

ENGAGING CULTURALLY & LINGUISTICALLY DIVERSE FAMILIES IN TRANSITION: SELF-SURVEY

This self-evaluation tool is designed for the use of programs, schools, and districts prior to developing an action plan for building strong family engagement practices and at strategic evaluative checkpoints.

COMPONENT ONE: Outreach to families		Score
Please rate regarding your practices and procedures for outreach according to the following criteria		
1.1. Faculty/staff is able to identify Limited English Proficient (LEP) client/families who will need language access (interpreter, translated materials, etc...) & able to provide information accordingly	0 = Faculty/staff require training on supporting LEP student / families	
	1 = One or two of these criteria are met: <ul style="list-style-type: none"> a. Able to identify a primary language of families to communicate b. Knows best communication methods for each LEP student/families (in-person, phone, letter, email, etc.) c. Knows and is able to implement protocols to coordinate language access (interpreter/ translation of documents) d. Knows & is able to problem solve any constraints to communication & outreach (no internet access at home, issues with work schedules, transportation to attend meetings/events, etc...) e. Adapts new methods of outreach in response to need of the LEP clients 	
	2 = Three or four criteria are met	
	3 = All criteria are met PLUS collects family feedback (including effectiveness of interpreter /translator) & improve on practice	
1.2. Faculty/staff request & work effectively with interpreters when communicating with LEP clients	0 = Faculty/staff requires training on how to request & work effectively with interpreters	
	1 = One or two of these criteria are met: <ul style="list-style-type: none"> a. Able to arrange an interpreter for both in-person or over the phone communication with a LEP client in a timely manner b. Addresses families directly during conversation rather than talking through the interpreter c. Provides the interpreter information needed to plan for the meeting (e.g., meeting purpose, definitions of frequently used terminology, etc...) d. Plans enough time to allow for accurate interpretation and ensure all communication is clear e. Able to explain any specialized terminologies/jargon to the interpreter in case concept are not translatable in other languages 	
	2 = Three or four criteria are met	
	3 = All criteria are met PLUS collects feedback from both interpreter and LEP client	
1.3. Faculty/staff make all families feel comfortable & welcome at school/agency and meetings (e.g., IEP/IPE	0 = Families can come to our school(s)/agency when they are invited or have an appointment	
	1 = One or two of these criteria are met:	

team meetings) and at transition related events	<ul style="list-style-type: none"> a. The program/ school has a protocol/standard (understood or written) about welcoming families to the transition planning process b. Families attend meetings/events they are invited to on a consistent basis c. Faculty/staff greets families and introduces all participants at the meeting/event d. Faculty/staff arranges schedule before/after the meeting/event to ensure the family understands/ is able to express their opinions as needed e. Faculty/staff takes the time to learn a student/family's values and needs, including cultural practices / beliefs f. Faculty/staff is able to incorporate a student/family cultural perspectives & practices during transition planning 	
	2 = Three or four criteria are met	
	3 = All criteria are met PLUS collects family feedback (including their comfort levels with professionals & effectiveness of interpreter /translator) for improvement	
1.4. Faculty/ staff are aware of where family gets support to access information & services (online, community-based organizations, etc...) and their help-seeking behaviors	0 = Faculty/staff works with a family within the knowledge of support provided through school	
	1 = One or two criteria are met: <ul style="list-style-type: none"> a. Faculty/staff is aware whether or not families fully understand information / program services b. Faculty/staff is aware of how & where the families access information & support provided through school/program c. Faculty/staff are aware kind of support needed for families to access information / program services d. Faculty/staff are able to provide support needed for families to access information /program services e. Faculty/staff is aware of community resources / organizations that families access information/able to support families f. Faculty/staff works/collaborates with organizations that family receives information/seeks support from 	
	2 = Three or four criteria are met	
	3 = All criteria are met PLUS collects family feedback (accessibility of information disseminated by school /family resources) for improvement	
Total Score for Component One:		/ 12

SCOMPONENT TWO: Informing families about Transition		Score
Regarding the information and processes used to inform families about transition		
2.1. Faculty/staff is open to & able to learn about cultural perspective on disability / views for the transition planning of LEP clients and reflect their knowledge into practice	0 = Faculty/staff requires training	
	1 = One or two of these criteria are met: <ul style="list-style-type: none"> a. Faculty/staff learns about different cultural perspectives on disability and/or post-secondary opportunities through various resources (e.g., articles, online journal, books, etc...) 	

	<ul style="list-style-type: none"> b. Faculty/staff learns about different cultural perspectives on disability and/or post-secondary opportunities through learning from community members (e.g., cultural based organizations, etc...) c. Faculty/staff learns about family's cultural perspectives on disability and/or post-secondary opportunities for individual with disabilities from families d. Faculty/staff is able to explain the system's perspective on post-secondary opportunities with families while respecting different cultural perspectives e. Reflects on own practice about stereotypes and refrain from generalizing own knowledge to all clients from the same culture 	
	a. 2 = Three or four criteria are met	
	3 = All criteria are met PLUS collects family feedback for improvement	
<p>2.2. Information about school-based preparatory options (graduation requirements, transition IEP, Transition program, etc...), career preparation & work-based learning experiences (career/ vocational courses, summer programs, work study, etc...), and connecting activities (DVR, DDA, higher education support services, mentorships, etc.) are available to families</p>	<p>0 = Materials are available online or in print if families seek it / No translated materials.</p>	
	<p>1 = One or two of these criteria are met:</p> <ul style="list-style-type: none"> a. Information is shared on a regular basis with ALL families at in-person meetings, events, or using phone, letters and/or emails (with translation when possible). b. Knows preferred information delivery methods of a LEP family and able to use alternatives to written materials if needed (e.g., verbal delivery in-person, use of visual materials, etc...) c. Able to acknowledge cultural perspectives of families and guide family's transition planning process by providing appropriate information d. Able to provide additional resources outside of available materials within school/program for families requiring additional support e. Able to connect families to parent support networks for informal support f. Faculty/staff collects family feedback about the usefulness of materials and dissemination methods on regular basis 	
	2 = Three to five criteria are met	
	3 = All criteria are met PLUS systems are in place to supervise/ monitor faculty & staff in distribution of information.	
<p>2.3. Opportunities for youth development and leadership are available to students (youth leadership forum, self-determination training, disability awareness)</p>	<p>0 = Materials are available online or in print if families seek it.</p>	
	<p>1 = One of these criteria is met:</p> <ul style="list-style-type: none"> a. Informs students & families about opportunities on regular basis at in-person meetings, events, or using phone, letters and/or emails (with translation when possible). b. Knows steps to take when assisting ELL students & families to access youth development & leadership opportunities c. Able to support ELL students engage in youth development & leadership opportunities d. Able to adapt a curriculum / program to meet the needs of students & families from culturally & linguistically diverse 	

	background e. Able to collaborate with community-based organizations with appropriate culture/language support for ELL students & their families	
	2 = Two or three criteria are met	
	3 = All three criteria are met PLUS systems are in place to supervise/monitor faculty & staff in distribution of information.	
Total Score for Component Two:		/ 9
TOTAL SURVEY SCORE		/ 21