

MONTGOMERY COUNTY, OHIO
CRIMINAL JUSTICE COUNCIL

COMMUNICATION ASSESSMENT & RESOURCE MANUAL



*"The single biggest problem in communication is
the illusion that it has taken place."*

– George Bernard Shaw

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1. INTRODUCTION

The Montgomery County Criminal Justice Council recognizes that non-English speaking, Limited English Proficient¹ (LEP), and hearing impaired² individuals will have contact with law enforcement. If law enforcement is not equipped to handle the language/communication barriers, significant problems will occur. Simply stated, law enforcement must be able to communicate with all people in their jurisdiction. The Montgomery County Criminal Justice Council decided to take a proactive approach and created the Bi-lingual Resource Subcommittee. The mission of the Bi-lingual Resource Subcommittee was to analyze language and other communication barriers that impact law enforcement services. The Bi-lingual Resource Subcommittee issued surveys to law enforcement agencies throughout Montgomery County to evaluate the frequency of language and/ or other communication barrier encounters, agency policies, and local resources available to law enforcement. The results of the survey are included in this report. A resource guide and a model language/communication barrier policy are included with this report to assist agencies. The resource guide and model policy (See Appendix A: Model Policy and Procedure) are not intended to dictate policies and procedures to law enforcement agencies. The information is offered so that law enforcement agencies can assess themselves and improve law enforcements' awareness, response and service to hearing impaired, non-English or Limited English speaking people in the community



2. LEP AND HEARING IMPAIRED POPULATION

The number of foreign-born people living in the United States, the State of Ohio, and Montgomery County is increasing. In the United States it is estimated that 47 million people speak a language other than English at home. Of those, more than 21 million have Limited English Proficiency (LEP). In 2000, the U.S. Census Bureau reported that 6.1% of foreign-born minorities in Ohio speak a language other than English at home. The U. S. Census Bureau also reported that the top ten countries of origin for individuals residing in Ohio were:

India	Italy
Canada	Mexico
China	Korea
U.K.	Russia
Germany	Philippines

¹ Limited English –Proficient refers to those individuals whose first language is not English and have limited ability to speak, read, write, or understand English.

² Hearing Impaired is a full or partial decrease in the ability to detect, perceive, or understand sounds.

The most prominent foreign language spoken in Montgomery County is Spanish. According to the 2006 Census estimates, there were 8,756 Hispanic residents in Montgomery County. As the non- English or Limited English speaking population continues to grow, encounters between law enforcement and this population will increase and language barriers will impede effective law enforcement and the administration of justice. Language barriers create obstacles for both law enforcement and the community. Obstacles will impact when, where and how crimes are reported. Critical tasks for crime investigations such as obtaining a description of a suspect, gathering evidence, or just simply talking to victims, suspects, and witnesses will be impaired. A January 2006 report by the Supreme Court of Ohio, Interpreter Service Program, estimated that there are 972,000 deaf or hearing impaired Ohioans³. Information regarding the number of deaf and hearing impaired persons living in Montgomery County, Ohio could not be obtained. However, it is clear that the deaf and hearing impaired community is also at risk when encountering law enforcement. Any communication barrier at the first point of contact trickles throughout the entire criminal justice system. Officers may be put in dangerous situations, investigations may be comprised, constitutional rights may not be protected, and prosecutions may be hampered; all stemming from communication barriers.



3. LEGAL AUTHORITY

Recipients of Federal financial assistance are required to provide meaningful access to services for persons with LEP. Federal funding can be terminated due to an agency failing to take reasonable efforts to provide equal access to services. Failure to provide access to LEP persons could also be a violation of Federal laws that expressly prohibit national origin discrimination.

On August 11, 2000, the President of the United States issued Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency". The Executive Order requires Federal agencies to provide meaningful access to LEP persons. Also, on August 11, 2000, the Assistant Attorney General for the Civil Rights Division of the United States Department of Justice issued a Policy Guidance Document, "Enforcement of Title VI of the Civil Rights Act of 1964- National Origin Discrimination against Persons With Limited English Proficiency". The Department of Justice Guidance Policy was prepared to help clarify Executive Order 13166. This action was prompted by an increase in the LEP population and recognition at the highest levels that for LEP individuals, language can be a barrier to accessing important services.

Federal, State and local laws affect many aspects of law enforcement. A few useful references/authorities are provided below; however it is strongly recommended that each agency consult with their legal adviser for a more comprehensive review of federal mandates.

Federal Authority:

U.S. Constitution

Omnibus Crime Control and Safe Streets Act of 1968, 42 U.S.C. Section 3789d

Rehabilitation Act of 1973

Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency".

Executive Order 13166 Limited English Proficiency Resource Document: Tips and Tools from the Field (PDF)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000

Americans with Disabilities Act (ADA), 42 U.S.C. 12115 Volume 1

Article 36 of the Vienna Convention on Consular Relations

Useful information can also be found at www.lep.gov and the U.S. Department of Justice Civil Rights Division Disability Rights Section

State and Local Authority/References:

Ohio Constitution

Ohio Supreme Court Interpreter Services Program

State v. Green, (2006) Second Appellate District 21254 (See Appendix B: STATE V. GREEN, 2006-OHIO-4397)

Also see Appendix C: Citations of Important Cases.

³ The Supreme Court of Ohio Report on the use of interpreters in Ohio Courts, January 2006 page 8.



4. HOW TO BEGIN

The United States Department of Justice developed a four-factor analysis to assist with the creation and implementation of language access policies. The four-factor analysis allows the law enforcement agency to prioritize the necessary services, and to ensure that resources are available as needed. Each individual jurisdiction must conduct this analysis.

Four-Factor Analysis

1. Assess the number or proportion of LEP population and the specific language needs of the jurisdiction;
2. Analyze the frequency of contact with the agency's programs and activities;
3. Analyze the nature and importance of the program and activity;
4. Analyze the available resources.



5. MONTGOMERY COUNTY SURVEY AND RESULTS

In the spring of 2007, surveys were mailed to all law enforcement agencies in Montgomery County requesting information pertaining to the frequency of language/communication barriers encountered by the agency, the use of interpreters; policies for addressing these barriers, and training or resources utilized by law enforcement. The survey results were used to evaluate whether law enforcement agencies in Montgomery County were responsive to the language/communication needs of the community. The goal of the survey was not to be judgmental of an individual agencies policies and procedures. See Appendix D: Law Enforcement Survey.

The agencies listed on the next page responded to the survey.

AGENCIES RESPONDING TO SURVEY

1. Airport Police Division (Aviation)
2. Centerville Police Department
3. Clay Township Police Department
4. German Township Police Department
5. Huber Heights Police Department
6. Kettering Police Department
7. Miami Township Police Department
8. Miamisburg Police Department
9. Moraine Police Department
10. Ohio Highway Patrol
11. Perry Township Police Department
12. Phillipsburg Police Department
13. City of Riverside Police Department
14. Sinclair Community College Police Department
15. Springboro Police Department
16. City of Union Police Department
17. University of Dayton Police
18. Verona Police Department

SURVEY RESPONSE CHARTS

NOTE: The order of Respondents correspond to the order of Surveyed Agencies listed above.

SURVEY QUESTIONS 1 - 8b)

Respondents	Standard operating procedures for foreign language Interpreter?	Standard operating procedures for ASL Interpreters?	Interested in having policies?	Would policy improve officer safety?	Should Law Enforcement receive training on working with Interpreters?	Use Interpreters?	How often (/mo.)?	How do you select ASL or foreign language Interpreter?	Other: Please specify.
	1	2	3	4	5	6a	6-7	8	8b
1	YES	NO	YES	YES	YES	YES		Other	Airport Population
2	YES	YES	NO	YES	YES	YES		Other	Language Agencies
3	NO	NO	YES	YES	YES	NO		Court List	
4	YES	NO	YES		YES	YES		Language Agencies	
5	YES	NO	YES	YES	YES	YES		Language Agencies	
6	NO	NO	YES	YES	YES	YES		Other	Other Departments / MUCC
7	NO	NO	YES	YES	YES	YES		Other	United Way - Other Departments - MYTPD Employees - Family Member Spanish & Asian People
8	YES	YES	YES	YES	YES	YES		Language Agencies - Other	Citizen Volunteers
9	YES	YES	YES	YES	YES	YES		Language Agencies	
10	YES	YES	N/A	YES	YES	YES		Language Agencies	
11	NO	NO	YES	YES	YES	YES		Language Agencies	
12	NO	NO	YES	YES	YES	NO		Other	Other Agency Request
13	YES	YES	YES	YES	YES	YES		Other	Have Sanish speaking Officer Platia Interpreting Center
14	NO	NO	YES	YES	YES	YES		Other	Have programs at Sinclair
15	YES	NO	YES	YES	YES	YES		Referrals from other Interpreters - Language Agencies - Court Lists	
16	NO	NO	NO	YES	YES	NO		N/A	N/A
17	NO	NO	YES	YES	YES	YES		Other	UD
18	NO	NO	YES	YES	YES	N/A		N/A	

SURVEY RESPONSE CHARTS

(SURVEY QUESTIONS 9 - 13)

Respondents	Inquire about Interpreter's qualifications ? 9	How do you determine qualifications of Interpreter? 9a	Were interpreters used knowledgeable about law enforcement work? 10	Had to be briefed? 11	Problems locating interpreter? 12	Use over-the-phone interpreting service? 13	What situations? 13a	Was service adequate? 13b
1	NO	NO	NO	YES	YES	NO		
2	NO	Personal knowledge of interpreters	YES	NO	YES	NO		
3	YES	Request Reference - Referral Verification	N/A	N/A	N/A	N/A	N/A	N/A
4	NO		NO	NO	NO	NO		
5	NO							
6	NO		YES	YES	NO	NO		
7	NO		YES	YES	NO	NO		
8	NO		NO	NO	YES	NO		
9	NO					YES		
10	NO	NO	YES	NO	YES	YES	OVI Arrest	YES
11	NO		YES	YES	NO	NO		
12	N/A		N/A	N/A	N/A	N/A	N/A	N/A
13	YES	Platica conducts thorough screen process	Not used service	N/A	NO	YES	Used officer to ask for questions for investigating officer	YES
14	NO		NO	YES	NO	NO		YES
15	NO		NO	YES	NO	NO		
16	N/A	N/A	N/A		N/A	N/A		
17	NO		NO	YES	YES	NO		
18	NO							

SURVEY RESPONSE CHARTS

(SURVEY QUESTIONS 14 - 18)

Respondents	Does agency have bilingual officers? 14	How do you test their language proficiency? 14A	Have used bilingual officers for communication with LEPs? 15a	What situations? 15b	Experienced problems because of unqualified interpreter? 16	Ever used other people? 17	Who? 17a	Other comments 18 Other
1	NO		NO		YES	YES	Airport Population	
2	YES	Background Investigation Military Experience	NO		NO	YES	Law Enforcement Arabic Interpreter	We are fortunate since two officers on our staff, Officer Lauefo and Officer Bebo are fluent in Spanish. Officer Laufo was in a communications unit in the military in Central America. Officer Bebo is Puerto Rican. We share these officers with other agencies on a regular basis. If you have need of them, please let us know and we'll be happy to assist.
3	NO	N/A	N/A	N/A	N/A	N/A	N/A	Rarely do we need an interpreter - Only time I can think of was on I-70 assisting another agency.
4	NO		NO		NO	YES	Clerks Law Enforcement Officer High School Language Teacher	
5	NO					Other	Secretary	
6	NO		YES	Cantonese Spanish	NO	YES	Family members Law Enforcement Officers	
7	YES		NO		NO	YES	Family members Friends of Detainees, Victims or Witness - Law Enforcement Officers - Other Law Enforcement Personnel	
8	YES	ASL Training	YES		NO	Other	Volunteer Citizens	
9	Yes	ASL - Spanish Tagalog	YES	ASL Vietnamese	YES	YES	Family Members Friends of Detainees, Victims or Witness - Law Enforcement Officers - Other Law Enforcement Personnel - Volunteers in Community	

SURVEY RESPONSE CHARTS

(SURVEY QUESTIONS 14 - 18)

Respondents	Does agency have bilingual officers?	How do you test their language proficiency?	Have used bilingual officers for communication with LEPs?	What situations?	Experienced problems because of unqualified interpreter?	Ever used other people?	Who?	Other comments
	14	14A	15a	15b	16	17	17a	18 Other
10	YES	N/A	YES	Spanish	NO	Other	Dispatcher	
11	YES		YES	ASL	NO	YES	Family members of detainees, Victims or Witness - Law Enforcement Officers	
12	N/A	One Officer knows Sign Language	NO		N/A	YES	Law Enforcement Officer	
13	YES	No test given	YES	Spanish	NO	YES	Law Enforcement Officer	We used one of our officers for Spanish interpretation. We also have an agreement with Platica Interpreting Center P/S 228-6656 to conduct interpreting services for us. To date we have only needed Spanish and have not needed to call Platica for service.
14	NO		NO		NO			
15	NO		YES	Spanish	NO	NO		
16	NO		NO		N/A	N/A		
17	YES		YES	Spanish	NO	Other	UD	
18	NO		N/A		NO	N/A		

The survey results provided general information that allowed for the evaluation of Montgomery County law enforcement efforts as a whole. The responses were evaluated using the four-factor analysis for meaningful access established by the United States Department of Justice Guidance Policy. The four-factor analysis allows the law enforcement agency to prioritize the necessary services, and to ensure that appropriate resources are available as needed. The following four-factor analysis was applied to Montgomery County, but each individual jurisdiction must conduct this analysis as the first phase of the process of establishing law enforcement strategies for language and communication access:

Four-Factor Analysis

1. Assess the number or proportion of LEP population and the specific language needs of the jurisdiction;
2. Analyze the frequency of contact with the agency's programs and activities;
3. Analyze the nature and importance of the program and activity;
4. Analyze the available resources.

Application of the First and Second Parts of the Four-Factor Analysis to the Survey Results

The information obtained from the surveyed agencies verified that Montgomery County law enforcement, like most other areas of the United States, encounter language/communication barriers within their community. The agencies reported encounters with citizens of Spanish, Asian, and African descent; although all jurisdictions reported that the most common language encountered is Spanish. The agencies use various means, such as bi-lingual officers; citizen volunteers; interpreting services; or community organizations to assist in situations where language or communication barriers exist.

Seventy-eight percent of the participants reported that their agencies have used language interpreters (survey question 6a). However, none of the agencies could report how often interpreters are used (survey question 6). The survey results also stress the importance of each agency conducting the four-factor analysis for their particular jurisdiction. Knowing who is served simply means determining the language(s) spoken in the jurisdiction by collecting demographic data from local and federal sources. Without this analysis, agencies will not have a true assessment of the number or proportion of LEP population within the jurisdiction.

Only 50% of the agencies reported that they have standard policies and procedures for the use of foreign language interpreters and 28% have standard policy and procedures for American Sign Language (ASL) interpreters. (survey questions 1 and 2). Ninety-four percent of the agencies reported that having a policy would improve officer safety (survey question 4). Eighty-three percent of the agencies that do not have a foreign language or ASL interpreter policy reported that they were interested in having policies in place (survey question 3). As a result of the survey responses indicating that a number of the agencies do not have existing policies and considering the federally mandated responsibility to provide access; a model policy and initiatives utilized by law enforcement agencies are included in this report to aid in establishing and maintaining a successful language access policy.

Application of the Third and Fourth Parts of the Four-Factor Analysis to the Survey Results

The third and fourth parts require an analysis of both internal and external policies, resources, and programs. This analysis is to define what will work best considering the needs of the specific jurisdiction, community, the law enforcement agency, and the resources of each. Included with this report is a description of various language barrier programs and initiatives utilized throughout the United States by law enforcement agencies. The program examples should be used to assist in formulating programs and activities. A list of available resources has also been assembled and included in this report as a one stop resource guide for law enforcement.

After the Four-Factor Analysis

Many agencies have encountered language barriers; however they do not have policies and procedures in place to address language barriers. In general the survey results indicate that many law enforcement agencies handle language /communication issues as they arise on a case by case basis. This approach is flawed. Law enforcement agencies must make language and communication access a priority. After a four-factor analysis is completed the jurisdiction should establish language/communication policies and procedures. When creating policies, be specific when defining procedures. A model policy currently used is included with this report.

To successfully implement and maintain policies, agencies must provide training throughout the agency on the policy, protocol, and procedures. Monitor the language/communication assistance plan periodically to ensure that current language assessment needs are updated. The agency should also notify the public about your agency's language/communication assistance services and collaborate with other agencies within the community.



6. STRATEGIES FOR LAW ENFORCEMENT TO ENSURE QUALIFIED INTERPRETERS

Eighty-eight percent of the agencies surveyed indicated that they do not evaluate the qualifications of interpreters. (survey question 9). More importantly, when asked how they determine the qualifications of interpreters, the responses indicate that there are no criteria in place. (survey question 9a). Fifty-five percent of the interpreters used had no knowledge about law enforcement work or the agency did not know if the interpreter had knowledge of law enforcement work. (survey question 10). Law enforcement agencies are required to provide interpreter services that meet the legal mandates which include but are not limited to Title VI of the Civil Rights Act, Executive Order 13166, and the Department of Justice Guidance Policy. Agencies must use qualified translators either by contract or by hiring staff. Using children, family members, and friends to translate should be expressly prohibited except where there is immediate danger of serious physical harm or a life threatening situation to any person. To address the need for qualified language interpreters, this report includes a resource guide for law enforcement to access interpretation services and training



7. CONCLUSION

Due process and equal protection are foundations of the justice system. Communication barriers compromise these fundamental elements. Lack of effective communication will affect virtually everything that law enforcement officers do. The information and resources in this report were compiled over a period of 16-months from various sources. The information should be used as a readily accessible starting reference in conjunction with the four-factor analysis. Those law enforcement agencies with existing communication barriers are encouraged to do an evaluation of their policies to determine if the policies are adequate.



8. RESOURCE GUIDE

The resources provided below are a sampling of area resources that may be useful to law enforcement but are not intended to be a full listing of resources available⁴.

A. ORGANIZATIONS

Law enforcement should contact area agencies to conduct community outreach and build relationships between the law enforcement agency and LEP and hearing impaired communities. Organizations that would be available to law enforcement to provide information, cultural awareness, and policy formation are as follows:

- i. **Dayton Council of World Affairs**, University of Dayton campus; Alumni Hall, Office 216, Dayton, Ohio
Phone: 937-229-2319; Website: www.dcowa.org/training; E-mail Address: dcowa@udayton.edu
Website: www.dcowa.org

Important services include The Language Bank, the Dayton Council on World Affairs' translation referral service. Names of local people are listed in a database to be accessed when translation services are needed. Languages offered include Arabic, Bengali, Chinese, Croatian, Czech, French, Gaelic, German, Hebrew, Hungarian, Italian, Japanese, Korean, Portuguese, Russian, Slovak, Spanish, Tagalog, Ukrainian, and Vietnamese.

- ii. **Greater Dayton Hispanic Chamber of Commerce**, 1 Chamber Plaza, Fifth and Main Street, Dayton, Ohio
Phone: (937) 226-8209; Website: www.gd-hcc.org; E-mail Address: president@gd-hcc.org

The Greater Dayton Hispanic Chamber of Commerce is an advocacy program providing networking and relationship building opportunities for the development and growth of Hispanic businesses.

- iii. **LULAC Council 39000**, Xenia, Ohio
Contact: Roas Caskey, Phone: (937) 376-1503, E-mail Address: rcaskey@ohiohistory.org
Website: my.lulac.org/site/Clubs?club_id=1155&pg=main

LULAC Council 39000 advances the economic condition, educational attainment, political influence, health and civil rights of the Latino population of Dayton and surrounding area. The LULAC Immigration & Citizenship Project helps eligible immigrants apply for United States citizenship complete their applications and enrolls clients in citizenship classes and other support services.

- iv. **OACCD- Ohio Alliance of Community Centers for the Deaf - Dayton**, 211 South Main Street, Suite 500, Dayton, Ohio 45402
Phone (937) 640-8032 (voice), (937) 222-7921 (tty), Web: www.oaccd.org

- v. **OCRID-Ohio Chapter of the Registry of Interpreters for the Deaf Location**: Local Chapter 5,
4102 Rosehill Drive Beavercreek, Ohio. Contact: Kathy L. Williamson, Director; Phone: (937) 620-7043;
E-mail Address: lc5@ocrid.org; Website: www.ocrid.org

OCRID provides sign-language interpreting, deaf-blind interpreting, educational opportunities for learning the skill of interpreting. They also have the Outreach department at the Ohio School for the Deaf that serves Ohio pre-K-12 schools, public school interpreters.

⁴ Contact information is current of September, 2008.

A. ORGANIZATIONS - Cont'd

- vi. **Latino Family Advocacy Program at East End Community Services**, 624 Xenia Ave, Dayton, Ohio 45410
Phone: (937) 259-1898; E-mail Address: lprier@east-end.org ; Hours: Monday-Friday 8:00 a.m. - 5:00 p.m.
The program provides technical assistance and professional trainings to service providers on issues relevant to the Latino Community. Additionally, the program engages in systems advocacy and provides social services such as case management and crisis intervention.
- vii. **Midwest Center on Law and the Deaf**, P.O. Box 804297 Chicago, Illinois 60680-4104
Phone: (800) 894-3653, E-mail Address: mcld@mcld.org, Website: www.mcld.org
The MCLD provides referrals to lawyers and legal services, advocacy services to protect the rights of the deaf or hard-of-hearing, and information about the rights and available legal services for those who are deaf or hard-of-hearing.
- viii. **Consulate of Mexico, Department of Protection Indianapolis Indiana**, 39 W. Jackson Place, Ste. 103
Indianapolis, Indiana 46225, Phone: (317) 951-4175; E-mail Address: consulmexindy@terra.com.mx;
Website: portal.sre.gob.mx/indianapolis/ Hours: Monday-Friday 9:00 a.m. - 2:00 p.m.
The Consulate of Mexico offers a variety of aid to Mexican citizens which include civil rights and legal advocacy, GED programs, tax assistance, and the issuing of passports and Mexican Consular IDs (not US Government issued). The Consulate provides documentation services and preventive protection for the Mexican community of Ohio.
- ix. **ADA-OHIO. ADA-OHIO Americans with Disabilities Act (ADA)**, 700 Morse Road, Suite 101 Columbus, Ohio 43214
Phone: (614) 844-5410 or (800) ADA-OHIO; E-mail Address: adaohio@aol.com; Website: www.ada-ohio.org
ADA-OHIO provides training, speakers, and technical assistance about the Americans with Disabilities Act for local and state government agencies, businesses, and individuals.

Also see: website: www.policeaccountability.org and website: www.nlpoa.org

B. LANGUAGE AIDS / COMMUNICATION AGENCIES

Technology and services that are available to aid law enforcement with communicating, translating.
See Appendix E: **INNOVATIVE PROGRAMS**.

- i. Spanish and English translation, editing, and formatting.
Carolina Silva, Contact phone number: (937) 212-3329, E-mail Address: karolinasilva@yahoo.com
- ii. Translation and Interpreting.
International Language Center. Contact phone number: (800) 445-4440
- iii. Translation and Interpreting.
Vocal Link Language Services. Contact phone number: (937) 223-1415
- iv. Translation and Interpreting
Miami Valley Interpreters. Contact phone number: (937) 222-8200
- v. Language Identification Guide
"I Speak" Cards - A tool for identifying the language of individuals who do not speak English (See Appendix F: I SPEAK: Language Identification Guide Pocket Card). These cards are available through the Ohio Office of Criminal; Justice Services.
Contact phone number (888) 448-4842 or (614) 466-7782.



C. RESOURCES FOR INTERPRETERS⁵

Professional organizations and other sources that can be contacted to help law enforcement agencies find and/or evaluate the qualifications of a language skilled interpreter

i. **The National Association of Judiciary Interpreters and Translators (NAJIT)**

Contact Information: 1707 L Street NW Suite 570 Washington, DC 20036 (202) 293-0342, E-mail Address: www.najit.org

The mission of the National Association of Judiciary Interpreters and Translators is to be a leader in promoting quality interpretation and translation services in the judicial system. NAJIT's members are bound by the Code of Ethics and Professional Responsibilities promulgated by the Association to advance the highest quality services in the Judiciary.

ii. **American Translators Association (ATA)**

Contact Information: 225 Reinekers Lane, Suite 560, Alexandria, Virginia 22314
(703) 683-6100 & Fax (703) 683-6122, E-mail Address: ata@atane.org

ATA is a professional association founded to advance the translation and interpreting professions and foster the professional development of individual translators and interpreters. Its 10,000 members in more than 90 countries include translators, interpreters, teachers, project managers, web and software developers, language company owners, hospitals, universities, and government agencies.

iii. **Community & Court Interpreters of the Ohio Valley (CCIO)**

Contact Information: 207 E. Tallmadge Ave. Akron, Ohio 44310,
(330) 633-8146 & Fax (866) 335-0463, Website: www.ccio.org

CCIO is organized to bring together community and court interpreters in the State of Ohio and those in the states of the Ohio Valley region who choose to join it.

iv. **The Northwest Ohio Translators Association (NOTA)**

Contact Information: 33425 Bainbridge Road, Solon, Ohio 44139
(440) 519-0161, Website: www.notatranslators.org

NOTA, a chapter of the American Translators Association, promotes professional development and competence through workshops, seminars, and its newsletter. Members maintain a support network for mutual assistance and cooperation, terminology exchange, and continued professional development in Northeast Ohio.

v. **Registry of Interpreters for the Deaf (RID)**

Contact Information: 333 Commerce Street Alexandria, Virginia 22314
(703) 838-0030 (voice), (703) 838-0459 (tty), Fax: (703) 838-0454, Website: www.rid.org

It is the mission of RID to provide international, national, regional, state and local forums and an organizational structure for the continued growth and development of the profession of interpretation and transliteration of American Sign Language and English.

vi. **National Center for State Courts (NCSC)**

Contact Information: 300 Newport Ave. Williamsburg, Virginia 23185
(800) 616-6109, Fax: (757) 564-2022, Website: www.ncsonline.org/D_Research/CourtInterp.html

The mission of NCSC is to improve the administration of justice through leadership and service to state courts, and courts around the world. Through original research, consulting services, publications, and national educational programs, NCSC offers solutions that enhance court operations with the latest technology; collects and interprets the latest data on court operations nationwide; and provides information on proven "best practices" for improving court operations.

⁵ Contact information is current of September, 2008.

C. RESOURCES FOR INTERPRETERS - Cont'd

vii. **Federal Court Interpreter Certification Program (FCICE)**

Contact information: National Center for State Courts Attn: FCICE Program 300 Newport Ave. Williamsburg, Virginia 23185
(757) 259-7501, E-mail Address: FCICE@ncsc.org

Website: www.ncsconline.org/D_RESEARCH/Consort-interp/fcice_exam/about.htm

The use of competent federal court interpreters in proceedings involving speakers of languages other than English is critical to ensure that justice is carried out fairly for defendants and other stakeholders. The Court Interpreters Act, 28 U.S.C. §1827 provides that the Director of the Administrative Office of the United States Courts shall prescribe, determine, and certify the qualifications of persons who may serve as certified interpreters, when the Director considers certification of interpreters to be merited, for the hearing impaired (whether or not also speech impaired) and persons who speak only or primarily a language other than the English language, in judicial proceedings instituted by the United States.

viii. **Professional Standards and Ethics for California Court Reporters**

[PDF Manual] www.courtinfo.ca.gov/programs/courtinterpreters/documents/ethicsman.pdf

ix. **Federal Court Interpreter Certification Examination Examinee Handbook For Spanish/English**

[PDF Manual] www.ncsconline.org/D_RESEARCH/Consort-interp/fcice_exam/FCICE-ExHndbkOnline-08.pdf

x. **Supreme Court of Ohio Interpreter Services Program**

Website: supremecourtofohio.gov/Judicial_and_Court_Services/interpreter_svcs/default.asp

xi. **Dayton Family Service Association Community Services for the Deaf**

Contact Information: Family Service Association 184 Salem Ave., Dayton, Ohio 45406
(937) 640-8032 (voice), (937) 222-7921 (tty), Fax: (937) 640-8036

E-mail Address: contact@csddayton.org, Website: www.fsadayton.org

Community Services for the Deaf (CSD) provides a wide variety of programs and services to help people who are deaf or hard-of-hearing. Services include sign language classes, sign language interpreting, C-Print, education about Deaf culture and much more.

D. TRAINING

Courses offered in which law enforcement personnel could learn basic Spanish, conversational Spanish, sign language, or other languages.

I. **FOREIGN LANGUAGE TRAINING:**

a. **Sinclair Community College** (www.sinclair.edu)

Contact phone number: (937) 512-2092

Sinclair Community college offers Spanish for Law Enforcement/Criminal Justice. Also offers several selections of Spanish 100, Basic Spanish Conversation, every quarter. Day, evening, and weekend classes are available. SCC also offers free of charge a Spanish conversation table several times a week. Anyone is welcome to come and practice speaking Spanish.

b. **www.Spanishonpatrol.com**

Contact Information: P.O. Box 441607 Aurora, Colorado 80044-1607

Contact Phone Number: (303) 954-4875 (Monday - Friday, 9:00 a.m. - 4:00 p.m. MST)

A website that provides online training programs specifically targeted for public safety forces.

D. TRAINING - Cont'd

Courses offered in which law enforcement personnel could learn basic Spanish, conversational Spanish, sign language, or other languages.

I. FOREIGN LANGUAGE TRAINING:

a. **Sinclair Community College** (www.sinclair.edu)

Contact phone number: (937) 512-2092

Sinclair Community college offers Spanish for Law Enforcement/Criminal Justice. Also offers several selections of Spanish 100, Basic Spanish Conversation, every quarter. Day, evening, and weekend classes are available. SCC also offers free of charge a Spanish conversation table several times a week. Anyone is welcome to come and practice speaking Spanish.

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Contact Phone Number: (303) 954-4875 (Monday - Friday, 9:00 a.m. - 4:00 p.m. MST)

A website that provides online training programs specifically targeted for public safety forces.

c. **Public Safety language Training**, (www.pslf.biz)

Contact phone number: (888) 343-4883

Self-study materials with accompanying CDs and exercises for: Spanish for police, for firefighters, for EMTs, for Correctional Facility, etc.

d. **Command Spanish**

Miami University has a contract with Command Spanish. This is a nationally franchised product.

e. **Ohio Supreme Court Video for Court Interpreters**

Contact Bruno Romero, Interpreter Services Program Manager at (614) 387-9403.

"The Role of Interpreters in the Legal System." To order a copy of the video

II. SIGN LANGUAGE TRAINING:

a. **Dayton Family Service Association Community Services for the Deaf**

Contact Information: 211 S. Main Street, Suite 500, Dayton, Ohio 45402

Contact phone numbers: (937) 640-8032 (voice), (937) 222-7921 (tty), (937) 640-8036 (fax)

Website: www.fsadayton.org

Offers interpreting services and provides assistance with finding general information about deafness and locating communicating resources.

b. **Sinclair Community College** (www.sinclair.edu)

Contact the Liberal Arts, Communication and Social Sciences Department at (937) 512-5134.

D. TRAINING - Cont'd

III. OTHER DISABILITIES:

a. **Dayton Family Service Association Community Services for the Deaf**

Contact Information: 211 S. Main Street, Suite 500, Dayton, Ohio 45402

Contact phone numbers: (937) 640-8032 (voice), (937) 222-7921 (tty), (937) 640-8036 (fax)

a. **ADA-OHIO**

Contact Information: 700 Morse Road, Suite 101, Columbus, Ohio 43214

(800) ADA-OHIO (toll free), (614) 844-5410 or (614) 844-5868, (800) ADA-ADA1 (tty), (614) 844-5537 (fax)

E-mail Address: adaohio@aol.com

State wide non-profit organization that provides information, technical assistance and training about the Americans with Disabilities Act (ADA) to individuals, businesses, state and local government agencies or municipalities. In addition, ADA-OHIO provides training and speakers to groups, professional organizations, conferences, workshops, seminars

b. **The Ohio Governor's Council on People with Disabilities** (www.gcpd.ohio.gov)

c. **American Association of People with Disabilities** (www.aapd-dc.org)



9. APPENDIX

APPENDIX A: MODEL POLICY AND PROCEDURE

The policy and procedure provided below is intended as an example that may be useful to an agency developing a language access policy and protocol. The sample policy is included for assistance only and is not endorsed by the Montgomery County Criminal Justice Council. The Clark County Ohio policy was selected because the policy was developed with the assistance of the Vera Institute of Justice through the Translating Justice Project. Through that project, the Clark County Sheriff's Office received training, consulting services, and best practices research to form and implement the policy. Law Enforcement agencies are encouraged to collect demographic data to determine the language/communication needs of their community and develop policies that are suitable for their jurisdictional needs.

For additional assistance and practical suggestions on creating and implementing policies and procedures review "Overcoming Language Barriers: Solutions for Law Enforcement" a publication (www.vera.org), (www.cops.usdoj.gov) Also see websites: www.policeaccountability.org or www.nlpoa.org

APPENDIX A: MODEL POLICY AND PROCEDURE - Cont'd

CLARK COUNTY, OHIO SHERIFF'S OFFICE



CLARK COUNTY, OHIO SHERIFF'S OFFICE

GENERAL ORDER

				NUMBER 906
		SUBJECT Limited English Proficiency Communication		NO. PAGES 5
		DATE OF APPROVAL 11-28-06	DATE OF ISSUE 11-28-06	EFFECTIVE DATE 11-28-06
	DISTRIBUTION Agency Wide	AMENDS N/A	THIS ORDER CANCELS N/A	REVIEW SCHEDULE Fourth
ISSUED BY: Sheriff Gene A. Kelly		CALEA REFERENCE:		
REVIEWED BY: Command, Staff		N/A		

Intended Purpose

The Clark County Sheriff's Office recognizes the importance of effective and accurate communication between its personnel and the community that they serve. Language barriers can impede effective and accurate communication in a variety of ways. Language barriers can sometimes inhibit or even prohibit individuals with limited English proficiency (LEP) from communicating effectively and accurately in difficult situations. Hampered communication with LEP victims, witnesses, alleged perpetrators, and community members can present the Clark County Sheriff's Office with safety, evidentiary, and ethical challenges. Ensuring maximum communication ability between law enforcement and all segments of the community serves the interests of both.

I) Policy Statement

It is the policy of the Clark County Sheriff's Office that personnel will take reasonable steps to provide timely, meaningful access for LEP persons to the services and benefits the Clark County Sheriff's Office provides to the community at large. Free language assistance services shall be provided to LEP individuals encountered as well as when an LEP individual requests such service in the course of law enforcement activities.

II) Definitions

A) **PRIMARY LANGUAGE** – An individual's native tongue or the language in which an individual most effectively communicates. The Clark County Sheriff's Office personnel should avoid assumptions about an individual's primary language. For example, not all persons from Central America speak Spanish fluently. Every effort should be made to ascertain an individual's primary language to ensure effective communication. To this end, The Clark County Sheriff's Office issues the I SPEAK language identification guide provided by the Office of Criminal Justice Services to be used in making an accurate determination.

- B) **LIMITED ENGLISH PROFICIENCY** – This designates individuals whose primary language is not English and who have a limited ability to read, write, speak, or understand English. LEP individuals may be competent in certain types of communication (speech/ Understanding) but still be LEP for other purposes (reading/writing). Similarly, LEP designations are context-specific: an individual may possess sufficient English language skills to function in conversational settings but be insufficient in other settings such as medical or legal terminology and understanding.
- C) **INTERPRETATION** – This is the act of listening to a communication in one language (source language) and orally converting it to another language (target language) while retaining the same meaning.
- D) **TRANSLATION** – This is the replacement of written text from one language (source language) into an equivalent written text in another language (target language).
- E) **BILINGUAL** – this refers to the ability to use two languages proficiently.
- F) **CCSO authorized interpreter (CCSOAI)** – is a bilingual employee or volunteer who has been authorized to interpret for others in certain situations.
- G) **CCSOAI List** – This is an accounting of CCSO personnel and volunteers who are bilingual and are authorized to act as interpreters. The Clark County Sheriff's Office maintains and annually updates this list, which is maintained in the Communications Center.

III) Procedures for accessing interpretation services

- A) **E911 Communications with LEP Callers** – When a Communications Operator receives a call and determines that the caller is LEP, the Operator shall inform the LEP that he or she will be placed on hold utilizing the proper phrase from the common phrase card located at each station. At that point the Communications Operator may utilize the Phrasalator if practical or in most cases, contact the contracted telephonic interpretation service directly. Once a three-way call is established between the Communications Operator, the LEP caller and the interpreter, the Communications Operator shall follow the 911 procedures indicated in General Order 901.
 - The Communications Operator shall note the information in the CAD system that the caller is an LEP and ensure that the responding deputy(s) get that information as well.
 - The Clark County Sheriff's Office will take reasonable steps to develop in house language capacity in Communications personnel through preferred hiring of bilingual persons and offering periodic language classes as resources permit.
- B) **Patrol Division / Deputies in the Field** - Clark County Sheriff's Office personnel in the field in need of interpretation services will attempt to identify the LEP individual's primary language through the use of the language identification card and immediately contact the On Duty Supervisor who will determine if a Phrasalator is practical and available or if Communications Personnel need to contact an interpreter from the CCSOAI list or the contracted telephonic interpretation service to facilitate communication. Other bilingual subjects may be used for interpretation in certain circumstances:
 - **EXIGENT CIRCUMSTANCES** – The Clark County Sheriff's Office Personnel are expected to follow the procedures outlined in this General Order: however, exigent circumstances may require some deviations. In such situations, personnel are to use the most reliable, temporary interpreter available. Examples may include; the need to obtain descriptive information on a fleeing suspect, or; identify an injured person. However, once an exigency has passed, all personnel are expected to revert to the procedures in this General Order.
 - **FAMILY, FRIENDS AND BYSTANDERS** – In other than exigent circumstances, Clark County Sheriff's Office personnel should only use family, friends or bystanders for interpreting in very informal, non-confrontational contexts, and only to obtain basic information at the request of the LEP individual. Using family, friends, or bystanders to interpret could result in a breach of confidentiality, a conflict of interest, or an inadequate interpretation. Barring exigent circumstances, Clark County Sheriff's Office personnel should not use minor children to provide interpreter services.

C) **Booking Area and Jail** – The Clark County Sheriff’s Office has produced a video that explains the booking process and the medical form to assist Spanish LEP persons being incarcerated in the Clark County Jail. The Inmate handbook has also been translated into Spanish and shall be available to inmate LEP persons. A video explaining the visitation process, inmate communication restrictions, translated forms and interpreter availability plays in the lobby of the safety building to simplify the visitation process and provide access to LEP persons.

- Upon determination that an inmate to be incarcerated in the Clark County Jail is an LEP, the booking deputy will attempt to identify the LEP individual’s primary language through the use of the language identification card and immediately contact the On Duty Supervisor who will determine if a Phrasalator is practical and available or if Communications Personnel need to contact an interpreter from the CCSOAI list or the contracted telephonic interpretation service, to facilitate communication.
- If the LEP is determined to be Spanish Speaking, their attention shall be directed at the TV screen and the booking video shall be played for them to assist with the booking process. Spanish translated booking forms shall be provided to the LEP if available as well as an inmate handbook.

D) **Contracted in-person Interpretation Services** – Contracted in-persons interpretation services shall be available to all Clark County Sheriff’s Office Personnel when interacting with LEP individuals but must be approved by the Division Lieutenant on a case by case basis when other available language resources are not sufficient.

- Upon Lt. approval, an assigned designee (*this could be, but not limited to, the Communications Center or, in the case of the jail, an on duty Sergeant*) will call the CCSOAI list and upon contact of the responding interpreter, give them the exact location that the interpreter is expected to respond as well as acquire an ETA to the location. The identity of the responding interpreter and ETA will then be relayed to the OIC at the scene.
- If the responding interpreter cannot respond to the scene in a timely manner, the CCSOAI list will be further called in order to facilitate a more timely response.
- **Upon arrival of Contracted In-Person Interpreter** – Upon the arrival of the interpreter, the on duty Supervisor or designee will examine the interpreter’s identification, contact information, arrival and departure times, and record this information for inclusion in the incident report.
- **Interpreter Instructions** – The Clark County Sheriff’s Office issues an instruction guide that is to be read to the interpreter. One side details what we expect of them and the other side gives guidance to the deputy or investigator.

<p style="text-align: center;">Instructions for Interpreters</p> <p>INTERPRET EVERYTHING THAT IS SAID</p> <ul style="list-style-type: none"> • Use the first and second person • Use same grammatical construction as the speaker • Do not omit, edit, or polish what was said <p>INTERPRET THE MEANING AS ACCURATELY AS POSSIBLE</p> <p>DO NOT HAVE SIDE CONVERSATIONS WITH THE LEP PERSON</p> <p>NEVER ANSWER FOR THE LEP PERSON</p> <p>YOU MAY ASK SPEAKERS TO DO ANY OF THE FOLLOWING:</p> <ul style="list-style-type: none"> • Pause • Repeat • Slow down <p>IF NEEDED, ASK FOR CLARIFICATION OR A TIME OUT</p> <p style="text-align: right; font-size: small;">Vera Institute of Justice 2006</p>	<p style="text-align: center;">When You Work with Interpreters</p> <p>GIVE INSTRUCTIONS TO INTERPRETER (SEE BACK)</p> <p>PAY ATTENTION TO POSITIONING</p> <p>DURING THE INTERPRETATION:</p> <ul style="list-style-type: none"> • Maintain eye contact with the LEP person • Use first person • Use plain English • Speak slowly and clearly and pause • Speak one sentence at a time • Ask one question at a time • Allow the interpreter to finish interpreting before speaking • Explain words or concepts upon interpreter's request • Be aware of cultural differences <p>ALWAYS MAINTAIN CONTROL</p> <ul style="list-style-type: none"> • Ask for full interpretation of side conversations • Do not allow the interpreter to answer for the LEP person • Inquire about interpretation that is longer or shorter
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- It is the responsibility of Clark County Sheriff's Office Personnel to develop and ask any questions. Under no circumstances will the interpreter independently ask any questions of an LEP person. The interpreter's role is to serve as a neutral third party, taking care not to insert his or her perspective into the communication between the parties.
- If Clark County Sheriff's Office personnel have reason to believe that there is any conflict of interest with the assigned interpreter, bias, or any other reason why the interpreter should be recused, they shall contact the on duty Supervisor who will decide if another interpreter is warranted. In this case a complete account of the reasoning behind the decision will be included in the incident report.

V) Interrogation, Interviews, and Complaints

A) Criminal Interrogations and Crime Witness Interviews – These scenarios potentially involve statements with evidentiary value upon which a witness may be impeached in court. As such, accuracy is a priority. Moreover, a failure to protect the rights of LEP individuals during arrests and interrogations presents risks to the integrity of the investigation. A qualified interpreter shall be used for any interrogation or taking of a formal statement where the suspect or witness' legal rights could be adversely impacted.

B) Because of the dual role a CCSOAI may have when conducting interrogations and acting as an interpreter, CCSOAI's are not to be used as interpreters during interrogations. Therefore, the contracted in-person interpretation service shall be utilized, as outlined in IV.D. above.

C) Miranda warnings, and all other vital Clark County Sheriff's Office written materials will be available to the suspect in his/her primary language in either written, audio, or video form. In the case of a language into which forms or tapes have not been made, the information will be read to the suspect or witness in his/her primary language using the contracted interpretation service.

D) Complaint procedures for LEP Persons – Any LEP individual who wishes to file a complaint with the Clark County Sheriff's Office regarding language access, or the discharge of Clark County Sheriff's Office duties, shall be provided with translated Employee Misconduct complaint forms. Clark County Sheriff's Office investigation personnel shall, if necessary, utilize the contracted in-person interpretation services when conducting any interviews of LEP complainants or witnesses. Written notice of disposition will also be provided to any LEP complainant at the conclusion of the investigation in their primary language.

VI) Procedures for Accessing Document Translation Services

A) Identification and Translation of Vital Documents – The Major will be responsible, with guidance from the Department of Justice for classifying documents as VITAL or NON-VITAL, and determining into what languages the VITAL documents should be translated. The Staff Services Division will be the central depository for all master copies of translated documents and will make them available to Clark County Sheriff's Office personnel. An electronic file will be maintained containing all translated documents, which can be printed by personnel when needed for use or public request.

B) Requests for Document Translation – If for good cause, any Clark County Sheriff's Office employee believes a document should be translated, the justification shall be written on an inter office communication to their Division Lieutenant who will forward the request to the Major for review and determination if the translation is necessary and appropriate. One example where this may come into play is during investigations where, notes, letters, etc. may need translation to proceed with an ongoing investigation.

VII) Public Notification of Language Services

A) Signage – At each Clark County Sheriff's Office building public entrance signage shall be posted in the most commonly spoken language stating that the Clark County Sheriff's Office provides interpreter service in its daily law enforcement function at no charge to LEP individuals and detail a list of available translated forms. This information will also be included in the video loop located in the lobby of the safety building.

VIII) Competency of Interpreters

A) Assessment - Clark County Sheriff's Office personnel identified as bilingual who are willing to act as CCSOAI's will have their language skills assessed by a professional interpreter using a structured assessment tool. Volunteers are encouraged to have a language assessment done as well but their volunteer status prevents imposition of this as a requirement.

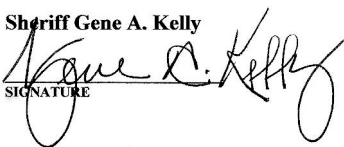
IX) Updating Language Assistance Efforts

A) LEP Coordinator – The Sheriff will designate an LEP Coordinator who is responsible for coordinating and administrating all aspects of the Clark County Sheriff's Office's services to LEP individuals.

B) Annual Review – The LEP Coordinator will facilitate the review of this policy annually and recommend updates to the Sheriff as needed.

By the Order of:

Sheriff Gene A. Kelly


SIGNATURE

APPENDIX B: STATE V. GREEN, 2006-OHIO-4397

This criterion along with other national standards should be considered when drafting communication policies and the selection/use of interpreters.

IN THE COURT OF APPEALS FOR MONTGOMERY COUNTY, OHIO

STATE OF OHIO :

Plaintiff-Appellee : C.A. CASE NO. 21254

v. : T.C. NO. 2005 CR 00041

JERMAINE M. GREEN : (Criminal Appeal from Common Pleas Court)

Defendant-Appellant :

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O P I N I O N

Rendered on the 25th day of August , 2006.

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JOHNNA M. SHIA, Atty. Reg. No. 0067685, Assistant Prosecuting Attorney,

301 W. Third Street, 5th Floor, Dayton, Ohio 45422

Attorney for Plaintiff-Appellee

PAMELA L. PINCHOT, Atty. Reg. No. 0071648, 7501 Paragon Road, Lower Level, Dayton, Ohio 45459

Attorney for Defendant-Appellant

.....

WOLFF, J.

{ 1 } Jermaine Green entered pleas of no contest to, and was found guilty of, one count of aggravated robbery with a firearm specification and one count of receiving stolen property. The court sentenced Green to eight years imprisonment. On appeal, Green advances three assignments of error, all of which pertain to his unsuccessful motion to suppress identification evidence.

{ 2 } Stated briefly, the facts are as follows. On January 3, 2005, at approximately 10:30 p.m., Ruby Starling was sitting in her father-in-law's Expedition in the Kroger parking lot located on Wayne Avenue in Dayton, Ohio, waiting for her husband, who had gone into the store, when two men hijacked the vehicle. Both Starling and her husband are deaf. One assailant punched Starling twice in the face and dragged her out of the vehicle while the other assailant pointed a gun at her. After her assailants drove off, Starling ran into the store, shaken and scared. Det. Joey Meyers was contacted to translate, using signing, for purposes of the investigation. Although he does not have any formal training, Det. Myers has been signing for over 29 years because both of his parents are deaf. After Det. Myers established that he and Starling could understand each other, Starling told him what had happened. Starling described the suspect that struck her twice and dragged her out of the car as a black male wearing a black-hooded jacket with big bushy hair sticking out. She described the other suspect as a black male wearing a multi-colored jacket with long braided hair. He had pockmarks or pimples on his face and pointed a gun at her. At approximately 2:30 a.m. on January 4, 2005, police recovered the vehicle and found Green inside. Green was arrested and a photo spread containing faces with similar attributes was compiled.

{ 3 } The following day, at approximately 9:30 a.m., Starling and her father-in-law, Todd Carver, met with Det. Mark Scott to discuss the hijacking. Carver offered to help with the interpretation, using sign language. Det. Scott accepted his offer. Det. Scott explained the photo spread procedure, but did not read the instructions to Starling verbatim. Det. Scott asked Starling to think back and try to remember what her assailants looked like and then see if they were in the photo spread. At no time did Det. Scott inform Starling that Green was in custody. The trial court found that Starling narrowed her choices to two and then chose photo #3, Green. However, Starling indicated that it would be helpful to see #3 in person. Starling was not asked to sign the photo spread.

{ 4} On January 11, 2005, a preliminary hearing was held where Starling unequivocally identified Green as one of her assailants, specifically the one who had punched her.

{ 5} Additional facts may be included in the discussion of the assignments of error.

{ 6} "1. THE TRIAL COURT ERRED IN RULING THAT THE STATE OF OHIO COULD ADMIT THE IDENTIFICATION OF THE APPELLANT MADE BY STARLING TO DETECTIVE MYERS SHORTLY AFTER THE CRIME BECAUSE THE IDENTIFICATION WAS UNRELIABLE CONSIDERING THE TOTALITY OF THE CIRCUMSTANCES."

{ 7} In his first assignment, Green argues that the trial court should have suppressed evidence of Starling's initial description of him to Det. Myers because Myers, as a member of the Dayton Police Department, was not an unbiased interpreter with no interest in the outcome of the case.

{ 8} Notably, Green does not contend that Det. Myers is not qualified to communicate with a deaf person using sign language or to interpret the deaf person's sign language. Rather, he contends that Det. Myers was not an unbiased interpreter because he was a police officer. He points to Det. Myers' inability to recall all of the specifics of Starling's description of him at the suppression hearing 5½ months after the hijacking - which he asserts is "more than mere coincidence" - and to Det. Myers' failure to make notes of his contact with Starling, or a memorializing report thereof, thus "conveniently" making impossible an in camera inspection for inconsistencies between his notes or report, and his testimony.

{ 9} There is absolutely no record support for either of these assertions and we summarily reject them. Indeed, Det. Myers stated that he couldn't sign with Starling and make notes at the same time. That Det. Myers forgot facts or failed to prepare a report for the purpose of undermining the proper administration of justice is supported, at best, by pure speculation.

{ 10} Finally, Green argues under this assignment that the constitutional right to an unbiased interpreter requires the police in non-exigent circumstances to hire a neutral interpreter. Suffice it to say that, in our judgment, the circumstances in which Det. Myers interacted with Starling were not non-exigent. A car had been hijacked after its occupant had been struck and dragged from the car at 10:30 at night. Time was of the essence in obtaining information about the perpetrators.

{ 11} The first assignment is overruled.

{ 12} "2. THE TRIAL COURT FURTHER ERRED IN RULING THAT AT TRIAL THE STATE OF OHIO COULD ADMIT STARLING'S IDENTIFICATION OF THE APPELLANT IN THE PHOTO-ARRAY PREPARED BY DETECTIVE SCOTT AS IT WAS SO UNNECESSARILY SUGGESTIVE AS TO COMPROMISE THE RELIABILITY OF THE IDENTIFICATION."

{ 13} In his second assignment, Green reiterates his argument - this time as to Todd Carver rather than Det. Myers - that Starling's selection of his picture from a six picture photo spread was tainted because her father-in-law, Carver, interpreted for her, and because Todd Carver was not unbiased because he was Starling's father-in-law and himself a crime victim because it was his car that was hijacked.

{ 14} Again, notably, Green does not challenge Carver's ability to communicate by sign language or to interpret sign language. Despite Carver's status as a father-in-law and crime victim (whose property had been recovered), there is nothing of record to suggest that Carver colored his testimony and the trial court expressly found Carver to be a "very credible" witness.

{ 15} Green points to the fact that Carver testified that Starling positively selected photo #3 (of Green) after narrowing the six pictures down to two, whereas Starling herself testified she had narrowed the field to two pictures. This does not establish bias on Carver's part. Det. Mark Scott, who conducted the meeting where Starling examined the photo spread, also testified that Starling selected #3. Stating that he also found Scott credible, the trial judge found that Starling had made "a tentative identification on No. 3."

{ 16} The facts of this case are a far cry from those in Prince v. Beto (5th Cir. 1970), 426 F2d. 875, relied upon by Green in support of this assignment. In Prince, the interpreter for the deaf-mute victim in a prosecution for burglary with intent to commit rape was the victim's husband. The potential for biased testimony by the interpreter was far greater in Prince than in this case.

{ 17} Green next argues that the photo spread identification process was unduly suggestive because Det. Scott didn't read the printed instructions on the photo spread verbatim to Starling and didn't have Starling sign the identification page.

{ 18} While it is clear that Det. Scott failed to read the instructions to Starling or have her sign the identification page, these shortcomings are not necessarily fatal to the identification process. The trial court expressly credited the testimony of Det. Scott and Todd Carver. Both testified that Det. Scott neither told Starling that her assailants were pictured in the photo spread nor told her whom to pick out of the photo spread. Green does not argue that the photo spread was itself unduly suggestive. By all accounts, Starling's examination of the photo spread was very careful and deliberate, and Starling testified that she had herself read the written instructions.

{ 19} Finally, Green argues that because either Det. Scott or Carver told Starling a suspect was in custody, she was led to believe a picture of her assailant was in the photo spread. The court found that Starling's awareness that someone was in custody came from Carver, not Det. Scott. While it is true that this information might have heightened Starling's belief that she might find her assailant's picture in the photo spread, this information was not enough to make the identification process unduly suggestive. Anyone who is shown a photo spread would have an expectation of possibly seeing a picture of the person he or she is looking for.

{ 20} The trial court reasonably concluded that the process was not unduly suggestive and the second assignment is overruled.

{ 21} "3. FINALLY, THE TRIAL COURT ERRED IN RULING THAT THE STATE OF OHIO COULD ADMIT AT TRIAL STARLING'S IDENTIFICATION OF THE APPELLANT FROM THE PHOTO-ARRAY AS THIS EVIDENCE CONSTITUTED INADMISSABLE DOUBLE HEARSAY."

{ 22} Green's contention under the third assignment that Starling's photo identification of himself should be suppressed as double hearsay is based on the contention that Carver was not an unbiased interpreter.

{ 23} Because there is no support for this contention, as discussed above, the assignment is overruled.

V.

{ 24} The judgment will be affirmed.

.....

BROGAN, J. and VALEN, J., concur.

(Hon. Anthony Valen retired from the Twelfth District Court of Appeals sitting by assignment of the Chief Justice of the Supreme Court of Ohio).

Copies mailed to:

Johnna M. Shia

Pamela L. Pinchot

Hon. Dennis J. Langer

APPENDIX C: CITATIONS OF IMPORTANT CASES

The following information was obtained from "Interpreters in the Judicial System: A Handbook for Ohio Judges", a publication of the Supreme Court of Ohio Interpreter Services program.

APPELLATE CASES

Sixth Amendment Rights to Confrontation and Effective Assistance of Counsel

Federal

United States v. Joshi, 896 F.2d 1303.....(11th Cir. 1990)
U.S. ex rel. Negron v. New York, 310 F. Supp. 1304(E.D.N.Y. 1970)

Ohio

State v. Lopez, 114 Ohio St. 3d 1411(Ohio 2007)
State v. Razo, 157 Ohio App. 3d 578(Ohio Ct. App. 2004)
State v. Esqueda, No. 96APA01-118, 1996 WL 550277(Ct. App. Ohio Sept. 30, 1996)
State v. Castro, No. 94APA09-1331, 1995 WL 347871(Ct. App. Ohio, June 6, 1995)
State v. Pina, 361 N.E.2d 262(Ct. App. Ohio 1975)

Failure to Appoint an Interpreter

State v. Gegia, 157 Ohio App. 3d 112, 118.....(Ohio Ct. App. 2004)
State v. Frunza, 2003 Ohio 4809(Ohio Ct. App. 2003)
Ohio v. Fonseca, 705 N.E.2d 1278(Ct. App. Ohio 1997)
State v. Torres, No. 64335, 1993 WL 497048(Ct. App. Ohio Dec. 2, 1993)
State v. Schaim, 65 Ohio St. 3d 51(Sup. Ct. 1992)- ASL
State v. Gandarella, No. 36129, 1977 WL 201396(Ct. App. Ohio May 5, 1977)

Standard of Interpretation

State v. Negash, 170 Ohio App. 3d 86(Ohio Ct. App. 2007)
State v. Lopez, 2007 Ohio 202(Ohio Ct. App. 2007)
State v. Rodriguez, 2001 Ohio 2179(Ohio Ct. App. 2001)
State v. Mendoza, 2001 Ohio 2178(Ohio Ct. App. 2001)

Reversible Error-Plea was not knowingly and voluntarily entered

State v. Nieves, No. 90-L-14-003, 1990 WL 208821(Ct. App. Ohio Dec. 14, 1990)

Interpreter's Oath/ Qualification as an Expert on the Record

State v. Newcomb, 2004 Ohio 4099, P17(Ohio Ct. App. 2004)
Manbeck Nurseries v. Ohio Civil Rights Comm'n, 639 N.E.2d 1247(Ct. App. Ohio 1994)
State v. Felix, No. 66617, 1994 WL 706128(Ct. App. Ohio Dec. 15, 1994)
State v. Ruiz, No. 16063, 1994 WL 78620(Ct. App. Ohio Mar. 16, 1994)
State v. Rosa, 547 N.E.2d 1232(Ct. App. Ohio 1988)
State v. Sanchez, No. 50566, 1986 WL 4949(Ct. App. Ohio Apr. 24, 1986)
(dialect)
State v. Diaz, No. 83AP-1102, 1984 WL 5944(Ct. App. Ohio Oct. 16, 1984)

Attorneys as Interpreters

Federal

Valladares v. United States, 871 F.2d 1564(11th Cir. 1989)

Ohio

State v. Mota, 2006 Ohio 3800(Ohio Ct. App. 2006)

State v. Duran-Nina, Nos. 71159, 7116, 1997 WL 675450.....(Ct. App. Ohio Oct. 30, 1997)

State v. Zambrano, No. S-89-2, 1989 WL 123312(Ct. App. Ohio Oct. 20, 1989)

No Error/Harmless Error Involving an Interpreter

State v. Bulgakov, No. WD-03-096, 2005 WL 791403.....(Ct. App. Ohio Apr. 8, 2005)

State v. Burnett, No. Civ.A.1638, 2005 WL 32797(Ct. App. Ohio Jan. 7, 2005)- ASL

State v. De La Paz, Nos. 03AP-1147, 04AP-453, 2004 WL 2283940.....(Ct. App. Ohio Sep. 21, 2004)

State v. Patterson, No. 03 CA 48, 2004 WL 1812826(Ct. App. Ohio Aug. 11, 2004)- ASL

Ohio v. Razo, No. 03CA008263, 2005 WL 1763611(Ct. App. Ohio June 30, 2004)

State v. Alvarez, 797 N.E.2d 1043.....(Ct. App. Ohio 2003)

State v. Guzman, No. 02AP-1440, 2003 WL 2209925(Ct. App. Ohio Sep. 11, 2003)

State v. Marafa,..... Nos. 2002CA00099, 2002CA00259, 2003 WL 150093..(Ct. App. Ohio Jan. 21, 2003)

State v. Gerardi, No. 01CA-A-07-029, 2002 WL 228792(Ct. App. Ohio Feb. 4, 2003)- ASL

State v. Rodriguez, No. 9-01-01, 2001 WL 731083.....(Ct. App. Ohio June 29, 2001)

In re Kinney, No. 99-BA-52, 2001 WL 641513(Ct. App. Ohio June 7, 2001)- ASL

Webb v. Webb, No. 99CA03, 2000 WL 626789(Ct. App. Ohio May 5, 2000)

State v. Mejia, No.72716, 1998 WL 564039(Ct. App. Ohio Sep. 3, 1998)

State v. Emmons, No. C-970725, 1998 WL 414668.....(Ct. App. Ohio July 24, 1998)

State v. Carballo, No. CA97-05-018, 1998 WL 40665.....(Ct. App. Ohio Feb. 2, 1998)

State v. Sura, No. 95-CA-0410, 1996 WL 48882(Ct. App. Ohio Aug. 19, 1996)

State v. Mahan, No. 15071, 1996 WL 65250(Ct. App. Ohio Feb.16, 1996)

State v. Rivera, 650 N.E.2d 906.....(Ct. App. Ohio 1994)

State v. Negrete, No. 3011, 1993 WL 265418(Ct. App. Ohio July 13, 1993)

State v. Morales, No. 62075, 1992 WL 95770(Ct. App. Ohio May 7, 1992)

State v. Auria, No. E-90-55, 1991 WL 270403(Ct. App. Ohio Dec. 20, 1991)

State v. Saah, (1990) 585 N.E.2d 999(Ct. App. Ohio 1990)

State v. Mendoza, No. 89-A-1425, 1989 WL 142790(Ct. App. Ohio Nov. 24, 1989)

State v. Foti, No. 48861, 1985 WL 8568(Ct. App. Ohio July 25, 1985)

City of Toledo v. Myong, ... No. L-81-114, 1981 WL 5433(Ct. App. Ohio Oct. 30, 1981)

State v. Riazian, No. 9072, 1979 WL 207582(Ct. App. Ohio Mar. 14, 1979)

APPENDIX D: LAW ENFORCEMENT SURVEY

LAW ENFORCEMENT SURVEY

Survey Questionnaire on Law Enforcement Access to Language and ASL Interpreter Services

Agency: _____

Name of Person Completing Survey: _____

Phone Number: _____

Please mail your completed survey to: **Joe Spitler**
Montgomery County Criminal Justice Council
451 W. Third Street, 11th Floor
Dayton, Ohio 45422-1326
or fax to Joe Spitler at (937) 496-7723

PLEASE TYPE OR PRINT INFORMATION CLEARLY. THANK YOU FOR YOUR PARTICIPATION IN THIS PROJECT.

- 1. Does your agency have standard operating procedures in place for language interpreters? YES NO
- 2. Does your agency have standard operating procedures in place for for ASL interpreters? YES NO
- 3. Would your agency like to have clear policies on working with and hiring interpreters? YES NO

if not, why? _____

- 4. Do you feel access to such policies is relevant for officer safety? YES NO

if not, why not? _____

- 5. Should law enforcement receive training on working with interpreters and interpreter protocol? YES NO

if not, why? _____

6. How often do you use interpreters in a year for the following (give billable hours, if possible)

	1-20	20-40	40-60	60-100	Over 100
American Sign Language (ASL)					
Arabic					
Bosnian					
Cantonese					
Croatian					
Hmong					
Korean					
Laotian					
Mandarin					
Russian					
Serbian					
Somali					
Spanish					
Vietnamese					
All other combined					

7. Considering the points of contact below, how often does your agency use the services of an interpreter?

Domestic Violence	%
Roadside stops	%
Arrests	%
Police interrogations	%
Hostage situations	%
Booking	%
Police Investigations	%
Witness interviews	%
Other Miscellaneous	%
TOTAL	100%

8. How do you select the foreign and ASL language interpreters (Check all that apply)

- List from other counties
 - Referrals from other Interpreters
 - Language Agencies
 - Other (Please specify) _____
-

9. Do you inquire about interpreters' qualifications? YES NO

If so, what steps do you take to ascertain their qualifications (Check all that apply)

- Request references
- Request certificates, licenses, or diplomas
- Request verification
- Criminal background check
- Other (Please specify) _____

10. Were the interpreters used knowledgeable about law enforcement work? YES NO

11. Did they have to be briefed? YES NO

If yes, By whom? _____

For how long? _____

What did they lack knowledge of? _____

What points were stressed in dealing with their orientation? _____

12. Were you unable to produce an interpreter either timely or at all? YES NO

If yes, what were the circumstances? _____

13. Does your agency use "over-the-phone" interpreters as provided by services like Language Line? YES NO

a. If yes, what type of situations were they used for (please specify)

- 911 Calls
- Domestic Violence calls
- Other (Please specify) _____

b. Was this service adequate for your needs? YES NO

c. If no, what were the problems? _____

14. Does your agency have bilingual officers? YES NO

If yes, check all that apply?

- American Sign Language (ASL)
- Arabic
- Cantonese
- Hmong
- Korean
- Laotian
- Mandarin
- Russian
- Serbian
- Somali
- Spanish
- Vietnamese
- Other (List other) _____

How is language proficiency of bilingual officer determined (e.g. testing)?

15. How many times in the past year have you used bilingual officers as interpreters?

List the number of times by language.

	1-20	20-40	40-60	60-100	Over 100
American Sign Language (ASL)					
Arabic					
Bosnian					
Cantonese					
Croatian					
Hmong					
Korean					
Laotian					
Mandarin					
Russian					
Serbian					
Somali					
Spanish					
Vietnamese					
All other combined					

Provide a breakdown of the circumstances (by %) for which officers were used as interpreters.

Domestic Violence	%
Roadside stops	%
Arrests	%
Police interrogations	%
Hostage situations	%
Booking	%
Police Investigations	%
Witness interviews	%
Other Miscellaneous	%
TOTAL	100%

16. Has your agency ever had a problem with language interpreters because of quality of interpretation rendered? YES NO

Common complaints (Check all that apply)

- Heavy accented English
- Insufficient competence in the foreign language
- Interpreters carrying on conversations with the non-English speaker instead of interpreting all of the information.
- Problems with interpreter's advocacy towards a victim, witness, or defendant.
- Other (Please specify) _____

17. Does your agency use any of the following as interpreters: (Check all that apply)

- Clerks
- Janitors
- Jail personnel
- Inmates
- Family members of detainees, victims or witness
- Friends of detainees, victims or witness
- Law enforcements officers
- Other Law enforcements personnel
- Other (Please specify) _____
- If any of the above were checked, how often? _____

18. Please share any other thoughts on working with language and ASL interpreters:

APPENDIX E: INNOVATIVE PROGRAMS

SAMPLING OF LANGUAGE BARRIERS PROGRAMS AND INITIATIVES FROM LAW ENFORCEMENT AGENCIES

The following is a listing of outreach programs and a brief description of the programs, used by law enforcement agencies nationwide. This information is included to assist law enforcement with their efforts to implement programs that promote outreach, community policing, and breaking down language or communication barriers in the community. This outline was obtained from a report by the Police Professionalism Initiative- University of Nebraska at Omaha and the National Latino Peace Officers Association. Police outreach to the Hispanic/Latino Community "A Survey of Programs and Activities."

1. PHOENIX, ARIZONA

Bilingual detective but also focuses on "community building" with Hispanic residents

2. CORCORAN, CALIFORNIA

A Spanish-language citizens police academy "Amigos de la Comunidad" or "Friends of the Community" – many stay with the force in a volunteer community patrol program. They are involved in "adopt-a-family" programs

3. STORM LAKE, IOWA

Started a community Service Officer Program; in which civilians were hired to write parking tickets, handle motorist assists and other non-emergency types of calls, thereby freeing up officer time. The program has a bilingual officer.

4. LAS VEGAS, NEVADA

Established the Hispanic American Resource Team (H.A.R.T) in June 2001 to build and maintain positive relationships with the Hispanic community. Its purpose is to establish mutual understanding and respect, reducing crime, victimization, and fear of police, particularly among undocumented Hispanic community members. The program consists of bilingual officers who are from a variety of cultural backgrounds. The program implemented the "Mi Casa Es Su casa" initiative. Through this initiative, the second Tuesday of every month, Spanish speaking residents are invited to visit police stations. Also, residents receive information in Spanish regarding issues concerning the community.

5. CHARLOTTE, NORTH CAROLINA

Created the International Relations Unit – implemented the Latino Robbery Initiative which focused on decreasing Latino victimization, addressing environmental crime factors in apartment complexes. It also distributes crime prevention pamphlets and videos in Spanish. It has worked with the Mexican Consulate to identify issues of concern. The police department has mandated cultural awareness training for all employees, and provided basic Spanish instructions for officers

6. DES MOINES, IOWA

Created the Hispanic Outreach Neighborhood Resource Advocate (HONRA, which means “honor and trust” in Spanish). The advocate is a full-time Senior-level sworn officer who is bilingual and bicultural, and whose time is devoted exclusively to meeting the needs of the Hispanic community. The advocate is also involved in outreach to the Hispanic community and works with various social service agencies.

Officers are required to take 40 hours of Spanish Classes

“bilingual” officers are required to take proficiency exam

AT&T language line; which officers can have access from their cell phones

7. GREEN BAY, WISCONSIN

Established extensive crime prevention program; which includes Hispanic Liaison Officer and the Latino Teenage Citizens Police Academy. The purpose is to familiarize youth with the American legal system, helping to dispel the mistrust of police officers.

8. INDIANAPOLIS, INDIANA

Established a Spanish language Hotline to report crime, drug and gang related activity. Also focused on crime prevention programs in the Latino community

9. DURHAM, NORTH CAROLINA

Hispanic Outreach and Intervention Strategy (H.O.I.S.T.) to assist the police with investigations, interviews, and victim assistance with Spanish Speakers

10. ESCONDIDO, CALIFORNIA (OTHER SOURCES)

Established “Public Affairs Liaison” and officers must receive cultural training through the academy. Also, they are setting up “Community Adult Awareness Academy.” The department uses AT&T language line

11. ALBUQUERQUE, NEW MEXICO (FROM OTHER SOURCES)

Police academy offers Spanish classes, if class is passed, officers get a pay increase

12. HOUSTON, TEXAS (FROM OTHER SOURCES)

General brochures are in English and Spanish. Spanish courses are offered to police officers free of charge and they are allowed to “comp time” for attending classes. Classes are basic/intermediate/advanced. At the end of course, if they pass the test, a bonus will be added. Department uses Language Line.

13. CHICAGO, ILLINOIS

Department uses A Language Bank for interpreting services and phone translations. If there is an emergency call on the streets, a bilingual officer who is on duty will be called to the scene. Officers typically gravitate toward communities where their native language is spoken.

Cultural trainings offered at the police academy.

14. MIAMI, FLORIDA

Department utilizes Network Omni, a private company which officers can call to get help with interpreting or filling out necessary paperwork.

There is an abundance of officers that speak Spanish, Portuguese, and Creole. There is no quota for bilingual officers, but the officer's language typically reflects the community they work in.

All officers are required to be fluent in English – this is the only language requirement. All general forms are written in English.

Academy does not have a Spanish course.

15. ALBUQUERQUE, NEW MEXICO

Academy offers a Spanish course. If class is passed, officers receive a pay increase.

If officers encounter a language barrier, a Spanish speaking officer is sent to the scene.

Has a chapter of the Hispanic American Police Command Officers Association.

16. ST. PAUL AND MINNEAPOLIS, MINNESOTA

Department uses Language Line. Police can immediately reach an interpreter by phone 24 hours a day.

Approximately 80 of 560 officers are fluent in a second language.

Minneapolis runs a 10 week program created by St. Mary's University three times annually.

Minneapolis Bureau of Criminal Apprehension offers a 3 day "street survival" Spanish program.

St. Paul in conjunction with Dakota County Technical College offers a 3 month Spanish Language Course offered to patrol officers. The department spent \$3,400 on the course and personnel hours. The course teaches occupational Spanish and a cultural framework to help understand the community. Focuses on role playing, repetition, and pronunciation. Not grammar and verb conjugation. "Officers learn more than 500 phrases to assist them in everything from releasing impounded cars to interviewing robbery victims."

Cultural training is offered which helps officers avoid offending someone inadvertently.

17. SANTA ANA, CALIFORNIA

Department uses Language Line.

Police Academy offers up to 16 hours in basic Spanish. Focus is on conversation used on the job (ask for name, DOB, etc.)

Incentive Program – Officers are compensated a certain amount for fluency/conversational fluency. There are two incentive plans for varying rates of fluency.

APPENDIX F: I SPEAK: LANGUAGE IDENTIFICATION GUIDE POCKET CARD

The Purpose of This Language Identification Guide

This language identification guide is a tool for law enforcement and other criminal justice agencies to identify the language of individuals they encounter who do not speak English.

**Summit County Sheriff's Office
The National Association of Judiciary
Interpreters and Translators
American Translators Association
State of Ohio
Office of Criminal Justice Services
2nd Edition — 4/06**

I speak...

A	Greek Μιλώ τα ελληνικά Gujarati	zaanim	Q	T
Arabic		L	Qanjobal	Tagalog
Armenian		Laotian	Ayin tí chí	Marunong
B	H	Latvian	wal q'anjobal	akong mag- Tagalog
Bengali	Haitian	Es runâju	al	Thai
Bosnian	Creole	latviski	Quiche	Turkish
Ja govorim	M pale	Lithuanian	In kinch'aw	Türkçe
bosanski	kreyòl	Að kalbu	k'uin ch'e	konuşurum
Bulgarian	ayisyen	lietuviškai	quiche	U
Аз говоря	Hebrew	M	R	Ukrainian
български	Hindi	Mandarin	Romanian	Я
Burmese	Hmong	Mam	Vorbesc	розмовляю
C	Kuv has lug	Bán chiyola	românește	українською мовою
Cambodian	Moob	tuj kiyol	Russian	Urdu
Cantonese	Hungarian	mam	Я говорю	V
Catalan	Beszélek	Mon	по-русски	Vietnamese
Parlo català	magyarul	<i>(Traditional)</i>	S	Tôi nói tiếng
Croatian	I	<i>(Simplified)</i>	Serbian	Việt
Govorim	Ilocano	N	Ja говорим	W
hrvatski	Agsaonak ti Ilokano	Norwegian	српски	Welsh
Czech	Italian	Jeg snakker	X	Dwi'n siarad
Mluvím	Parlo italiano	norsk	Sign Language	X
česky	J	P	<i>(American)</i>	Xhosa
<i>(Traditional)</i>	Japanese	Persian	Slovak	Ndithetha
<i>(Simplified)</i>	K	Polish	Hovorím po	isiXhosa
D	Kackchiquel	Mówię po	slovensky	Y
Dari	Quin	polsku	Somali	Yiddish
Dutch	chagiic'ká	Portuguese	Waxaan ku	Yoruba
Ik spreek	chábal'ruin'	Eu falo	hadlaa af-	Mo nso
het	rí	português	Soomaali	Yooba
Nederlands	tzújon	do Brasil	Spanish	Z
F	tzújon	<i>(for Brazil)</i>	Yo hablo	Zulu
Farsi	cakchiquel	Eu falo	español	Ngiyasikhuluma
French	Korean	português	Swahili	isiZulu
Je parle	Kurdish	de Portugal	Ninaongea	
français	man Kurdii	<i>(for Portugal)</i>	Kiswahili	
G	zaanim	Punjabi	Swedish	
German	Kurmanci		Jag talar	
Ich spreche	man		svenska	
Deutsch	Kurmaanjii			

NOTES

NOTES

*"If you just communicate you can get by.
But if you skillfully communicate, you can work miracles"*

– Jim Rohn



MONTGOMERY COUNTY, OHIO
CRIMINAL JUSTICE COUNCIL
COMMUNICATION ASSESSMENT & RESOURCE MANUAL
November 2008