

THE UNTOLD STORY OF CHILDREN
WHO GIVE A VOICE TO GENERATIONS

TRANSLATORS



FACTS SHEET

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LA HISTORIA AÚN NO CONTADA DE
LOS NIÑOS QUE DAN VOZ A UNA GENERACIÓN

TRADUCTORES

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LOS SERVICIOS PUEDEN ESTAR DISPONIBLES SOLAMENTE EN INGLÉS.

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Language Justice and Language Access

- What is language justice?
 - Language justice “is about building and sustaining multilingual spaces in our organizations and social movements so that everyone’s voice can be heard both as an individual and as part of a diversity of communities and cultures” (from the [CCHE Language Justice Toolkit](#))
- Language access is a component of language justice.
 - Legally, language access means providing Limited English Proficient (LEP) people with reasonable access to the same services as English-speaking individuals
- Who is legally entitled to language access services?
 - Any recipient of services from an organization that indirectly or directly receives federal funding or support must be provided access to language services.
 - The Elementary and Secondary Education Act, Title I, Sec. 1112(e)(4) states that local education agencies (LEAs) are required to provide information to parents in an understandable and uniform format, and to the extent reasonable, in a language that the parent can understand.
- Defining a Limited English Proficient (LEP) individual → a term used to describe those who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English

Facts about Language in California

- There is a greater number of people who speak Spanish at home in the United States than in any country in Latin America with the exception of Mexico, Colombia, and Argentina.
- In 2018, California had the largest share of their population speaking a language other than English at home out of all US states (45 percent)
 - California’s LEPs represent a share of 28 percent of the overall national LEP population, according to the most recent 2019 Census estimates. In 2015, the Census Bureau reported at least 350 languages are spoken in the U.S. and there are 185 different languages spoken in Los Angeles County alone.
- In 2019, the percentage of California residents who speak a language other than English at home was nearly a quarter more than the national rate.
- In 2018, East Los Angeles was among the 90 cities in which a majority of residents spoke a foreign language at home, with a total 88 percent of residents.
- The top ten languages spoken among the immigrant population in California were Spanish, Filipino/Tagalog, Chinese, Vietnamese, Korean, Mandarin, Cantonese, Hindi, Persian/Iranian/Farsi, and Arabic.
 - The Spanish language is spoken by approximately 10,434,308 California residents, which amounts to 28.2 percent of the population.
 - The Chinese language, which includes Mandarin and Cantonese, has about 1,244,445 speakers in California, which is 3.4 percent of the total population in California.
 - Tagalog, a language native to the Philippines, is spoken by about 757,488 residents, amounting to 2 percent of the California population.
 - Vietnamese is spoken by over 544,046 residents, which constitutes 1.5 percent of the population in California.
 - The Korean language has about 356,901 speakers, which is 1.1 percent of the California population.

- There are 221,650 speakers of Persian languages, including Farsi and Dari, in California. This comes to about 0.6 percent of the population.
- Arabic is spoken by around 231,612 residents in California, amounting to 0.6 percent of the population.
- There is a misconception that all LEPs are born outside of the US. In California, however, there is a greater percentage of residents who are LEPs (45 percent) than the percentage of residents born outside of the US (27 percent).
 - The Migration Policy Organization found that 44.7 percent of foreign born naturalized citizens (ages 5+) and 61.1 percent of foreign born noncitizens speak English less than “very well.”
- Across the state, in 2019, among Latino immigrant headed households 28% were linguistically isolated.
 - Linguistic isolation is a term used by the US Census Bureau to describe limited English speaking households
- Other barriers faced by LEPs include low literacy rates.
 - In 2019, the San Joaquin Census Research Project found that 65 percent of Latinos in the San Joaquin Valley have elementary or middle school education in their native language.

Indigenous Languages of California

- Prior to European contact, there were over 300 Indigenous dialects and as many as 90 Indigenous languages in California.
 - According to linguist Leanne Hinton, “California had more linguistic variety than all of Europe” prior to colonization.
 - Only about half of these languages are still spoken today.
 - Indigenous languages spoken in California include Chukchansi (a dialect of Yokuts), Luiseno, and Yurok.
 - In 2021, there were about 7,983 speakers of Indigenous languages in California.
 - There is a downward trend in use of Indigenous languages, with one in five people aged 65 and over who identify as American Indian or Alaska Native speaking an Indigenous North American language in their home and only one in ten of people aged between five and seventeen.
 - These numbers reflect that younger generations are not learning Indigenous languages, which may further the extinction of these languages.

Barriers to Language Services In California

- In California, there is no enforcement body to hold inadequate language access services accountable.
- There is no universally accepted standard to measure interpreter qualifications and abilities or standardized benchmarks by which to judge the proficiency of interpreters in California.
 - Bilingual staff are often relied upon to perform translation or interpretation work without additional pay.
- Within the healthcare system California does not currently have a mechanism for the reimbursement of language services for its Medi-Cal program, which allows federal Medicaid and State Children’s Health Insurance Program funds to pay for language assistance activities and services.
 - Only 13 states and the District of Columbia have utilized the federal matching funds available and directly pay the costs of language services; two others are exploring or developing federal mechanisms to pay for language services in their Medicaid programs.

Dual Language Learners in California

- In California, 60 percent of children age 5 and under are dual language learners (DLLs).
 - That amounts to 3 out of 5 children in California.
- From 2015 to 2019, California was the state with the highest number of Dual Language Learners (DLL) across all ages.
 - Dual Language Learners is a term used for children with at least one parent that speaks a language besides English at home.
- During the 2021-2022 school year, data from the California Department of Education on English learners revealed that approximately 40% of students - equivalent to about 2.4 million students - enrolled in public schools, spoke a language other than English at home.
 - Among this pool of students, 93 percent spoke one of the following languages: Spanish, Vietnamese, Mandarin, Arabic, Cantonese, Filipino (Tagalog and other Filipino languages), Punjabi, Russian, Farsi, and Korean.
- DLL children are more likely to fall behind in school.
 - Despite the fact that children who are Dual Language Learners could be positively impacted by early childhood education programs, DLLs are less likely to enroll in these programs when compared to non-DLL children.
 - DLL children tend to enter kindergarten behind their peers, particularly in the areas of language, literacy, and math.
 - When exposed to English-only settings during their early years in school, DLL children are also at risk of losing proficiency in the language spoken at home, which has been linked to poor long-term academic outcomes.
- Migration Policy Institute estimates that from 2015 to 2019, about 49 percent of DLL children ages 0-8 in California, lived in low-income households.
- 29 percent of DLL children are in families below the federal poverty line.
- 29 percent of DLL children have parents without a high school diploma.

THANK YOU

Thank you for screening the film and participating in the impact campaign!

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