tools that will supplement local services already in place and assist LEP court users on a greater scale.

Survey Responses and Analysis

Section V – Survey Questions Summary Results

Question 19:

As shown in Figure 14, more than half of all respondents report having translated materials beyond those provided by the Judicial Council. Fifteen courts reported making materials available upon request by the LEP court user. Nine courts indicated that translated materials are available on their websites. Additional description provided by some courts indicate that materials are made available through self-help centers and court reception areas.

As with responses to other questions regarding materials and language services, the primary language listed for materials was Spanish, by a large margin. Three courts¹² reported translating materials beyond the state’s top ten languages, including in Armenian, French, Italian, Lao, Portuguese, and Thai. One additional court mentioned making a video in Mixteco about the court system. Table 6 illustrates the percentage of courts that reported having translations in the various top languages in the state.

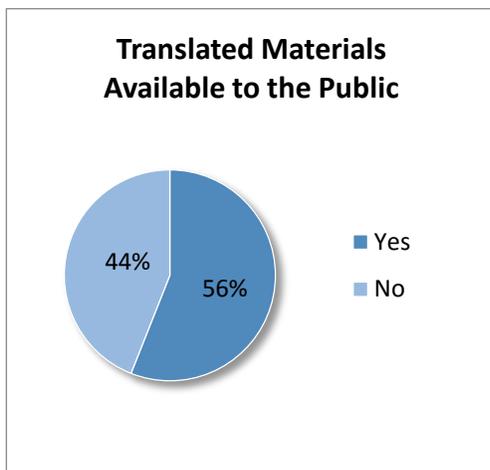


Figure 14: Translated Materials Available to the Public

19c. If yes, what are the top languages into which materials are translated?	Response Percent
Spanish	100%
Vietnamese	20%
Korean	7%
Mandarin	10%
Farsi	3%
Cantonese	7%
Russian	13%
Tagalog	7%
Arabic	3%
Punjabi	3%
Other (please specify):	17%

Table 6: Question #19c Response Summary

¹² Although summary results indicate that five courts (17%) reported translating information into a language beyond the state’s top ten languages, a close examination of the detailed responses provided reveal that only three courts translate materials into languages not in the state’s list of top ten languages.

Survey Responses and Analysis

Question 20:

Thirty-five percent of respondents, as seen in Figure 15, reported using DVDs, online videos, or other audio-visual tools for language access. Eighteen courts provided additional details for Question #20a, and as with other references to translated materials, the majority of online or audio-visual resources were available in Spanish. However, far fewer resources were reported in languages other than Spanish. (See Table 7.)

The detailed responses to this question specified that videos offered in other languages often related to mediation orientation, small claims, and unlawful detainer information. Although not specified in many of the responses, it is likely that many of these video references relate to the Judicial Council’s “Resolve Your Dispute Out of Court” video series, available for small claims, unlawful detainer, civil harassment, and debt collection cases in Spanish, Chinese, Korean, Russian, and Vietnamese.

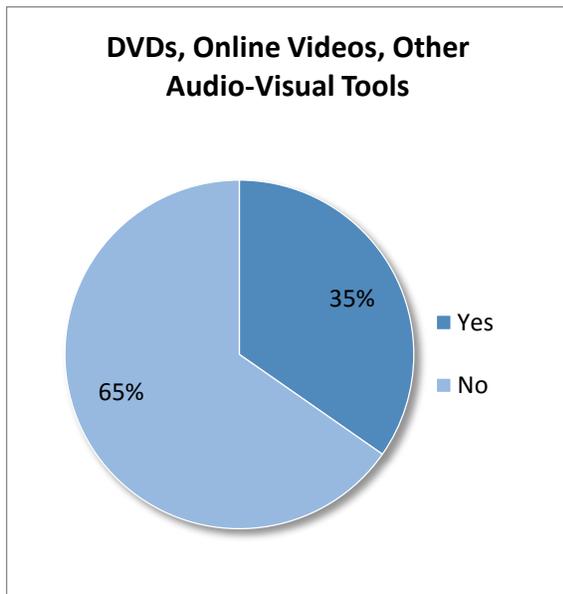


Figure 15: Multilingual DVDs, Online Videos, Audio-Visual Tools

20a. If yes, please specify the languages:	Response Percent
Spanish	94%
Vietnamese	6%
Korean	6%
Mandarin	0%
Farsi	0%
Cantonese	0%
Russian	11%
Tagalog	0%
Arabic	0%
Punjabi	6%
Other (please specify):	28%

Table 7: Question #20a Response Summary

Survey Responses and Analysis

Question 21:

Respondents answered Question #21 in various ways, making it difficult to synthesize the responses. Some courts identified the points of contact at the court where multilingual signage is posted without specifying the type of signage present; other courts identified the types of signs posted, but not where they are posted; and a few courts provided information on both—the types of multilingual signage provided and the location of the signs.

The two most common locations for multilingual signage reported in the responses were the clerk's office and the self-help center (or family law facilitator's office). Several courts also highlighted the courthouse entrance. Other locations noted included jury offices, hallways, and law libraries.

In terms of the actual signage posted, the majority of responses specifying available signage listed the multilingual court closure signs, which are available in English and ten languages for each of the court holidays and are provided by the Judicial Council to all courts. Four courts responded that they post signage related to language access services at their court. The breakdown included an interpreter request sign at the clerk's office, interpreter information at a queuing kiosk system, and information regarding telephonic assistance for LEP court users available in multiple languages.

Survey Responses and Analysis

Question 22:

Of the thirty-five courts that responded to this question, 63% use I-Speak cards at relevant points of contact to provide language access services.¹³ (See Table 8.) Although not nearly as popular, courts also reported using machine translation programs, such as Google Translate or Microsoft Translator. Close to a quarter of respondents use translated web pages. It is unclear if these translated web pages are translated by actual qualified translators, or have been translated through the use of Google Translate. Glossaries and online document assembly programs are not, at least currently, popular tools in the provision of language access services. Document assembly programs are limited even in English, and they are not significantly available yet in other languages.

Of the “Other” responses, notable is that four of the courts pointed to the Judicial Council website (specifically, the translated Online Self-Help Center and the translated Judicial Council forms) as an additional tool for providing language services. Three courts reported the use of a telephonic interpreting agency as an added resource used by staff. One court uses innovative interactive technology on its website to help users in their language.

22. Please indicate any other tools your court uses for the provision of language access services to LEP court users;	Response Percent
I-Speak cards at relevant points of contact in the court	63%
Glossaries of legal terms in various languages	11%
Translated web pages	23%
Machine translation programs, such as Google Translate or Microsoft Translator	26%
Online document assembly programs in other languages	71%
Telephonic assistance from bilingual staff at other locations	6%
Other (please specify):	43%

Table 8: Tools Used for LEP Court Users

¹³ One additional court responded that they plan to use I-Speak cards in the future.

Survey Responses and Analysis

Section VI. Complaint Procedures: Summary and Analysis

The number of courts that reported having a complaint process or form is low. Only 20% of respondents have a complaint process for language access-related issues. About 29% of respondents have a complaint form (not necessarily specific to language access). According to survey responses, only four courts have translated complaint forms, and of these four, just two have it available in languages other than Spanish.

The preparation of a single model complaint form (to be provided by the Judicial Council in coming months, along with translation of the form in multiple languages) in furtherance of the Language Access Plan implementation should greatly assist courts in monitoring and assessing their local provision of language access services. Future studies should see a significant increase in the number of courts providing multilingual language access complaint forms to LEP court users.

Section VI – Survey Questions Summary Results

Question 23:

Ten out of fifty courts have developed a complaint procedure to date. Of these ten, all seem to primarily address general language accessibility, failure to provide an interpreter, and the quality of interpretation in their complaint process. Eight of the ten respondents that have complaint processes address the quality of assistance by bilingual staff. Only half of the courts that reported having complaint processes address the quality of translations.

Question 24:

A total of fourteen courts reported having a complaint form, although fewer reported having a complaint process. While not specified in responses, this could be due to courts having complaint forms generally, and not just specifically for language access services.¹⁴ Of those fourteen respondents with complaint forms, only four courts addressed translations: two courts translated the form into Spanish; one court translated it into Spanish and Punjabi; and one court reported having a complaint form translated into Spanish, Mandarin (Chinese), Vietnamese, and Korean. Two respondents indicated that the complaint form is or would be available online.

¹⁴ Question #23 asked respondents specifically about complaint procedures for language access services; Question #24 asked about complaint forms without specifying complaints regarding language access issues.

Survey Responses and Analysis

Section VII. Technology Questions: Summary and Analysis

While courts do appear to be using technological tools to provide language services, the responses primarily point to the use of the telephone, either for telephonic interpreting for courtroom and non-courtroom events or for bilingual (non-interpreting) assistance at various points of contact. It is likely that telephonic assistance is used in situations when information is being provided outside of the courtroom or when an in-person interpreter is not available (inside or outside the courtroom). However, it is not clear from additional details provided by respondents how or when telephonic assistance is used.

Although the results show that courts have adopted the use of the telephone for remote interpreting for certain situations, the use of video remote interpreting (VRI) platforms appears to be largely non-existent outside of its use for ASL. This is a notable finding since the use of video may be more appropriate and preferred for the remote services that are currently being provided via telephone. The VRI pilot and resulting recommendations should prove helpful to courts in exploring appropriate ways in which video can be introduced. At the very least, it will be interesting to learn where video remote interpreting may be used in lieu of the current use of telephonic interpreting. With regard to other technologies, the possible evolution of document assembly programs in multiple languages may also prove to be helpful as a future language access tool, as has been noted in other areas of this report.

Section VII – Survey Questions Summary Results

Question 25:

As shown in Table 9 below addressing the use of technology for the provision of language services, telephonic interpreting is reportedly used most frequently, both for courtroom proceedings and for non-courtroom proceedings. This is followed closely by the use of the telephone to provide bilingual staff assistance to remote locations.

Video remote interpreting is largely absent from the list of tools used by courts. It does not appear to be used often at all for courtroom proceedings or for other points of contact or services, such as in self-help centers or for mediation.

Document assembly programs, which could eventually prove to be very useful tools in the provision of language access by providing efficiencies with translation and other aspects of assisting LEP court users, have not yet become a significant player in the provision of language access. As stated above, the number of programs is still limited and translated options are few.

Survey Responses and Analysis

The survey responses for “Other [technologies]” merely clarify the previous responses provided, rather than provide information on additional technology-related tools utilized by courts. For example, information regarding LanguageLine (a third-party vendor that provides over the phone translation from English into over 150 languages) was provided as the primary choice for telephonic interpreting; with regard to the use of VRI, respondents specified that it was only used for ASL.

25. Please indicate whether your court is currently using any of the following technologies to provide language access: [Select all that apply]	Response Percent
Video remote interpreting (VRI) for spoken language interpreted courtroom proceedings	6%
Video remote interpreting (VRI) for non-courtroom proceedings (e.g. mediation, general courtroom announcements, self-help center or other assistance at public points of contact)	2%
Video remote assistance by bilingual staff outside the courtroom	2%
Telephonic interpreting for courtroom proceedings	76%
Telephonic interpreting for non-courtroom proceedings	71%
Telephonic assistance from bilingual staff at other locations	45%
Electronic Document Assembly programs in other languages	6%
Other (please specify):	18%

Table 9: Question #25 Response Summary

Question 26:

Thirty-two respondents skipped this question altogether. Of the eighteen courts that answered, the majority (twelve courts, or 67%) reported that they are not using VRI. Of the very few courts that reported using VRI, use seems to be focused on criminal and traffic events and non-courtroom proceedings such as use at clerk counters and in self-help settings. In addition, respondents indicated in their answers that VRI is primarily used for ASL.

Survey Responses and Analysis

Question 27:

Twenty-nine courts skipped this question. As with the previous question, the majority of respondents (fourteen courts out of the twenty-one that answered) indicated that they were not using VRI. Of the five courts that reported using VRI, four reported using it for ASL matters, two for Spanish, and one for Latin American indigenous languages.

Survey Responses and Analysis

VIII. Language Access Education and Standards: Summary and Analysis

Current approaches to providing language access training and education seem to vary greatly across the state. A small percentage of courts provide language access training to new staff or judicial officers, and even fewer courts report making such training mandatory for any staff or judges. Few courts also report providing training on a regular basis (at least yearly) and only a handful of courts offer more convenient online tools for training and education.

Given the high number of LEP court users that likely use court services every day, the adoption of a statewide LAP, and the enactment of Evidence Code § 756, which prioritizes civil case types for expanded interpreter services, training for court staff and judicial officers is a critical step to ensure that courts are providing appropriate language access services. Statewide training initiatives for court staff and judicial officers will likely be emphasized in the coming months and years. With the work being conducted by the LAP Implementation Task Force’s Education and Standards Subcommittee on language access-related training curricula, bench guides, and benchcards, the Judicial Council will be able to provide courts with training tools to augment their training efforts.

The survey responses indicate a strong preference for statewide online courses developed by the Judicial Council, as well as in-person courses with curriculum provided by the Judicial Council. Statewide training efforts and curricula provided by the Judicial Council would be ideal for ensuring that the application of the statewide LAP and Evidence Code § 756 is uniform. Statewide initiatives also take the burden off superior courts, which may not have the resources to develop and conduct local trainings. To the extent possible, the Judicial Council should develop statewide training resources that can be adapted to reflect local processes, policies, and needs.

While only twenty-one out of forty-nine respondents believed mandatory training would be helpful to train staff and judicial officers on language access policies, the LAP is clear in its recommendations regarding branchwide training. All court staff and judicial officers should have language access training, which should include provisions for more extensive and detailed language access training for those at critical points of contact with LEP court users.

Survey Responses and Analysis

Section VIII – Survey Questions Summary Results

Questions 28 & 29:¹⁵

As illustrated in Figure 16, a total of thirteen courts (out of fifty respondents) currently provide language access training to new staff, and seven courts require training for all existing staff. Even fewer (five courts) offer training at least once a year. A significant number of courts report that they are planning to institute such training efforts; however, less than half of respondents plan to make language access training mandatory for all existing staff or offer it at least once per year. Three courts offer training online or in a format that allows individuals to take it when most convenient.

With regard to the components of language access training, responses are fairly consistent in terms of providing training on most of the key elements of language access: the branch's policies and procedures; available language access services; working with LEP court users; working with interpreters; managing a courtroom; and cultural competence.

It should be noted that the results for judicial officer training included a much higher number of results in the "Unsure" category, which could be due to the fact that court staff who answered the survey may not know as much about the training initiatives developed for judicial officers. Where provided, however, the responses with regard to judicial officer training questions are very similar to the responses for court staff, with the exception for planned activities (i.e., not currently provided but planned for the future) and the topic of cultural competence. The number of courts reporting that judicial officer training efforts are planned in the future is much lower than the same category for court staff. Considerably few courts responded that cultural competence is currently a part of language access training for judicial officers, while it is reported in higher numbers for court staff.

¹⁵ To accommodate the formatting of the survey for online delivery, this question was broken into two questions. See the attached PDF of online questions in Appendix 1 for more details.

Survey Responses and Analysis

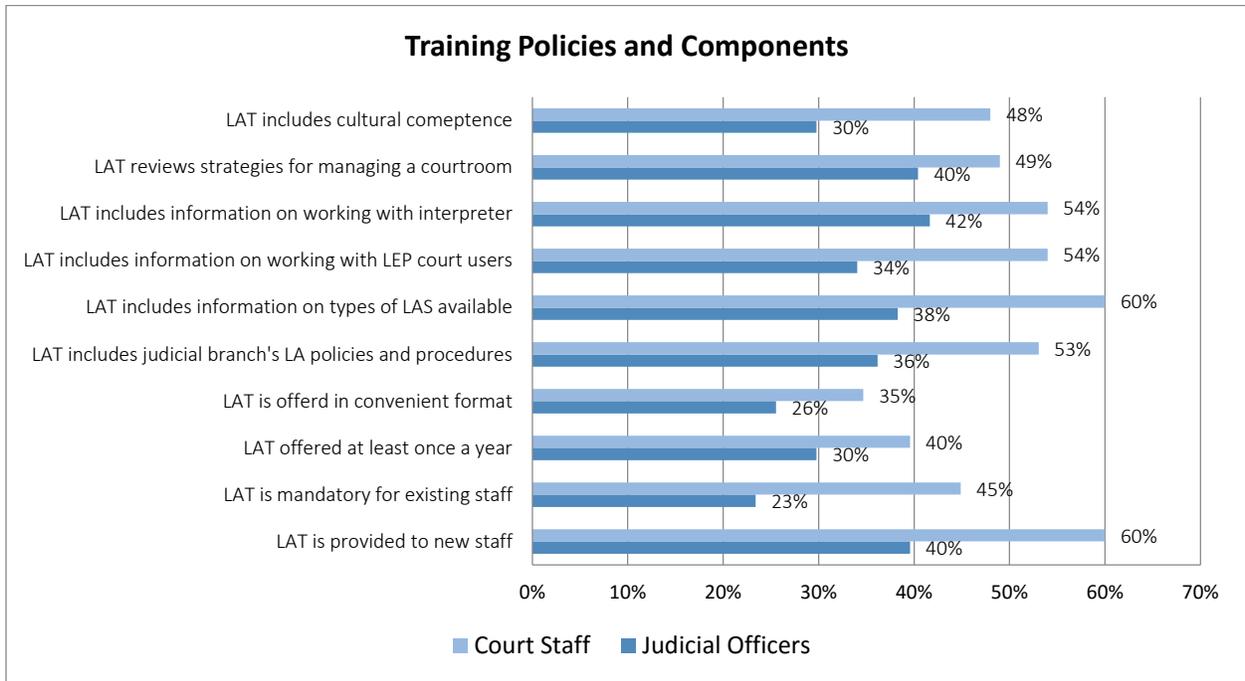


Figure 16: Training Policies and Components

Note 1: LAT refers to “Language Access Training”

Note 2: Percentages include both “Yes” and “Planned” Responses.

Question 30:

The overwhelming majority of the respondents reported that they do not have a training curriculum or materials that could be shared with the Judicial Council. (See Table 10.)

30. Do you have a training curriculum or materials you could share with the Judicial Council?	Response Percent	Response Count
Yes	8%	4
No	92%	46

Table 10: Question #30 Response Summary

Question 31:

A total of forty-nine respondents (out of forty-nine courts that answered this question) agreed that online courses developed fully or in part by the Judicial Council would be most helpful in their

Survey Responses and Analysis

training efforts on language access. In-person courses offered by the Judicial Council were second in popularity, though far behind the online format proposed. Less than half of the respondents agreed that mandatory trainings for all court staff and judicial officers would be helpful. Efforts by superior courts to develop their own courses and/or curriculum are least favored by respondents, both in terms of online and in-person training. (See Table 11.)

Among the “Other” responses, respondents proposed that the Judicial Council develop model courses to be customized by superior courts as needed, WebEx courses with Judicial Council curricula, and training via DVD. One respondent stated that online courses are only appropriate as “refresher” courses. Another noted that a course was not necessary, i.e., local resources on available services would be sufficient. From a broader perspective, one court recommended the development of a full-time staff position for interpreter coordination and training, and another pointed out that the most helpful tool at the court has been top-down support for language access.

31. What would be most helpful for your court to train court staff and judicial officers on language access policies, working with LEP users, language access services and cultural competence: [Selection all that apply]	Response Percent
Online courses developed in part or fully by the Judicial Council	100%
Online courses developed by your local court	14%
In-person courses with curriculum provided by the Judicial Council	63%
In-person courses with curriculum developed locally by the court	31%
Mandatory training for all staff and judicial officers	43%
Other (please specify):	16%

Table 11: Helpful Training for Language Access

Survey Responses and Analysis

Conclusion

The overall survey responses indicate that California superior courts are providing a wide range of language access services, and are making strides in fulfilling the seventy-five recommendations of the *Strategic Plan for Language Access in the California Courts*. In response to the passage of Evidence Code § 756 and the adoption of the LAP, many courts are moving forward with efforts to expand the provision of court interpreters to all case types, with expansion occurring at varying rates. A number of courts reported coverage of all priority case types, while some seem to have focused early initiatives on particular areas, such as family law.

Expansion efforts and the pace at which courts are able to provide court interpreters in civil matters under Evidence Code § 756 seem to largely hinge on available resources. For many courts, expansion is dependent on additional ongoing funding, as well as more available interpreters in Spanish and other languages. Responses indicate that courts are already supplementing TCTF Program 0150037 with trial court funds or the general fund, but additional funding will be needed to support the costs of providing court interpreters in all civil case types.

Estimates for ongoing funding for civil expansion and other language access initiatives varied greatly in the responses received. Some general trends were found in relation to court size, with smaller courts estimating smaller amounts needed and larger courts estimating greater amounts. However, the broad spectrum of estimates provided may indicate that courts have differing levels of current service provision and capacity, which leads to different levels of funding needed to fill any existing gaps. Because the adoption of the LAP and the passage of Evidence Code § 756 are fairly new, it could also be difficult for courts to predict the level of services and associated costs that would be needed to meet all of the LAP recommendations. There may also be some confusion among courts as to what exactly full expansion entails and what types of language access services will have to be provided under the LAP. Future estimates may be more accurate as courts make incremental progress in the provision of interpreters in civil cases (in and out of courtroom proceedings) and at all points of contact with the court.

In addition to the provision of interpreters, the use of various language access-related tools varied across the courts. While many courts provide online notices of available services, translation of documents, and multilingual websites, the use of such tools for assisting LEP court users is not consistent throughout the state. The various tools to be developed by the LAP Implementation Task Force, including the model notice of free language access services to be translated into nine languages, and the online *Language Access Toolkit* with links to a broad range of translated documents, multilingual videos, and other multilingual web content, should assist the courts in growing their own local resources to provide to LEP court users.

Survey Responses and Analysis

A similar process may be seen with future language access complaint forms. Very few courts reported having complaint forms specific to language services in place. However, with the release of a model complaint form and a model form for requesting language services in civil matters, both translated into multiple languages, courts should soon have a mechanism in place for learning about and responding to language access concerns.

Survey responses regarding the use of technological solutions illustrate that California courts do use remote interpreting and remote delivery of language services at various points of contact throughout the court. The remote solutions currently used are primarily delivered via telephone, aside from the few courts that reported using video remote solutions for ASL. Future efforts to pilot the use of video remote interpreting should prove informative since the use of video solutions in lieu of the telephone may provide better experiences for LEP court users when in-person interpretation or in-person service delivery is not possible.

Finally, as courts continue to expand language access services and fulfill the recommendations outlined in the LAP, education and training on policies and procedures as well as service delivery, including working with interpreters and LEP clients, will be necessary. As responses indicate, courts greatly favor statewide training developed and delivered by the Judicial Council, as opposed to localized efforts. Based on a review of the survey responses, educational programming and materials currently being developed by the Judicial Council and the Education and Standards Subcommittee of the LAP Implementation Task Force will support courts in their continued efforts.

Next Steps:

As Language Access Plan implementation continues, and as superior courts become more familiar with the LAP recommendations and adapt the Judicial Council-approved tools that have been developed during Phase One of LAP implementation, many of the services addressed in this survey should see significant advances. To support the courts in their efforts to expand language access services, statewide assistance should be sought and provided through additional funding, recruitment and training of interpreters and bilingual professionals, and the development of language access tools and resources.

To assist with monitoring implementation efforts in the superior courts, the Judicial Council should send further short quantitative surveys or other tools for data collection to courts on a periodic basis to track progress. Questions regarding language requests, interpreter coverage, and funding needs should be designed as closed-ended with limited answer choices to ensure that courts are answering in the same manner and to provide the Judicial Council with data to be used for future interpreter recruitment and training efforts and funding requests.

Survey Responses and Analysis

As a final note, future surveys and other information-collection efforts to monitor language access implementation throughout the state may benefit from the involvement of various court stakeholders to provide insights from different points of view. For example, it may be ideal to design survey instruments so that different court staff and justice partners can participate in survey responses, including court clerks, court interpreters, self-help centers, legal services providers, educators, and judicial officers in courtrooms with higher numbers of LEP court users.

Attachment 1: Survey Questions

Survey of California Superior Courts - Language Access Services

The National Center for State Courts (NCSC), in collaboration with the Judicial Council's Language Access Implementation Task Force (ITF), is conducting this survey to learn more about existing language access needs, as well as language access services currently provided in the California superior courts. We anticipate that your responses will also support efforts to seek additional funding for expanded language access services statewide.

The survey should take roughly 45 minutes to complete. A PDF version of all survey questions has also been included as an attachment.

Please complete this survey by February 15, 2016. Survey results will be transmitted directly to NCSC for analysis and a summary of findings and trends will be provided to the Judicial Council and the ITF. Your individual responses will be confidential. None of the summary findings reported will be directly attributable to any court.

Thank you in advance for your participation.

Survey of California Superior Courts - Language Access Services

I. Demographics, Funding, and Court Policy Questions

1. The languages below represent the ten most interpreted spoken languages statewide, as reported in the 2015 Language Need and Interpreter Use Study. Please mark the percentage of requests for interpreter services in each language in your court on an annual basis. If other languages are represented in the top ten languages in your court, please specify in the lines marked "other" below.

	More than 75%	50% - 75%	25% - 50%	Less than 25%
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vietnamese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Korean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mandarin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farsi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cantonese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Russian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arabic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punjabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify):

2. Has your court experienced a change in language access requests (e.g. increase or decrease in interpreter requests; significant change in languages for which interpreters are requested; change in types of language services requested) over the last five years?

Yes

No

2a. If yes, please explain the nature of the change(s):

3. In what languages does your court have the greatest need for the recruitment of new certified and registered interpreters?

4. Does your court use funds in addition to Program 45.45 (court interpreter funds) to provide language access services (for example, funding for translations, interpreter or language service coordination, bilingual pay differential for staff, multilingual signage, or funds for language access-related equipment or technology)?

- Yes
- No
- Not Sure

4a. If yes, what is the source of those funds?

4b. If yes, approximately how much did your court spend in addition to 45.45 funds on language access services (including translations, interpreter or language service coordination, multilingual signage, or for language access – related equipment or technology) during the following timeframes:

FY 2013 – 2014 (prior to the enactment of AB 1657/Evidence Code § 756)

FY 2014 – 2015 (includes the 6 months following the enactment of AB 1657/Evidence Code § 756)

Survey of California Superior Courts - Language Access Services

5. Provide your best estimate of additional resources or funding your court will need on an annual (FY) basis for the following:

For full expansion of interpreter services in accordance with Evidence Code § 756:

For interpreters at all court-ordered, court-operated programs (other than courtroom proceedings):

For other language access expenses (including translations, interpreter or language service coordination, multilingual signage, or language access-related equipment or technology):

6. Please rank the areas in which your court will need additional funding for LEP services in FY2016-2017 and thereafter, on a scale of 1-11, with "1" indicating the greatest need for funding. [Rank as many areas as appropriate]:

<input type="text"/>	Early identification of LEP court users
<input type="text"/>	Data collection and cost reporting
<input type="text"/>	Coordination of language access services with justice partners
<input type="text"/>	Program 45.45 funding (civil expansion)
<input type="text"/>	Technological solutions (including remote technology equipment)
<input type="text"/>	Training
<input type="text"/>	Signage throughout the courthouse
<input type="text"/>	Translation of documents
<input type="text"/>	Web page resources
<input type="text"/>	Recruitment efforts: additional bilingual staff
<input type="text"/>	Recruitment efforts: additional court interpreters
<input type="text"/>	Other 1: (please describe below)
<input type="text"/>	Other 2: (please describe below)
<input type="text"/>	Other 3: (please describe below)

6a. If your court needs additional funding for LEP services not identified in the list above, please specify below:

Other 1:	<input type="text"/>
Other 2:	<input type="text"/>
Other 3:	<input type="text"/>

7. Does your court have a dedicated or centralized office that oversees its language access services?

- Yes
- No
- Planned

7a. If yes, please provide the name of the office:

7b. If your court does not have a dedicated or centralized office that oversees its language access services, is there an employee who provides this service?

- Yes
- No

7c. If yes, please provide the official title of the employee:

7d. What percentage of this employee's time is dedicated to overseeing the court's language access services?

- 1%-25%
- 26%-50%
- 51%-75%
- 76%-100%
- Not sure

7e. What are the responsibilities of this office or person?: [Select all that apply]

- Handles interpreter requests
- Handles requests for other language assistance services (bilingual staff, interpreters outside courtroom, translation, etc.)
- Provides information on the court's language access services to the public
- Distributes translated materials
- Provides information on the court's language access policy to the public
- Provides information on the court's language access policy to court staff and judicial officers
- Posts relevant materials on the court's website
- Trains court staff on the court's language access policy
- Serves as the contact person for justice partners, attorneys, and other providers with regard to accessing the court's language access services
- Serves as an interpreter coordinator
- Other (please specify):

Survey of California Superior Courts - Language Access Services

II. Specific Language Access Services Provided

8. Does your court post notices of available language access services for court users (for example, on the court's website or as signs or other displays)?

- Yes
 No

8a. If yes, are the notices:

- Translated into other languages (if so, please indicate languages below)
 Available on the court's website
 Posted at the courthouse entrance
 Posted at all points of contact with the public (e.g. clerk's offices, self-help centers, courtrooms, ADR department, jury office, etc.)

Languages:

9. Does your court provide (as handouts) notices of available language access services for court users?

- Yes
 No

9a. If yes, are the notices:

- Translated into other languages (if so, please indicate languages below)
 Available on the court's website
 Available at the courthouse entrance
 Available at all points of contact with the public (e.g. clerk's offices, self-help centers, courtrooms, ADR department, jury office, etc.)
 Automatically provided by court clerks or other court staff upon the filing of pleadings or other requests for information

Languages:

9b. If you have a notice posted regarding your court's interpreter and/or other language access services or a handout provided to LEP users, please submit an electronic copy, if possible, to Jacquie Ring at jring@ncsc.org.

10. Do you provide multilingual information on your court's website?

Yes

No

10a. If yes, please provide URL(s):

11. Does your court collect data regarding the number of LEP individuals who seek language assistance?

Yes

No

Survey of California Superior Courts - Language Access Services

III. Interpreter Services and Information Regarding Interpreter Services/Requests

12. Please provide examples of non-criminal case types (e.g., unlawful detainer, civil harassment, actions to terminate parental rights, guardianship matters) in which you provide court interpreters to court users with Limited English Proficiency at no cost for in-courtroom proceedings:

13. Please identify the points of contact at which LEP court users are informed of the court's available interpreter services, and how they are informed, if applicable: [Select all that apply]

- Language Access Office or Designated Staff
- Clerk's Office through a multilingual sign
- Clerk's Office through an English sign
- Clerk's Office through a verbal statement by the clerk
- Clerk's Office through a multilingual handout
- Clerk's Office through an English handout
- Courtrooms through a multilingual sign
- Courtrooms through an English sign
- Courtrooms through a verbal statement by the clerk
- Courtrooms through a verbal statement by the judicial officer
- Courtrooms through a multilingual handout
- Courtrooms through an English handout
- Self-Help Center or Family Law Facilitator through a multilingual sign
- Self-Help Center or Family Law Facilitator through an English sign
- Self-Help Center or Family Law Facilitator through a verbal statement by staff
- Self-Help Center or Family Law Facilitator through a multilingual handout
- Self-Help Center or Family Law Facilitator through an English handout
- Court website (please specify URLs below)
- Other (please specify):

13a. If provided online, please specify URL(s):

14. Please identify the points of contact at which LEP court users are informed of the court's procedure for requesting an interpreter, and how they are informed, if applicable: [Select all that apply]

- Language Access Office or Designated Staff
- Clerk's Office through a multilingual sign
- Clerk's Office through an English sign
- Clerk's Office through a verbal statement by the clerk
- Clerk's Office through a multilingual handout
- Clerk's office through an English handout
- Courtrooms through a multilingual sign
- Courtrooms through an English sign
- Courtrooms through a verbal statement by the clerk
- Courtrooms through a verbal statement by the judicial officer
- Courtrooms through a multilingual handout
- Courtrooms through an English handout
- Self-Help Center or Family Law Facilitator through a multilingual sign
- Self-Help Center or Family Law Facilitator through an English sign
- Self-Help Center or Family Law Facilitator through a verbal statement by staff
- Self-Help Center or Family Law Facilitator through a multilingual handout
- Self-Help Center or Family Law Facilitator through an English handout
- Court website (please specify URLs below)
- Other (please specify):

14a. If provided online, please specify URL(s):

15. Does your court have a local form that court users can utilize when requesting an interpreter?

- Yes
- No

15a. If your court has a local form, is it translated?

Yes

No

15b. If yes, please list the languages into which the form is translated:

Survey of California Superior Courts - Language Access Services

IV. Language Access Services Provided Outside of Courtroom Proceedings

16. Please provide examples of out-of-courtroom court locations or programs (e.g., clerk's office, self-help center, family court services mediation, jury office) in which you provide interpreter or other language access services at no cost to court users with Limited English Proficiency.

17. Please indicate what American Sign Language (ASL) resources are available at your court: [Select all that apply]

- Staff who can communicate using ASL
- Ability to request ASL assistance at all points of contact
- ADA Coordinator available to all points of contact
- Notice of available ASL services
- Other (please specify):

18. Please indicate your court's ability to take into consideration the availability of linguistically accessible services and programs in issuing orders for LEP persons to participate in outside programs, such as parenting education, anger management, counseling, etc.: [Select all that apply]

- The court has a list of linguistically competent service providers to whom LEP parties are referred, which is made available to all relevant court staff and LEP users.
- The court only or primarily enters into contracts with providers with language access capabilities.
- The resources in the court's communities are limited in their ability to provide linguistically accessible services.
- Other (please specify):

Survey of California Superior Courts - Language Access Services

V. Translations, Signage and Other Tools

19. Does your court have translated informational materials available to the public, other than those provided by the Judicial Council?

Yes

No

19a. If yes, please indicate below how these materials are made available:

On the website

At all points of contact with the public

Upon request by an LEP court user

Other (please specify):

19b. If materials are online, please provide URL(s):

19c. If yes, what are the top languages into which materials are translated?

Spanish

Vietnamese

Korean

Mandarin

Farsi

Cantonese

Russian

Tagalog

Arabic

Punjabi

Other (please specify):

20. Does your court use DVDs, online videos, or other audio-visual tools in languages other than English to inform LEP users about court programs, services, or other relevant information?

Yes

No

20a. If yes, please specify the languages:

Spanish

Vietnamese

Korean

Mandarin

Farsi

Cantonese

Russian

Tagalog

Arabic

Punjabi

Other (please specify):

20b. If provided online, please specify URL(s):

21. Please provide examples of multilingual signage at your court (e.g., courthouse entrance, clerk's office, self-help centers, courtrooms, jury office):

22. Please indicate any other tools your court uses for the provision of language access services to LEP court users: [Select all that apply]

- I-speak cards at relevant points of contact in the court
- Glossaries of legal terms in various languages
- Translated web pages
- Machine translation programs, such as Google Translate or Microsoft Translator
- Online document assembly programs in other languages
- Other (please specify):

Survey of California Superior Courts - Language Access Services

VI. Complaint Procedures

23. Has your court developed a complaint procedure for filing complaints about interpreter services and/or other language access services?

Yes

No

23a. If yes, please indicate the areas covered in the complaint process: [Select all that apply]

Failure to provide an interpreter or other language access service

Quality of interpretation

Quality of assistance provided by bilingual staff person

Quality of court-provided translations

General language accessibility of court services

24. Does your court have a complaint form?

Yes

No

24a. If yes, please specify languages into which these forms have been translated:

- Spanish
- Vietnamese
- Korean
- Mandarin
- Farsi
- Cantonese
- Russian
- Tagalog
- Arabic
- Punjabi
- Other (please specify):

24b. If it is available online, please provide URL:

Survey of California Superior Courts - Language Access Services

VII. Technology Questions

25. Please indicate whether your court is currently using any of the following technologies to provide language access: [Select all that apply]

- Video remote interpreting (VRI) for spoken language interpreted courtroom proceedings
- Video remote interpreting (VRI) for non-courtroom proceedings (e.g. mediation, general courtroom announcements, self-help center or other assistance at public points of contact)
- Video remote assistance by bilingual staff outside the courtroom
- Telephonic interpreting for courtroom proceedings
- Telephonic interpreting for non-courtroom proceedings
- Telephonic assistance from bilingual staff at other locations
- Electronic Document Assembly programs in other languages
- Other (please specify):

26. If your court is using video remote interpreting, for what 3 case types is it most often used?

1.

2.

3.

N/A, not using VRI

27. If your court is using video remote interpreting (VRI), for what languages is it most often used?

N/A - Not using VRI

Spanish

Vietnamese

Korean

Mandarin

Farsi

Cantonese

Russian

Tagalog

Arabic

Punjabi

Other (please specify):

Survey of California Superior Courts - Language Access Services

VIII. Language Access Education and Standards

28. Please check all that apply with regard to your court's language access training and education efforts.

FOR COURT STAFF

	Yes	No	Planned	Unsure
Language access training is provided to all new staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training is mandatory for all existing staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training is offered at least once a year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training is offered online or in a format that allows individuals to take it whenever needed or convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes the judicial branch's language access policies and procedures, such as the Strategic Plan for Language Access in the California Courts, relevant California Rules of Court, your court's local LEP Plan, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes information regarding the various types of language access services available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes information on how to best work with LEP court users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes information on how to work with an interpreter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes a review of strategies for managing a courtroom when LEP court users are participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes cultural competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. FOR JUDICIAL OFFICERS

	Yes	No	Planned	Unsure
Language access training is provided to all new judicial officers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training is mandatory for all existing judicial officers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training is offered at least once a year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training is offered online or in a format that allows individuals to take it whenever needed or convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes the judicial branch's language access policies and procedures, such as the Strategic Plan for Language Access in the California Courts, relevant California Rules of Court, your court's local LEP Plan, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes information regarding the various types of language access services available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes information on how to best work with LEP court users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes information on how to work with an interpreter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes a review of strategies for managing a courtroom when LEP court users are participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language access training includes cultural competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Do you have a training curriculum or materials you could share with the Judicial Council?

- Yes
- No

31. What would be most helpful for your court to train court staff and judicial officers on language access policies, working with LEP users, language access services and cultural competence: [Select all that apply]

- Online courses developed in part or fully by the Judicial Council
- Online courses developed by your local court
- In-person courses with curriculum provided by the Judicial Council
- In-person courses with curriculum developed locally by the court
- Mandatory training for all staff and judicial officers
- Other (please specify):

32. Please fill out the following:

Date:

Name:

Title:

Courthouse:

Contact Information:

* 33. County / Region:

Attachment 2: Bargaining Regions

