



Language Access in Sioux Falls, SD

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— A Beacom Research Fellows Report | Augustana Research Institute



Commissioned by South Dakota Voices for Peace

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Executive Summary

Objective: The intent of this report is to identify where multilingual individuals face language barriers among community organizations and government entities in Sioux Falls, South Dakota. This research hopes to provide data that will allow South Dakota Voices for Peace to have a data-driven conversation about the degree and quality of language access in our community. With Sioux Falls' growing population becoming increasingly diverse, this project acts as a way to raise awareness of the prominence of multilingual communities in Sioux Falls.

Methodology: The study consisted of conducting a phone survey, resource inventory, and interviews. Researchers determined six categories of basic needs organizations to be surveyed, including food, shelter/drop-in centers, general clothing/household items, health/medical, housing, and public safety. After compiling a list of organizations and entities, a rubric was created to evaluate each organization and do so efficiently via phone calls. The phone survey was conducted in English via phone calls by Lauren Teller and Tsegab Arega. As a follow-up to the phone survey, the resource inventory was conducted; it focused on material available in Spanish, Nepali, and Swahili. Furthermore, the project included hiring and training eight Community Research Assistants. The Community Research Assistants were tasked with comparing the availability and quality of written forms, pamphlets, and other resources in the three named languages against those available to patrons/clients in English. Additionally, the study consisted of interviewing interpreters, who were selected based on their experience of working with multilingual clients.

Summary of findings: Based on the findings from the interpreter interviews, phone survey, and resource inventory, it is clear that basic needs organizations in Sioux Falls are short of providing multilingual access and comparable services for immigrants who only speak Spanish, Nepali, or Swahili. Many organizations have no multilingual resources available; among those that do, the multilingual resources that exist in Spanish, Nepali, and Swahili are often not comparable to those available in English. Overall, the degree and quality of multilingual access in Sioux Falls is not sufficient enough to accommodate growing immigrant populations.



Discussion: To meet the needs of all Sioux Falls residents, basic needs organizations will need to provide multilingual access and comparable resources. Per an interpreter recommendation, a way to improve multilingual resources is to provide funding for multilingual resources to allow “investing in resources and training for interpreters and formalizing” the career. Going forward, it is critical to offer the multilingual language resources that immigrant populations need to thrive in Sioux Falls by building partnerships with community leaders and organizations that show commitment to addressing the language barriers faced by multilingual clients. Furthermore, it is important for organizations that already provide multilingual written or oral resources to help build up a professional interpreter workforce, and already existing interpreting services should aim to provide informal training to help enhance client-interpreter relationships and ensure the client’s background is reflected when interpreting.



Objective

The intent of this report is to identify where multilingual individuals face language barriers among community organizations and government entities in Sioux Falls, South Dakota. Through our research, we hope to provide data that will allow South Dakota Voices for Peace to have a data-driven conversation about the degree and quality of language access in our community. We want to understand whether individuals who seek services from basic needs organizations are receiving the same language access, quality, and nuance to that of individuals who prefer to receive services in English. This report will also act as a way to raise awareness of the prominence of multilingual communities in Sioux Falls.


Background Literature

South Dakota Voices for Peace

South Dakota Voices for Peace (SDVFP) is a nonprofit that seeks to build power and enable healing in immigrant, refugee, and Muslim communities by amplifying their voices and working in solidarity with all who dismantle bigotry and racism. As an organization committed to listening and meeting the needs of impacted communities of South Dakota and communities of color, SDVFP witnessed how language barriers can hinder or prevent non-English speakers from accessing community services and community engagement. Moreover, through their work, SDVFP identified varying degrees of barriers to language access, which range from organizations offering absolutely no language besides English to unclear procedures about how to get in contact with an interpreter on the phone.

As Sioux Falls sets its sights on expanding, the city must bring all members of its community with it in terms of development. A crucial means of developing Sioux Falls is ensuring that all members have access to basic needs items and services.

Sioux Falls is growing in population and is becoming increasingly more diverse as a city. The 2020 U.S. Census data shows that about 82 percent of Sioux Falls residents are white, about 6 percent are Black, and another 5 percent are Hispanic. Further, demographic data from the Sioux Falls School District demonstrates that Sioux Falls students speak 79 different languages, with the most common being English, Spanish,



Nepali, Swahili, Kuanyama and Amharic. The district has a total of 2,600 English Language Learners enrolled. Clearly, the multilingual population is growing, as evidenced by the amount of students being served by the Sioux Falls School District.

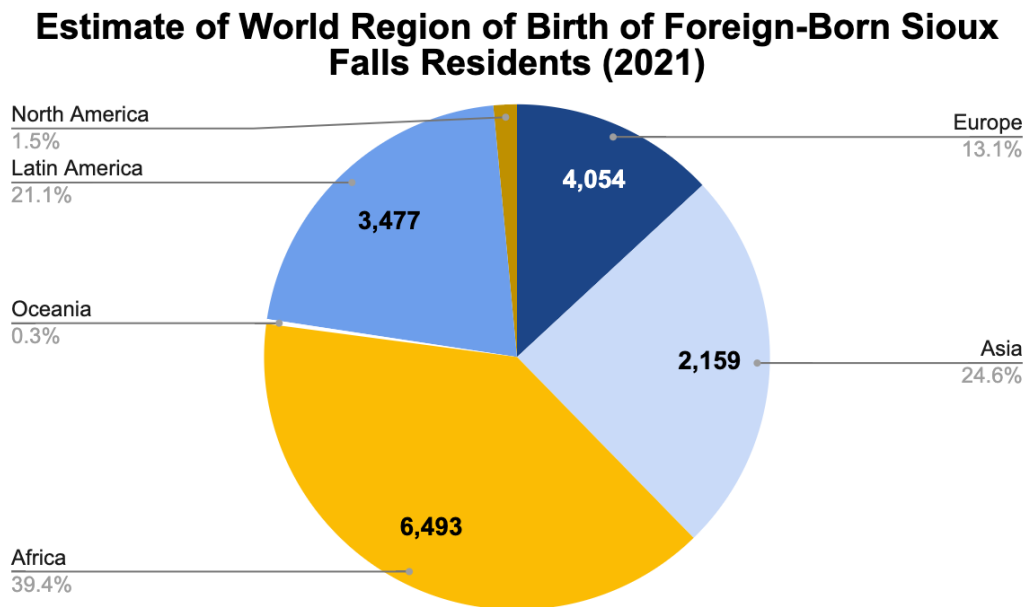
In an *Argus Leader* article published in 2016, Sioux Falls was identified as one of the U.S.'s "gateway" cities for immigrants. Lutheran Social Services' then-Vice President of Community Services, Rebecca Kiesow-Knudsen, stated, "the growing immigrant population is likely a result of a strong economy. When immigrants arrive in the U.S., most often they spend time in larger metropolitan cities before choosing to relocate to smaller communities where they can find more opportunity."

Currently, multilingual awareness is under development in Sioux Falls. Private and public entities are beginning to offer resources about their organizations/businesses in languages other than English. Recently, the Levitt at the Falls, a free outdoor concert venue, began offering information about their organization and their concert offerings in various languages. Still, among many organizations, including government entities, few multilingual resources are available for standard documents and services, such as driver's license tests and manuals.

Although there are many barriers to accessing services (including cost and transportation), lack of multilingual resources is often the largest barrier for non-native English speakers when accessing basic needs services. In an article from the *Argus Leader* in 2023, Taneeza Islam, Executive Director of South Dakota Voices for Peace, noted that "people are seeing more and more multilingual members coming to them for services, and at the end of the day, a service provider wants to provide that service." Islam continued, "There are enough agencies seeing that, so there's more of an appetite for the conversation."

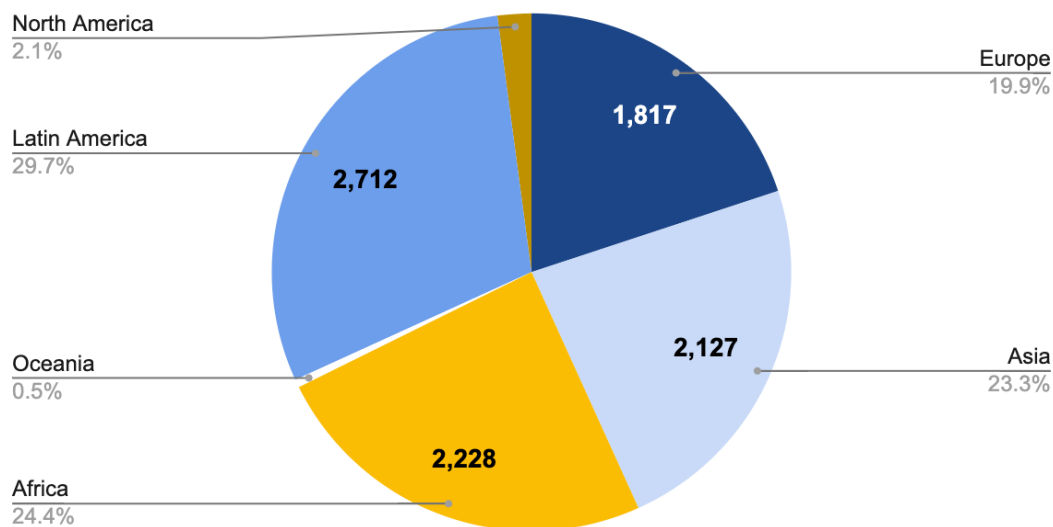
Demographics of Sioux Falls

According to 2021 data from the U.S. Census Bureau, out of the total 16,481 foreign-born residents in Sioux Falls, an estimated 13.1 percent of foreign-born residents identified their birth place as Europe, 24.6 percent as Asia, 39.4 percent as Africa, 0.3 percent as Oceania, 21.1 as Latin America, and 1.5 percent as North America (The U.S. Census Bureau 2021).



By comparison, in 2010, the U.S Census Bureau found that out of Sioux Falls's 9,132 foreign-born residents at the time, a greater proportion were born in Europe and Latin American. Additionally, according to the 2010 data, an estimated 19.9 percent of foreign-born residents identified their birth place as Europe, 23.3 percent as Asia, 24.4 percent as Africa, 0.5 percent as Oceania, 29.7 percent as Latin America, and 2.1 percent as North America. By comparing the 2010 U.S. Census data to the 2021 U.S. Census Bureau data, it can be concluded that the population of residents born in Asia and Africa increased significantly by 2020 (The U.S. Census Bureau 2010).

Estimate of World Region of Birth of Foreign-Born Sioux Falls Residents (2010)




Additionally, in 2021 according to data from the 5-year estimates provided in the U.S. Census Bureau data, 16,240 foreign-born Sioux Falls residents of at least five years of age responded to a survey asking them to indicate the language they speak at home and their ability to speak English. Out of the 16,240 respondents, 19.9 percent spoke only English at home. Meanwhile, 80.1 percent spoke a language other than English at home. Additionally, 32.6 percent of respondents indicated that they speak English less than “very well” (The U.S. Census Bureau 2021).

According to the 2010 U.S. Census Bureau data, which included the responses of 8,983 Sioux Falls foreign-born residents of at least five years of age, 12.2 percent spoke only English at home, while 87.8 percent spoke a language other than English at home. Further, 58.6 percent of respondents noted that they speak English less than “very well” (The U.S. Census Bureau 2010).

In 2015 *The Migration Policy Institute* identified South Dakota’s growing population as 30,989 immigrants. As the largest city in South Dakota, Sioux Falls is ranked on the U.S. Census Bureau’s 2019 top 10 list for immigrant population growth in cities with more than 100,000 residents (Immigrants in South Dakota , 2020).

The most common countries of origin among immigrants residing in South Dakota are Ethiopia, Mexico, Liberia, Guatemala, and Nepal (Immigrants in South Dakota, 2020).

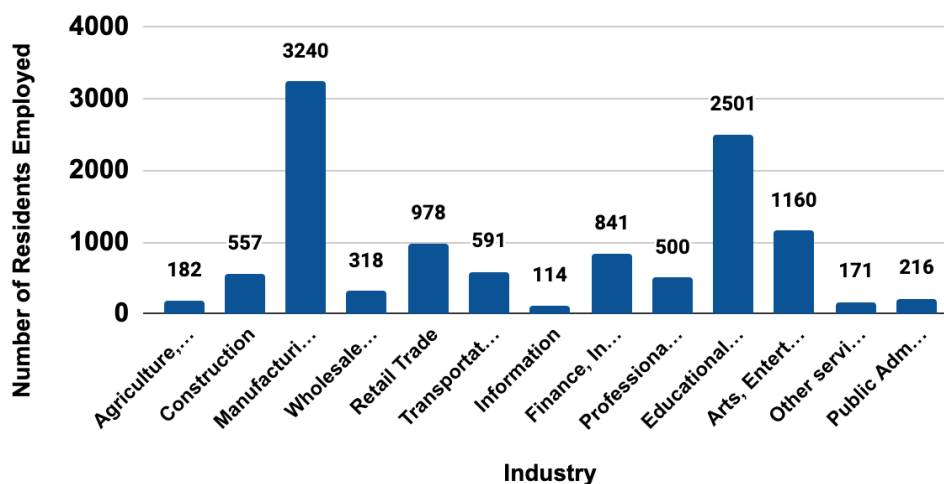


Considering the city's racial and ethnic diversity, it is critical this project aims to assess language barriers faced by non-English speakers in South Dakota's largest city, Sioux Falls. Not much data is available to exemplify and contextualize language barriers and the widespread existence of such phenomena; therefore, this study aims to provide such information.

Factors That Caused Immigrants to Reside in Sioux Falls

In Sioux Falls, the foreign born civilian employed population above the age of 16 amounted to 11,370 people in 2021. Based on the demographic's growing numbers and significance in the area, immigrant workers currently comprise a significant portion of the labor force in the following industries: agriculture, forestry, fishing/hunting, and mining (181 workers); construction (557 residents); manufacturing (3,240 residents); wholesale trade (318 residents); retail trade (977 residents); transportation, warehousing, and utilities (591 residents); information (113); finance, insurance, real estate, and rental/leasing (841 residents); professional, scientific, management, administration, and waste management (500 residents); educational services, health care, and social security (2,501 residents); arts, entertainment, residential, accommodation, and food services (1,159 residents); other services (170 residents); and public administration (216 residents) (The U.S. Census Bureau 2021). The range of employment opportunities in South Dakota plays a vital role in attracting immigrants to reside in Sioux Falls.


Number of Sioux Falls Foreign-Born Residents Employed by Industry



One of the city's well-known employers is the meat packing plant owned by Smithfield Foods. Many of Smithfield's approximately 3,700 employees are immigrants and refugees. The factory's diverse racial and ethnic composition can be seen in the 80 different languages spoken in the plant. Additionally, Smithfield employees receive wages above the minimum wage and health benefits (Lussenhop, 2020). The financial benefits Smithfield offers serve as a cause for immigrants to reside in Sioux Falls. In addition to employment opportunities influencing immigrants' decision to reside in Sioux Falls, Lutheran Social Services is critical in supporting refugees to become self-sufficient by providing the following services: orientation, case management, employment services, English classes, citizenship classes, and immigration services.

Additionally, in 2021, out of the 7,174 immigrant households in Sioux Falls, the mean earnings were \$84,798 (in 2021 dollars) per household. According to the U.S. Census Bureau's data, the overall mean household earnings in Sioux Falls in 2021 was \$86,332 (in 2021 dollars) (The U.S. Census Bureau 2021). This comparison in mean earnings indicates that immigrants are attracted to Sioux Falls as a new place of residence for the financial benefits that the area's employment could provide.

In South Dakota, immigrants have remarkably contributed to the city's economy. Based on the research conducted by the *American Immigration Council*, in 2018, "immigrant-led households in the state paid \$88.5 million in federal taxes and \$49.2 million in state and local taxes." Additionally, South Dakota residents in immigrant-led households



hold \$494 million in spending power. Due to immigrant-led households having profound spending power, “immigrants add nearly half a billion dollars to South Dakota’s economy.” Immigrants create real, meaningful economic opportunities for local residents. In order to enhance immigrants’ experience in Sioux Falls, this project aims to better understand the language barriers immigrants face.

The Interpreting and Translating Industry

Sioux Falls is not alone in its growing demand for language services. According to the Department of Labor, from 2014 to 2024, the translation and interpreting industry is expected to grow by approximately 29%. This is far beyond the 9% average growth predicted for all other occupations. Among other languages, the need for interpreting and translating services for Spanish-speaking individuals continues to remain in demand (Cabrera, 2017). This might be related to Hispanics ranking as the most numerous among the Limited English Proficient speakers. Moreover, the need for interpreting and translating services to Hispanics can be tied to “the enforcement of Language Access Legislation, namely (i) the Title VI of the Civil Rights Act of 1964, (ii) the LEP Executive Order and (iii) the LEP Guidance 2002” (Cabrera, 2017). The current demand for interpreting and translation services has influenced the work toward the creation and implementation of certification and accreditation systems.


Although both translation and interpreting services can be utilized to provide language access for multilingual clients, they are different occupations with distinct criteria and goals. Interpreting aims to orally convert one language to another. Interpreting requires “strong oral communication skills,” “wide cultural and/or specific knowledge,” and an understanding of “different registers and language variants” (Cabrera, 2017). Interpreters need to acquire techniques such as note-taking, split attention, and the ability to work under time pressure. In contrast, translation aims to transfer written material from one language into another language. Translators must acquire excellent writing skills and analytical abilities. As the migration laws change in the U.S. and the flow of immigration from non-English speaking countries increases, the demand for the interpreting and translation industry will significantly grow (Cabrera, 2017). By taking into account the growing demand for the interpreting and translation industry, this study aims to assess the current state of multilingual language access and barriers that exist in Sioux Falls.

Methods

The study consisted of conducting a phone survey, resource inventory, and interviews. The process of the phone survey began by creating a list of “basic needs organizations” per the Helpline Center’s online resource guide. From this guide, researchers determined six categories of basic needs organizations to be surveyed, including providers of food, shelter/drop-in centers, general clothing/household items, health/medical, housing, and public safety. Based on recommendations by SDVFP staff, as well as previous research and our understanding of the local community, additional basic needs organizations were added to the initial list compiled from the Helpline Center’s guide. After compiling a list of organizations and entities, we created a rubric to evaluate each organization. As a part of our rubric, a script also was used, which allowed us to standardize the surveying of these organizations and do so efficiently via phone calls. The phone survey was conducted in English via phone calls by Lauren Teller and Tsegab Arega. The materials utilized can be found in the appendix.

As a follow-up to the phone survey, a resource inventory was conducted. The resource inventory focused on materials available in three languages: Spanish, Nepali, and Swahili. These three languages were selected because they are among the most widely spoken in Sioux Falls. We trained eight Community Research Assistants, who were hired based on their ability to speak and read the three languages. The Community Research Assistants were Augustana students and displayed strong determination to address the language barriers faced by multilingual residents in Sioux Falls. Seven of the Community Research Assistants were international students, while one of the Community Research Assistants was a domestic student. All but one of the Community Research Assistants are native speakers of their respective languages.

The Community Research Assistants were tasked with evaluating written and spoken multilingual resources. In order to evaluate the quality of access to written multilingual resources, the Community Research Assistants compared the availability and quality of written forms, pamphlets, and other resources in the three named languages against those available to patrons/clients in English. The search for written multilingual resources took place by evaluating websites, as well as making in-person visits to organizations to review forms and pamphlets found in the office of the organization/entity.



A standard rubric was used to evaluate multilingual written resources. A copy of the rubric can be found in the appendix.

In addition to reviewing written materials that were readily found, Community Research Assistants also engaged in brief interactions with staff at some organizations. In the event written material was not readily available to clients, Community Research Assistants were able to request it in a specific language. Similarly, in order to evaluate the quality of access to spoken multilingual language resources, Community Research Assistants requested information in a given language (Spanish, Nepali, or Swahili) from organizations/entities. A standard rubric was utilized to evaluate spoken multilingual language resources; it can be found in the appendix.

Additionally, the study consisted of interviewing interpreters. The interpreters were selected based on their experience working with multilingual clients. The interpreters were recommended by SDVFP staff. Participants were contacted through email and invited to schedule an interview in person or by Zoom. In total, 15 interpreters were invited to participate, and 3 agreed to and completed an interview. The participants were all female. The setting where the interview took place was determined based on the participants' preferences. From the three interviews conducted, two of the participants' interviews took place in person, while one of the participant's interviews took place via Zoom. The interviews ranged from a half hour to an hour, where participants responded to guided interview prompts. The guided interview prompts can be found in the appendix.

Phone Survey Findings

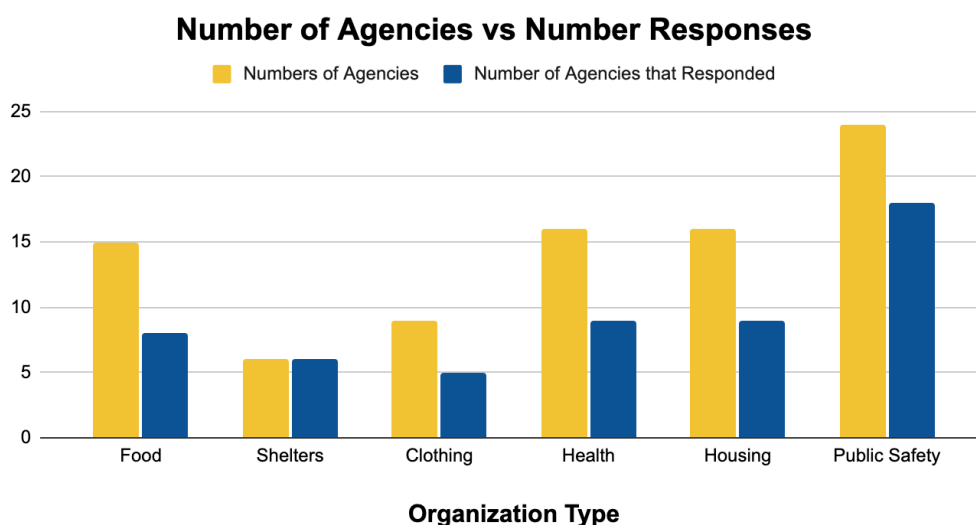
Overview of Multilingual Access by Type of Resources Available

The following table compares the total number of organizations that were surveyed via phone with the number of responses received from organizations. The columns represent the type of resource, while the rows include the various categories of organizations that were surveyed. The number of organizations surveyed remain consistent throughout all stages of the study.

Phone Survey Results

Organization Type	# of Organizations	# of Responses	Language	Pamphlet	Intake	Interpreters	Website
Food	15	8	Spanish	1	2	0	0
			Nepali	0	0		
			Swahili	0	0		
Shelters	6	6	Spanish	2	2	1	0
			Nepali	0	0		
			Swahili	0	0		
Clothing	9	5	Spanish	1	1	1	0
			Nepali	0	0		
			Swahili	0	0		
Health	16	9	Spanish	2	4	6	0
			Nepali	1	0		
			Swahili	0	1		
Housing	16	9	Spanish	5	5	6	0
			Nepali	0	0		
			Swahili	1	0		
Public Safety	24	18	Spanish	4	4	11	1
			Nepali	1	1		
			Swahili	1	1		

Overall, we achieved a response rate of 64 percent across the various types of organizations, with the highest response rate of 100 percent from shelters and lowest response rate of 53 percent from food organizations. It was more common for organizations to have access to interpreters than to have translated written materials available. The most widely available multilingual written resources were intake forms, followed closely by pamphlets. Multilingual websites were identified for only one organization. In terms of organization type, health and housing organizations had the most availability of written resources, while public safety organizations had the most availability of interpreters.

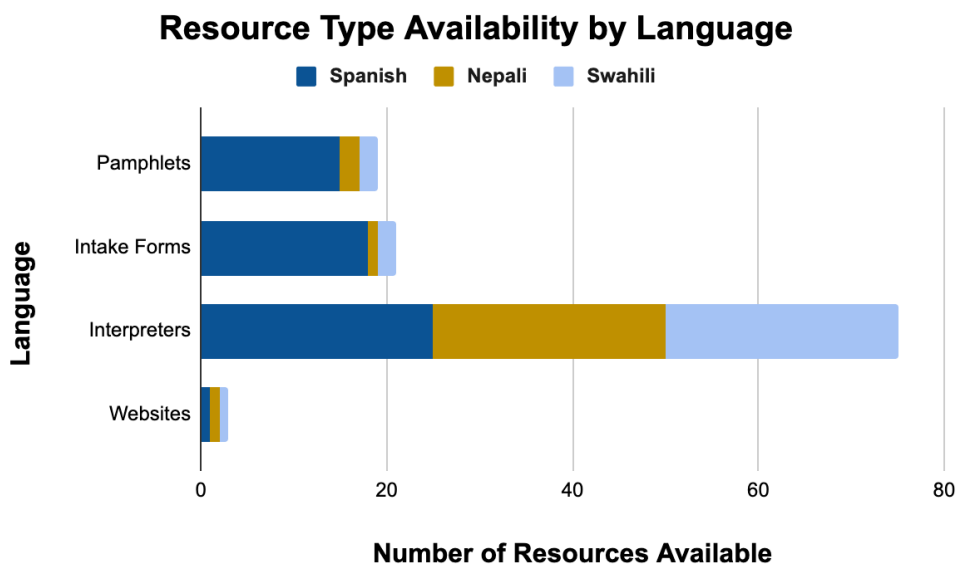


The bar graph shown above highlights the comparison between the number of agencies identified as falling into the “basic needs” category compared to the number of responses. By observing this graph, it can be concluded that response rates varied across organization type.

During the process of conducting research, four resource types were identified: pamphlets, intake forms, interpreters and interpreting services, and websites. Pamphlets, for the purposes of this research, include any written materials that an organization offers. This may include traditional pamphlets, as well as posters, signage, handouts, etc. Intake forms are defined as forms that collect information necessary for an organization to properly assess and route an individual through a request for services. Interpreting services are identified as individuals who translate speech orally, as well as services such as Language Line, among others, which takes spoken languages and provides the equivalent

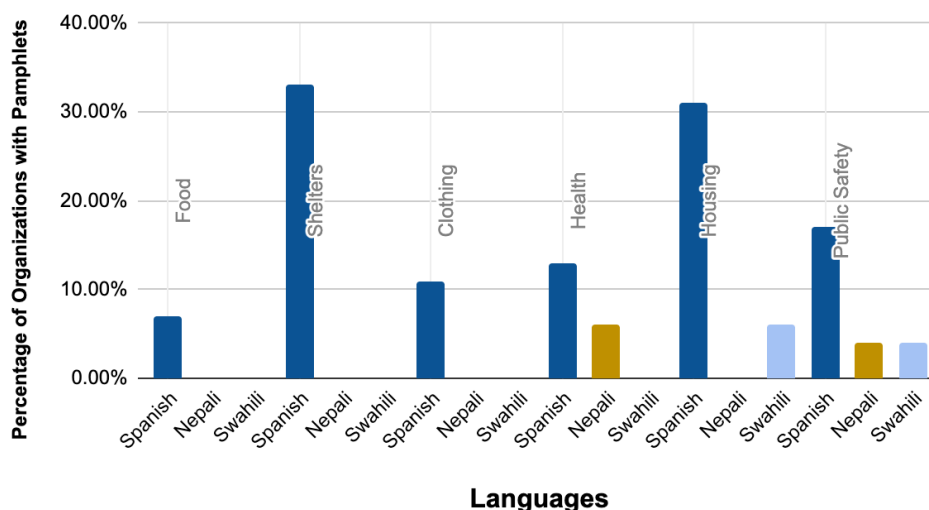
in the client's preferred language. Finally, websites provide information for clients with the opportunity for them to select a translation in their preferred language without the use of Google Translate.

Additionally, the survey highlights six types of basic needs organizations. These organization types were defined by the Helpline Center's "Basic Needs Resource Guide" (The Helpline Center 2023). For the sake of concision, the list of basic needs resources that were considered for resources were those that were catered to multilingual populations. The types of basic needs organizations include food, shelters/drop-in centers, health/medical, general clothing/household items, housing, and public safety.



The bar graph above conveys the number of resource types available by language. Some research observations stemming from the information in this graph point to interpreters/interpreting services being consistently available across the three languages, and pamphlets and intake forms being most widely available in Spanish.

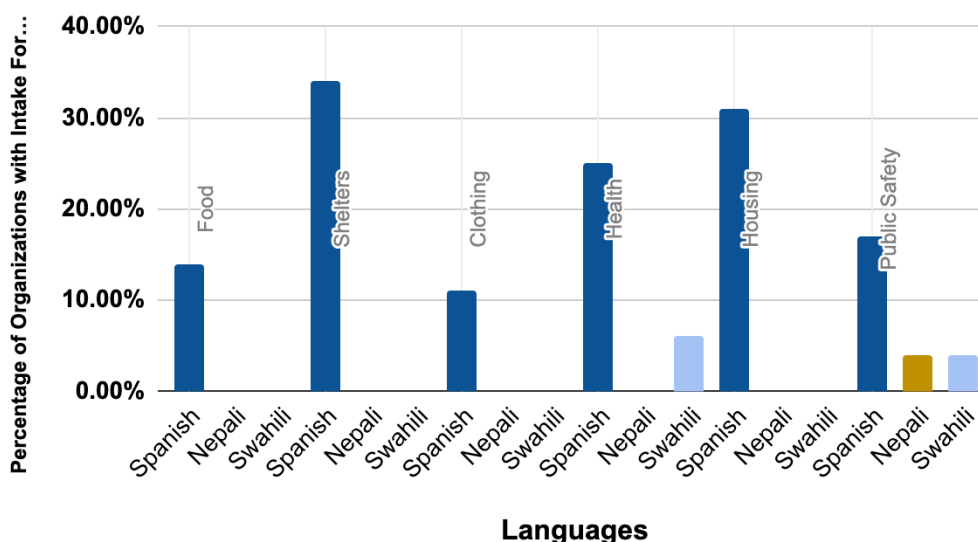
Pamphlet Availability by Organization Type and Language



The bar graph shown above highlights the availability of pamphlets by organization type and language. According to the research results, pamphlets in Spanish are consistently the most available. Additionally, pamphlets in Spanish were most widely available among shelters. The only organization type with pamphlets available in all of the three languages, Spanish, Nepali, and Swahili, is public safety organizations.

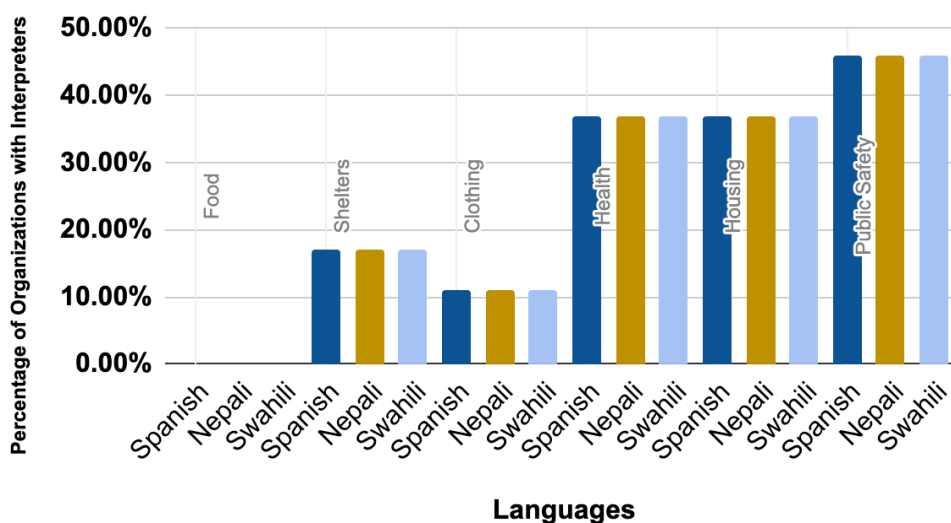
Please note that percentage calculations considered non-responses as “no,” rather than excluding them. For example, among 9 clothing organizations, 5 responded to the phone survey and 1 indicated that they have a Spanish pamphlet available. We calculated that 1 in 9 clothing organizations, or 11%, have Spanish pamphlets available.

Intake Form Availability by Organization Type and Language



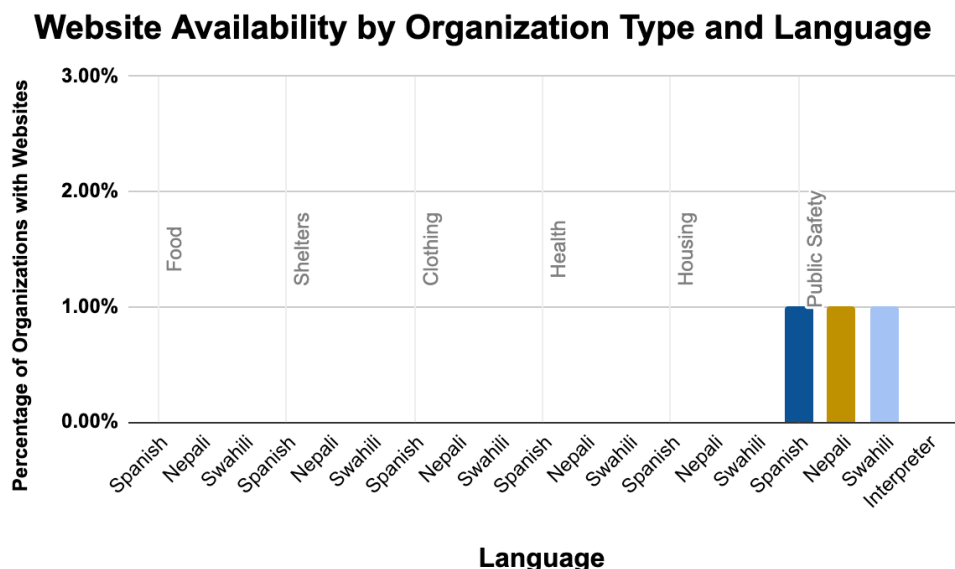
Above, the bar graph shows the availability of intake forms by organization type and language. Upon first viewing this graph, it is clear that there are few organization types that have intake forms available in all of the three languages. Additionally, intake forms are most consistently available for every organization type in Spanish.

Interpreter Availability by Organization Type and Language



The above bar graph provides information about the availability of interpreters/interpreting services across the various organization types and languages.


Some observations of the results indicate that if an organization has interpreters available as a resource in one language, they are likely available in the other two. Additionally, basic needs organizations that are classified as food organizations likely do not have interpreters available.



The final bar graph in this series shows the results of research on website availability by organization type and language. The only organization type that has translated websites available is public safety, which has websites in Spanish, Nepali, and Swahili.

Phone Survey Analysis

Overall, the process of calling these organizations and entities was difficult. Often our struggles were rooted in difficulties in contacting the organizations. For many of the organizations, we struggled to find their contact information or to make contact with them at all. Our team found that this was often due to either low staffing, odd hours, or few means of communication. Additionally, if we were able to make contact with the organization, the staff member or volunteer with whom our team made initial contact was often unable to answer our questions regarding what multilingual resources were available. Therefore, we believe that it would be difficult for a multilingual individual to make contact with many of the basic needs organizations in the Sioux Falls area.

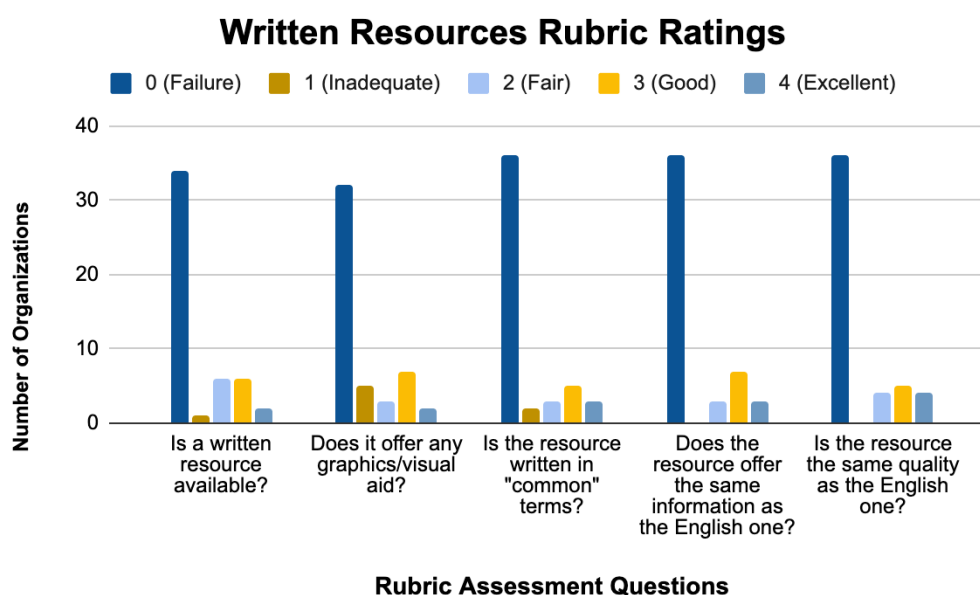


After conducting our phone survey, our findings led us to multiple considerations regarding multilingual resource access offered by basic needs organizations in Sioux Falls. Our team found that the most common type of written multilingual resource that any basic needs organization offered are intake forms in any language; however, they are most widely available in Spanish. Furthermore, our team found that interpreting services are more widely available than intake forms. Interpreting services are offered by many organizations through Language Line, A to Z World Languages Inc. (a local interpreting agency), or Google Translate. These findings reveal that there is a lack of written resources, such as websites and pamphlets, that are available as resources for multilingual individuals. Additionally, most resources that are available are provided in Spanish, while there are few resources available in Swahili and Nepali.

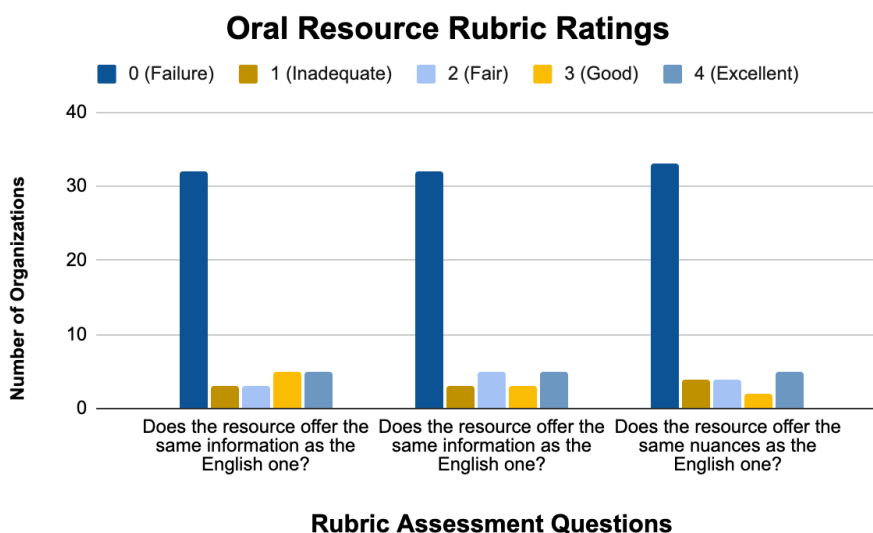
Organizations that were non-responsive to the phone survey call are categorized as organizations without any multilingual resources. This is due to the consideration that any basic needs organizations should be responsive and present to help multilingual clients. Moreover, this is due to the consideration that an organization being non-responsive is indicative of the communication barriers and a lack of multilingual resources a client might face to access basic needs.

Resource Inventory Findings

The phone survey of 86 organizations at the beginning of our research led us to evaluate roughly 40 organizations as part of the resource inventory, given staffing constraints, lack of a physical location, etc. During the evaluation, the Community Research Assistants evaluated these 40 organizations based on the various types of resources that they offered to clients: oral resources (interpreters, phone calls, interactions with reception personnel) and written (websites, pamphlets, intake forms, etc.).



The bar graph above shows the rubric ratings of the written resources that were assessed by the Community Research Assistants (CRAs). Note that the graph above shows the number, not percentage, of organizations receiving each rating. Some observations stemming from the research results include a widespread failure to provide written resources at all, as well as a failure to offer graphics, language that is put into "common terms" for the reader, equivalent information to the English resource, and the same standard of quality as the English resource.




Finally, the bar graph above conveys the results of the oral resource rubric ratings. Note that the graph above shows the number, not percentage, of organizations receiving each rating. The results of the survey, similar to the written resource rubric results above, point to a large disparity between the number of organizations that do offer quality oral resources and those that do not. Again, the number of organizations that were given the rating of 0, or “failure,” far exceeds those that received higher ratings.

Spanish

Through the evaluation of resources using the standard rubric, it was concluded that the available Spanish resources are often of lower quality than their English counterparts. These resources often did not explain information to the same extent as the English resource and included little to no nuance.

In the resource inventory of Spanish resources, the Community Research Assistants evaluated 37 organizations. Comparing the quality of Spanish resources to English ones, Community Research Assistants rated the quality of Spanish language resources at four organizations as a “3 or good”; five organizations were rated “2 or fair”; two were assigned “1 or inadequate”; and 26 organizations were given a “0 or failure.” A “fair” rating was justified as having “a few noticeable errors” and a “purpose [that] is very unclear.” Descriptions of other ratings are available on the rubric in the appendix.




Overall, the resource inventory of written Spanish resources indicates that the most frequent note was low quality resources, especially in comparison to written resources that are provided in English. Most often, the resource inventory noted that the Spanish resources contained less advanced vocabulary, less depth in terms of information, and less nuance. Additionally, Community Research Assistants found during their visits that non-English speakers are often not immediately nor ever provided with an interpreter and were not provided with services that are generally expected of an organization. Many rubrics noted that there was “little willingness to help” as well as inability to provide clients with an alternative resource if an interpreter was not available. The Community Research Assistants note how certain organizations were “understaffed” or had employees that only attempted to “understand” Spanish. Furthermore, a Community Research Assistant was connected to the interpreter through a video call when they requested multilingual resources. According to the Community Research Assistant, this “might be an issue” due to the “person on the call not [being] affiliated to the organization therefore they are a bit out of context.”

Nepali

In the resource inventory of Nepali resources, the Community Research Assistants evaluated 45 organizations. The evaluation aimed to assess how the multilingual resources provided equal translation to the resource presented in English. Of the organizations, 33 organizations failed to provide multilingual resources that provide equal translation to the resources presented in English. In contrast, five organizations had resources that contained accurately presented and accessible information. These 45 organizations were evaluated based on how their multilingual resources explained the information to the same extent as the English version. Comparing the quality of 45 organizations’ Nepali resources, Community Research Assistants rated five organizations as a “4 or excellent”; four organizations were given as a “3 or good,” and three organizations were assigned “2 or fair.” thirty-three organizations were given a “0 or failure.”

Furthermore, the Community Research Assistants were faced with overwhelming experiences as they inventoried the resources basic needs organizations have in the Nepali language. Their experience ranged from being treated poorly to not receiving any help. The Community Research Assistants described the organization’s staff response to their



requests by detailing how “the front desk lady helping us possibly got the idea that we were looking to hire a translator to help us in our daily lives and we couldn’t correct her since she kept on speaking in English. She gave us an organization’s name which could possibly help us with finding a translator.” The experience of Community Research Assistants can be captured by how basic needs organizations lacked “any multilingual resources” and failed to “have any visuals in the office that could help.” The Community Research Assistants noted that some organizations relied on Google Translate. For the Community Research Assistants, Google Translate helped to translate “several questions” and “basically explained [their] situation and what [they] wanted and in what ways they could help.” Based on the evaluation the Community Research Assistants conducted, there is an absence of multilingual resources in Nepali which fails to accommodate the Nepali population residing in Sioux Falls.

Swahili

In the resource inventory of Swahili resources, the Community Research Assistants evaluated 13 organizations. These 13 organizations were evaluated based on how their multilingual resources explained the information to the same extent as the English version. Comparing the quality of Swahili resources compared to English ones, Community Research Assistants rated one organization as a “4 or excellent,” one organization was given a “1 or inadequate,” and 11 were given a “0 or failure.” In comparison to the Nepali and Spanish languages, the Community Research Assistants noted multilingual resources (i.e, pamphlets, intake forms, interpreters, website) are highly lacking in Swahili. Out of 13 organizations, only two were able to provide interpreters or any multilingual resources. At a community health clinic, the Community Research Assistants were told “there are no oral multilingual resources.” However, at the County Clerk, the Community Research Assistant had a much different experience where they received interpreter help, which they described as “very fluent, however they kept code switching between English and Swahili occasionally. If it were someone who didn’t know English at all, they would have had some difficulty understanding.”

Interpreter Interview Findings

Interviews with interpreters were transcribed and thematically coded. This section presents a summary of the themes that emerged from these interviews.

Translation vs. interpretation

In interviews, interpreters shared experiences that corroborate findings from the phone survey and resource inventory. According to the phone survey, the most common type of multilingual resources offered are written materials, particularly intake forms in any language (though the majority of the intake forms are in Spanish only). A participant explained how most basic needs organizations fail to comprehend the needs of multilingual residents, which leads the majority of organizations to offer written resources as opposed to interpreting services:

“There, in some communities, literacy rates can be low as well. So even if you have written information, and you translate it into whatever language you have, individuals may be illiterate.”

Furthermore, the interviews disclose the challenges faced by interpreters and the different layers to translating information. According to one participant, interpreters must translate in ways that are highly comprehensible to clients. Especially considering the state of South Dakota does not require certified or licensed interpreters, the participant urged interpreters to have a deep understanding of the concept they are expected to translate:

“It is very important that you’re interpreting, like super accurate information to these individuals and not just simplifying it.”

Strong personal and family connection to their role as interpreters

Many of the interpreters who were interviewed felt strong personal connections to their role as interpreters. During our interviews of the three interpreters, each indicated that they had experience interpreting from a young age, especially for their parents or other family members who spoke little to no English. One interviewee stated:


"...And just being a child of immigrant parents, you kind of become an interpreter for your parents at an early age, just because they ask you, you know, just with them, you know, reading the mail for them, and just navigating this country, you know, non-English speakers. So I would say that's kind of when I started interpreting for my family, just generally growing up like many children of immigrants do."

This form of interpreting for community members seemed to have inspired the interpreters' choice to become professional interpreters.

Lack of certification for interpreters/translators and need to formalize the career

Additionally, many interpreters expressed that, although some progress has been made on behalf of government entities to incentivize businesses and organizations offering multilingual resources, many non-English speakers are often required to bring their own interpreters. These interpreters are often family members, friends, neighbors, etc.

"Landlords, court, DMV, schools, hospitals, clinics, those type of medical services, and outpatient services are getting better. But there's still a few people that will say, No, you need to bring your Spanish. You need to bring your own interpreter. You need to bring somebody who speaks English. Is there someone that we can talk to? Since you can't speak English, is there someone that we can talk to? ...And I'm in a way I'm kind of like, okay with that, but at the same time I'm not because if I don't want my family member or my friend or my neighbor, whoever that lives next to me and I trust, even though I trust them, I don't want them to know my whole, you know, history. So why can't you just talk to me directly with an interpreter? Again, because it's a monkey wrench in the flow of the work process, the default to someone that they feel confident. Sometimes the patient will say, yeah, you can talk to whoever. And it's okay. I don't care. I don't mind. In that case,




well, no, we have to honor that. But there are instances where I've told several clinics, staff, people, several hospitals, people can't really do that, you have to use the Language Line. And if they sign a waiver, saying that they don't want an interpreter, you also have to document that you have to offer an interpreter for everything. And they say, 'Oh, we didn't know that.'"

Speaking to interpreting for community members and loved ones, many of the interpreters we spoke with expressed frustration regarding the lack of formalized training and certification for interpreting as a profession. One interpreter noted that interpreters should be trained to take notice of how to maximize client autonomy in interpreting by replicating tone in order to convey the same message across both languages. Additionally, the same interpreter noted that characteristics such as regionalism and various dialects can affect one's ability to interpret for a client. These two subjects are things that this interpreter believes could and should be addressed via a formalized interpreting certification program:

"And they felt that it was wrong to ask somebody who has been doing it for 20-30 years to get those requirements. So a lot of them continued on their own. But in Minnesota, if you're on the registry, and a clinic, a hospital, a social, anybody can bill for interpreting services. Here in South Dakota, we can't do that yet. That hasn't been taken that far. And we don't have a registry here outside of ASL."

In cases of interpreters being fellow community members instead of a professional, one interpreter noted the difficulties in the lack of multilingual awareness that exists within many businesses and organizations that they work with.

One interview participant indicated the importance of implementing a specialized certification program. Offering interpreting certifications allows interpreters to have skills and knowledge tailored to the community they serve. The interview participant noted receiving specialized training ensures interpreters have awareness of the terminology and institutional knowledge needed to support clients. The interview participant further shared the absence of interpreters obtaining certification and the need for specialized training in South Dakota:



“And especially with technical, like interpreting with, like, if it's in the medical, or medical interpreting, or, like legal, I feel like there is some terminology that's needed. And I have a friend who works as an interpreter, and in Minnesota, and so she had to go through training and like had to take classes to do that to be certified. And I would love to see something like that here.”

Bilingual staff

Other interpreter interviewees noted the integral role that bilingual staff could have if more businesses and organizations hired them. Bilingual staff members have the potential to provide ease in offering multilingual resources for clients who need them, as well as creating a space for greater cultural awareness in servicing clients:

“I think that may be an option that would be hiring multilingual individuals to work in their organizations who are skilled in the area of interpreting and translating in different languages. A diverse workplace where people are able to share different perspectives on their culture and saying like, Hey, I know this culture and this like culturally links to me, and I think maybe this would be a better way of approaching the situation, because I understand things behind it. And so maybe, yeah, like hiring multilingual people. If you are unable to do that, maybe reaching out to organizations who have interpreters or translators, to maybe help share resources. I mean, I know that there are a lot of individuals in Sioux Falls who do that, like as a side, I don't want to say like side hustle, but like a part time job or a job or they help individuals translate like legal stuff. And although that, again, like that comes down to like the certification, like, are you certified to do this kind of stuff? Or is it just like some random person who knows how to interpret all these things?”

Due to funding impeding multilingual resources from being provided, basic needs organizations are forced to mainly rely on bilingual staff or family members who can interpret. At those organizations that have bilingual staff, those staff can still help interpret for multilingual clients; however, the interviewed participants note the bilingual staff must obtain the proper training to have successful conversations with a client.

Lack of community-wide multilingual awareness in Sioux Falls

At organizations that receive monetary support from the U.S. government, multilingual residents are entitled to language access services. Regardless, the participants noted how common it is for family members to help with interpreting due to a lack of qualified interpreting services. As an appropriate solution, one participant hopes the government is able to enforce the requirement:

"There's already language written in the Affordable Care Act that speaks to qualified and trained interpreters not to use family members, unless it's an emergency for children. And there's also language in there for community health workers. So it's already coded. It's already law. Now we just have to get the people to meet that qualification [the Affordable Care Act]. And right now, we're not there."


Funding for multilingual resources

In order for multilingual residents to connect with resources and services that are equally as useful as resources for residents who are fluent in English, funding is highly needed. The interview participants observed that a lack of funding serves as a barrier for basic need organizations to supply multilingual language resources, i.e., translated written materials and interpreting services.

"We're coming out of COVID. So funds are still a little tight, budgets are always going to be in question."

Paying attention to dialects/regionalization and specializations within interpreting (medical, legal, etc.)

Interview participants elaborated the importance of understanding the different dialects clients speak. Although it might not be feasible to compose an interpreting certification program for each of the different dialects spoken among Sioux Falls residents, one interview participant suggested a certification program could motivate interpreters to learn about the client's language preference prior to interpreting. The participant further stated the hardship that comes with clients speaking different dialects:



"So, bottle in Spanish, there's four or five different ways to say it. The Mexicans use botella, the Argentinians use mamila, and the Spanish use mamila. So if I and I, I use mamila, because that's what I'm used to using mamila."

However, through cultivating positive client and interpreter relationships, clients can inform interpreters of the major differences between their dialect and the language the interpreter will utilize.

Additionally, the interview participants shared that interpreting dialects a client speaks requires an understanding of the language and background information of a client. The participant highlights how interpreting can be a subjective task and requires a deep understanding of the client history. When translating a written document (i.e., pamphlet, brochure) for multilingual clients, it is critical for a translator to have awareness of the common terminology used among different regions. Then, as a follow-up, the participant urged an interpreter to further bridge the gap between dialects by interpreting:

"It's very subjective. So we have to take into account regionalism, we have to take into account localization. So yes, they're from Honduras. They're in South Dakota. So what language are we going to use?... Are we going to use what we all speak here in Spanish in South Dakota? So you kind of have to weigh the two and then go from there. Because if you start customizing it for Honduras, Nicaragua, Costa Rica, Brazil, Argentina, Spain, Mexico, and all that, you're going to have 50,000. And you may not even have that many clients. So you have to take 85% of the common language, and then just make sure and hope that the interpreter is used to help bridge the extra 15%."




Discussion

Based on the findings from the interpreter interviews, phone survey, and resource inventory, it is clear that basic needs organizations in Sioux Falls fall short of providing multilingual access and comparable resources for immigrants that only speak Spanish, Nepali, or Swahili. Many organizations have no multilingual resources available; among those that do, the multilingual resources that exist in Spanish, Nepali, and Swahili are often not comparable to those available in English. Overall, the degree and quality of multilingual access in Sioux Falls is not sufficient enough to accommodate the growing immigrant population.

As the findings indicate, one way to enhance multilingual resources is to provide funding for professional translation and interpreting services, which can prevent basic needs organizations from relying on clients' family members, bilingual staff, or Google Translate. Per an interpreter recommendation, funding multilingual resources can allow "investing in resources and training for interpreters and formalizing" the career. Furthermore, the community's commitment to funding multilingual resources can result in interpreters receiving specialized certification that would equip interpreters with the terminology and institutional knowledge needed to support clients. The specialized certification can be tailored to medical interpreters and federal court interpreters.

As the study strongly acknowledges the growth of the immigrant population in Sioux Falls, it is critical to offer the multilingual resources the immigrant population needs to thrive in Sioux Falls. A way to achieve this can be by building partnerships with community leaders and organizations that show commitment to addressing the language barriers faced by multilingual clients. The partnership can occur with academic institutions offering certification programs, different multicultural organizations collaborating to lobby government officials and entities to provide funding and enforcing requirements that basic needs organizations provide multilingual resources (where those requirements exist), or through incentives. Moreover, organizations can apply for federal or private grants to obtain funding for multilingual resources. According to Title VI of the Civil Rights Act of 1964, organizations receiving federal financial assistance are required to take reasonable steps to make services accessible to individuals with limited English proficiency.

Additionally, through partnership, organizations without multilingual resources can acquire knowledge from organizations that already provide multilingual written or oral



resources. Furthermore, partnerships with local school districts would help build up the professional interpreter workforce. For example, local school districts could help establish a pipeline program to encourage students to pursue careers in the interpreting industry. Lastly, if offering a certification program is not feasible, interpreting services should aim to provide informal training to help enhance client-interpreter relationships and ensure the client's background is reflected when interpreting.

Future studies should focus more on conducting an analysis of how other states aim to provide multilingual resources, including the government and private sector's roles in incentivizing or enforcing requirements to provide multilingual resources. Moreover, future studies should concentrate on studying the immigrant demographic residing in Sioux Falls. Future study could make apparent the language hurdle, types of organizations, and other characteristics about immigrants, which can help stakeholders to provide culturally sensitive solutions to the problems identified.

The limitation of the current study consists of not seeking direct input from immigrants who strictly speak Spanish, Nepali, or Swahili. The research's data was collected by Community Research Assistants and Beacom Fellows as well as through interviews with interpreters; all involved were fluent in English, with or without additional fluency in Spanish, Nepali, or Swahili. Although the three methodologies used in the present study (phone survey, resource inventory, and interpreter interviews) have strongly confirmed the absence of multilingual resources, future studies should aim to gather interviews from non-English speakers or conduct ethnography to observe the challenges faced by multilingual speakers who do not speak English.

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Appendix A (Scripts)

CRA Script for Written Resources (ex: Websites)

Name of the organization/entity: _____

Name of Website: _____

Date: _____

Name of the reviewer: _____

Language: _____

Directions:

1. Use the link found on the Sioux Falls Basic Needs Organization list to access the organization/entity website.
2. If the website has a dropbox that allows you to translate in your assigned language, follow the instructions below:
 - a. Before using the dropbox to translate the information in your assigned language, read the information presented on the website.
 - b. Using the dropbox, translate and read the information in your assigned language.
 - c. Use the rubric to evaluate the organization/entity's website.



3. Now, please fill out the provided rubric sheet and follow it with a short written reflection.

Thank you!

CRA Script for Oral Resources

Name of the organization/entity: _____

Date: _____

Name of the reviewer: _____

Language: _____

Oral Resource Type: _____

Directions:

1. Make contact with an employee from the given organization/entity.
2. **(In English) Hi, my name is _____. Can you speak (insert language here)? I need help.**
3. If provided with an interpreter or language service, communicate to that resource what type of information/services you are in need of. To be more specific to the services and information that the organization offers, we will include a few notes for you to use in your requests:

4. Communicate the following to your interpreter/spoken language translation resource:

I want to learn more about how your organization can help me with _____ (we will provide you with this information). Can you tell me what sort of help you can provide? What does it take to qualify/who is eligible to receive help from your organization?

1. Now, please fill out the provided rubric sheet and follow it with a short written reflection.

Thank you!

CRA Script for In Person Evaluations

Name of the organization/entity: _____

Date: _____

Name of the reviewer: _____

Language: _____

Oral Resource Type: _____

ORAL PORTION

Directions:

1. Make contact with an employee from the given organization/entity.
2. **(In English) Hi, my name is _____. Can you speak (insert language here)? I need help.**
3. If provided with an interpreter or language service, communicate to that resource what type of information/services you are in need of. To be more specific to the services and information that the organization offers, we will include a few notes for you to use in your requests:

4. Communicate the following to your interpreter/spoken language translation resource:

I want to learn more about how your organization can help me with _____ (we will provide you with this information). Can you tell me what sort of help you can provide? What does it take to qualify/who is eligible to receive help from your organization?

Now, please fill out the provided rubric sheet and follow it with a short written reflection.

Thank you!

WRITTEN

Directions:

1. Make contact with an employee from the given organization/entity.
2. **(In English) Hi, my name is _____ . Can you speak (insert language here)? I need help.**
3. Ask for a written resource (if in person)– **Do you have anything written that would explain the services that you provide to your clients?** To be more specific to the services and information that the organization offers, we will include a few notes for you to use while making your requests:

4. Communicate the following to the representative from the organization/entity that you are working with:

I want to learn more about how your organization can help me with _____ (we will provide you with this information). Can you give me a pamphlet/booklet/informational sheet that would help me learn more about the services you provide?

Now, please fill out the provided rubric sheet and follow it with a short written reflection.

Thank you!

CRA Scripts for Written Resources (ex: Pamphlets)

Name of the organization/entity: _____

Date: _____

Name of the reviewer: _____

Language: _____

Oral Resource Type: _____

Directions:

1. Make contact with an employee from the given organization/entity.
2. **(In English) Hi, my name is _____ . Can you speak (insert language here)? I need help.**
3. Ask for a written resource (if in person)– **Do you have anything written that would explain the services that you provide to your clients?** To be more specific to the services and information that the organization offers, we will include a few notes for you to use while making your requests:

4. Communicate the following to the representative from the organization/entity that you are working with:
I want to learn more about how your organization can help me with _____ (we will provide you with this information). Can you give me a pamphlet/booklet/informational sheet that would help me learn more about the services you provide?
1. Now, please fill out the provided rubric sheet and follow it with a short written reflection.

Thank you!

Preliminary Survey Script

Name of the organization/entity: _____

Date: _____

Directions: Before evaluating the resources each organization designated as providing “basic needs,” use this template to survey the types of multilingual resources the organizations provide.

Hi, my name is _____. I am a student at Augustana University conducting a research survey on multilingual language resources. Is there someone that can point me to any multilingual resources that your organization has?

2) If I didn't speak English, and instead spoke Spanish, Nepali, or Swahili, how would I get connected to your organization? Can you inform me of any multilingual resources that your organization has? These can be pamphlets, forms, websites, interpreters, or language services. Do you offer interpreter services? Do you have forms translated? Do you have access to Language Line? How do clients know about Language Line?

3) Do you have intake forms offered in Spanish, Nepali, or Swahili?

Do you have pamphlets about your organization available in Spanish, Nepali, or Swahili?

Do you have a website that can be translated into Spanish, Swahili, or Nepali?

Guiding Questions for Interpreter Interviews


Note: Please have the interviewee state the language that they provide interpreting services in (this will be taken out after the interview to maintain the individual's anonymity). We will encourage the interviewees to supplement their answers to the following questions with stories that have resulted from their personal experiences (or those of their colleagues) while working with clients in the Sioux Falls area. We will also note that these stories will maintain their anonymity when they are being used as a resource for our research. These interviews will likely be conducted in-person on Augustana's campus; however, we will also offer interviewees with the option to meet over Zoom.

Part I

- 1) Tell me about your work--who are your clients usually? And what sorts of tasks do you help with?
- 2) Based on what you've seen in your work, how easy is it for people to access basic resources like help with food, housing, etc. if they don't speak English?
- 3) What sorts of organizations do the best job of multilingual access? Which have the most room for improvement?
- 4) In your experience, how complete is information that's provided in-language compared to information provided in English? How easily accessible is this information compared to the English resource?
- 5) Do you ever provide interpreting services on behalf of basic needs organizations? By basic needs organizations, I mean organizations that help people with things like food, housing, or other basic human needs. IF YES: In your experience, how would you describe your experience in working with different basic needs organizations to provide interpreting services? If possible, please detail some examples of how you are contacted to work with these organizations and what information you are provided prior to interpreting with these clients. What are some of the obstacles that your clients most notably face when trying to receive help from government entities and/or non profit organizations in the Sioux Falls area?

Part II

- 6) What are some of the issues that prevent clients from being able to find/access equal information in the multilingual resources that are available in the Sioux Falls



area? Can you recall any situations in which your clients encountered hurdles/successes surrounding language access?

- 7) How could organizations/entities in the Sioux Falls area improve their multilingual resources, especially the equality of access and quality of the information available? How do you believe you would benefit in your role as an interpreter if organizations made these improvements?
- 8) Do you have anything else you would like to note that you believe would be beneficial for our research purposes?

Appendix B (Rubrics)

SDVFP Multilingual Oral Resource Quality Rubric

Name of the organization/entity: _____

Date: _____

Name of the reviewer: _____

Oral Resource Type: _____

Definition of oral resources: This rubric will be used to evaluate multilingual oral resources. Examples of these resources include language translation services and language interpreters. Multilingual resources via phone and in-person will be evaluated.

Defining the accessibility of resources:

Accessible resources are those that make the path to the client's desired information free of barriers preventing access. An accessible oral resource will be advertised and made just as readily available as its English counterpart. Some examples of access barriers include→
–the organization/entity has a list of interpreters, yet expects the multilingual client to reach out to an individual themselves.

–the organization does not have oral multilingual resources available and is only able to offer written resources. This may be an access barrier as a client may need an oral resource or may prefer one.

Rubric:

4 (Excellent)-- The multilingual resources are accurately presented and accessible for the intended audience.

3 (Good)-- The oral language resource is mostly clear and somewhat hard to understand. The resource is not easily accessible to the intended audience.

2 (Fair)-- The oral language resource consists of few noticeable errors and the purpose is very unclear. More explanation is needed for the intended audience to utilize.

1 (Inadequate)-- The oral language resource has several noticeable errors and the information is difficult to follow. Incorrect use of tone, vocab, and style for the intended audience.

0 (Failure)-- The organization/entity fails to make contact (they hang up or we are unable to get ahold of them altogether).

Criteria	4-Excellent	3-Good	2-Fair	1-Inadequate	0-Failure
	The oral language resources are accurately presented and accessible for the intended audience.	The oral language resource is mostly clear and somewhat hard to understand. The written language resource is not easily accessible for the intended audience	The oral language resource consists of few noticeable errors and the purpose is very unclear. More explanation is needed for the intended audience to utilize.	The oral language resource has several noticeable errors and the information is difficult to follow. Incorrect use of tone, vocab, and style for the intended	The organization/entity fails to make contact (they hang up or we are unable to get ahold of them altogether)
Does the organization/entity have oral multilingual services available for clients that speak one of the three identified languages-- Spanish, Nepali, Swahili?					

Is the information that the multilingual resource provides equal to that of the English version? a) Does it provide the same information as the English version?					
Is it of the same quality as an English resource? a) Does the multilingual resource explain the information to the same extent as the English version? Does the multilingual version leave information out? b) Was the multilingual resource delayed? Were clients required to wait longer to receive multilingual resources than English ones? (If possible, please take note of how long it took for you to receive a multilingual resource). c) Was the same amount of time spent on the oral multilingual resources as the English ones?					



Reflection Questions

Directions: Please reflect on your experience with oral multilingual resources by writing a short summary that notes your takeaways, further considerations for us, questions, etc. Below, we have included some questions to provoke thought.

- a) Does the oral multilingual resource seem like it was developed/interpreted by a person who speaks the language fluently?
- b) What barriers does the multilingual oral resource provide to clients? What information are they missing out on and why?
- c) How did you feel the organization/entity treated you as a multilingual client? Did the individual assisting you make you feel comfortable and respected? Do you feel that you were treated equally to a client who prefers to receive services in English?
- d) How did the intake process look? First of all, were you, as a client, referred or connected to a multilingual resource if one could not be provided right away?
 - i) Does it seem that the organization/entity has a policy in place that requires them to provide resources/services to multilingual clients? If you were not connected with a resource/service (aka someone hung up on you), please make note of this.
 - ii) Did the organization/entity seem trained to help you as a multilingual client?
- e) What was your rationale for assigning your particular rating for the organization/entity? Provide more depth than the above table.



SDVFP Multilingual Written Resource Quality Rubric

Name of the organization/entity: _____

Date: _____

Name of the reviewer: _____

Written Resource Type: _____

Definition of written resource: This rubric will be used to evaluate multilingual written resources. Example of these resources includes forms, a mission pamphlet, a website, and any other written materials created for the intended audience.

Defining the accessibility of resources:

Accessible resources are those that make the path to the client's desired information free of barriers, which prevent equal multilingual access. Some examples of access barriers may include the same written resource not being available in the same spot as the English one on a website. Or, the written resource is not even advertised on the website, to begin with. An accessible written resource will be advertised and just as visible as its English counterpart.

Rubric:

4 (Excellent)-- The written language resources are accurately presented and accessible for the intended audience.

3 (Good)-- The written language resource is mostly clear and somewhat hard to understand. The written language resource is not easily accessible for the intended audience.

2 (Fair)-- The written language resource consists of few noticeable errors and the purpose is very unclear. More explanation is needed for the intended audience to utilize.

1 (Inadequate)-- The written language resource has several noticeable errors and the information is difficult to follow. Incorrect use of tone, vocab, and style for the intended audience.

0 (Failure)-- The organization/entity fails to address a request for a written multilingual resource.

Rubric for Multilingual Written Resource

Criteria	4-Excellent	3-Good	2-Fair	1- Inadequate	0-Failure
	The written language resources are accurately presented and accessible for the intended audience.	The written language resource is mostly clear and somewhat hard to understand. The written language resource is not easily accessible for the intended audience.	The written language resource consists of few noticeable errors and the purpose is very unclear. More explanation is needed for the intended audience to utilize.	The written language resource has several noticeable errors and the information is difficult to follow. Incorrect use of tone, vocab, and style for the intended audience.	The organization/entity fails to address a request for a written multilingual resource.
A written multilingual resource (forms, a mission pamphlet, a website, and any other written materials) is available to inform patrons/clients of any services provided through this organization/entity?					
Does the multilingual written resource include graphics/visual aid that is clear and easy to					

interpret?					
<p>Is the written multilingual resource created with a formal style, tone, vocabulary, and techniques that clients might use on a daily basis?</p> <p>Or, can this written multilingual resource provide the same benefit without the use of any secondary source- dictionary or Google search?</p>					
<p>Is the information that the multilingual resources provide equal to the English version?</p> <p>a) Does it provide the same information as the English version?</p> <p>b) Do the multilingual resources use the same quality</p>					

<p>of vocabul ary as the resource s as the English version? Is the word choice just as strong?</p>					
<p>Is it of the same quality as an English resource?</p> <p>a) Does the multiling ual resource display informat ion to the same extent as the English version?</p> <p>b) Does the multiling ual resource leave informat ion out?</p>					



Reflection Question

Directions: Please reflect on your experiences with written multilingual resources by writing 3-5 sentences to summarize your observations. Below, we have included some questions to provoke thoughts.

- 1) Does the written multilingual resource seem like it was developed by a person who speaks the language fluently?
- 2) What barriers does the multilingual written resource provide to clients? What information are they missing out on and why?
- 3) Do you have any additional observations/comments you would like to share?