

Handbook

Limited English Proficiency

Disability Resources



Auxiliary aids and services available upon request to individuals with disabilities
Equal Opportunity Program

LIMITED ENGLISH PROFICIENCY SERVICE PLAN

1. List Bi-Lingual In-House Staff at each Career Resource Center
2. Notify In-House staff first when customers report into Career Resource Center for service and need assistance in languages which staff can translate.
3. Language Identification Chart available at reception desk for language identification by customers.
4. ARC/Workforce Solutions web site can be translated. Scroll to bottom and select language.
5. Babel Notice included with vital documents.
6. Forms translated into most frequently used languages are accessible from GDL
7. GDL web site can be translated into 10 languages.
8. All required EEO signs and posters are displayed in English/Spanish/Chinese/Arabic
9. Reception desk staff and others may access telephonic, oral and online translation resources in order to provide information to customers as needed. The online translation services provide both "chat" interpretation of two languages and full document translations
8. CRC staff provide schedule for local ESL classes. The Technical College System of Georgia has awarded ESL grants to Adult Literacy providers. ESL classes are available in churches and other venues, and where possible space in Career Resource Centers may be available.
9. Language Identification Charts at reception desks in all Career Resource Centers.
10. Directions with telephone number and account "pin" are in the LEP Service Handbook in each Career Resource Center.
11. Ensure <http://us.jobs> is on the desktop of all computers in computer lab. Web site translated into many languages for unemployment insurance information as well as job search.
12. Use BEST Literacy (Basic English Skills Test) for literacy assessment. - Assessment Specialist scheduled by appointment at either Clayton or Gwinnett Career Resource Center for literacy assessment.
13. Use Educational Functioning Level Descriptors English-As-A-Second Language Levels chart for crosswalk to make referral decisions - i.e. whether to recommend additional ESL training or whether the customer is program ready for occupational skills training.
14. Career Advisors Use Language Identification Chart to identify customer's language, and use telephonic, oral interpretation services or online translation websites to meet the specific customer's needs.
15. Procedures are updated as needed and scheduled for review and update annually.

Table of Contents of LEP Service Handbook at Front Desk of Career Resource Centers

March 2018

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ARWDB WIOA Procedures for Service To Customers With
Limited English Proficiency

CHAPTER 1

PROCEDURES FOR SERVICE TO CUSTOMERS WITH LIMITED ENGLISH PROFICIENCY

DOS AND DON'TS FOR SERVING LEP CUSTOMERS

LIMITED ENGLISH PROFICIENCY SERVICE PLAN

FREE ONLINE ENGLISH CLASSES: [HTTP://WWW.1-LANGUAGE.COM](http://www.1-language.com)

NETWORK OMNI LANGUAGE TRANSLATION LINE

[HTTP://US.JOBS](http://us.jobs) - JOB SEARCH WEBSITE AVAILABLE IN MANY LANGUAGES

TRANSLATE PHRASES, SENTENCES AND DOCUMENTS:

[WWW.ATLANTAREGIONAL.ORG/WIOATRaining](http://www.atlantaregional.org/wioatraining) - WEB SITE TRANSLATED

[WWW.TRANSLATE.GOOGLE.COM](http://www.translate.google.com)

[HTTPS://BABELFISH.COM](https://babelfish.com)

[WWW.BING.COM/TRANSLATOR](http://www.bing.com/translator)

CHAPTER 2

GEORGIA DEPARTMENT OF LABOR CAREER CENTERS

[HTTP://DOL.GA.GOV](http://dol.ga.gov)

MAPS OF CAREER CENTERS WITH PHONE NUMBERS

GDL WEB SITE CAN BE TRANSLATED INTO CHINESE (SIMPLIFIED), HAITIAN CREOLE, KOREAN, PORTUGUESE, RUSSIAN, SPANISH, VIETNAMESE

CLICK ON TRANSLATE IN UPPER RIGHT CORNER

JOB SEARCH AND UNEMPLOYMENT INSURANCE DETAILS CAN BE TRANSLATED - USE GDL OR ONE OF THE TRANSLATION WEB SITES

CHAPTER 3

ASSESSMENT PROCEDURES ESL

ADULT BASIC EDUCATION AND ESL FUNCTIONING DESCRIPTORS

CONVERSION CHART FOR ABE/ESL LEVELS

CHAPTER 4

DISABILITY AWARENESS WEB SITES

GEORGIA RELAY

SIGN LANGUAGE INTERPRETERS

EARNED DEGREE IN ANOTHER COUNTY TRANSLATION SERVICES

ARC TDD 1-800-255-0056

VOICE 1-800-255-0135

Chapter One

Dos and Don'ts for Assisting LEP Customers

1. Do provide translation services using one of the resources in the LEP Resource Guide.
2. Do use the Language Identification Flashcards if you cannot determine the language to be translated.
3. Don't ask the customer to bring a friend or relative with them to help translate.
4. Don't ask the customer to come back when someone is available to translate.
5. Do offer to schedule appointment for translation if you are unable to assist the customer with translation using the resources at your center.
6. Do (if helpful) Use one of the Translation web sites to translate:

WIOA Customer Application
Commonly Asked Questions

WELCOME TO 1-LANGUAGE.COM

Learn English for free, with

1-language.com's **ONLINE ENGLISH COURSES**

CONTENTS - List of Units

Course 1 - Starter

- [Unit 1 - Present Simple "to be" - Subject Pronouns](#)
- [Unit 2 - Present Simple "to be": Negatives and Questions](#)
- [Unit 3 - Contractions](#)
- [Unit 4 - Present Simple](#)
- [Unit 5 - Present Simple: Negatives and Questions](#)
- [Unit 6 - Prepositions of Place](#)
- [Unit 7 - Prepositions of Time](#)
- [Unit 8 - Question Words](#)
- [Unit 9 - Object Pronouns](#)
- [Unit 10 - There is / There are](#)
- [Unit 11 - Countable / Uncountable Nouns](#)
- [Unit 12 - Articles](#)
- [Unit 13 - Plural Nouns](#)
- [Unit 14 - Demonstratives - this / that / these / those](#)

Course 3 - Pre-Intermediate

- [Unit 26 - Past Simple - Verb "to be"](#)
- [Unit 27 - Past Simple](#)
- [Unit 28 - Past Continuous](#)
- [Unit 29 - Future - Will / Shall](#)
- [Unit 30 - Future - Going to](#)
- [Unit 31 - Future - Present Simple / Present Continuous](#)
- [Unit 32 - Adjectives and Adverbs](#)
- [Unit 33 - Adjectives: -ed/-ing forms](#)
- [Unit 34 - Adjective Order](#)
- [Unit 35 - Comparatives - as...as](#)
- [Unit 36 - Comparatives - Quantity](#)
- [Unit 37 - Gerunds and Infinitives - Verb + Gerund / Verb + Infinitive](#)
- [Unit 38 - Gerunds and Infinitives - Verb + Gerund or Infinitive 1](#)
- [Unit 39 - Gerunds and Infinitives - Verb + Gerund or Infinitive 2](#)
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- [Unit 45 - Modal Verbs - Would 1](#)
- [Unit 46 - Modal Verbs - Would 2](#)
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- [Unit 25 - Comparatives / Superlatives](#)

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- [Unit 50 - Adverbs of Degree - enough / too / very](#)
- [Unit 51 - Present Perfect 1 - Form and Usage](#)
- [Unit 52 - Present Perfect 2 - Have you ever...? / ever / never](#)
- [Unit 53 - Present Perfect 3 - for / since](#)
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Language Line Personal Interpreter

Welcome to LanguageLine

Congratulations on selecting LanguageLine Personal Interpreter to enable you to cross the language barrier. Where ever and whenever you need to communicate in-language we are here for you 24/7 in over 200 languages.

FOLLOW THESE THREE EASY STEPS TO CONNECT TO A PROFESSIONAL INTERPRETER

1. Dial **1-888-808-9008**

NOTE: if you are calling from outside of North America dial **+1 (831) 242-8842**.

2. Enter your **8-digit PIN Number 14211773** at the prompt, then clearly state the name of the language you need (for example Spanish).

3. You'll be asked if you need us to dial a third party number for you (either international or domestic at no additional charge). Say yes to be connected to our agent who will dial the number for you. Say no and you'll go straight to a professional interpreter.

HELPFUL TIPS

1. [Click here to view a short video on how Personal Interpreter works](#)

2. [Click here to download "11 Helpful Tips for Working with an Over-the-Phone Interpreter"](#)

3. [Click here to download "Language Identification Desktop Display Poster"](#) which lists the Top 20 Languages.

4. [Click here to go to your "Self Service Portal"](#) where you can view and print usage reports, call history, and even charges. You can also retrieve a lost PIN number and download additional free training tools.

You'll be happy to know that as long as your account remains active and your credit card information is current, you'll be able to use your **8-digit PIN Number 14211773** at any time to access an interpreter. If you wish to update your account information, address, credit card expiration date, or if you have any questions just call our Customer Service Team at **1-800-752-6096**.

We thank you selecting LanguageLine Personal Interpreter and we sincerely appreciate the opportunity to partner with you.

Phone Interpreting Languages

Some languages may not be available at the time of your call. Not all languages are available in all regions. Additional languages and dialects may be available. Rare languages may require additional interpreter connect time or may require an appointment. If you have a question regarding language availability, please contact your Account Executive or Customer Care.

Acholi	Dinka	Jakartanese	Mbay	Shona
Afar	Duala	Jamaican Patois	Mien	Sichuan Yi
Afrikaans	Dutch	Japanese	Mirpuri	Sicilian
Akan	Dzongkha	Javanese	Mixteco	Sinhala
Akateko	Edo	Jingpho	Mizo	Slovak
Albanian	English	Jinyu	Mnong	Slovene
Amharic	Estonian	Juba Arabic	Mongolian	Soga
Anuak	Ewe	Jula	Moroccan Arabic	Somali
Apache	Farsi		Mortlockese	Soninke
Arabic	Fijian	Kamba	Napoletano	Sorani
Armenian	Fijian Hindi	Kanjobal	Navajo	Spanish
Assyrian	Finnish	Kannada	Nepali	Sudanese Arabic
Azerbaijani	Flemish	Karen	Ngambay	Sunda
Bahasa	French	Kashmiri	Nigerian Pidgin	Susu
Bahdini	French Canadian	Kayah	Norwegian	Swahili
Bahnar	Fukienese	Kazakh	Nuer	Swedish
Bajuni	Fulani	Kham	Nupe	Sylhetti
Bambara	Fuzhou	Khana	Nyanja	Tagalog
Bantu	Ga	Khmer	Nyoro	Taiwanese
Barese	Gaddang	K'iché	Ojibway	Tajik
Basque	Gaelic-Irish	Kikuyu	Oromo	Tamil
Bassa	Gaelic-Scottish	Kimiiru	Palauan	Telugu
Belorussian	Garre	Koho	Pampangan	Thai
Bemba	Gen	Korean	Papiamento	Tibetan
Benaadir	Georgian	Kpelle	Pashto	Tigre
Bengali	German	Krahn	Plautdietsch	Tigrigna
Berber	Gheg	Krio	Pohnpeian	Toishanese
Bosnian	Gokana	Kunama	Polish	Tongan
Bravanese	Greek	Kurmanji	Portuguese	Tooro
Bulgarian	Gujarati	Laotian	Portuguese Brazilian	Turkish
Burmese	Gulay	Latvian	Portuguese Cape Verdean	Turkmen
Cantonese	Gurani	Liberian Pidgin	Pugliese	Tzotzil
Catalan	Haitian Creole	English	Pulaar	Ukrainian
Cebuano	Hakka China	Lingala	Punjabi	Urdu
Chaldean	Hakka Taiwan	Lithuanian	Putian	Uyghur
Chamorro	Hassaniyya	Luba-Kasai	Quechua	Uzbek
Chaochow	Hausa	Luganda	Quichua	Vietnamese
Chin Falam	Hebrew	Luo	Rade	Visayan
Chin Hakha	Hiligaynon	Maay	Rakhine	Welsh
Chin Mara	Hindi	Macedonian	Rohingya	Wodaabe
Chin Matu	Hindko	Malay	Romanian	Wolof
Chin Senthang	Hmong	Malayalam	Rundi	Wuzhou
Chin Tedim	Hunanese	Maltese	Russian	Yemeni Arabic
Chipewyan	Hungarian	Mam	Rwanda	Yiddish
Chuukese	Ibanag	Mandarin	Samoan	Yoruba
Cree	Icelandic	Mandinka	Seraiki	Yunnanese
Croatian	Igbo	Maninka	Serbian	Zapoteco
Czech	Ilocano	Manobo	Shanghainese	Zarma
Danish	Indonesian	Marathi		Zyphe
Dari	Inuktitut	Marka		
Dewoin	Italian	Marshallese		

FOR MORE INFORMATION

www.LanguageLine.com / 1-800-752-6096

Translation and Localization Top Requested Languages

More than 200 languages and dialects are available.

Afrikaans	Farsi	Khmer	Serbian
Albanian	Finnish	Korean	Sinhalese
Amharic	French (Belgian)	Laotian	Slovak
Arabic	French (Canadian)	Latvian	Somali
Bahasa	French (Euro)	Lithuanian	Spanish (Iberian)
Bengali	German	Macedonian	Spanish (Latin)
Bosnian	Greek	Malay	Sudanese Arabic
Bravanese	Gujarati	Malayalam	Swedish
Bulgarian	Haitian Creole	Mandinka	Tagalog
Catalan	Hebrew	Marathi	Tamil
Chinese (Simplified)	Hindi	Norwegian	Telegu
Chinese (Trad-HK)	Hmong	Oromo	Thai
Chinese (Traditional)	Hungarian	Polish	Turkish
Croatian	Icelandic	Portuguese	Ukrainian
Czech	Italian	Punjabi	Urdu
Danish	Japanese	Romanian	Vietnamese
Dutch	Javanese	Russian	
Estonian	Kashmiri		
Euro English	Kazakh		

FOR MORE INFORMATION

www.LanguageLine.com / 1-888-763-3364

InSightSM Video Interpreting Languages

Video interpreting is offered in the top 34 most requested languages and American Sign Language.

Audio-only interpreting is also available in 240 languages.

Albanian	Greek	Korean	Romanian
American Sign Language	Haitian Creole	Laotian	Russian
Arabic	Hebrew	Lithuanian	Somali
Armenian	Hindi	Malay	Spanish
Bengali	Hmong	Mandarin	Tagalog
Burmese	Italian	Nepali	Thai
Cantonese	Japanese	Polish	Turkish
French	Karen	Portuguese	Vietnamese
German	Khmer	Punjabi	

FOR MORE INFORMATION

www.LanguageLine.com / 1-800-752-6096

Europe

Aragonian Tribonari me gisht gjuhen tuaj. Do të thërrasin një përkthyes. Përkthyesi ofrohet falas për ju.	Shqip Tribonari me gisht gjuhen tuaj. Do të thërrasin një përkthyes. Përkthyesi ofrohet falas për ju.
Armenian Նշեց, թե որ լեզուն քը Դոմմետ: Բարձրագույնը, կրկնակից: Բարձրագույնը ծանայցիցինվանըը որակարարիկով ևս անվանի:	Albanian Një shprehje për të thirrur një përkthyes. Përkthyesi ofrohet falas për ju.
Basque Zure hizkuntza aukeratu. Jarraitan interprete bati deituko ditugu. Zerbitzu hau doakoa da.	Euskara Zure hizkuntza aukeratu. Jarraitan interprete bati deituko ditugu. Zerbitzu hau doakoa da.
Bosnian Pokažite svoj jezik. Pozvat ćemo tumača. Usluga tumača su besplatne za vas.	Bosanski Pokažite svoj jezik. Pozvat ćemo tumača. Usluga tumača su besplatne za vas.
Bulgarian Изберете вашия език. Ще бъде извикан преводач. Преводът е осигурен безплатно за вас.	Bългарски Изберете вашия език. Ще бъде извикан преводач. Преводът е осигурен безплатно за вас.
Croatian Pokažite svoj jezik. Prevoditelj će biti pozvan. Prevoditelja ćete dobiti besplatno.	Hrvatski Pokažite svoj jezik. Prevoditelj će biti pozvan. Prevoditelja ćete dobiti besplatno.
Czech Ukažte na váš jazyk. Bude zavolan tlumočník. Tlumočení je pro vás bezplatné.	Čeština Ukažte na váš jazyk. Bude zavolan tlumočník. Tlumočení je pro vás bezplatné.
Danish Peg på ditt sprog. En tolk vil blive tilkaldt. Tolken tilbydes uden omkostninger for dig.	Dansk Peg på dit sprog. En tolk vil blive tilkaldt. Tolken tilbydes uden omkostninger for dig.
Dutch Wijls uw taal aan. Er zal contact worden opgenomen met een tolk. De service van de tolk is geheel gratis.	Nederlands Wijls uw taal aan. Er zal contact worden opgenomen met een tolk. De service van de tolk is geheel gratis.
Estonian Osutage oma keelde. Vastava tõlgiga võetakse ühendust. Tõlketeenus on teie jaoks tasuta.	Eesti Keel Osutage oma keelde. Vastava tõlgiga võetakse ühendust. Tõlketeenus on teie jaoks tasuta.
Finnish Osoita maasi kieliä. Kutsomme tulkin paikalle. Tulkin käyttö on sinulle ilmaista.	Suomi Osoita maasi kieliä. Kutsomme tulkin paikalle. Tulkin käyttö on sinulle ilmaista.
French Indiquez votre langue et nous appellerons un interprète. Le service est gratuit.	Français Indiquez votre langue et nous appellerons un interprète. Le service est gratuit.
German Zeigen Sie auf Ihre Sprache. Ein Dolmetscher wird angefordert. Der Dolmetscher ist für Sie kostenfrei.	Deutsch Zeigen Sie auf Ihre Sprache. Ein Dolmetscher wird angefordert. Der Dolmetscher ist für Sie kostenfrei.
Greek Δείξτε τη γλώσσα σας και θα καλέσουμε ένα διερμηνέα. Ο διερμηνέας σας παρέχεται δωρεάν.	Ελληνικά Δείξτε τη γλώσσα σας και θα καλέσουμε ένα διερμηνέα. Ο διερμηνέας σας παρέχεται δωρεάν.
Hungarian Válassza ki a nyelvét. Tolmacsot fogunk hívni. A tolmacs az Ön számára díjtalan.	Magyar Válassza ki a nyelvét. Tolmacsot fogunk hívni. A tolmacs az Ön számára díjtalan.

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Europe - continued

Icelandic Bentu á þitt tungumál. Það verður hringt í tolk. Tolkunin er þér að kostnaðarlausu.	Íslenska Bentu á þitt tungumál. Það verður hringt í tolk. Tolkunin er þér að kostnaðarlausu.
Italian Indicare la propria lingua. Un interprete sarà chiamato. Il servizio è gratuito.	Italiano Indicare la propria lingua. Un interprete sarà chiamato. Il servizio è gratuito.
Lithuanian Nurodykite savo kalbą. Bus pakviestas vertėjas. Vertėjas jums bus suteiktas nemokamai.	Lietuvių Nurodykite savo kalbą. Bus pakviestas vertėjas. Vertėjas jums bus suteiktas nemokamai.
Macedonian Pokažite na jazyknot na koj zboruvate. Ke povikame prevodnyav. Uslugite na prevodnyavot se besplatni.	Macedonci Pokažite na jazyknot na koj zboruvate. Ke povikame prevodnyav. Uslugite na prevodnyavot se besplatni.
Norwegian Pek på språket ditt. En tolk vil bli tilkalt. Tolken tilbyr kostnadsfritt for deg.	Norsk Pek på språket ditt. En tolk vil bli tilkalt. Tolken tilbyr kostnadsfritt for deg.
Polish Proszę wskazać swój język i wezwemy tłumacza. Usługa ta zapewniana jest bezpłatnie.	Polski Proszę wskazać swój język i wezwemy tłumacza. Usługa ta zapewniana jest bezpłatnie.
Portuguese Indique o seu idioma. Um intérprete será chamado. A interpretação é fornecida sem qualquer custo para você.	Português Indique o seu idioma. Um intérprete será chamado. A interpretação é fornecida sem qualquer custo para você.
Romanian Indicați limba pe care o vorbiți. Vi se va face legătura cu un interpret caare vă este asigurat gratuit.	Română Indicați limba pe care o vorbiți. Vi se va face legătura cu un interpret caare vă este asigurat gratuit.
Russian Укажите язык, на котором вы говорите. Вам вызовут переводчика. Услуги переводчика предоставляются бесплатно.	Русский Укажите язык, на котором вы говорите. Вам вызовут переводчика. Услуги переводчика предоставляются бесплатно.
Serbian Pokažite svoj jezik. Prevodilacu ће бити позван. Prevodilac je za vas obebeđen besplatno.	Српски Pokažite svoj jezik. Prevodilacu ће бити позван. Prevodilac je za vas obebeđen besplatno.
Slovak Ukážte na svoj jazyk. Zavoláme tlmočníka. Tlmočenie je pre vás bezplatné.	Slovenčina Ukážte na svoj jazyk. Zavoláme tlmočníka. Tlmočenie je pre vás bezplatné.
Spanish Señale su idioma y llamaremos a un intérprete. El servicio es gratuito.	Español Señale su idioma y llamaremos a un intérprete. El servicio es gratuito.
Swedish Peka på ditt språk. En tolk kommer att tillkallas. Tolkningen erbjuds utan kostnad för dig.	Svenska Peka på ditt språk. En tolk kommer att tillkallas. Tolkningen erbjuds utan kostnad för dig.
Ukrainian Вкажіть вашу мову. Вам виклинуть перекладача. Послуги перекладача надляються безкоштовно.	Українська Вкажіть вашу мову. Вам виклинуть перекладача. Послуги перекладача надляються безкоштовно.
Yiddish צײַגן די שפּראַך וואוּן דו ווילן רעדן. אַן אינטערפּרעטע וועט געווארן גערופן. דער שפּראַך דו ווילסט רעדן וועט זײַן פּראָפּאָרט.	ייִדיש צײַגן די שפּראַך וואוּן דו ווילן רעדן. אַן אינטערפּרעטע וועט געווארן גערופן. דער שפּראַך דו ווילסט רעדן וועט זײַן פּראָפּאָרט.

Pacific Islands

Filian Dusia na nomu wosa. Ni na Vakarautaki mai e dua na dau vakadevata wosa. Na dau vakadevata wosa e sega ni saunili.	Vosa Vakaviti Dusia na nomu wosa. Ni na Vakarautaki mai e dua na dau vakadevata wosa. Na dau vakadevata wosa e sega ni saunili.
Iloccano Itudo yo ti sao yo. Ag awag da ti maysa nga mangipat-patayon nga turnulong kadakayo nga awan ti bayad na.	Ilokanon Itudo yo ti sao yo. Ag awag da ti maysa nga mangipat-patayon nga turnulong kadakayo nga awan ti bayad na.
Indonesian Tunjukkan bahasa Anda. Penjemah akan dihubungi. Penjemah disediakan gratis tanpa dikenakan biaya.	Bahasa Indonesia Tunjukkan bahasa Anda. Penjemah akan dihubungi. Penjemah disediakan gratis tanpa dikenakan biaya.
Malay Tunjukkan bahasa anda. Jurubahasa akan dihubungi. Jurubahasa akan disediakan tanpa anda dikenakan bayaran.	Bahasa Melayu Tunjukkan bahasa anda. Jurubahasa akan dihubungi. Jurubahasa akan disediakan tanpa anda dikenakan bayaran.
Marshallese Keket kajin eo am. Im renaa! kūr juon am Ri-Uklok. Ri-Uklok eo enaaj jibon eok ilo ejleok wōnoem.	Kajin Majel Keket kajin eo am. Im renaa! kūr juon am Ri-Uklok. Ri-Uklok eo enaaj jibon eok ilo ejleok wōnoem.
Samoan Fa asino lau gaganā. Ole a vala au se fa amatala upu. La saunia se fa amatala upu e aunoa ma se tau e te totogilina.	Fa'asamoa Fa asino lau gaganā. Ole a vala au se fa amatala upu. La saunia se fa amatala upu e aunoa ma se tau e te totogilina.
Tagalog Ituro po ang inyong wikla. Isang tagasalin ang ipagkakatuloob nang libre sa inyo.	Tagalog Ituro po ang inyong wikla. Isang tagasalin ang ipagkakatuloob nang libre sa inyo.
Tongan Tuhū i mai ho' o lea fakatonua. E ui ha fakatonua. Okita etotongi kia a e fakatonua.	Lea Faka-Tonga Tuhū i mai ho' o lea fakatonua. E ui ha fakatonua. Okita etotongi kia a e fakatonua.

North America, South America, and Caribbean

French Indiquez votre langue et nous appellerons un interprète. Le service est gratuit.	Français Indiquez votre langue et nous appellerons un interprète. Le service est gratuit.
Haitian Creole Lonje dwèt ou sou lang ou pale a epi i ap rele yon entèprèt pou ou. Nou ba ou sevis entèprèt la gratis.	Kreyòl Lonje dwèt ou sou lang ou pale a epi i ap rele yon entèprèt pou ou. Nou ba ou sevis entèprèt la gratis.
Navajo Nizaał bitáłígíí bítł'í dahn ółłíníł. Aah' naahé' le' hágo bí' d'í' dóníł. Aah' haahé' é'í' doo' nááda' yí' é'ego' ní'k' é' ní' dítł'í' é' na' ahé' 'Indoohíłíł.	Diné K'ehji Nizaał bitáłígíí bítł'í dahn ółłíníł. Aah' naahé' le' hágo bí' d'í' dóníł. Aah' haahé' é'í' doo' nááda' yí' é'ego' ní'k' é' ní' dítł'í' é' na' ahé' 'Indoohíłíł.
Portuguese Indique o seu idioma. Um intérprete será chamado. A interpretação é fornecida sem qualquer custo para você.	Português Indique o seu idioma. Um intérprete será chamado. A interpretação é fornecida sem qualquer custo para você.
Spanish Señale su idioma y llamaremos a un intérprete. El servicio es gratuito.	Español Señale su idioma y llamaremos a un intérprete. El servicio es gratuito.

Language Identification Guide

As a LanguageLine Solutions' client you have access to over-the-phone interpreting 24 hours a day, 7 days a week. Offer this guide in face-to-face situations to determine which language a person speaks. The most frequently encountered languages in North America are grouped by the geographical region where they are commonly spoken.

- Locate the geographical region where you believe the speaker may be from. (Pacific Islands, Europe, etc.)
- Show the person the languages listed for that region. Underneath each language is the translation of the statement below:

English
Point to your language. An interpreter will be called. The interpreter is provided at no cost to you.

- We offer interpreting from English into more than 200 languages. If you are unable to identify the language, our call representative will help you.
- To access an interpreter:

Please visit www.LanguageLine.com for information on all our language access solutions:

- Over-the-Phone, Video Remote, and Onsite Interpreting
- Bilingual and Interpreter Staff Testing and Training
- Translation and Localization

CustomerCare@languageline.com
1-800-752-6096



India, Pakistan, and Southwest Asia

Bengali	বাংলা
ਯਾਂਗੋਲ ਭਾਸ਼ਾ ਜਿਥੇ ਜਿੰਦੀ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਅੰਗਰੇਜ਼ੀ ਸ਼ਾਇਦ ਭਾਸ਼ਾ ਹੋਵੇ। ਬੰਗਲਾਦੇਸ਼ ਵਿੱਚ ਵੀ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Gujarati	ગુજરાતી
ਦੀਵੀ ਭਾਸ਼ਾ ਹੈ। ਭਾਰਤ ਦੇ ਗੁਜਰਾਤ ਰਾਜ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਪੱਛਮੀ ਭਾਰਤ ਵਿੱਚ ਵੀ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Hindi	हिंदी
ਭਾਰਤ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਧ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਧ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਧ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Malayalam	മലയാളം
ਮਲਿਆਲਮ ਭਾਸ਼ਾ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਕੇਰਲ ਰਾਜ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਕੇਰਲ ਰਾਜ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਕੇਰਲ ਰਾਜ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Nepali	नेपाली
ਭਾਰਤ ਵਿੱਚ ਨੇਪਾਲ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਨੇਪਾਲ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਨੇਪਾਲ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Punjabi	ਪੰਜਾਬੀ
ਪੰਜਾਬ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਪੰਜਾਬ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਪੰਜਾਬ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Sinhalese	සිංහල
ਸਿੰਹਲੇਸ਼ ਭਾਸ਼ਾ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਸ਼੍ਰੀਲੰਕਾ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਸ਼੍ਰੀਲੰਕਾ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਸ਼੍ਰੀਲੰਕਾ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Tamil	தமிழ்
ਤਮਿਲ ਭਾਸ਼ਾ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Telugu	తెలుగు
ਤੇਲੁਗੂ ਭਾਸ਼ਾ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Urdu	اُردو
ਉਰਦੂ ਭਾਸ਼ਾ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Africa	
Acholi	Acoli
ਸਿਮ ਠੋਕ ਮਾ ਯਾਏ: ja loko ibiro luongi.	
Jaloko no ochiului ma onge chudo.	
Afiharic	አማርኛ
አማርኛ ቋንቋ በኢትዮጵያ ይናገራል።	
Arabic	عربي
ਅਰਬੀ ਭਾਸ਼ਾ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	

Africa - continued

Dinka	Thok monjang
Weet ten thoungdie, Raan weegeryic a col.	
Agerweilyic ku a cin arop blyik yen.	
French	Français
Indiquez votre langue et nous appellerons un interprète. Le service est gratuit.	
Hausa	Hausa
Nuna zuwa ga yarenka. Za a kira taƙina. An samar maka da tafanƙan ne ba tare da sai an biya kuɗi ba.	
Italian	Italiano
Indicare la propria lingua. Un interprete sarà chiamato. Il servizio è gratuito.	
Nuer	Mägädä luqäddä
Ku timään luqäddäda, Turjubaan ayaa looyeyn doonää.	
Turjubaankä läqugu yeeñyo wää biäaäsh.	
Oromo	Oromo
Gara ataan keetti eeni, Turjumaanni ni waamama.	
Turjumaanni beesse lakka mabee siif qophaawa.	
Portuguese	Português
Indique o seu idioma. Um interprete será chamado. A interpretação é fornecida sem qualquer custo para você.	
Portuguese Creole	Crioulo Português
Nino porta pa lingu qui nino ta. No ta aranaia um interprete pa nino. No ta ranje um interprete e nino ca ta pagá nada pa ei.	
Somali	Af-Soomali
Farta ku fiqnuqadanda... Waxa laguugu yeeri doonaa turjubaan. Turjubaanka wax lacagi kaagga bixi mayso.	
Swahili	Kiswahili
Onyesha lugha yako. Mkalimani ataitwa.	
Ukapewa mkalimani bila gharama yoyote.	
Tigrinya	ትግርኛ
ኵንደቲኛ ቋንቋ ኣመልክቲ። ኣተርጓጎሚ ከድኻላ ይገኣል።	
እተርጓጎሚ ኣትኩራሎ ተኸካ ከያሊኡ የሰሃ።	
Wolof	Wolof
Taanmal sa lakki ngir frou boleta ak kou degg sa lakki mou dimbeulil leu. Ndaimbeul bi di ci fey dana.	
Yoruba	Yorubá
Toka si ede ré. Aú pe ogbúfọ́ kan.	
Oṣẹ̀ ni a o pe ogbúfọ́ yìí fún ọ́.	

Middle East

Arabic	عربي
ਅਰਬੀ ਭਾਸ਼ਾ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਭਾਰਤ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।	
Armenian	Հայերեն
Հայերեն և արևելյան Եվրոպայի այլ արևելյան լեզուները օգտագործվում են միջազգային մակարդակի վրա:	
Azerbaijani	Azərbaycan dili
Dənizdən dillə bələkdim, Sizin üçün tərcüməçi dəvət olunaçaq. Tərcümə xidməti üçün ödəniş tələb olunmur.	
Dari	داری
زبان مورد نظر را انتخاب کنید. یک مترجم فورا خواهد آمد.	
Farsi	فارسی
زبان مورد نظر خود را مشخص کنید. یک مترجم برای شما خواهد آمد.	
Hebrew	עברית
אנא לחבר השפה שלך, אנו מודים לך על שיתוף השירות.	
Kurdish	کوردی
ئێوە بە زۆری ئێوەمان، وێڕێکێک بێک ئێمان.	
Pashto	پښتو
خپلې ژبې ته اشاره وکړه. یو ټولټرانسکریپشن لارښوونکی هم ورکړو.	
Turkish	Türkçe
Konuştüğünüz dili gösterin. Sizin için bir çevirmen aranacaktır. Bu çevirmen size ücretsiz sağlanır.	

Asia

China	普通话
普通话是中国的官方语言，以便为您提供免费的口译服务。	
Cantonese	廣東話
潮州話	
Chaochow	潮州話
Fukienese	福建話
Mandarin	普通話
Shanghai	上海話
Taiwanese	台灣話
Toishanese	台山話

Asia- continued

Burmese	မြန်မာစာ
မြန်မာစာကို အသုံးပြုရန် အောက်ဖော်ပြပါ လိုအပ်ချက်များကို အတိုင်းအတာဖြင့် ဖြည့်ဆည်းပေးပါ။	
Hmong	Hmooob
Taw rau koj hom lus. Yuav hu rau ib tug neeg thajav lus.	
Yuav muaj neeg thajav lus yan uas koj tsis tau them dab txi.	
Indonesian	Bahasa Indonesia
Tunjukikan bahasa Anda. Penjeftimah akan dihumbungi. Penjeftimah disediakan gratis tanpa dikenakan biaya.	
Japanese	日本語
あなたの話す言葉を指してください。無料でご案内します。	
Karen	ကရင်
ကရင်ဘာသာစကားကို အသုံးပြုရန် အောက်ဖော်ပြပါ လိုအပ်ချက်များကို အတိုင်းအတာဖြင့် ဖြည့်ဆည်းပေးပါ။	
Khmer (Cambodian)	ខ្មែរ ភ្នំពេញ
កម្ពុជាភាសាសម្រាប់ប្រើប្រាស់នៅភ្នំពេញ។ ប្រើប្រាស់ភាសាដទៃទៀតសម្រាប់ប្រើប្រាស់នៅទីផ្សារដទៃទៀត។	
Korean	한국어
귀하께서 사용하는 언어를 지정하시려면 해당 언어 중에서 서비스를 제공해 드립니다.	
Laotian	ລາວ
ລາວພາສາສຳລັບການໃຊ້ໃນປະເທດລາວ។ ຖ້າຕ້ອງການໃຊ້ພາສາອື່ນໃນປະເທດອື່ນ ຈົ່ງໃຊ້ບໍລິການທີ່ມີຊື່ສຳເລັດ.	
Malay	Bahasa Melayu
Tunjukikan bahasa anda. Jurubahasa akan dihumbungi. Jurubahasa akan disediakan tanpa anda dikenakan bayaran.	
Mien	Mein
Nayr loagc meih nye waac ngye. Nihh nyhuo povv waac meih ox zuec hiec deahh loay meih. Nihh nyhuo povv waac meihh tengu geyalaw hiec yuec Baegc. There may zuec such zmih myeahh fan-hic.	
Mongolian	Монгол
Танай хэлээ заа. Оруулагч дуудалдана.	
Оруулагчийн тусламж танд үнэггүй байх болно.	
Thai	ไทย
กรุณาใช้ภาษาไทยในการสนทนา	
Vietnamese	Tiếng Việt
Hãy chỉ vào ngôn ngữ của quý vị. Một thông dịch viên sẽ được gọi đến, quý vị sẽ không phải trả tiền cho thông dịch viên.	

Partnering with Your LanguageLine Solutions® Interpreter to Ensure Effective Communication

1

STARTING THE SESSION

- Allow the interpreter to start the session by giving you their name and Interpreter ID. Document this information for reference.
- Introduce yourself to the interpreter.
- Brief the interpreter and state the goal of the session and provide any specific instructions.
- Introduce yourself and the interpreter to the limited English proficient, Deaf, or Hard-of-Hearing individual.

2

DURING THE SESSION

- Address the limited English proficient, Deaf, or Hard-of-Hearing individual, not the interpreter. The interpreter will be your voice. Keep in mind that everything stated will be interpreted.
- State information in short, concise sentences. When stating complicated or detailed information, speak at a slow pace and pause often. This allows the interpreter to note, retain, and relay the information. The interpreter may sometimes ask for repetitions or clarification.
- Avoid technical jargon and try to explain specialized terms or concepts.
- Avoid interrupting the interpreter or talking at the same time.
- Do not ask interpreters for their opinion.

3

ENDING THE SESSION

- Ask the limited English proficient, Deaf or Hard-of-Hearing individual if they understood, or if they have any questions or concerns.
- Allow the interpreter to interpret everything before ending the session.

FOR MORE INFORMATION

www.LanguageLine.com / 1-800-752-6096



Onsite Interpreters



Over-the-Phone Interpreters

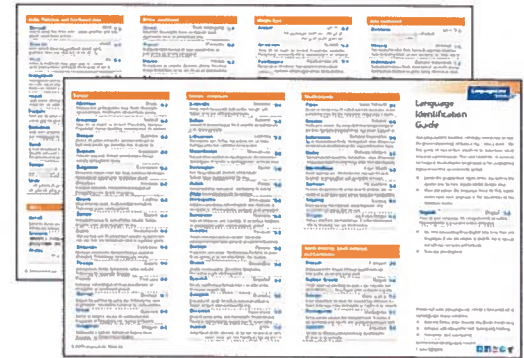


Video Remote Interpreters

Training Materials and Support Tools

LANGUAGE IDENTIFICATION AND AWARENESS TOOLS

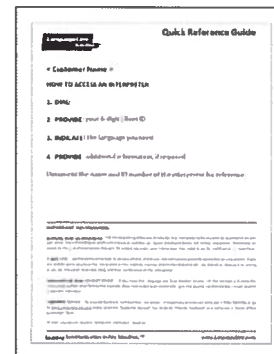
- Language ID Guide** - This is a brochure that contains the translation into 99 languages of the statement, "Point to your language. An interpreter will be called. The interpreter is provided at no cost to you." Also available as a flat laminated card, this tool aids end users in identifying the preferred language of the limited English proficient individuals they are assisting. The languages are grouped by geographical region of the world where they are most commonly spoken. The English equivalent is also listed so that staff can identify the correct language.
- Language ID Poster and Desktop Display** - These tools are available as an 18" x 24" poster and an 8 ½" x 11" self-standing display. They contain the translation into 20 languages of the statement, "Point to your language. An interpreter will be called. The interpreter is provided at no cost to you." The purpose of both of these tools is to alert limited English proficient individuals about the availability of Interpreter Services at your organization and to aid end users in identifying the preferred language of the limited English proficient individuals they are assisting.



INTERPRETER ACCESS TOOLS

Quick Reference Guides (QRG) – A variety of tools for easy reference which contain instructions specific to your organization on how to access an interpreter.

- QRG Postcard** – A 4" x 6" card. You can keep the postcard near your phone or computer, post it on a bulletin board or in other key areas.
- QRG Wallet Card** – Business card size. You can keep this in your wallet or slip it inside an ID pouch.
- QRG Flyer** – An 8 ½" x 11" sheet. Available electronically so it can be distributed via e-mail to end users or as a hard copy which can be posted on bulletin boards or in other key areas.
- QRG Badge** – A 3 3/8" x 2 1/8" durable plastic card with a slot that can be attached to your ID badge so it's always handy. It can hang vertically or horizontally.
- QRG Label** - A 1 1/4" x 2 5/8" vinyl label. Place it on or near phones, on the back of your ID Badge or in other key areas.



FOR MORE INFORMATION OR TO ORDER:

www.LanguageLine.com or 1-800-752-6096



<http://us.jobs>

List of Languages Customer May Choose to Translate the Web Site for Job Search and Career Resources

The screenshot shows the US.jobs website interface. At the top, there is a browser window with the address bar showing "us.jobs/index.asp". Below the browser window, there is a navigation bar with "All Categories" and a "FIND JOBS" button. The main content area features a "Select Language" dropdown menu that is open, displaying a grid of languages. Below the language menu, there are two main sections: "Job Seekers" and "Employers". The "Job Seekers" section includes icons for "Create Account / Login", "Veterans Job Search", "Career Resources", "Browse Jobs by Member Company", and "Search Jobs by State". The "Employers" section includes icons for "Post Jobs", "DFCCP Compliance", "Post Career Events", "Member Pipeline", and "Include My Jobs". At the bottom, there are sections for "About" (listing DirectEmployers, NA SWA, State Job Banks, State Workforce Agencies, DirectEmployers / NA SWA Alliance, and Additional Partnerships & Alliances), "Areas of Interest" (listing Disability, Diversity, Veterans, Seniors, Youth Careers, and Veterans Job Bank), and a "Career Events" section with a calendar icon and a right-pointing arrow.

US.jobs - National Labor x

us.jobs/index.asp

Accessibility: [Scripting](#) [Disable AJAX and DHMTL](#) [Disable javascript alerts](#) [Remove all scripting](#) Text Size: [A](#) [A](#) [A](#)

Select Language: [Job Seekers](#) [Employers](#)

Select Language	Bulgarian	Esperanto	Italian Creole	Italian	Latvian	Myanmar (Burmese)	Scots Gaelic	Swahili	Welsh
Afrikaans	Catalan	Estonian	Hausa	Japanese	Lithuanian	Nepali	Serbian	Swedish	Xhosa
Albanian	Cebuano	Filipino	Hawaiian	Javanese	Luxembourgish	Norwegian	Sesotho	Tajik	Yiddish
Amharic	Chichewa	Finnish	Hebrew	Kannada	Macedonian	Pashto	Shona	Tamil	Yoruba
Arabic	Chinese (Simplified)	French	Hindi	Kazakh	Malagasy	Persian	Sindhi	Telugu	Zulu
Armenian	Chinese (Traditional)	Frisian	Hmong	Khmer	Malay	Polish	Sinhala	Thai	
Azerbaijani	Corsican	Galician	Hungarian	Korean	Malayalam	Portuguese	Slovak	Turkish	
Basque	Croatian	Georgian	Icelandic	Kurdish (Kurmanji)	Maltese	Punjabi	Slovenian	Ukrainian	
Belarusian	Czech	German	Igbo	Kyrgyz	Maori	Romanian	Somali	Urdu	
Bengali	Danish	Greek	Indonesian	Lao	Marathi	Russian	Spanish	Uzbek	
Bosnian	Dutch	Gujarati	Irish	Latin	Mongolian	Samoan	Sundanese	Vietnamese	

All Categories [FIND JOBS](#)

Job Seekers

- Create Account / Login
- Veterans Job Search
- Career Resources
- Browse Jobs by Member Company
- Search Jobs by State
- Additional Tools

Employers

- Post Jobs
- DFCCP Compliance
- Post Career Events
- Member Pipeline
- Include My Jobs
- Additional Tools

About

- DirectEmployers
- NA SWA
- State Job Banks
- State Workforce Agencies
- DirectEmployers / NA SWA Alliance
- Additional Partnerships & Alliances

Areas of Interest

- Disability
- Diversity
- Veterans
- Seniors
- Youth Careers
- Veterans Job Bank

Career Events

JOB SEEKERS BE AWARE OF ONLINE EMPLOYMENT SCAMS. Facts for avoiding online job scams every job seeker should know.

1:19 PM 4/25/2016

Translate

Turn off instant translation



Empty text input field



Empty text input field



→ JOIN THE TRANSLATE COMMUNITY

Step 1

From

To

Step 2

Enter Text

Step 3

Translate



Auto-Detect ▾

Enter text or webpage URL here

0/5000

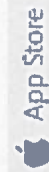


Translate

English ▾

- Arabic
- Bosnian (Latin)
- Bulgarian
- Catalan
- Chinese Simplified
- Chinese Traditional
- Croatian
- Czech
- Danish
- Dutch
- English
- Estonian
- Finnish
- French
- German
- Greek
- Haitian Creole
- Hebrew
- Hindi
- Hmong Daw
- Hungarian
- Indonesian
- Italian
- Japanese
- Kiswahili
- Klingon
- Klingon (pIqaD)
- Korean
- Latvian
- Lithuanian
- Malay
- Maltese
- Norwegian Bokmål
- Persian
- Polish
- Portuguese
- Querétaro Otomi
- Romanian
- Russian
- Serbian (Cyrillic)
- Serbian (Latin)
- Slovak
- Slovenian
- Spanish
- Swedish
- Thai
- Turkish
- Ukrainian
- Urdu
- Vietnamese
- Welsh
- Yucatec Maya

Business | Translator Support



Translator

Anna Thompson

From: Anna Thompson
Sent: Monday, November 7, 2016 10:04 AM
To: Haydn Brathwaite
Subject: Agreement with Language Line Interpreters
Attachments: Agreement with Language Line Interpreters.docx

Here is language for the Language Line Agreement – feel free to change.

Anna Thompson
WIOA EO Officer/Special Projects
Workforce Solutions

Atlanta Regional



Connecting Talent with Opportunity
A proud partner of the American Job Center network

Atlanta Regional Commission
Regional impact + local relevance

40 Courtland Street, NE
Atlanta, Georgia 30303-2538

P | 404.463.3331
F | 770.344.5988

Agreement with Language Line Interpreters @ \$3.95 per minute for telephone interpreting services.

The signature below indicates that;

Robert LeBeau,
Manager, Workforce Solutions and
Director, Atlanta Regional Workforce Development Board
Atlanta Regional Commission

has reviewed and will follow the Rates and Policies of Language Line Interpreters., attached, and agrees to submit payment for services rendered within 15 days of invoice receipt via the credit card on record.

Language Line Interpreters - is hereby authorized to accept requests for interpreting services placed by any requester of and for this entity. Any exceptions or restrictions to this statement are listed here:

Signature of Authorized Agent

November 7, 2016

Date Signed

Telephone # 404-463-3326

Fax # 404-463-3110

Email: rlebeau@atlantaregional.com

Atlanta Regional Commission

Complete Billing Address:

40 Courtland Street, NE

Atlanta, GA 30303

Chapter Two

GEORGIA DEPARTMENT OF LABOR
WEB SITE CAN BE TRANSLATED INTO
WWW.GDL.GA.GOV

CHINESE (SIMPLIFIED),
HAITIAN CREOLE,
KOREAN,
PORTUGUESE,
RUSSIAN,
SPANISH,
VIETNAMESE

CLICK ON TRANSLATE IN UPPER RIGHT CORNER

JOB SEARCH
UNEMPLOYMENT INSURANCE INFORMATION



Connecting Talent with Opportunity
A proud partner of the American JobCenter network

Jobs and Job Training Resources Career Resource Centers, Career Centers, Metro Centers

Georgia Department of Labor Career Centers

Job listings, resume and interview workshops (former "unemployment office")

Atlanta North Metro – (relocated) 774 Jordan Lane, Bldg. #4, Decatur, GA 30033, 404-679-5200

Atlanta South Metro, 2636-14 Martin Luther King Jr Drive, Atlanta 30311 404-699-6900

Clayton County, 1630 Phoenix Blvd., Suite 200, College Park, GA 30349 678-284-0200

Cobb-Cherokee, 465 Big Shanty Rd., Marietta 30066 770-528-6103

Covington, 7249 Industrial Blvd., NE, Covington GA 30014 770-784-2455

Gwinnett County, 2211 Beaver Ruin Rd., Suite 160, Norcross, GA 30071 770-840-2200

WorkSource Atlanta Regional Career Resource Centers Skills Training and Job Search Resources for residents of Clayton, Cherokee, Douglas, Fayette, Gwinnett, Henry and Rockdale counties. Computer lab for resume preparation, interviewing practice, and job listings

CRC, Cherokee, 203 Oakside Lane, Suite E, Canton, GA 30114, 770-800-2593

Representative at the Cobb-Cherokee GA Dept. of Labor on Wednesday, 465 Big Shanty Road, Marietta, GA 30066 770-528-6103

CRC, Clayton, 3000 Corporate Center Dr, Suite 350, Morrow, GA 30236 770-960-2172

CRC, Douglas, 8595 Club Drive, Douglasville GA 30134 770-920-4104

CRC, Fayette, Magnolia Office/Warehouse Condo Park, 500 West Lanier Avenue, Suite 707, Fayetteville, GA 30214, 770-599-2449

CRC, Henry, Heritage Square Business Center, 1950 Pennsylvania Avenue, McDonough, GA 30253, 770-847-9082

CRC, Gwinnett, 3885 Crestwood Parkway NW, Suite 200, Duluth, GA 30096 770-806-2020

CRC, Gwinnett Tech, 5150 Sugarloaf Parkway, Bldg. 100, Lawrenceville, GA 30043 678-226-6664

CRC, Rockdale, 1400 Parker Rd, Conyers, GA 30094-5953 404-484-5400

Area Workforce Board Career Centers

Skills Training and Job Search Resources for Residents of:

WorkSource Atlanta Regional (ARC) 229 Peachtree St., NE, Suite 100, Atlanta, GA 30303

WorkSource Atlanta (City) Workforce Development Agency, 818 Pollard St., SW, Atlanta, 404-546-

WorkSource Cobb 463 Commerce Park, Suite 100, Marietta, 770-528-4300

WorkSource DeKalb 774 Jordan Lane, Building #4, Decatur, GA 30033, 404-687-3400

WorkSource Fulton County office Workforce Development, 3700 Martin Luther King Jr. Dr., SW, 2nd Floor, Atlanta, GA 404-613-6381

North Fulton Career Center, 7741 Roswell Rd., Suite 205, Atlanta, 404-613-4480

South Fulton Career Center, 5710 Stonewall Tell Rd., Suite 160, College Park, 770-306-5202

Home » Find a Career Center » Atlanta - North Metro (Relocated)

Atlanta - North Metro (Relocated)

Career Center

774 Jordan Lane
Bldg. #4
Decatur, GA 30033-5755
[Get Directions](#)

Areas Served:

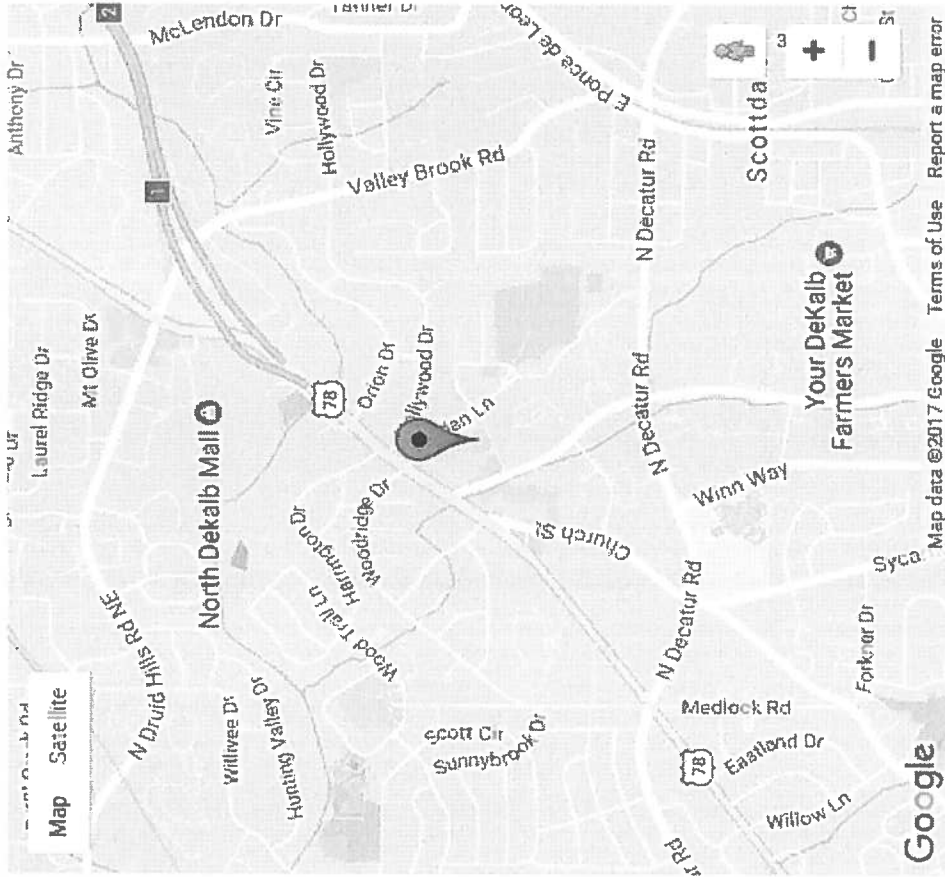
DeKalb, Fulton, Rockdale

Contact:

Office: [\(404\) 679-5200](tel:(404)679-5200)
FAX: [\(404\) 679-1713](tel:(404)679-1713)
TTY: [\(404\) 486-6476](tel:(404)486-6476)

Manager

Diane Allen



Home » Find a Career Center » Atlanta - South Metro

Atlanta - South Metro

Career Center

2636-14 Martin Luther King, Jr. Drive
Atlanta, GA 30311-1635

[Get Directions](#)

Areas Served:

Fulton, Douglas

Office: [\(404\) 699-6900](tel:4046996900)

FAX: [\(404\) 505-4898](tel:4045054898)

TTY: [\(404\) 699-4352](tel:4046994352)

Hours:

8:00AM - 4:30PM

Monday - Friday

Manager

Tabatha Burks

[Contact a Career Center](#)



Home » Find a Career Center » Clayton County

Clayton County

Career Center

Georgia Department of Labor
1630 Phoenix Boulevard, Suite 200
College Park, GA 30349
[Get Directions](#)

Areas Served:

Clayton, Fayette, Henry

Office: [\(678\) 284-0200](tel:(678)284-0200)

FAX: [\(770\) 909-2933](tel:(770)909-2933)

TTY: [\(678\) 284-5727](tel:(678)284-5727)

Hours:

08:00AM - 04:30PM

Monday - Friday

Manager

Mark Connally

[Contact a Career Center](#)



Home » Find a Career Center » Cobb-Cherokee

Cobb-Cherokee

Career Center

Georgia Department of Labor
465 Big Shanty Road
Marietta, GA 30066-3303

[Get Directions](#)

Areas Served:

Cherokee, Cobb

Office: [\(770\) 528-6100](tel:(770)528-6100)

FAX: [\(770\) 528-6139](tel:(770)528-6139)

TTY: [\(770\) 528-3527](tel:(770)528-3527)

Hours:

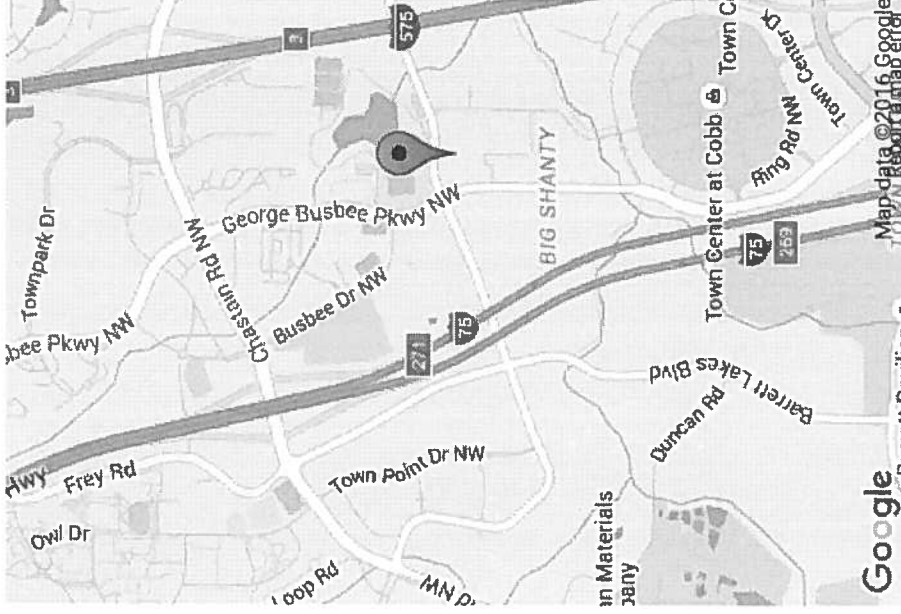
08:00AM - 04:30PM

Monday - Friday

Manager

Melrobin Cothran
Interim Manager

[Contact a Career Center](#)



Home » Find a Career Center » Covington

Covington

Career Center

Georgia Department of Labor
7249 Industrial Boulevard, N.E.
Covington, GA 30014-1499

[Get Directions](#)

Areas Served:

Newton, Jasper, Walton

Office: [\(770\) 784-2455](tel:(770)784-2455)

FAX: [\(770\) 784-2459](tel:(770)784-2459)

TTY: [\(770\) 784-3002](tel:(770)784-3002)

Hours:

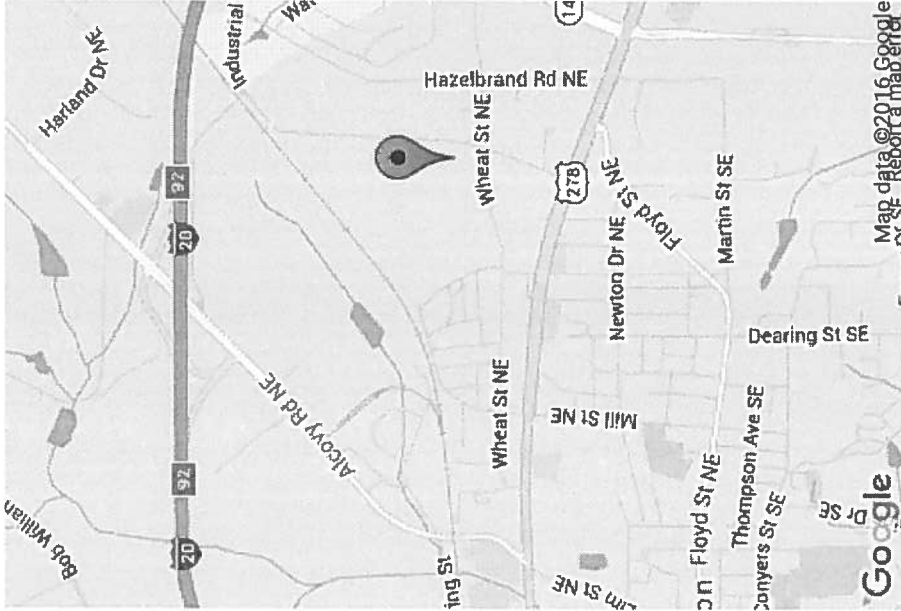
08:00AM - 04:30PM

Monday - Friday

Manager

Daisy Woods

[Contact a Career Center](#)



Home » Find a Career Center » Gwinnett County

Gwinnett County

Career Center

2211 Beaver Ruin Road
Suite 160
Norcross, GA 30071-3328
[Get Directions](#)

Areas Served:

Gwinnett

Office: [\(770\) 840-2200](tel:(770)840-2200)

FAX: [\(770\) 613-4843](tel:(770)613-4843)

TTY: [\(770\) 840-2258](tel:(770)840-2258)

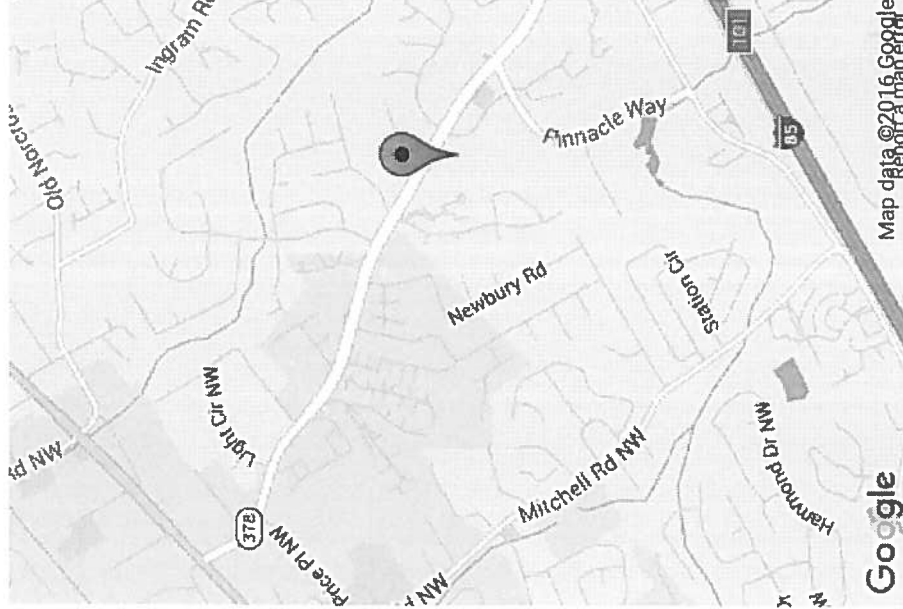
Hours:

08:00AM - 04:30PM
Monday - Friday

Manager

Melrobin Cothran

[Contact a Career Center](#)



Chapter Three

ASSESSMENT PROCEDURES ENGLISH-AS-A- SECOND LANGUAGE CUSTOMERS

The number of ESL customers seeking services at Career Resource Centers is increasing. The goal is to effectively assess the client to be sure that an overall evaluation of his/her skill set is accurate and valid in reference to their career services request. The following steps are intended to assist career advisors in assessing

GOAL: Ensure both English first and second-language speakers have basic language, math and workplace skills equivalent to 9th U. S. grade or level specified for entry into training.

Steps For ESL Assessment:

- If Customer requires Language Line Interpretation Services they should be referred to English As a Second Language Instruction Offerings
 - Refer client to free Learning English website:
<http://www.1-language.com/>
- GED on www.free-ed.net and www.pbs.org/literacy
- The customer can also be offered an opportunity to take the BEST Literacy.
- Peer Specialists in Career Resource Centers can schedule the BEST Literacy if it is requested by a customer.
- **Scoring Criteria:**
- There are six English Educational Functioning Level Descriptors where BEST Literacy Scores place a customer. These are listed in the BEST Administration Handbook, and they are in the WorkSource Atlanta Regional LEP Handbook.
- The highest ESL Language Level is lower than Beginning ABE Literacy – the lowest Adult Basic Education Level which is TABE Form 9 – 10, Level D grade equivalent 0 – 1.9.
- **Assessment Following Remediation:**
 - Client may return to continue the WIOA application process following remediation. No documentation of attendance at remediation is required.
 - The Outcome Measure Definitions – Educational Functioning Level Descriptors – English-As-A-Second Language Levels are the source document for determining Speaking and Listening, Basic Reading and Writing and Functional and Workplace Skills.
 - If customer presents copy of assessment results from remediation showing they scored in the range that fits the General Educational Development (GED) requirements for their career choice, they can be approved for training, and they will not need to take the BEST or TABE

again. The GED requirements are in the Dictionary of Occupational Titles.

- If customer has no score after attending remediation 60 to 90 days, administer BEST.

Stress to customer we are eager to assist the customer to be successful in training.

March 2018

MATHEMATICS TRAINING CODES

SCHOOL GRADE	TRAINING LEVEL	DEVELOPMENT
College	6	<p>Advanced calculus: Work with limits, continuity, real number systems, mean value theorems, and implicit function theorems.</p> <p>Modern algebra: Apply fundamental concepts of theories of groups, rings, and fields. Work with differential equations, linear algebra, infinite series, advanced operations methods, and functions of real and complex variables.</p> <p>Statistics: Work with mathematical statistics, mathematical probability and applications, experimental design, statistical inferences and econometrics.</p>
12	5	<p>Algebra: Work with exponents and logarithms, linear equations, quadratic equations, mathematical induction and binomial theorems, and permutations.</p> <p>Calculus: Apply concepts of analytical geometry, differentiations and integration of algebraic functions with applications.</p> <p>Statistics: Apply mathematical operations to frequency distributions, reliability and validity of tests, normal curve, analysis of variance, correlation techniques, chi-square applications and sampling theory, and factor analysis.</p>
10 - 11	4	<p>Algebra: Deal with system of real numbers, linear, quadratic, rational, exponential, logarithmic, angle, and circular functions, and inverse functions, related algebraic solution of equations and inequities, limits and continuity, and probability and statistical inference.</p> <p>Geometry: Deductive axiomatic geometry, plane and solid rectangular coordinates.</p> <p>Shop math: Practical application of fractions, percentages, ratio and proportion, mensuration, logarithms, slide rule, practical algebra, geometric construction, and essentials of trigonometry.</p>
8 - 9	3	<p>Compute discount, interest, profit and loss: commission, markup and selling price: ratio and proportion, and percentages. Calculate surfaces, volumes, weights and measures.</p> <p>Algebra: Calculate variables and formulas, monomials and polynomials; ratio and proportion variables, and square roots and radicals.</p> <p>Geometry: Calculate plane and solid figures, circumference, area, and volume. Understand kinds of angles and properties of pairs and angles.</p>
7	2	<p>Add, subtract, multiply and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.</p>
4 - 5	1	<p>Add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, and 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart, inch, foot, and yard; and ounce and pound.</p> <p>*Grade level cross-walk provided by Georgia Department of Education.</p>

LANGUAGE/READING TRAINING CODES

SCHOOL GRADE	TRAINING LEVEL	DEVELOPMENT
9 - 12	6	<p>Reading: Read literature, book and play reviews, scientific and technical journals, abstracts, financial reports and legal documents.</p> <p>Writing: Write novels, plays editorials, journals, speeches, manuals, critiques, poetry, and songs.</p> <p>Speaking: Conversant in the theory, principles, and methods of effective and persuasive speaking, voice and diction, phonetics, and discussion and debate.</p>
9 - 12	5	Same as Level 6.
8 - 9	4	<p>Reading: Read novels, poems, newspapers, periodicals, journals, manuals, dictionaries, thesauruses, and encyclopedias.</p> <p>Writing: Prepare business letters, expositions, summaries and reports, using prescribed format and conforming to all rules of punctuation, grammar, diction and style.</p> <p>Speaking: Participate in panel discussions, dramatization, and debates. Speak extemporaneously on a variety of subjects.</p>
6 - 8	3	<p>Reading: Read a variety of novels, magazines, atlases and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work.</p> <p>Writing: Write reports and essays with proper format, punctuation, spelling and grammar, using all parts of speech.</p> <p>Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.</p>
4 - 6	2	<p>Reading: Passive vocabulary of 5000-6000 words. Read at a rate of 195-215 words per minute. Read adventure stories and comic books, look up familiar words in dictionary for meaning, spelling, and pronunciation. Read instructions for assembling model cars and airplanes.</p> <p>Writing: Write compound and complex sentences, using cursive style, proper end pronunciation, and employing adjectives and adverbs.</p> <p>Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect and future tenses.</p>
2 - 3	1	<p>Reading: Recognize meaning of 2,500 words. Read at a rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers.</p> <p>Writing: Print simple sentences containing subject, verb and object, and series of numbers, names, and addresses.</p> <p>Speaking: Speak simple sentences, using normal word order and present and past tenses.</p> <p>* Grade level cross-walk provided by Georgia Department of Education.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p>Test Benchmark: CASAS scale scores: Reading: 180 and below Listening: 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–7 (SPL 0–1)</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Low Beginning ESL</p> <p>Test benchmark: CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145 Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) BEST Literacy: 8–35 (SPL 2)</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>
<p>High Beginning ESL</p> <p>Test benchmark: CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200 Oral BEST 29–41 (SPL 3) BEST Plus: 418–438 (SPL 3) BEST Literacy: 36–46 (SPL 3)</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Low Intermediate ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225</p> <p>Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) BEST Literacy: 47–53 (SPL 4)</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
<p>High Intermediate ESL</p> <p>Test Benchmark: CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242</p> <p>Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) BEST Literacy: 54–65 (SPL 5-6)</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Advanced ESL Test Benchmark: CASAS scale scores: Reading: 221–235 Listening: 221–235 Writing: 243–260</p> <p>Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) BEST Literacy: 66 and above (SPL 7)</p> <p>Exit Criteria: CASAS Reading and Listening: 236 and above</p> <p>CASAS Writing: 261 and above Oral BEST 65 and above (SPL 7) BEST Plus: 541 and above (SPL 7)</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

ATTACHMENT A: REVISED Educational Functioning Level (EFL) Descriptors Levels

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p>Test Benchmark: TABE (7–8 and 9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 392 and below</p> <p>CASAS scale scores: Reading: 200 and below Math: 200 and below Writing: 200 and below</p> <p>ABLE scale scores (grade level 0–1.9): Reading: 523 and below Math: 521 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test Benchmark: TABE (7–8 and 9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 393–490</p> <p>CASAS scale scores: Reading: 201–210 Math: 201–210 Writing: 201–225</p> <p>ABLE scale scores (grade level 2–3.9): Reading: 525–612 Math: 530–591</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

TEGL 17-05

Revised Att. A

Added 2-23-18

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: TABE (7–8 and 9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523</p> <p>CASAS scale scores: Reading: 211–220 Math: 211–220 Writing: 226–242</p> <p>ABLE scale scores (grade level 4–5.9): Reading: 613–644 Math: 593–641</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: TABE (7–8 and 9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p>CASAS scale scores: Reading: 221–235 Math: 221–235 Writing: 243–260</p> <p>ABLE scale score (grade level 6–8.9): Reading: 646–680 Math: 643–693</p> <p>WorkKeys scale scores: Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: TABE (7–8 and 9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p>CASAS scale scores: Reading: 236–245 Math: 236–245 Writing: 261–270</p> <p>ABLE scale scores (grade level 9–10.9): Reading: 682–697 Math: 694–716</p> <p>WorkKeys scale scores: Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test Benchmark: TABE (7–8 and 9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>CASAS scale scores: Reading: 246 and above Math: 246 and above Writing: 271 and above</p> <p>ABLE scale scores (grade level 11–12): Reading: 699 and above Math: 717 and above</p> <p>WorkKeys scale scores: Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

CONVERSION CHART FOR ESL LEVELS

<i>Functional Area</i>	<i>Test Type</i>	<i>Scale Score Range</i>	<i>ESL Level</i>	<i>Grade Equivalent Range</i>
Oral/Listening	BEST Plus	0-400	1	N/A
		401-417	2	N/A
		418-438	3	N/A
		439-472	4	N/A
		473-506	5	N/A
		507-540	6	N/A
		541-999	7	N/A
Reading, Writing	BEST Literacy	0-7	1	N/A
		8-35	2	N/A
		36-46	3	N/A
		47-53	4	N/A
		54-65	5	N/A
		66-999	7	N/A

ADULT ENGLISH PROFICIENCY ASSESSMENTS



[BEST Plus](#)
[BEST Literacy](#)
[Resources](#)

[Current Users](#)



BEST Literacy is a combined test of reading and writing skills using authentic situations as the basis for test questions. Specifically developed and designed for adult English language learners in the United States, *BEST Literacy* can be administered to groups or individuals in one hour or less. *BEST Literacy* is aligned with the ESL descriptors of the National Reporting System and the Student Performance levels.

BEST Literacy Technical Report



This report provides technical data and results concerning the validity, reliability, and measurement precision of *BEST Literacy*



Reading tasks include reading dates on a calendar, labels on food and clothing, bulletin announcements, and newspaper want ads.

Writing tasks include addressing an envelope, writing a rent check, filling out a personal background form, and writing personal notes.

The *BEST Literacy Test Manual* is designed to provide all the information needed to administer and score the test, including a rubric with clear benchmarks for scoring the note-writing tasks as well as many student samples with scoring explanations and justifications. *BEST Literacy* is available in three parallel, consumable forms (B, C and D) for pre- and post-testing. [Learn more about how to administer *BEST Literacy*.](#)

To learn about the appropriate uses of *BEST Literacy*, [read](#) the *BEST Literacy Test Usage Policy*.

Contact Us

Place orders online through the [CAL Store](#).

For questions regarding orders placed through the CAL Store,
Email: calstore@brightkey.net
Telephone: 1-855.543.9461 (toll-free)
Monday-Friday 8:30 am – 5:00 pm ET

CAL's adult ESL assessments staff are available to answer questions about your assessments
Email: aea@cal.org
Telephone: 1-866-845-2378, option 1 (toll free)
Monday-Friday 10 am – 6 pm ET

CAL's ESL Assessments Demonstration



View a 3-minute Flash video presentation

BEST Literacy Frequently Asked Questions



Click here to get your questions answered

How to administer *BEST Literacy*



Order the *BEST Literacy* Manual to get started

28.00



BEST Plus

BEST Literacy

Resources

Current Users

Product Spotlight



Learn more about how to administer *BEST Literacy*.

Frequently Asked Questions

- [What is *BEST Literacy* used to measure?](#)
- [What types of questions are on *BEST Literacy*?](#)
- [What proficiency levels does *BEST Literacy* assess?](#)
- [Is training required to administer *BEST Literacy*?](#)
- [What technology do I need to use *BEST Literacy*?](#)
- [How do I get started using *BEST Literacy*?](#)
- [Do the students write in the *BEST Literacy* test booklets?](#)
- [Where do I find the *BEST Literacy* score sheets?](#)

What is *BEST Literacy* used to measure?

BEST Literacy tests reading and writing skills in authentic situations specifically geared for adult English language learners in the United States.

[back to top](#)

What types of questions are on *BEST Literacy*?

Test items include reading dates on a calendar, addressing an envelope, writing a check, reading a schedule, writing personal information, reading articles and other documents, and writing a short personal note.

[back to top](#)

What proficiency levels does *BEST Literacy* assess?

BEST Literacy measures reading and writing skills and correlates to [Student Performance Levels \(SPL\) 0 to 8](#) and the [National Reporting System \(NRS\) Educational Function Levels](#) from Beginning ESL Literacy to Advanced ESL.

[back to top](#)

Is training required to administer *BEST Literacy*?

CAL does not require *BEST Literacy* training however *BEST Literacy* test administrators and scorers must read and review the *BEST Literacy Test Manual* before and after administering the test. In addition, individual states and programs may have their own training requirements in order to administer *BEST Literacy*.

[back to top](#)

What technology do I need to use *BEST Literacy*?

BEST Literacy does not require the use of computers.

[back to top](#)

Go

Order Online



Order *BEST Literacy*.

Contact Us

Contact the *BEST Literacy* Team

Phone: 866-845-BEST (2378)

Email: aea@cal.org

How do I get started using *BEST Literacy*?

To get started using *BEST Literacy*, you will need to know how many students you will be pre- and posttesting to determine the number of test packets to order. Test booklets and corresponding scoring sheets are sold in packets of 20 per form (B, C, and D). You will also need to order enough copies of the *Test Manual* for your test administrators and scorers to read and review before and after testing. Next, you will want to contact your state's professional development office or coordinator to find out if the state requires *BEST Literacy* training.

BEST Literacy test booklets and test manual can be purchased online through the CAL Store using a credit card.

For purchase orders, you can download an order form on the CAL Store and include with a purchase order or check and mail to CAL following the instructions on the order form. Please allow two business days for processing. Signed copies of purchase orders must be received before products can be shipped.

[back to top](#)

Do the students write in the *BEST Literacy* test booklets?

Yes. The students will write their answers in the test booklets. Test booklets are consumable and cannot be photocopied or reused.

[back to top](#)

Where do I find the *BEST Literacy* score sheets?

A total of 20 corresponding score sheets are included with each shrink-wrapped packet of 20 test booklets.

[back to top](#)



Order for Spanish Equivalents *Calstate*

ADULT ENGLISH PROFICIENCY ASSESSMENTS



HealthFair

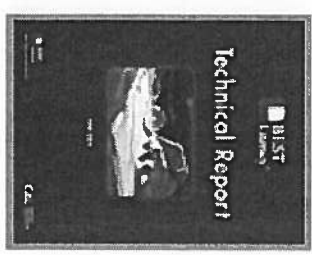
[BEST Plus](#)

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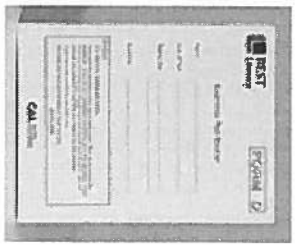
BEST Literacy Technical Report



This report provides technical data and results concerning the validity, reliability, and measurement precision of *BEST Literacy*



BEST Literacy is a combined test of reading and writing skills using authentic situations as the basis for test questions. Specifically developed and designed for adult English language learners in the United States, *BEST Literacy* can be administered to groups or individuals in one hour or less. *BEST Literacy* is aligned with the ESL descriptors of the National Reporting System and the Student Performance levels.



Reading tasks include reading dates on a calendar, labels on food and clothing, bulletin announcements, and newspaper want ads. **Writing tasks** include addressing an envelope, writing a rent check, filling out a personal background form, and writing personal notes.

The *BEST Literacy Test Manual* is designed to provide all the information needed to administer and score the test, including a rubric with clear benchmarks for scoring the note-writing tasks as well as many student samples with scoring explanations and justifications. *BEST Literacy* is available in three parallel, consumable forms (B, C and D) for pre- and post-testing. [Learn more about how to administer *BEST Literacy*.](#)

To learn about the appropriate uses of *BEST Literacy*, [read the *BEST Literacy* Test Usage Policy.](#)

[Contact Us](#)

Place orders online through the [CAL Store](#).

**CAL's ESL
Assessments
Demonstration**



View a 3-minute Flash video presentation

**BEST Literacy
Frequently Asked
Questions**



Click here to get your questions answered

**How to administer
*BEST Literacy***



CALstore

*Resources to meet
your language
and cultural
education needs*

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Thank You! | OrderNumber: 1000027612

Billing Address:

Anna Thompson
The Atlanta Regional Commission
40 Courtland Street NE
Atlanta, GA 30303

Order Summary:

Order Number:

[Printable View](#) | [Email to Another Address](#)



BEST Literacy Test Manual

Quantity	Unit Price	Total
1	\$28.00 USD	\$28.00 USD

SubTotal: **\$28.00 USD**

Tax: **\$0.00 USD**

Shipping: **\$8.00 USD**

Order Total: **\$36.00 USD**

Balance: **\$0.00 USD** Paid on 05/03/16 with VISA ending in 0075 for \$36.00 USD

Amount Due: **\$0.00 USD**

Anna Thompson

From: calstore@brightkey.net
Sent: Tuesday, May 17, 2016 1:13 PM
To: Anna Thompson
Subject: Thank you for your web order



Dear **Anna Thompson**,

Thank you for placing your order with the CAL Store. Your reference number, which can be used when contacting the CAL Store regarding this order, is **100027769** . Below is a summary of your order:

Quantity	Product Description	Line Status	Unit Price	Unit Discount	Tax	Shipping	Price
3	BEST Literacy Test Packets - Form C (20 Booklets & 20 Scoring Sheets)	Available	\$50.00	\$0.00	\$0.00	\$2e.23	\$e7e.23
3	BEST Literacy Test Manual	Available	\$28.00	\$0.00	\$0.00	\$ee.89	\$95.89
3	BEST Literacy Test Manual	Available	\$28.00	\$0.00	\$0.00	\$ee.88	\$95.88

Order Total:
\$363.00

The billing address we have on record is:

Anna Thompson
The Atlanta Regional Commission
40 Courtland Street NE
Atlanta, GA 30303
United States
(404)463-333e
athompson@atlantaregional.com

Your product will be shipped to:

Anna Thompson
The Atlanta Regional Commission
40 Courtland Street NE
Atlanta, GA 90909
United States

734434472041818
Monday May 23

Anna Thompson

From: calstore@brightkey.net
Sent: Tuesday, May 3, 2016 2:33 PM
To: Anna Thompson
Subject: Thank you for your web order



Dear **Anna Thompson**,

Thank you for placing your order with the CAL Store. Your reference number, which can be used when contacting the CAL Store regarding this order, is **1000027612** . Below is a summary of your order:

Quantity	Product Description	Line Status	Unit Price	Unit Discount	Tax	Shipping	Price
1	BEST Literacy Test Manual	Available	\$28.00	\$0.00	\$0.00	\$8.00	\$36.00
Order Total:							\$36.00

The billing address we have on record is:
Anna Thompson
The Atlanta Regional Commission
40 Courtland Street NE
Atlanta, GA 30303
United States
(404)463-3331
athompson@atlantaregional.com

Your product will be shipped to:
Anna Thompson
The Atlanta Regional Commission
40 Courtland Street NE
Atlanta, GA 30303
United States

Your order is being processed and will be shipped shortly. Please note that Back Ordered items are unavailable at this time and will ship as soon as they become available. In the meantime, please visit us at <http://www.cal.org> and learn more about our products and services.

Thank You,

AL Store Customer Support

Anna Thompson

From: calstore@brightkey.net
Sent: Tuesday, May 3, 2016 2:33 PM
To: Anna Thompson
Subject: Thank you for your web order



Dear **Anna Thompson**,

Thank you for placing your order with the CAL Store. Your reference number, which can be used when contacting the CAL Store regarding this order, is **100027612** . Below is a summary of your order:

Quantity	Product Description	Line Status	Unit Price	Unit Discount	Tax	Shipping	Price
1	BEST Literacy Test Manual	Available	\$28.00	\$0.00	\$0.00	\$8.00	\$36.00

Order Total:
\$36.00

The billing address we have on record is:

Anna Thompson
The Atlanta Regional Commission
40 Courtland Street NE
Atlanta, GA 30303
United States
(404)463-3331
athompson@atlantaregional.com

Your product will be shipped to:

Anna Thompson
The Atlanta Regional Commission
40 Courtland Street NE
Atlanta, GA 30303
United States

Your order is being processed and will be shipped shortly. Please note that Back Ordered items are unavailable at this time and will ship as soon as they become available. In the meantime, please visit us at <http://www.cal.org> and learn more about our products and services.

Thank You,

CAL Store Customer Support

Chapter Four



WORKFORCE IMPLEMENTATION GUIDANCE (WIG) LETTER

DATE: November 7, 2016
NO: WIG LS-16-002
TO: LOCAL WORKFORCE SYSTEM STAKEHOLDERS
FROM: DAVID DIETRICH, Deputy Counsel WFD
SUBJECT: GUIDANCE REGARDING TRAINING SITE ACCESSIBILITY

- 1. Purpose.** To ensure LWDAs are providing federal financial assistance to entities which satisfy programmatic and physical accessibility requirements.
- 2. References.** Workforce Innovation and Opportunity Act
Regulations Implementing Section 188 of WIOA
Section 504 of the Rehabilitation Act
Regulations Implementing Section 504 of the Rehabilitation Act
- 3. Definitions.** (Please note, definitions are directly from the federal regulations.)
ETPL – Eligible Training Provider List
LWDA – Local Workforce Development Area
WFD – Georgia Department of Economic Development’s Workforce Division
WIOA – Workforce Innovation and Opportunity Act
- 4. Background.** Federal regulations implementing the nondiscrimination and equal opportunity provisions in Section 188 of WIOA set forth requirements for recipients of federal funding. Part 38 of Title 29 defines recipient to include “service providers, including eligible training providers.”¹ Accordingly, all training providers must meet applicable accessibility requirements. In addition to the regulations set forth in Part 38 of Title 29, recipients are required to comply with additional regulations referenced in Part 38. Special attention should be given to the regulations found in Part 32 of Title 29, subparts B and C, and appendix A, which implement Section 504 of the Rehabilitation Act.
- 5. Training Providers Subject to Section 504 of the Rehabilitation Act.** Training providers also fall under the definition of “recipient” under 29 C.F.R. § 32.3, which implements Section 504 of the Rehabilitation Act.² Subpart C of Part 32 sets forth the accessibility requirements:

¹ 29 C.F.R. §38.4

² 29 C.F.R. §32.3

“A recipient shall operate each program or activity to which this part applies so that when each part is viewed in its entirety it is readily accessible to qualified handicapped individuals. This paragraph does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by qualified handicapped individuals. **However, if a particular aid, benefit, service, or training is available in only one location, that site must be made accessible or the aid, benefit, service, or training must be made available at an alternative accessible site or sites.** Accessibility requires nonpersonal aids to make the program or activity accessible to mobility impaired persons. Reasonable accommodations, as defined in §32.3, are required for particular handicapped individuals in response to the specific limitations of their handicaps.”(emphasis added)³

In addition, TEGL 41-14, issued June 26, 2015, states that training providers may be removed from the ETPL for “substantially violating a provision of Title I of WIOA or its implementing regulations” and reiterates that “eligible training providers are subject to the equal opportunity and nondiscrimination requirements [in] WIOA Section 188.”⁴ WFD treats an intentional failure to comply with the accessibility requirements of Section 188 as a substantial violation. Therefore, training providers who provide services at only one physical site which does not satisfy the regulations implementing Section 188 of WIOA will be removed from the ETPL.

6. Action Requested.

1. LWDA's shall ensure training providers' services are made available in accessible facilities and that required accommodations are made available.
2. WFD recommends LWDA's perform periodic onsite reviews of training sites to ensure accessibility requirements are satisfied, especially for new training provider programs seeking to be included on the ETPL. Furthermore, WFD recommends that LWDA's develop policy outlining how this process will occur.
7. **Inquiries.** Inquiries regarding this guidance should be directed to the WIOA Title I Equal Opportunity Officer, Deputy Counsel David Dietrichs.

8. Expiration. Continuing.

³ 29 C.F.R. § 32.27(a)

⁴ TEGL 41-14(11)

Atlanta Regional



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- **ADA Basics**

www.jan.org

- **Job Accommodation Network**

www.jan.org

- **Disability**

www.disability.gov

Customers interested in training may be referred to One Stop partner Rehabilitation Services for evaluation and career exploration, and WIOA Funds can be used for training.



ADAPTIVE TECHNOLOGY AND RESOURCES FOR INDIVIDUALS WITH DISABILITIES

An accessible workstation has been created to assist clients with disabilities in their utilization of services at the Worksource Atlanta Regional Career Resource Centers. Assistive technology is available upon request at the reception desk and can be used at accessible workstations.

Available at Work Station

1. Adjustable Table or Articulating Keyboard Tray
2. Large Screen Monitor
3. Track Ball
4. Large Key Keyboard
5. Computer with Ease of Access - Narrator, Magnifier, On Screen Keyboard and High Contrast
6. Copy Stand
7. Word Prediction Software (www.etype.com)

Available upon request at reception desk

1. Digital Recorder for recording conversations regarding eligibility and WIOA career and training services. Sound Organizer software may be used to convert to MP3 and email to customer or burn a disk.
2. Headset
3. Scanner on copy machine
4. Instructions for using Georgia Relay
5. One Stop Centers: Service Accessibility Checklist
6. Contact and appointment schedule for Sign Language Interpreter

Disabilities Services Advocate

Each Career Resource Center has a designated Disability Services Advocate to assist with resources and to coordinate activities with other agencies.



Home : Disability basics : Facts & figures :

One-Stop Centers: Service Accessibility Checklist

Discussions about accessibility frequently emphasize facilities and equipment - the physical factors that make a One-Stop usable. The U.S. Department of Labor has issued several checklists that the One-Stop system can use to assess their compliance with legal requirements for structures and devices. Accessibility of services is less concrete and readily visible but equally important. Service accessibility means that, for example, staff can use TTY machines or request interpreters; that information for customers with disabilities is available in a variety of formats and presented in a clear, understandable fashion; that emergency procedures take account of customers with disabilities; and that in general, customers with disabilities are able to equally benefit from the services of the One-Stop system as all other customers.

Under the law, it is not sufficient that the One-Stop system simply respond to requests for assistance and accommodations from people with disabilities. When local One-Stop systems design services, they are required to proactively anticipate the needs of people with various physical, mental, and sensory disabilities. This checklist provides guidelines for service accessibility as well as a summary of the most important equipment that customers need to access One-Stop resources.

Through the use of this checklist, local One-Stop systems and One-Stop Centers can help ensure they

- comply with the law (Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act)
- create an environment that makes people with disabilities feel welcome; and
- design services so that people with disabilities can fully benefit.

For information on Nondiscrimination and Equal Opportunity, see Section 2.

Staff Knowledge

- Staff recognize the importance of making people with disabilities feel welcome
- Staff have had basic awareness training on how to meet the needs of customers with disabilities
- Staff understand that they are required to provide reasonable accommodations to customers or potential customers with disabilities, unless senior staff determine that providing such an accommodation would cause an undue hardship

- Staff understand the obligations of the One-Stop Center under the Americans with Disabilities Act, the Rehabilitation Act, and the Nondiscrimination and Equal Opportunity Regulations for WIA, including:
 - people with disabilities have the same rights as anyone else to use the services of the One-Stop system
 - services and facilities must be readily accessible
 - services must be delivered in a setting that is fully integrated as possible (meaning that customers with disabilities receive services alongside customers who are not disabled)
 - Staff understand that they must make reasonable modifications in service delivery to avoid discrimination against people with disabilities, unless senior staff determine that making these modifications would fundamentally alter the nature of the service
- Staff understand that the Center is required to provide appropriate auxiliary aids and services to ensure that communication with customers and potential customers with disabilities is as effective as communication with other individuals, unless this would result in a fundamental alteration in the nature of the service or activity
- Staff are aware that they cannot decide that an action which would allow program access by a person with a disability is unfeasible. Such decisions must be made by the designated senior staff member.
- Staff have been trained in emergency evacuation procedures for people with disabilities, including the evacuation of persons with mobility impairments
- Staff know how to procure and use various equipment and materials for assisting people with disabilities, including the Centers telecommunications device for the deaf (TT/TTY/TDD), accessible work stations, accessible materials, etc.

Disclosure of Disability

- When working with customers with disabilities, staff discuss disability only as it pertains to the customers need to access employment and training services
- Staff who are working with a customer with a disability get permission from the customer before discussing information about the individuals disability with other One-Stop staff or external individuals (e.g., other agencies)
- When working with customers with disabilities, staff provide information to other One-Stop staff about a customers disability only as needed
- Private office space is available for discussion of disability-related issues
- All discussions with customers and other individuals about a customers disability take place in private; if discussions are by phone, calls are made in an area where the caller cannot be overheard
- Policies and procedures are in place to ensure that staff do not disclose information about a persons disability to other customers
- Staff understand that under the ADA, the One-Stop Center may ask whether a customer has a disability (under Title II), but that employers are prohibited from doing so during the job application process (under Title I). As a result, staff also understand that they may not disclose the fact that an individual has a disability to an employer without the customers permission.
- Staff educate employers about the limits of inquiry under the ADA
- Staff discuss with customers with disabilities the issue and implications of disclosure of disability to employers and potential employers

- The management information systems for the One-Stop have been reviewed to ensure that access to information concerning a customer's disability status, and information about their disability, is limited only to staff who require such information to effectively deliver services to the individual

Accommodation Requests

- The One-Stop Center has procedures and guidelines for handling requests for reasonable accommodations and reasonable modifications in policies, practices, or procedures.
- A senior management person has been designated to make determinations that a reasonable accommodation or modification is unfeasible, because it would result in a fundamental alteration in the nature of the program or pose undue financial or administrative burdens
- The One-Stop Center posts clear procedures for requesting reasonable accommodations and modifications in waiting areas, the resource library, and other public areas, and includes them in writing in outreach materials.

Registration and Orientation

- Staff offer every customer assistance with filling out forms and application materials
- When signing up for orientation, everyone is asked whether they will need assistance or accommodations to participate
- If a person needs assistance in filling out registration or intake forms, this is done one-on-one in a private room, where the individual's responses will not be overheard
- If customers are asked whether they have a disability, this is asked of every customer, and asked in writing, not verbally
- If the One-Stop Center has special programs for people with disabilities, this information is given in writing, so that people with disabilities don't have to inadvertently disclose by writing down information that is given orally
- Information in orientation sessions is explained slowly and clearly, with plenty of time and opportunities for questions
- As required by WIA regulations, every orientation session includes a presentation of customer's rights to nondiscrimination and equal opportunity, including the right to file a complaint,
- Clearly understood procedures for requesting reasonable accommodations and modifications are included in writing and reviewed verbally during orientation
- A list of the One-Stops auxiliary aids and services for communication, assistive technology devices, and material in accessible formats is provided in writing and reviewed verbally during orientation

Service Delivery

- People with disabilities are served in integrated settings; people with disabilities participate in the programs and services of the One-Stop Center alongside people without disabilities
- If people with disabilities are served separately from other customers, doing so meets the legal requirement that this be necessary in order for people with disabilities to have opportunities as effective as those provided to other customers

- If permissible separate programs exist at the One-Stop Center, people with disabilities are not required to participate in such programs
- People with disabilities have the access to the full range of core, intensive, and training services available to all customers, and are not served exclusively via services from Vocational Rehabilitation
- The eligibility criteria for intensive and training services do not discriminate against people with disabilities, either overtly or inadvertently [by design or in effect]
- All customers are routinely asked if they will need some type of accommodations or special assistance to take full advantage of One-Stop services
- All customers are routinely offered the option of meeting with staff in private offices
- Information is presented in a way that is understandable to people who have limited or no reading skills
- Information that is presented orally is also available in writing for people who are deaf or hard of hearing, and for people whose learning style requires reinforcement of items in writing
- Services are designed so that individuals who are not knowledgeable, comfortable with, or able to use electronic technology (i.e., computers) can fully benefit from One-Stop services
- Quiet work space is available for people with Attention Deficit Disorder and hearing impairments to thoroughly read and comprehend materials

General Communication Requirements

- The One-Stop Center has taken appropriate steps to ensure that communication with customers and potential customers with disabilities is as effective as communication with other customers
- One-Stop staff regularly ask all customers if they need information in alternative formats, or need help understanding information
- One-Stop staff regularly inform all customers that communications aids and services are provided upon request
- The One-Stop Center has a procedure for responding to requests for auxiliary aids and services. This procedure includes a mechanism for determining that if an aid or service must be substituted for one that was requested, the aid used was equally effective
- The One-Stop Center has identified a source for sign language interpreters, and can respond quickly to interpreter requests

Work Stations and Equipment

- Accessible work station: At least one computer work station for customers has been designed to be as universally accessible as possible for customers with disabilities. [See guidelines and examples of accessible electronic work stations elsewhere in this section].
- Large monitor: For people with low vision, the center has a 19" - 21" monitor with a moveable mounting arm that provides increased character size and a clearer, sharper image
- Screen enlargement capability: The center has computers that allow users with low vision to enlarge the print on the monitors screen
- Voice output capability: For people with visual disabilities and reading limitations, the center has a work station that can read text on the screen and convert the text into voice output; computer has a headphone jack and headphones

- **Flatbed scanner:** The center has a scanner that can convert a paper document into electronic format [useful for people who access information through voice output and/or need documents converted to Braille]
- **Trackball:** The center has a work station with a trackball as an alternative to a mouse. [This is useful for customers who have gross motor skills but lack fine motor skills]
- **Alternative keyboard:** For people with a variety of disabilities, including those with limited use of their hands and those who tire easily, the center has a modified version of the standard keyboard that allows key selection by variable hand and finger motion
- **Word prediction software:** The center has word prediction software that enables the user to reduce the number of keystrokes used in typing
- **Large keyboard caps and keyboard orientation aides:** For customers with low vision, the center has a work station with key markings that enlarge letters and numbers on the keyboard
- **Braille printer:** The center has a Braille printer for use by customers and staff
- **Height adjustable table:** Work stations and work tables include height-adjustable tables for use by wheelchair users
- **Tape recorder:** A tape recorder is available for customers who have difficulty taking notes to tape presentations and discussions, and for staff to make audio recordings of written material
- **Portable Assistive Listening Device:** The center has a portable assistive listening device available for individuals with mild to severe hearing loss. [These devices increase the loudness of the speaker while reducing background noise.] [Information on work station requirements are based in part on information from Assuring Access to Job Seekers with Disabilities in Missouri's One-Stops, which is incorporated into Missouri's state workforce plan. This information was furnished by Missouri Assistive Technology. Guidelines and examples of accessible work stations and assistive technology are contained elsewhere in this section.]

Materials

- The One-Stop Center has basic orientation materials in alternate formats (large print, Braille, audio-tape, text on computer disk, etc.) and has also identified resources to quickly obtain other materials in alternate formats upon request
- Materials are available in formats that account for a variety of learning styles, and are also accessible to people who have limited or no reading skills (e.g., pictures, videos, audio-tapes)
- Paper materials are presented in contrasting colors (e.g., black and white)
- Videos for customers are closed-captioned
- The One-Stops website is fully accessible to people with disabilities and Bobby approved. [A free service that analyzes web pages for their accessibility to people with disabilities www.cast.org/bobby]

Evacuation Procedures

- There is a mechanism for ensuring that people who are deaf or hard of hearing are aware of an activated fire or smoke alarm
- There is an established emergency evacuation procedure that addresses the needs of people with disabilities, including persons with mobility impairments

Marketing Materials and Outreach

- Marketing materials mention people with disabilities as one of the groups that One-Stop Centers serve
- Pictures and graphics in marketing materials include positive images of people with disabilities receiving services with other customers
- The One-Stop Center indicates that it is an equal opportunity employer/program and that auxiliary aids and services are available upon request to individuals with disabilities in recruitment brochures and other materials. These materials also indicate the telephone number of the centers TDD/TTY or relay service
- A list of the One-Stops auxiliary aids and services for communication, assistive technology, and material in accessible formats is provided as part of outreach materials
- As part of its efforts to provide universal accessibility, the One-Stop Center does outreach to people with disabilities, as required by WIA regulations. This includes such activities as:
 - Advertising in media that targets people with disabilities
 - Sending notices about One-Stop activities to community groups, organizations and associations that people with disabilities participate in
 - Consulting with community groups, organizations, and associations about ways in which the One-Stop Center can improve its outreach and services to people with disabilities
 - Off-site presentations to the general public by One-Stop staff are held in locations that are fully accessible for people with disabilities
 - Presentations to the general public include a discussion of customers rights concerning nondiscrimination and equal opportunity, as required by WIA regulations

Access to Transportation

- If the service delivery area has public transportation, the One-Stop Center is in a location that provides optimal public transportation access so that people with disabilities and others who do not drive can easily reach the center
- Any One-Stop materials that contain driving directions, also include public transportation directions, and/or other transportation options for individuals who do not drive. This includes directions contained on the One-Stop web site.
- If the service delivery area is not served by public transportation, the One-Stop Center has taken steps to ensure that individuals who do not drive, including people with disabilities, have access to the full range of One-Stop services. This can include developing transportation options and resources, delivering services in satellite locations, etc. See section 12 on Transportation for suggestions

Notice on Equal Opportunity and Nondiscrimination

- The One-Stop Center posts notices in the waiting area, resource library, and other public areas that outline rights and protections for people with disabilities and other individuals, including the right to equal opportunity, accessible services, and complaint procedures. These posters comply with the required wording in the nondiscrimination and equal opportunity regulations, and include the contact information of the Equal Opportunity Officer
- The required notice about nondiscrimination and equal opportunity is :
 - Included in orientation materials made available to every customer
 - Included in handbooks and manuals

- Included in marketing materials
- Disseminated in internal communications
- Placed in each customers file
- Provided in accessible formats
- Provided to applicants for employment and employees
- Provided to unions or professional organizations that hold collective bargaining or professional agreements with the One-Stop
- Provided to sub-recipients or subcontractors that receive WIA Title I funds from the One-Stop

Equal Opportunity and Nondiscrimination Regulations

- The One-Stop Center has an Equal Opportunity Officer, who is a senior level employee, as required by WIA regulations
- The Equal Opportunity Officer fulfills all the requirements of this position including:
 - Serving as the liaison with the U.S. Department of Labor Civil Rights Center
 - Monitoring the One-Stop Centers activities and written policies to ensure compliance with all applicable laws pertaining to nondiscrimination and equal opportunity
 - Receiving and investigating any complaints concerning possible discrimination by the One-Stop Center
 - Reporting directly to appropriate officials (including the state WIA director and Governors WIA liaison) about equal opportunity matters
 - Participating in ongoing training concerning nondiscrimination and equal opportunity
- One-Stop management and staff are aware of and follow the requirements contained in the states Methods of Administration (MOA) for Nondiscrimination and Equal Opportunity under WIA
- Services, programs, and facilities are reviewed at least annually to ensure that the One-Stop and its services are nondiscriminatory and provide equal opportunity for customers with disabilities

Record Keeping Requirements

- Logs of complaints alleging discrimination are kept by the One-Stop Center, as required by law
- The disability status (when known) of all customers and applicants for services is recorded. This information is stored in a way that ensures confidentiality.



Atlanta Regional Commission
TDD 1-800-255-0056
Voice 1-800-255-0135



VCO (Voice Carry-Over)

Voice Carry-Over—or VCO—is ideal for people who can speak clearly, yet have hearing loss significant enough to keep them from understanding what is being said over a standard telephone. Using either a TTY (text telephone) and standard telephone or a specially designed telephone that also has a text screen, the VCO user speaks directly to the person being called. In response, the words of the person being called are typed by the Georgia Relay Communications Assistant (CA), and the VCO user reads those words on the text screen of his or her phone.

Two-Line VCO

This feature allows a Georgia Relay VCO user with two telephone lines to use one line for speaking directly to the other person, and the other line for receiving the text of that person’s side of the conversation. One of the phone lines must have 3-way conferencing capabilities. This allows for a more interactive conversation by eliminating the use of “GA” (Go Ahead). The CA is only present to type what is said by the other person.

Making a VCO Call with a TTY

(A [Georgia Relay Customer Profile](#) is highly recommended for VCO users and will streamline the following steps.)

1. Dial 7-1-1 or 1-800-255-0056 to reach Georgia Relay.
2. On your text screen, wait for "GTRS CA #XXXX (M/F) NBR PLS Q GA." to appear.
3. Type the area code and telephone number you are calling, followed by "VCO GA." If you prefer to give the Communications Assistant (CA) the number verbally, type "VCO GA" and wait for the CA to come on the line.
4. Once the CA is on the line, if you have typed in the number, the CA will type back "VCO ON." If you have not typed in the number, the CA will type "VCO ON GA" to alert you to now provide the number verbally.
5. The CA will type the standard phone user's greeting to you when the call is answered. For example, "HELLO GA," or "HELLO ABC COMPANY GA."
6. After you see "GA," begin speaking directly to the person you've called. If you are using a TTY, pick up the handset and begin speaking to the other person. When you are ready for their response, say "GA" and place the handset back on the TTY. The conversation will continue back and forth between you and the other person.

Note:

- * When using a VCO phone, no typing will be necessary. After Georgia Relay answers and a CA is on the line, all prompts will be made verbally.
- * If the person you're calling has never used Georgia Relay, the CA will explain how it works. You will see a message on your screen that says, "EXPLAINING RELAY."
- * Remember to say "GA" or "Go Ahead" each time you finish your part of the conversation so the other person can respond to you.

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["Business Break" on WTVM-TV in Columbus](#)

[Winter 2015 Newsletter](#)

["So Connected" on WXTX-TV](#)

[Winter 2014 Newsletter](#)

Customer Service

Phone: 1-866-694-5824 (Voice/TTY)

In an emergency, please dial 9-1-1!



≡ MENU

HCO (Hearing Carry-Over)

HCO is for people who can hear, but who regularly have difficulty speaking over the phone. HCO is for people who have significant difficulty speaking, yet can hear what is being said over the phone. The HCO user types his or her side of the conversation, using a TTY or similar device, and the Communications Assistant (CA) voices the typed words to the other person. When the other person speaks, the HCO user listens directly to what is being said.

Two-Line HCO

This feature gives HCO users additional control and allows them to have an interactive conversation without the use of Relay commands such as "GA" (Go Ahead) and "SK" (Stop Keying). The CA will not identify the Relay and will only voice the typed text of the HCO user to the person he/she has called. 2-Line HCO requires two telephone lines, one of which must have 3-way conferencing capabilities.

Making an HCO Call

(A [Georgia Relay Customer Profile](#) is highly recommended for HCO users and will streamline the

following steps.)

1. Dial 7-1-1 or 1-800-255-0056 to reach Georgia Relay.
2. When the message, "GTRS CA #XXXX (M/F) NBR PLS Q GA," appears on your text screen, type the area code and telephone number you are calling, followed by "HCO GA."
3. Wait for the CA to both type and say "HCO ON GA" to indicate that Hearing Carry Over has been activated.
4. When the person you are calling answers, you can listen directly to him or her. Please remember to type "GA" when you are ready to hear the other party's response. This alerts him or her to begin responding to you.
5. To end your call, type "GA to SK" or simply type "Goodbye."
6. If you want to make another Relay call after your conversation is finished, stay on the line and the CA will assist you.

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["Business Break" on WTVM-TV in Columbus](#)

[Winter 2015 Newsletter](#)

"So Connected" on WCTX-TV

Winter 2014 Newsletter

Customer Service

Phone: 1-866-694-5824 (Voice/TTY)

In an emergency, please dial 9-1-1!

Sign Language Interpreter Reference Card

WorkSource Atlanta Regional provides certified sign language interpreters through Interpretetek Atlanta. This service is available to workforce customers who need assistance and use signing. Managers or their authorized designees may call to schedule a sign language interpreter.

Interpretek Atlanta
2451 Cumberland Parkway, Suite 3738
Atlanta, GA 30339

770-531-0700

Fax

770-947-0894

www.interpretek.com

atl.office@interpretek.com

Agreement with Rates Attached.



American Sign Language Interpreting Services

FEI # 81-4634581

INTERPRETEK ATLANTA - RATES AND BILLING POLICIES

Definitions and Policies

- 1. Hourly rates for assignments are charged on a portal-to-portal basis- maximum of one hour travel each way within metro Atlanta- plus mileage at the IRS established rate, in place when the request is accepted, with a two-hour minimum/assignment that includes travel.
2. For assignments over two hours in length, or of an extremely difficult nature, for depositions, witness testimony, and for Deaf-Blind-related assignments, at least two interpreters are required. For all-day assignments, lunchtime is a working lunch. For luncheons or banquets, the interpreter(s) will also be served.
3. In cases where a language specialist is also required for effective communication, a team/teams of specially trained Deaf and hearing interpreters will be scheduled.
4. Cancellation policy: if all or part of the assignment is cancelled with less than 24 hours' notice, the full scheduled interpreting hours are charged. If cancelled upon arrival, travel time one-way and mileage round trip are also charged. If the assignment is more than one consecutive day in length and cancelled with less than 24 hours' notice, the total of scheduled hours with less than 24 hours' notice is charged, the scheduled hours with 24-48 hours' notice are charged at 50%, and the scheduled hours with more than 48 hours' notice are not charged. Medical assignments scheduled with 24/7 coverage are scheduled until discharge, at which time billing ends.
5. General Assignments involve a person and/or their immediate family members in employment, academic, political, religious, community, cultural, and other settings. Medical or Mental Health Related Assignments involve any medical or mental health patient and/or their immediate family members with their medical or mental health care provider(s), taking place in a hospital, doctor's office, hospice, residential or day treatment or rehabilitation center, etc. Legal Related Assignments involve any person and/or their immediate family members participating in a legal or court-related procedure as a defendant, witness, suspect, litigant, etc. with legal counsel, police, district attorney, judge, etc. taking place in a courtroom, lawyer's office, police station, jail, etc.

Rates

Regular Business Hours Assignments

Are scheduled to occur more than 24 hours in advance of request, between 8 am and 6 pm, Monday through Friday.

Table with 2 columns: Assignment Type and Rate. Rows include General (\$65/hour), Medical- or Mental Health-Related (\$70/hour), and Legal-Related (\$75/hour).

Differentials

After-Hours Assignments:

Occur between 6 pm and 8 am, Monday through Thursday, or 6 pm Friday to 8 am Monday, or on a state or national holiday.

Emergency Assignments:

All assignments, including general, medical, mental health, legal, as well as any after-hours assignments, which are scheduled to occur in less than 24 hours of the time of the request.

After-Hours and Emergency:

When both criteria above apply to any assignment category, both differentials are added to the hourly rate.

Table with 2 columns: Assignment Type and Additional Rate. Rows include After-Hours (add \$5/hour), Emergency (add \$10/hour), and After-Hours Emergency (add \$15/hour).

Effective 01/01/17. Rates are subject to annual increases. Late fee of 1.5%, compounded monthly, is applied to due balance.



American Sign Language Interpreting Services

FEI # 81-4634581

INTERPRETEK ATLANTA
AGREEMENT TO PAY FOR INTERPRETING SERVICES PROVIDED

The signature below indicates that Robert LeBeau, Manager Workforce Solutions Group
Printed name and title of authorized individual

for Atlanta Regional Commission, *Name of entity* has reviewed and will follow the attached Rates and Policies of Interpretek and agrees to submit payment for services rendered within 15 days of invoice receipt.

Interpretek is hereby authorized to accept requests for interpreting services placed by any requester of and for this entity. Any exceptions or restrictions to this statement are listed here:

Signature of Authorized Agent

8/19/17
Date Signed

Atlanta Regional Commission
Name of Entity

229 Peachtree St, N. E., Suite 100
Complete billing street address *Ste. or office number*

Atlanta, Georgia 30303
City *State* *Zip*

404-463-3327 fax-to-email 4702192704 rlebeau@atlantaregional.org
Telephone *Fax* *Email*

Please complete and return by fax to 770.947.0894 or by email to atl.office@interpretek.com.
Effective 01/01/17. Rates are subject to annual increases. Late fee of 1.5%, compounded monthly, is applied to due balance.



Josef Silny & Associates, Inc.
International Education Consultants

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Foreign Credential Evaluations

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Please read this section carefully. After reading it, if you still have questions, please refer to the Frequently Asked Questions ([FAQ](#)) section for further clarification.

[SEE WHAT OUR CORPORATE CLIENTS ARE SAYING!](#)

Method of Operation

Josef Silny & Associates Inc., International Education Consultants was established as a MAIL ORDER foreign credential evaluation and translation service. Our evaluation and translation fees are based on this principle and these fees do not cover personal consultations.

1) MAIL Procedure: PREFERRED OPTION FOR MOST EFFICIENT SERVICE
Clients mail in their applications for foreign credential evaluation &/or translation along with their original documents and payment. (Applications are reviewed by experienced evaluators &/or translators and applicants are notified in writing if any additional information is required.)

2) DROP-OFF Procedure: DROP-OFF ONLY
NOTE: We offer very limited services in person. Our reception staff will only receive your application and process your payment. They are NOT in a position to answer questions about your documents or the status of your file.

CLIENTS WHO COME TO OUR OFFICE MUST BRING THE FOLLOWING:

- Completed application form
- Official ORIGINAL academic documents
- 3 sets of photocopies of all academic credentials (Cost of photocopies made by JS&A: \$0.25 per copy)
- English translation of documents not issued in English (if you already have one)
- Non-refundable payment for the services requested

If you would like JS&A to translate your documents, a quote for our translation services will be provided free of charge. PLEASE NOTE that receiving an "in-person" translation quote may require a wait time of up to one hour; therefore, we recommend that you obtain your translation quote via fax or email PRIOR to coming to our office.

Fax: (305) 273-1984

Email: translation@jsilny.org

3) CONSULTATION Procedure: 30 minute INDIVIDUAL CONSULTATION - \$60

For applicants who would like help in filling out their application form and in reviewing their academic credentials and translations prior to applying for our services, we offer an individual consultation by appointment with a member of our Customer Relations Staff. The cost of this consultation is \$60 for a half hour session. This fee is non-refundable and it is in addition to any evaluation or translation fees. During this consultation you will receive help in filling out your application form, advice on which academic documents to submit, acceptance or rejection of the professionally prepared English translations which you already possess or a quote for the price of translating your documents. Upon completion of the consultation you will receive a written statement indicating that your application is complete, or if not, which documents or information is missing. You will not be advised what your academic credentials are equivalent to during the consultation session. You will receive a written evaluation report upon completion of the evaluation process. For an appointment, please e-mail info@jsilny.org or call 305-273-1616, ext. 101.

EVALUATIONS

Each applicant receives one evaluation report, which includes all services requested.

High School Document-by-Document

This evaluation names all high school level diplomas/certificates and gives U.S. equivalencies for each. This report is appropriate for freshman admission into colleges and universities (in addition, the grade point average is also required by many U.S. colleges and universities), for employment, immigration, for military enlistment, among others.

Post-secondary/University Document-by-Document

This evaluation names all post-secondary or university diplomas/degrees and gives U.S. equivalencies for each. This report may be appropriate for graduate admission (in addition, the grade point average service is also required by many U.S. colleges and universities), for immigration, employment, among others.

University and Post-Secondary Course-by-Course

This evaluation provides the same information as the document-by-document evaluation, but also gives course, grade, and credit equivalents in U.S. terms for university level study in other countries. This type of evaluation is usually required for transfer into a U.S. college or university. It is required for CPA examination, teacher certification, licensing or membership in professional associations (Engineering and Nursing require a different kind of evaluation.) Non-credit bearing continuing education study is not included in our evaluations.

High School Course-by-Course

This evaluation lists high school courses taken, equivalent U.S. high school units, and equivalent U.S. grades. This evaluation is required for students transferring into high schools in the United States and it is sometimes required for freshman admission. Applicants are required to submit original transcripts including courses, grades, credits or units or weekly periods of instruction. In addition, course descriptions for mathematics courses may be required.

Florida Barbers' Board Course-by-Course

This evaluation is for state licensure only. Applicant must complete the JS&A application for foreign credential evaluation as well as download the addendum for the Florida Barbers' Board. See the Download Processing Forms page of this site for this addendum. The foreign institution will need to send a complete transcript with courses/exams, hours completed for each course and the grades obtained along with a completed and signed addendum for each applicant. In addition, the foreign institution or licensing board abroad may need to provide verification of the applicants' valid license to practice overseas. If these documents are in a foreign language, a certified translation will be required.

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PROCESSING

Standard Processing Time

Evaluations are normally prepared in ten business days, upon receipt of all required fees, information and

documentation. Evaluations which require extensive research and correspondence may take longer to prepare.

Rush Evaluation Reports

- 24-hour Evaluation Report (Completed the next business day).
- 2-day Evaluation Report (Completed in two business days).
- 5-day Evaluation Report (Completed in five business days).

Rush evaluation reports will be completed as requested, upon receipt of all required fees, information, and documentation. If for any reason the evaluation cannot be completed within the specified time after the applicant has submitted the required fees, information, and documentation, the rush fee will be refunded and the evaluation will be done at the standard processing time. Rush reports must be paid for by bank check, money order or credit card.

JS&A sends all rush evaluations by First Class mail (US Postal Service). Applicants who would like to receive their evaluations by courier have the following choices:

Within the United States: - By certified mail: US \$15 per address
 - By courier: US \$40 per address

Outside of the United States: - International courier: US \$80 per address

JS&A accepts no liability for loss or damage of academic credentials during mailing.

JS&A does not accept courier airbills filled out by applicants.

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COST

Please note: Our fees are subject to change without notice.

High School Document-by-Document Evaluation

U.S. \$80 basic fee (it covers all high school or secondary academic diplomas/degrees submitted with the application form.)

Post-secondary/University Document-by-Document Evaluation

U.S. \$80 basic fee (it covers all post-secondary/university academic diplomas/degrees submitted with the application form).

High School Course-by-Course Evaluation

U.S. \$140 basic fee (it covers the evaluation of all academic credentials submitted with the application form.)

For transfer into U.S. high schools and admission to some university programs.

University and Post-Secondary Course-by-Course Evaluation

U.S. \$140 basic fee (it covers the evaluation of all academic credentials submitted with the application form.)

For transfer, admission and all licensing, except Accounting, Engineering, Midwifery, Nursing and Florida Barbers, which require different kinds of evaluation.

Accounting Course-by-Course Evaluation

U.S. \$160 basic fee (it covers the evaluation of all academic credentials submitted with the application form.)

The fee for each additional State Board of Accountancy is U.S. \$160. Please note: for Boards of Accountancy that require upper division course identification, please add \$30. Please indicate the state. Official original course descriptions in accounting and general business must be submitted. If these are in a foreign language, a certified English translation is required also.

CPA examinations

Engineering Course-by-Course

U.S. \$300 basic fee (it covers the evaluation of all academic credentials submitted with the application form.)

The fee for each additional State Board of Professional Engineers is U.S. \$300. Please indicate the state.

Licensure only

Nursing Course-by-Course

U.S. \$300 basic fee (it covers the evaluation of all academic credentials submitted with the application form.)

The fee for each additional State Board of Nursing is U.S. \$300. Please indicate the state.

Licensure only

Midwifery Course-by-Course

U.S. \$300 basic fee (it covers the evaluation of all academic credentials submitted with the application form.)

The fee for each additional State Board of Midwifery is U.S. \$300. Please indicate the state.

Licensure only

Florida Barber's Board Course-by-Course

U.S. \$250 basic fee (it covers the evaluation of all academic credentials submitted with the application form.)

Licensure only

24 Hour Report

U.S. \$150 in addition to the basic fee

2 Day Report

U.S. \$100 in addition to the basic fee

5 Day Report

U.S. \$50 in addition to the basic fee

Grade Point Average Equivalent - U.S. \$40 in addition to the basic fee (for each level of education).

High School Grade Point Average: U.S. \$40 + basic fee

Undergraduate Grade Point Average: U.S. \$40 + basic fee

Graduate Grade Point Average: U.S. \$40 + basic fee

If the applicant requests the grade point average (gpa) equivalency service after the initial evaluation has been completed, while we still have the application and academic credentials on file (academic credentials are kept for ONLY ONE YEAR), the fee is \$70 (\$40 for gpa equivalency calculation + \$30 for issuance of one revised extra evaluation report, including gpa). Additional reports are \$30 each. If we no longer have the application and academic credentials on file, the applicant must submit a new application form and official original academic credentials and pay the re-evaluation fee of either \$120 for a document-by-document evaluation (\$80) + gpa equivalency (\$40) OR \$180 for a course-by-course evaluation (\$140) + gpa equivalency (\$40).

Upper Division Course Identification

U.S \$30 in addition to the course-by-course evaluation fee

Required by some colleges and universities and many boards of Accountancy

If the applicant requests the upper division identification service after the initial evaluation has been completed, while we still have the application and academic credentials on file (academic credentials are kept for ONLY ONE YEAR), the fee is \$60 (\$30 for the upper division identification + \$30 for issuance of one revised extra evaluation report, including the upper division identification). Additional reports are \$30 each. If we no longer have the application and academic credentials on file, the applicant must submit a new application form and official original academic credentials and pay the re-evaluation fee of either \$110 for a document-by-document evaluation (\$80) + upper division identification (\$30) OR \$170 for a course-by-course evaluation (\$140) + upper division identification (\$30).

High School Foreign Language Identification

U.S. \$30 in addition to the basic fee

If the applicant requests the high school foreign language identification service after the initial evaluation has been completed, while we still have the application and academic credentials on file (academic credentials are kept for ONLY ONE YEAR), the fee is \$60 (\$30 for the high school foreign language identification + \$30 for issuance of one revised extra evaluation report, including the high school foreign language identification). Additional reports are \$30 each. If we no longer have the application and academic credentials on file, the applicant must submit a new application form and official original academic credentials and pay the re-evaluation fee of either \$110 for a document-by-document evaluation (\$80) + high school foreign language identification (\$30) OR \$170 for a course-by-course evaluation (\$140) + high school foreign language identification (\$30).

Re-evaluation

Re-evaluations based on documents not submitted with the original request are considered new evaluations and a second payment of the basic fee is required. When an applicant requests that a document-by-document evaluation be changed to a course-by-course evaluation, the charge is U.S. \$140.

The evaluation fee does not cover verification fee. If a foreign institution charges for verification, the applicant is responsible for payment of the verification fee.

Return of original documents by secure means:

- Within the United States:
 - By certified mail: US\$ 15 per address
 - By courier: US\$ 40 per address
 - Outside of the United States:
 - International courier: US\$ 80 per address
- JS&A accepts no liability for loss or damage of academic credentials during mailing.

JS&A does not accept courier airbills filled out by applicants.

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INFORMATION

Reassessment of Education Systems

Evaluations are based upon the best information and resources currently available to foreign credential evaluators in the United States. Josef Silny & Associates, Inc. reserves the right to reassess educational systems as new and additional information becomes available.

Satisfaction with Evaluations

JS&A generally follows the Placement Recommendations of The National Council on the Evaluation of Foreign Educational Credentials. JS&A guarantees that all evaluations are prepared by highly qualified evaluators, but it cannot guarantee that the applicant will agree with the evaluation. Any questions or concerns about evaluations must be submitted in writing.

Processing Information

Josef Silny & Associates, Inc. reserves the right to request to review original documents and may insist that transcripts or examination results be sent directly by the issuing institutions or examination boards. For engineering and nursing licensure: transcript, degree, and course descriptions must be sent by the issuing institution(s) directly to JS&A. The documents you submit with your application, with the exception of any originals, will become the property of Josef Silny & Associates, Inc. and they will not be returned. **Applicants must submit self-addressed and stamped envelopes for the return of their original academic credentials.** When it has been determined that the documents submitted for evaluation or translation were forged or altered in any way, no evaluation or translation will be prepared and the evaluation or translation fee will not be refunded. All recipients indicated on the application form will be notified. It is the applicant's responsibility to submit the documents which need to be evaluated. JS&A will contact the applicant only for the documents without which

the evaluation cannot be completed. If the application is not completed within three months, JS&A will close the file. A new evaluation fee will be required for updating the file. JS&A will keep applications with academic credentials for one year only.

In preparing an evaluation report, every effort is made to consult appropriate resources to provide the most accurate evaluation possible. JS&A will provide a list of the references used in making the specific evaluation upon written request.

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PROCEDURES

PLEASE BE AWARE THAT WE WILL NOT PROCESS YOUR REQUEST FOR ANY SERVICE UNLESS WE RECEIVE YOUR FILLED-OUT AND SIGNED APPLICATION AND CORRESPONDING FEES.

JS&A WILL NOT BE RESPONSIBLE FOR DOCUMENTS SENT TO US PRIOR TO THE RECEIPT OF THE FILLED-OUT AND SIGNED APPLICATION AND CORRESPONDING FEES.

In order to receive an evaluation, an applicant must provide the following:

1. Application Form

The Application for Evaluation of Foreign Credentials, completed and signed by the applicant. Do not send us any academic credentials before mailing in the application form with the fees.

2. Fee

A non-refundable evaluation fee in U.S. dollars. Make the bank check or money order payable to Josef Silny & Associates, Inc. (We cannot accept postal money orders or payments through Western Union).

If you are paying by a credit card you must fill out the Credit Card Information on the application form.

All evaluation fees, including fees for rush report, 24 hour report, grade point average equivalent, extra copies, and translation are **NON-REFUNDABLE.**

3. Educational Documents

A. Official Diplomas and Certificates in the original language.

B. Official transcripts in the original language (names of courses, grades, and hours of instruction) for every year of study.

4. Translations

Documents in a language other than English must be accompanied by accurate, professional, certified, English translations. Translations supplement, but do not replace the original documents. JS&A offers professional certified translations. JS&A is a Corporate Member of the American Translators Association (ATA). For further information on the JS&A Translation Service, call 305-273-1616 or fax your request for translation estimate along with all pertinent documents to: 305-273-1984.

Translations prepared elsewhere and submitted for use in the evaluation process may be accepted under certain conditions. Such translations must be properly certified and done by translators who are ATA certified. Translations from outside the United States must be done by accredited or officially certified professional translators. We reserve the right to reject translations that do not meet our standards.

Facts about our translation services:

- Our non-rush foreign credential evaluation service takes 10 business days and our non-rush translation service takes 5 business days. By choosing to have your academic credentials translated by JS&A, both your translation AND evaluation will be completed in only 12 business days instead of 15 business days.
- In addition, we offer expedited services of 3 business days, 24 hours and, whenever possible, same day service.
- Our translations are widely accepted by the U.S. government, colleges and universities, boards of accountancy, and a variety of other licensing boards. A complete listing is found at our website: : <http://www.jsilny.org/html/about-us.htm>.
- Our Foreign Credential Evaluation Department does not accept all outside translations, only those that meet the high standards of quality and accuracy set by our Translation Department.
- The cost of our translations is competitive with other major translation companies.
- All our translations are certified and notarized at no extra cost to our clients.
- We are corporate members of the American Translators Association.

5. Syllabus

Syllabus of university study (description of each course or subject studied): This may be required for a Course-by-Course Evaluation. *Do not send this with your application.* If it is needed, JS&A will request it.

Additional Reports

Additional reports requested at the time of evaluation cost \$20 each. Each evaluation report requested after the evaluation has been completed costs \$30 each (may be issued up to 3 years from the original date of issue. Please note that no exceptions will be made regarding this policy). Add an additional \$5 per report if you would like your evaluation to be mailed in a specially sealed JS&A envelope. The cost for e-mailing or faxing an evaluation report at the time of requesting an evaluation is U.S. \$25.00. If requested after the evaluation is complete (up to three years from the issue of the original evaluation), the cost is \$35.00 per evaluation.

If you wish to receive extra evaluation reports after your evaluation has been completed, please download from our website the Application for [Extra Foreign Credential Evaluation Reports and/or Translations](#). Extra evaluation reports will be identical to those previously issued. Any revision or addition to the report will constitute a re-evaluation, for which a new application form, new fee and original documents must be submitted.

Most universities and licensing boards require that the original foreign credential evaluation be sent to them directly by our Company. However, some institutions will accept evaluations mailed to them by the applicant if they are received in an unopened, specially sealed JS&A envelope.

Be sure to provide us with pre-addressed labels or envelopes for mailing of evaluation reports to any location other than your address. If you have a copy of your evaluation, please include it with your letter. Extra evaluation reports are usually mailed out in 10 business days. Rush mailing available, see pricing above.

Notarization of Copies of Original Documents

This service is provided for individuals applying to the Florida Department of Education's Bureau of Educator Certification or other agencies requesting notarized copies of original educational documents. The fee for this service is \$10 per document (diploma, transcript, etc.) Original documents must be presented with payment. If the service is requested by mail, a self-addressed and stamped envelope must be provided for the return of the original documents.

[Foreign Credential Evaluations Application](#)

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