

Alaska

Wraparound Victim Legal Assistance Network Demonstration Project

2014-2015 Implementation Plan



This implementation plan and needs assessment report materials were produced by the Alaska Institute for Justice in partnership with Alaska Legal Services Corporation and the University of Alaska Anchorage Justice Center under funding through Grant #2012-VF-GX-K023, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this implementation plan and needs assessment report materials are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.



INTRODUCTION:

Alaska has some of the highest crime rates in the United States. One violent or property crime happens every twenty one minutes within Alaska according to 2010 statistics collected from 35 law enforcement agencies within Alaska. (Crime Reported in Alaska 2010 Report, Alaska Department of Public Safety) Alaska rates of forcible rape is 2.3 times the national average (Source: Uniform Crime Reports 200-2009). Other startling statistics from the 2010 Alaska Victimization Survey found that over 47% of women in Alaska have experienced intimate partner violence in their lifetime and 37% of women in Alaska experienced sexual violence.

Alaska crime victims have a range of unmet legal services needs stemming from their crime victimization. The intersection of victimization, limited legal resources in most rural communities, institutionalized racism and lack of tribal sovereignty, limited English proficiency and unfamiliarity with crime victim rights and the U.S. legal system creates a justice gap for all crime victims seeking safety and protection in Alaska.

Mission

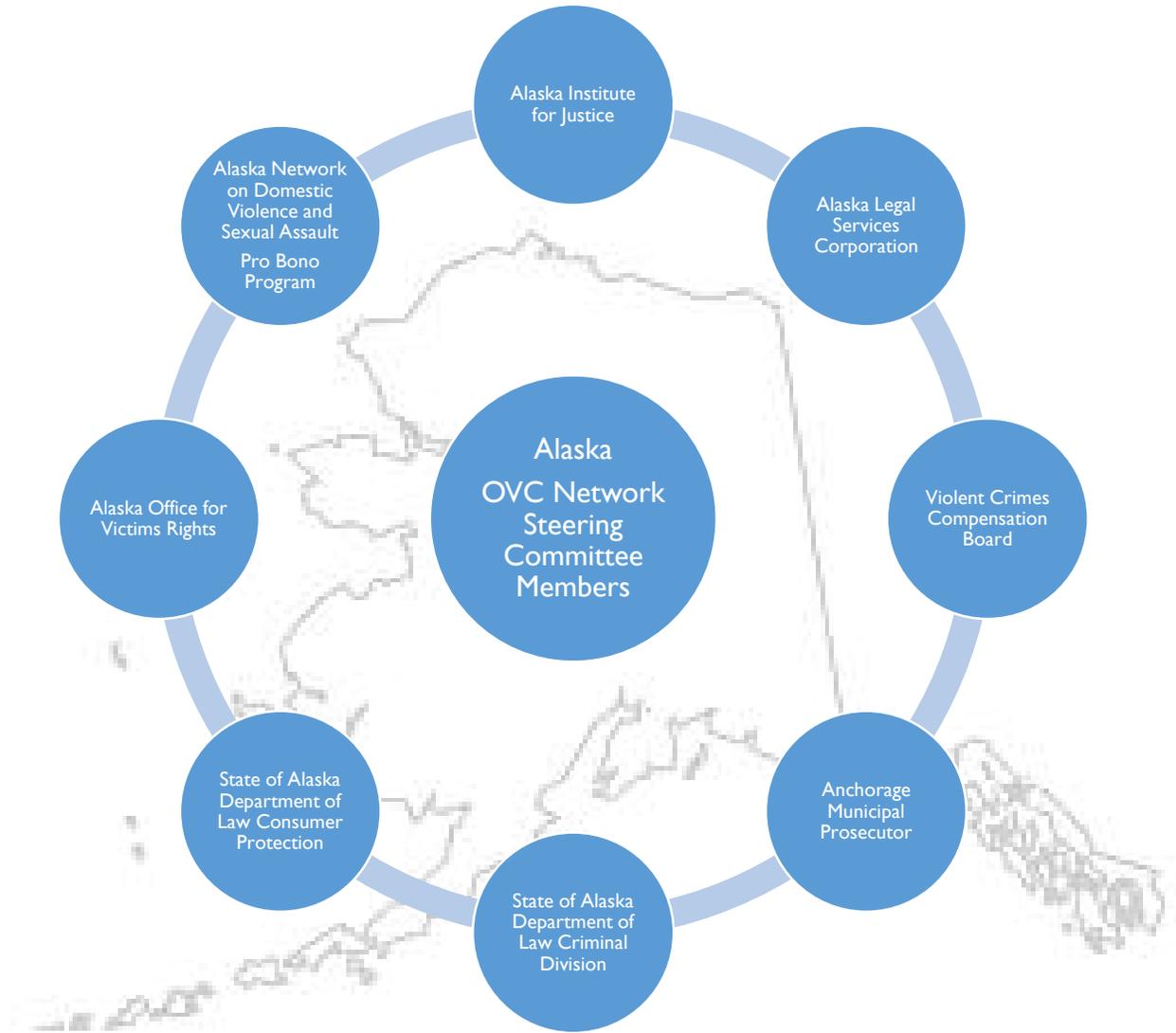
To develop a holistic coordinated and comprehensive civil legal service delivery model in Alaska so that crime victims can access a wide range of civil legal assistance in the wake of their victimization and overcome the unique barriers experienced by rural, underserved, Alaska Native, immigrant and limited English proficient crime victims. This model supports restoring and enhancing Tribal government authority in Alaska Native communities and ensuring legal services are accessible to urban and rural parts of Alaska.

Overall Goal and Approach to Implementation Plan

This implementation plan is an operational document designed to create a coordinated, collaborative and holistic legal response to all crime victims within Alaska so they can access a wide range of legal assistance. The Alaska Wraparound Legal Assistance Network steering committee (Alaska Network Steering Committee) based the implementation plan on the findings from the Alaska Wraparound Legal Assistance Network Demonstration Project needs assessment. The original Alaska Network Steering Committee consisted of representatives from the following state agencies and service providers: Alaska Legal Services Corporation, Alaska Institute for Justice, Alaska Network on Domestic Violence and Sexual Assault, Council on Domestic Violence and Sexual Assault, Alaska Office of Victims' Rights, Alaska Native Justice Center, Alaska Violent Crimes Compensation Board (VOCA funds), the Municipality of Anchorage Prosecutors Office, the State of Alaska Department of Law Criminal Division, the State of Alaska Department of Law Consumer Protection Unit, and the University of Alaska Anchorage Justice Center.

Statewide Partners

Alaska Legal Assistance Network Developed in Phase I



Governing Structure & Long-Term Sustainability

The Alaska Institute for Justice (AIJ) in partnership with Alaska Legal Services Corporation will lead the work of the Alaska Wraparound Legal Assistance Network steering committee (Alaska Network Steering Committee) implementation plan. All Network steering committee members will continue to be fully involved in the development, refinement and execution of the Alaska implementation plan's new policies, plans and procedures. The implementation plan is designed to strengthen existing and new steering committee agency partnerships, maximize existing legal resources within the state, and evaluate the remaining barriers to accessing legal

Alaska Crime Statistics

- One violent or property crime happens every twenty one minutes within Alaska.
- Alaska has some of the highest rates of domestic violence and sexual assault in the nation.
- 47% of women in Alaska have experienced intimate partner violence in their lifetime and 37% of women in Alaska experienced sexual violence.

Alaska's True Proportion to the Continental United States



Less than 10% of Alaska has a road system

- Domestic violence and sexual assault may be a more severe public safety problem in Alaska Native communities than in any other Tribal communities in the United States.

-2013 Indian Law and Order Commission Report to Congress

resources and unmet needs for Alaskan crime victims. New partnerships include Alaska Native representation on the Alaska Network Steering Committee.

AIJ will continue to organize monthly meetings with the Alaska Network Steering Committee to further develop interagency coordination, capacity building, and successful implementation of model policies, plans and procedures to improve access to civil legal services for all crime victims. This will include the establishment of a listserv moderated by the Alaska Institute for Justice and Alaska Legal Services Corporation to facilitate communication outside of steering committee meetings to discuss remaining issues, gaps and barriers in providing services to all Alaskan crime victims. The implementation plan will be revised as necessary including changes to the policies, procedures and protocols from November 2014 through January 31, 2015.

This implementation plan includes the Executive Summary of the Needs Assessment, Plans and Procedures, Quality Assurance Measures and Outcomes and the Logic Model outlining outcomes and outputs. The appendices include the complete Needs Assessment, which is comprised of the results from the Crime Victim Survey, Alaska Network Steering Committee Language Access Assessment and Alaska Network Steering Committee Partner Agency Survey.

Needs Assessment Executive Summary

The results of the Alaska Network Steering Committee Needs Assessment are groundbreaking because the majority of survey participants were from underserved racial, cultural and ethnic populations within Alaska. Alaska, similar to many other rural states, is a state of extraordinary diversity and geographic isolation. 400,000 Alaskans live in numerous small towns and villages, many accessible only by small plane or boat. Less than 10% of the state has a road system. According to the 2013 U.S. Census Bureau estimates 14.7% of the Alaskan population identifies as American Indian or Alaska Native; 67.3% as White; 3.9% as Black; 5.8% as Asian; 1.2% as Native Hawaiian/Other Pacific Islander; 6.6% Hispanic/Latino Origin, and 7.1% reporting two or more races. A 2009 U.S. Census Survey found that the foreign born population of Alaska increased by more than 41% during the first decade of the 21st century. Anchorage is ranked 119th among 1,291 cities (91st percentile) in terms of the size of its immigrant population. Children enrolled in the Anchorage School District speak 93 languages as of October 2013. In 2009, approximately 37% of Alaskans, who speak foreign languages, speak English less than "very well". 2012 statistics indicate 16.3% of Alaskans speak a language other than English at home up from 14.3% in 2009.

Alaska Crime Statistics

- Sexual violence victimization among Alaska Native women is at least seven times the non-Native rate.
- Control and accountability directed by local Tribes is critical for improving public safety.
- Supporting tribally based justice systems and intertribal organizations is critical in order to prioritize the use of scarce criminal justice resources and provide crime victims with access to institutions of justice and holistic wrap-around services.

-2013 Indian Law and Order Commission Report to Congress



- **In Alaska there are only 1 to 1.4 law enforcement officers per million acres**
- **At least 75 Native communities lack any law enforcement**

The Alaska Victim Legal Assistance Network Demonstration Project needs assessment consisted of four components:

- **Literature review**
- **Alaska Crime victim survey and focus groups**
- **Alaska Network Steering Committee language access assessments**
- **Alaska Network Steering Committee partner agency survey and collection of documents**

The implementation plan is based on an analysis of the results of each component of the needs assessment

Literature Review

The bipartisan Indian Law and Order Commission (ILOC) released its final report and recommendations to the President and Congress of the United States in 2013. This report is significant to the Alaska Wraparound Legal Assistance Network implementation plan because of its evaluation of public safety in rural Alaska. The ILOC found that Alaska's law enforcement and judicial systems 'do not serve local and Native communities adequately, if at all' and concluded that rural justice in Alaska is broken.

The ILOC found the rate of sexual violence victimization among Alaska Native women is at least seven times the non-Native rate. Women from tribal villages and Native communities have reported rates of domestic violence up to ten times higher than in the rest of the United States and physical assault victimization rates up to 12 times higher. The report found that control and accountability directed by local Tribes is critical for improving public safety. Tribes bring to the table specific knowledge of what may work best to prevent crime in rural communities. According to the ILOC, supporting tribally based justice systems and intertribal organizations is critical in order to prioritize the use of scarce criminal justice resources and provide crime victims with access to institutions of justice and holistic wrap-around services. (Indian Law & Order Commission Report, pages 43-44)

Summary Results of Crime Victim Survey

The Alaska Wraparound Legal Assistance needs assessment confirms that the intersection of victimization, limited legal resources in most rural communities, limited English proficiency

National Scope of Project Deliverables:

Diverse Crime Victim Survey Response: 363 crime victim surveys with the majority of survey participants from underserved populations within Alaska including racial, cultural and ethnic minorities.

Successful strategies developed and lessons learned from Alaska will be helpful to other rural states facing similar challenges providing crime victims with holistic wraparound legal services and developing effective referral mechanisms among partner agencies to meet the unique barriers experienced by rural and limited English proficient crime victims.

Hope for the Future



and unfamiliarity with crime victim rights and the U.S. legal system create a justice gap for all crime victims seeking safety and protection in Alaska.

The largest ethnic group of participants in Alaska's crime victim survey was Alaska Native at 37% of participants. The next largest groups were Caucasian (31%), multiracial (15%) and Hispanic or Latino (11%). The ethnic diversity of survey respondents has never before been captured in Alaska despite the extraordinarily high statewide crime victimization rate in the Alaska Native community. This is significant because of the ILOC finding that "domestic violence and sexual assault may be a more severe public safety problem in Alaska Native communities than in any other Tribal communities in the United States." (Indian Law & Order Commission Report, page 33) In addition, immigrants and refugees made up 8% of crime victim survey participants which is significant since they make up approximately 6.9% of Alaska's population. (2012 U.S. Census Statistics)

Survey participants reported experiencing a variety of barriers to accessing civil legal services. The most frequently reported barriers involved lack of knowledge or resources and fear of consequences. These barriers were experienced by more than half of survey participants. Specifically, 75% of participants reported they did not have any money to pay for an attorney, 52% did not know about free legal help, and 50% said it was hard for them to understand complex legal terms and processes. (UAA Crime Victim Survey, See Table 1 below) Sixty percent of survey participants reported that fear of being harmed by the person who committed the crime against them was a barrier in accessing civil legal services and 44% identified fear of the legal system as a barrier. Approximately one-quarter of crime victim survey participants stated that distance from or lack of transportation to agencies that provide help was a barrier to access civil legal services.

TABLE I-BARRIERS TO ACCESSING CIVIL LEGAL SERVICES

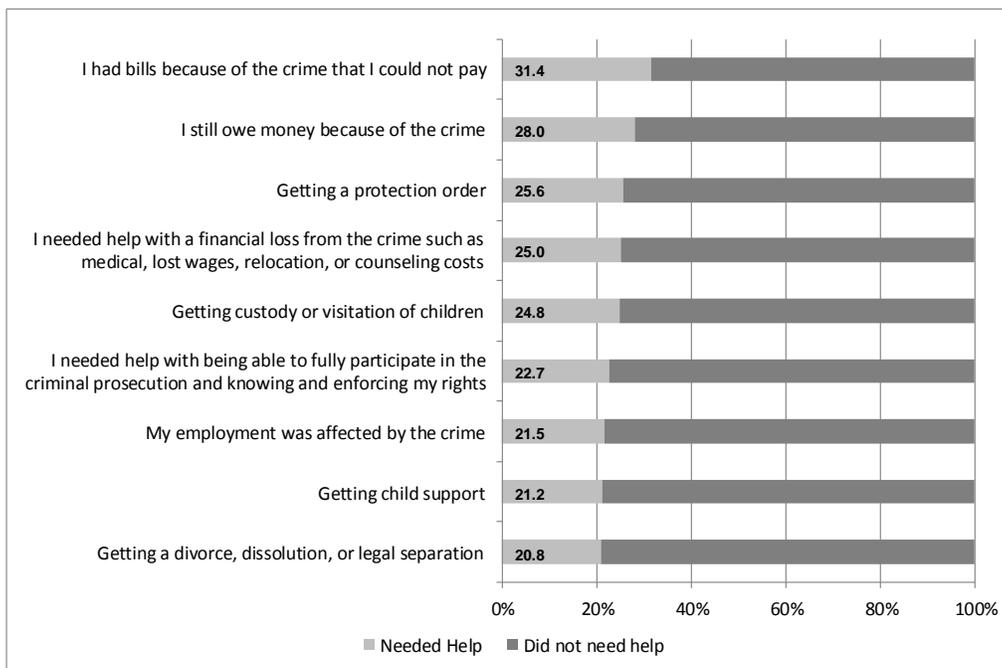
Row percentages

Barriers	Agree		Disagree		Don't know		No opinion		Total
	N	%	N	%	N	%			N
I did not have any money to pay for an attorney	229	74.6 %	14	4.6 %	16	5.2 %	48	15.6 %	307
I feared harm by the person who committed the crime	181	59.5	47	15.5	26	8.6	50	16.4	304
I did not know about free legal help available to me	159	51.8	81	26.4	25	8.1	42	13.7	307
It was hard to understand the complex legal terms and processes	143	49.5	92	31.8	16	5.5	38	13.1	289
I feared the legal system	131	44.3	90	30.4	25	8.4	50	16.9	296
I lacked transportation to get to the agencies for help	102	36.4	119	42.5	20	7.1	39	13.9	280
I didn't have the time or energy to contact agencies for help	92	31.7	119	41.0	33	11.4	46	15.9	290
I had to travel too far for help. There was no help close to me	66	22.7	145	49.8	31	10.7	49	16.8	291
I had deportation concerns or problems with immigration officials	32	11.3	146	51.4	19	6.7	87	30.6	284
Other	15	20.5	18	24.7	6	8.2	34	46.6	73

Source of data: Crime Victim Survey of Legal Needs (2013)

Crime victim survey participants reported a wide range of civil legal needs resulting from the crime including financial, family law, immigration and other legal issues. (Executive Summary, UAA Crime Victim Survey, Page 10) Fifty eight percent of immigrants participating in the crime victim survey reported needing help to legally live and work in the United States. (UAA Crime Victim Survey, See Table 4 below)

TABLE 2- MOST FREQUENTLY REPORTED LEGAL ISSUES FOR WHICH CRIME VICTIMS NEEDED HELP



victimization multiple times, and not having follow up with referrals from agency to agency. (Executive Summary, UAA Crime Victim Survey, page 9, Appendix A).

Lessons Learned: Increase outreach of current services. Many crime victims are unaware of services currently offered. In addition, the most frequently cited barriers to accessing civil legal services involved lack of knowledge or resources to secure legal services or fear of consequences. (Executive Summary, UAA Crime Victim Survey, page 9, Appendix A).

Lessons Learned: Training on comprehensive language access programs and compliance with Title VI of the Civil Rights Act to ensure equal access to services for limited English proficient crime victims and underserved communities. One quarter of crime victims reported a language other than English as the one they were most comfortable speaking. (Executive Summary, UAA Crime Victim Survey, page 6) Barriers to limited English proficient victims include:

- Lack of translated vital documents;
- Lack of translated information on agency websites;
- No method to identify limited English proficient crime victims; and
- No systemized method of accessing trained and qualified interpreters and translation services. (Language Access Agency Assessment, page 3-4, Appendix B)

One agency representative explained that language access is sometimes viewed as an issue to be addressed by staff who have the luxury of extra time. Other representatives explained that they rarely came in contact with limited English proficient individuals illustrating the lack of accessible services. (Language Access Agency Assessment, page 4, Appendix B).

Lessons Learned: Provide holistic and comprehensive civil legal services for Alaskan crime victims. Among survey participants who experienced family, financial, or other legal issues, more experienced multiple legal issues (within each category) than a single issue. (Executive Summary, UAA Crime Victim Survey, page 8, Appendix A)

Policies, Plans and Procedures:

The goal of the implementation plan is to increase provision of civil legal services to crime victims through OVC funded staff attorneys. The plan has four major components:

- **Train legal and social service provider agencies about existing services**
 - **Lead Responsible Agency: AIJ and ALSC;**
- **Streamline referral mechanism between agencies to provide holistic and comprehensive civil legal services**
 - **Lead Responsible Agency: AIJ and ALSC;**
- **Develop Comprehensive Language Access Plans to increase outreach to underserved crime victims**
 - **Lead Responsible Agency: AIJ;**
- **Collect baseline data in pilot communities of Anchorage, Juneau and Bethel to evaluate effectiveness of implementation plan activities**
 - **Lead Responsible Agency: UAA.**

Policy: Provide holistic and comprehensive civil legal services for all Alaskan crime victims including underserved, Alaska Native and limited English proficient crime victims. Alaska Institute for Justice and Alaska Legal Services OVC grant funded attorneys will implement the pilot roll out of holistic civil legal services for all crime victims in the communities of Anchorage, Juneau and Bethel in November 2014.

Plan: **Alaska Institute for Justice and Alaska Legal Services Corporation will identify and develop training materials for Alaska Network Steering Committee member agencies to increase access to civil legal services for rural, underserved, Alaska Native and limited English proficient crime victims.**

Procedure: Alaska Network Steering Committee agencies will be cross-trained on crime victim services provided by each member of the Alaska Network Steering Committee including eligibility criteria, intake, and referral procedures. Alaska Legal Services Corporation will develop a written summary of each agency's services that can be used as a guide when making inter-agency referrals for crime victims by November 31, 2014.

Procedure: The Alaska Institute for Justice will provide training to Alaska Network Steering Committee agencies on compliance with Title VI of the of the Civil Rights Act and ensuring equal access to legal services for limited English proficient crime victims by December 31, 2014.

Procedure: New members will be added to the Alaska Network Steering Committee as identified as important to providing holistic crime victim services. Victims for Justice a statewide non-profit organization providing crime victim support services, a representative from Alaska's law enforcement agencies and representation from Alaska's Native communities will be invited to join the Alaska Network Steering Committee by November 31, 2014.

Plan: **Streamline referral mechanism between OVC Network steering committee agencies**

Procedure: The Alaska Network Steering Committee will develop a referral process between agencies and organizations represented on the Steering Committee to better coordinate services for crime victims. The referral process will depend on the way that a crime victim enters the Alaska Network Steering Committee. For example, if the crime victim first makes contact with either the Anchorage Municipal Prosecutor's office, the State of Alaska Department of Law Criminal Division/ District Attorney's office, or the State of Alaska Department of Law Consumer Protection office, these government agencies will make referrals to the civil legal service providers: Alaska Institute for Justice if the crime victim is an immigrant or to Alaska Legal Services if the crime victim is a United States citizen. These civil legal service providers will then contact the appropriate additional service providers depending on the needs of the crime victim. For instance, if the crime victim needs funding for health care as a result of the crime, the civil

legal service provider will complete the paperwork and submit an application to the Violent Crimes Compensation Board

- Procedure:** The Alaska Network Steering Committee agencies will develop a referral form to coordinate services and make successful inter-agency referrals to provide Alaska crime victims with wraparound and holistic legal services. The Alaska Network Steering Committee agencies will revise and amend the referral form as civil legal services are provided to ensure that the referral mechanism is increasing coordination of services between Alaska Network Steering Committee agencies.
- Procedure:** Whenever possible, Alaska Network Steering Committee agencies will submit a completed application for the agency receiving the referral along with the referral form. For agencies using online applications, the referring agency will encourage or assist the crime victim applicant to complete the on-line application process. Deliverables will include referral mechanisms that will be implemented and adapted as necessary for the communities of Anchorage, Juneau and Bethel for use in other parts of the state.
- Procedure:** Legal issues screening tool will be developed by the Alaska Network Steering Committee agencies to help with effective referrals and the identification of multiple legal needs in order to provide holistic wrap-around legal services.
- Procedure:** Alaska Network Steering Committee agencies will designate one contact person to be responsible for receiving referrals and responding to requests about the status of referrals. Alaska Legal Services Corporation will create and update a list with each Alaska legal assistance network agency referral contact person and distribute to all members of the Alaska Network Steering Committee by November 30, 2014. Alaska Legal Services Corporation will distribute and update the inter-agency referral form during the pilot provision of civil legal services in the communities of Anchorage, Juneau and Bethel. After the initial six month pilot stage, deliverables will include referral forms and mechanisms that can be replicated in other parts of the state.
- Procedure:** Alaska Network Steering Committee agencies will follow their own confidentiality policies when sending referrals to another agency. Deliverables include a sample release of information form that will be shared and revised by all Alaska Network Steering Committee agencies to improve the coordination of services between agencies and access to comprehensive services for crime victims by November 2014. A shared release of information form will allow agencies to exchange information critical to the provision of holistic wraparound legal services, streamline services to victims, and ensure that crime victims don't fall through cracks in the referral process between agencies.

Plan: Alaska Wraparound Legal Assistance Network steering committee agencies will complete initial work on developing comprehensive language access

programs by January 31, 2015 to improve limited English proficient crime victim's access to civil legal services and ability to report crimes.

Procedure: The Alaska Institute for Justice Language Interpreter Center will provide trained and qualified interpreters as needed in providing holistic legal services to limited English proficient crime victims. The Alaska Institute for Justice will work with the Alaska Network Steering Committee member agencies to prioritize language access needs that arise in providing holistic civil legal services to all crime victims to maximize OVC grant funds budgeted for language services through a combination of providing interpreters/translators directly to crime victims and translating vital documents starting November 2014.

Procedure: The Alaska Institute for Justice will work with the Alaska Network Steering Committee agencies to identify and prioritize vital documents that need to be translated into other languages including applications, intake forms, brochures and other informational material from organizations by January 31, 2015 as part of the initial language access work. Deliverables will include translated agency vital documents.

Plan: Alaska Network Steering Committee agencies will develop a mechanism for the collection of baseline data in the pilot communities of Anchorage, Juneau and Bethel to evaluate the effectiveness of implementation plan activities. Please read the section below for details.

Deliverables will include a referral form to help track the success of providing holistic services to crime victims through the number of referrals and outcome of those referrals helping identify remaining gaps in holistic service provision.

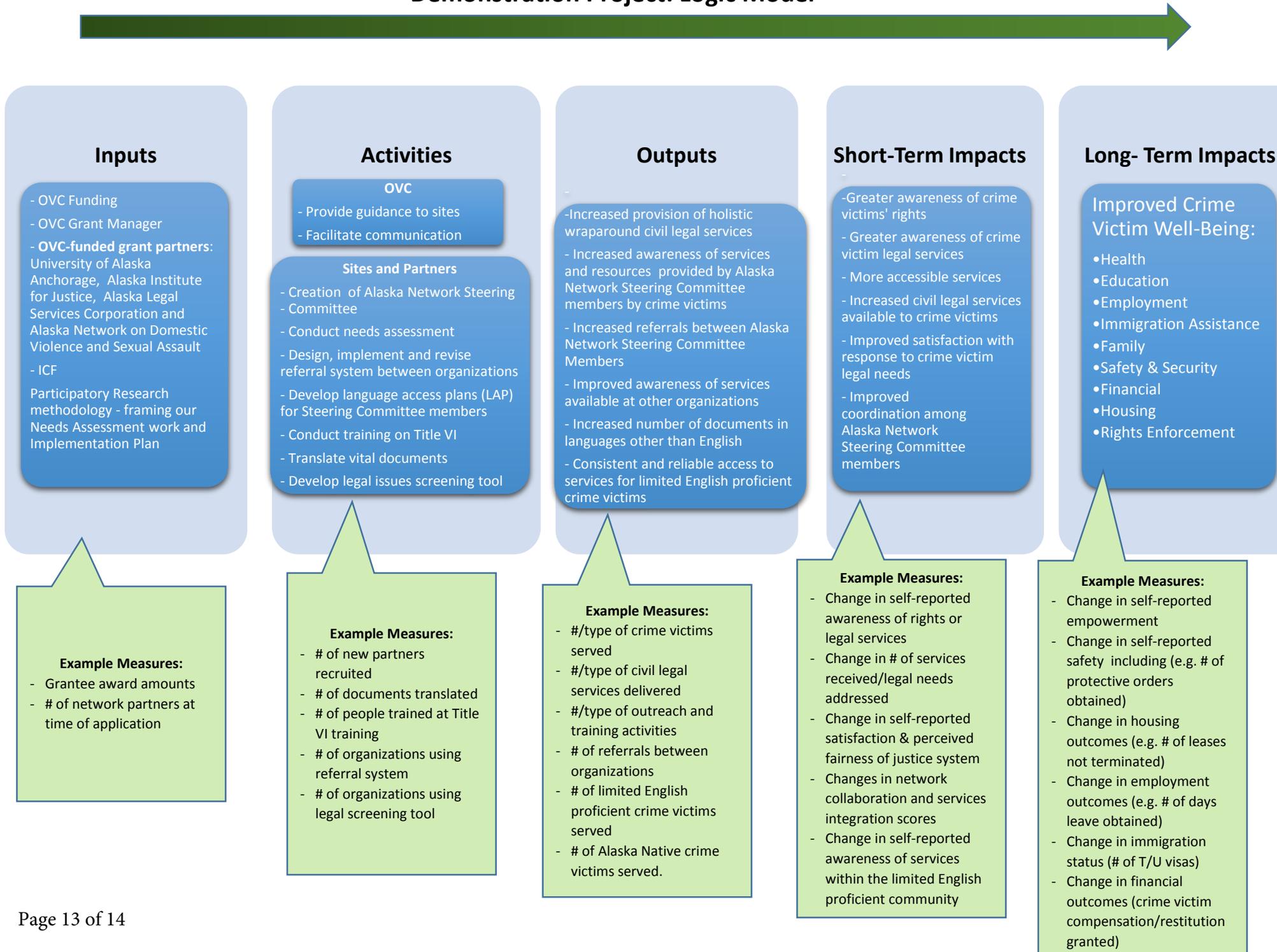
Quality Assurance Measures & Assessment Outcomes:

Alaska Network Steering Committee agencies in collaboration with the University of Alaska Anchorage Justice Center researchers, ICF, NIJ and OVC, will develop a mechanism for the collection of baseline data in the pilot communities of Anchorage, Juneau and Bethel to evaluate the effectiveness of implementation plan activities.

OVC grant funded staff will keep statistics on the number and type of legal services provided to crime victims by Alaska Network Steering Committee member agencies. Statistics will also be tracked on the number of crime victims served by partners in the network to help with quality assurance, assessment outcomes and report on grant deliverables. A satisfaction or experience survey will be developed and completed with crime victims entering the Alaska network of service providers beginning November 2014. Flexibility has been built into the implementation plan to address any unanticipated issues or challenges that may come up in providing holistic civil legal services to Alaskan crime victims, effective outreach to underserved communities and training for Alaska Network Steering Committee partner agencies. The Alaska Institute for Justice and Alaska Legal Services Corporation will continue to organize on-going monthly Alaska Network Steering Committee meetings to discuss successes and challenges during the implementation phase in order to address any issues or challenges that arise in providing holistic civil legal services to all Alaskan crime victims. The Alaska Network Steering Committee will provide on-going feedback on the policies, plans and procedures to assess their effectiveness and address any unanticipated issues or challenges that may come up in providing holistic civil legal services in the pilot communities of Anchorage, Juneau and Bethel.

Alaska Wraparound Victim Legal Assistance Network

Demonstration Project: Logic Model



Key Project Personnel

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Roles and Responsibilities:

Alaska Institute for Justice:

AIJ in partnership with ALSC will be primarily responsible for training the legal and social service provider agencies about existing services. AIJ in partnership with ALSC will be primarily responsible for developing and streamlining the referral mechanism between agencies to provide holistic and comprehensive civil legal services. AIJ will be primarily responsible for developing comprehensive language access plans to increase outreach to underserved crime victims.

Alaska Legal Services Corporation:

ALSC in partnership with AIJ will be responsible for helping train the legal and social service provider agencies about existing services. ALSC will help develop and streamline the referral mechanism between agencies to provide holistic and comprehensive civil legal services.

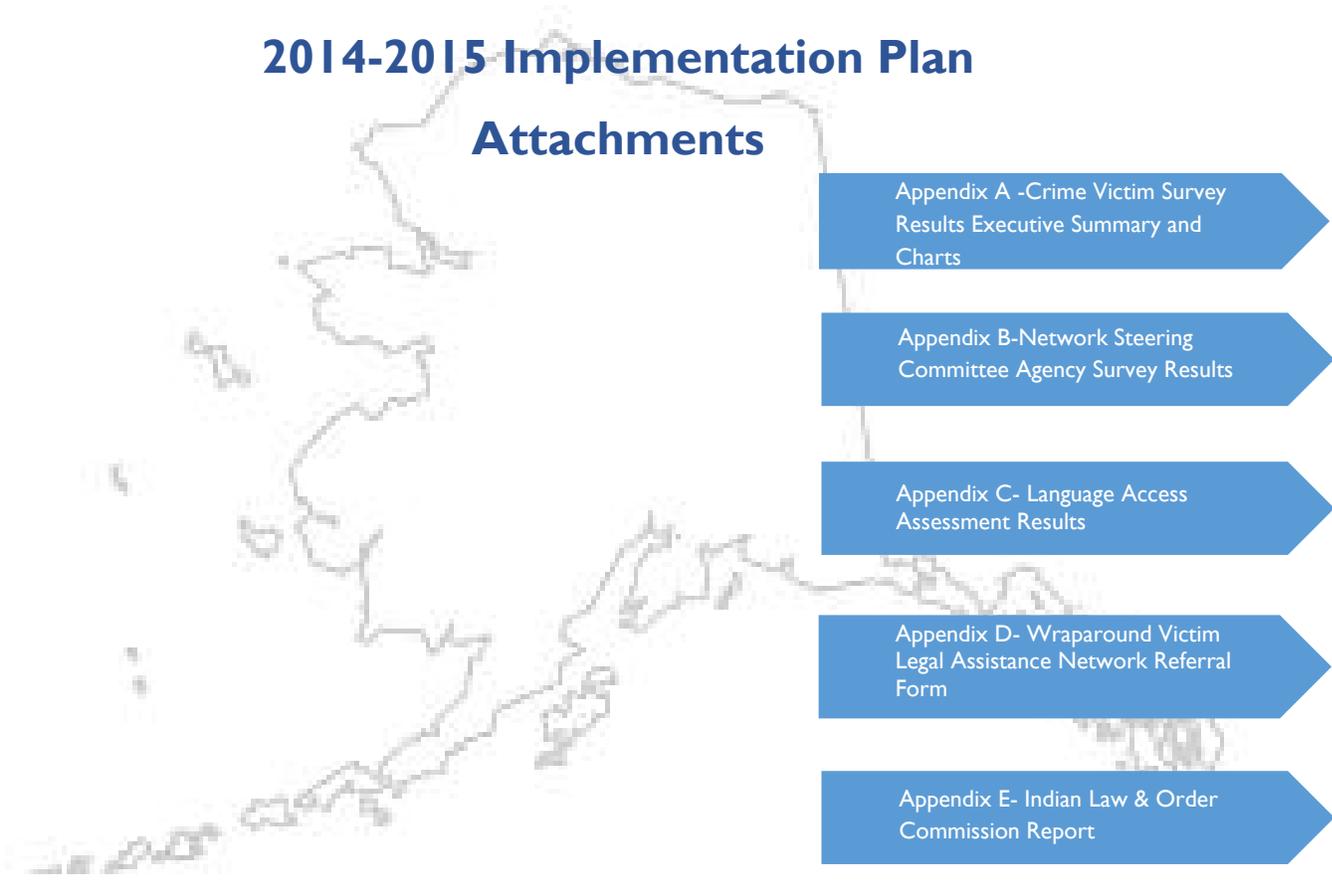
University of Alaska Anchorage Justice Center:

UAA Justice Center will be primarily responsible for collecting baseline data in pilot communities of Anchorage, Juneau, and Bethel to evaluate effectiveness of implementation plan activities.

Alaska

OVC Wrap-Around Victim Legal Assistance Network Demonstration Project

2014-2015 Implementation Plan Attachments



Appendix A - Crime Victim Survey
Results Executive Summary and
Charts

Appendix B- Network Steering
Committee Agency Survey Results

Appendix C- Language Access
Assessment Results

Appendix D- Wraparound Victim
Legal Assistance Network Referral
Form

Appendix E- Indian Law & Order
Commission Report

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UAA Justice Center
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Alaska Institute
for Justice





**Crime Victim Survey:
Needs Assessment of Crime Victims' Civil Legal Needs**

Prepared for
Alaska Institute for Justice

by

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UAA is an EEO/AA employer and educational institution.

Crime Victim Survey

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Crime Victim Survey

Acknowledgments

We thank the Alaska Institute for Justice for contracting with the Justice Center to conduct this crime victim survey as part of a larger needs assessment of crime victims' civil legal needs in Alaska. Many thanks to E. Leigh Dickey, Staff Attorney for Crime Victims, Alaska Legal Services Corporation for her work on the stakeholder portion of the needs assessment.

We sincerely thank the crime victims who took the time and effort to share their experiences being a crime victim and interacting with the criminal justice system and legal service providers in Alaska.

Introduction: Purpose and Background

The goal of the Alaska Coordinated Comprehensive Needs Assessment is to identify the civil legal needs of crime victims and the barriers that prevent them from accessing holistic wraparound legal resources. The project team consisted of representatives from the Justice Center at UAA, the Alaska Institute for Justice, and Alaska Legal Services Corporation. Few published journal articles and reports are available that involve research specifically focused on the civil legal needs of crime victims. To our knowledge, no Alaska specific data or reports have attempted to quantify or describe the civil legal needs of crime victims in Alaska.

The Alaska Coordinated Comprehensive Needs Assessment used a participatory action research methodology. The research team consisted of two faculty researchers at the University of Alaska Anchorage Justice Center, Network Steering Committee members and Crime Victim Advisory Board members.

The network steering committee consisted of representatives from various state agencies and network of service providers: Alaska Legal Services Corporation, Alaska Institute for Justice, Alaska Network on Domestic Violence and Sexual Assault, Council on Domestic Violence and Sexual Assault, Alaska Office of Victims' Rights, Alaska Native Justice Center, Alaska Violent Crimes Compensation Board (VOCA funds), the Municipality of Anchorage Prosecutors Office, the State of Alaska Department of Law Criminal Division, and the State of Alaska Department of Law Consumer Protection Unit. The research team developed the survey instrument, implemented dissemination strategies, and assisted with analysis of the data and interpretation of the results.

The network of Alaska crime victim organizations partnered in this grant (Network Steering Committee) will use the results of the needs assessment to develop protocols and effective inter-agency referral mechanisms in order to provide crime victims with meaningful access to holistic wraparound civil legal services. The goal of the needs assessment was achieved in part by conducting a survey of crime victims in urban and rural areas of Alaska, particularly Anchorage, Bethel, and Juneau.

This civil legal needs assessment of crime victims in Alaska employed various methodologies and approaches both in instrument creation and data collection. While the three methodologies used in data collection included a survey, interviews and focus groups, the design and creation of all the instruments used a participatory action research methodology. Many different people were involved in the participatory action research process to build consensus around items in the survey instrument.

The researchers advised and consulted with the project team and the network steering committee on many aspects of the needs assessment, including the appropriate methodologies to answer the research questions, design and format of the survey instrument, the interview instrument and the focus group interview instrument. While the research team provided advice and consultation, final decision of specific survey, instrument and focus group interview questions and wording was arrived at by consensus of the larger project team and network steering committee.

Research Questions

The review of the literature was instrumental in the development of the research questions to be answered by the research. Conceptual areas and contexts of civil legal needs of crime victims and the delivery of services for those civil legal needs were developed after a review of the literature in the field; this review included both empirical findings as well as descriptions of state specific programs and policy designed and implemented to meet the legal needs of crime victims, both criminal and civil. Based on the more general literature and existing programs, and through consultation with the project team and the network steering committee, the hypotheses are 1) that victims have more needs than current service provisions and 2) that the unmet civil legal needs of crime victims are higher in rural Alaska than in urban areas. Following are the research questions for the Alaska Coordinated Comprehensive Needs Assessment:

- What are the most common civil legal needs of crime victims in Alaska?
- What civil legal needs of crime victims in Alaska are not currently being met?
- What barriers to receiving effective civil legal services do crime victims experience?
- What civil legal assistance is currently being provided, to whom, with what frequency, and through what processes?
- What different civil legal needs exist among Alaskan crime victims of different races, sexes, ages, disabilities, economic levels, language preferences, immigration status, residency in urban and rural areas, and type of crime committed. Civil legal needs assessed include, but not limited to, family, custody and dependency, tribal, employment, and administrative issues related to the victimization; enforcement of victims' rights in criminal proceedings; assistance for victims of identity theft and financial fraud; and immigration assistance for human trafficking victims and battered immigrant women.

Section I: Executive Summary / Overview of Findings

Introduction

The goal of the Alaska Coordinated Comprehensive Needs Assessment is to identify the civil legal needs of crime victims and the barriers that prevent them from accessing holistic wraparound legal resources. The results of the needs assessment will be used to develop protocols and effective referral mechanisms among the network of Alaska crime victim organizations partnered in this grant (Network Steering Committee) in order to provide crime victims with meaningful access to holistic wraparound civil legal services. The goal of the needs assessment was achieved in part by conducting a survey of crime victims in urban and rural areas of Alaska, particularly in Anchorage, Bethel, and Juneau. Participants were asked about their experience of crime victimization, knowledge of legal and victim service providers in Alaska, legal needs resulting from being a crime victim, and barriers to accessing services.

Research Methods

The Network Steering Committee partners disseminated a total of 3,344 paper surveys to their clients who were crime victims. Copies of the survey were translated into the seven most common languages of clients. In addition to the surveys in English (2,998), there were also paper copies of the survey in Spanish (164), in Yup'ik (84), in Tagalog (64), in Russian (23), in Korean (22), in Hmong (14), and in Samoan (5). Data collection took place from November 2013 through June 2014.

Of the 3,344 surveys distributed to our partners, 363 completed surveys were returned. One of the strategies for increasing response rates was providing a small monetary incentive of \$10 to survey respondents. The UAA researchers directly provided the cash incentives to crime victims completing the surveys. Our initial estimate was to receive a return of 450 surveys. Although the actual number of received surveys is less than anticipated, valuable data have been compiled about the individuals who returned the surveys.

In addition to paper surveys, we conducted focus group and in-person interviews with a small subset of crime victims. We conducted one focus group interview in Juneau with four participants, an in-person interview in Bethel, and two in-person interviews in Anchorage.

Characteristics Survey Respondents

The typical survey participant was a female, a member of a racial/ethnic minority, and was less than 44 years old. Survey participants tended to live with a small number of people in the household. The majority of survey participants reported English as the language they were most comfortable speaking, but a quarter reported a non-English language as the one they were most comfortable speaking. Of those participants who reported living in a household in which a language other than English was spoken, the majority lived in a household in which an Alaska Native language was spoken.

Few survey participants reported having mental illness or a physical disability; even fewer reported a developmental disability. Very few survey participants indicated they were immigrants or refugees, veterans, or family members of someone in the military. However,

immigrants and refugees made up 8% of crime victim survey participants which is significant since they make up approximately 6.9% of Alaska's population. (2012 U.S. Census Statistics) Anchorage was the single most frequently reported location of residence, but collectively a larger number of survey participants lived outside of Anchorage either in Bethel, Juneau, Mat-Su or other areas.

Introductory Information About the Crime(s)

Most survey participants were crime victims rather than reporting as a person close to a victim of crime, though some participants reported being both a crime victim and a person close to a crime victim. Survey participants who reported being a person close to a crime victim were most often a victim's parent, spouse or partner. The survey questions included crimes committed against people and property crimes.

The survey included questions about 11 specific person crimes and eight specific property crimes in Alaska. Survey participants reported being victims in their lifetime of all 11 specific *person* crimes included in the survey in Alaska. The person crimes experienced by the largest number of survey participants were assault (including domestic violence), sexual assault, and harassment. Assault, including domestic violence, sexual assault, stalking, and robbery, were the person crimes most likely to be reported to police or other authorities. Child neglect or physical abuse, DUI causing physical injuries, and labor or sex trafficking were the least likely to be reported to police or other authorities. Most of the information which victims provided in the survey related to person crime victimization experiences that took place in the relatively recent past. A larger percentage of victims reported experiencing one or more person crimes, and the largest number of person crime types indicated by a respondent was 12.

As a group, survey participants reported they had been victims in their lifetime of each of the eight *property* crimes asked about in the survey. Reported experiences of victimization in a property crime were less frequent than the number of responses about person crime victimization. Crime victim survey participants indicated they reported from one-fifth to over half of the property crimes they experienced to police or other authorities. Reports of property crime victimization were more likely to be in the recent past than were reports for person crime victimization. More survey participants indicated they had been victims of three or more person crimes than only one or two, but more survey participants indicated they had been victims of only one or two property crimes than three or more. The majority of participants reported that they had not been a victim of a property crime.

The majority of both person and property crimes were committed by people the victim knew (non-strangers) rather than strangers. Although most person crimes were committed by non-strangers versus strangers, a stranger was the most frequently reported individual relationship type for four of the specific 11 person crimes and five of the eight property crimes presented. The frequency of relationships between the victim and the offender varied by person and property crime types.

Legal Assistance

There was variability in the percentage of survey participants who knew about the range of legal service offices. The majority of participants knew about the Alaska Legal Services Corporation, the majority of immigrants or refugees knew about Alaska Institute for Justice and a smaller number of domestic violence, sexual assault, and/or stalking victims knew about the Alaska Network on Domestic Violence and Sexual Assault. A larger number of survey participants were knowledgeable about the various legal service providers than the number of survey participants who reported contacting the providers. Overall, more survey participants were helped by legal service providers than were told that the office could not help them. More survey participants knew about domestic violence service provider offices than about legal service provider offices.

A larger number of survey participants reported that they knew about domestic violence and/or sexual assault service (dv/sa) providers than reported that they did not know about the offices. Those who contacted these dv/sa providers were in the minority. However, of those who did contact dv/sa providers, the majority reported that the office helped them rather than the provider could not help them. Generally, a smaller number of survey participants were aware of victim service providers other than domestic violence/sexual assault or legal service providers. Survey participants were less likely to report contacting any of the general victim service providers. The majority of participants who contacted these general victim service provider offices reported receiving help, with the exception of State of Alaska Consumer Protection. The majority who contacted these other general victim service provider offices reported receiving help.

The crimes experienced by victims for which they were most likely to receive legal help were reported to police or other authorities rather than unreported crimes. The person crime types for which survey participants most frequently received civil legal help were DUI resulting in physical injuries, sexual assault, stalking, assault (including but not limited to domestic violence), and murder victims (including attempted murder or the murder of a person close to the victim). The reported person crime type for which survey participants were least likely to have received civil legal help was child sexual abuse. A larger number of survey participants indicated they had received civil legal help for a person crime than for a property crime. The reported property crime types for which victims were most likely to receive civil legal help were arson and DUI victims who suffered property damage. The reported property crime types for which survey participants were least likely to have received civil legal help were forgery, credit card fraud, or bank fraud and other financial frauds.

Civil Legal Needs Resulting from the Crime

The type of civil legal needs identified by survey participants depended on the type of crime as well as the demographic of the person victimized. Participants reported experiencing a broad range of legal issues including financial legal issues, family law legal issues, immigration legal issues and “other” legal issues. Among survey participants who experienced family, financial, or other legal issues, more experienced multiple legal issues (within each category) than a single issue. Participants who experienced immigration legal issues were almost as likely to experience a single immigration legal issue (44%) as multiple immigration legal issues (56%).

The family law legal issues survey participants most frequently reported needing help with included getting a protection order and getting custody or visitation of children. The family law

legal issues survey participants least frequently reported needing help with included getting spousal support and property disputes. Of the financial legal issues, the largest number of survey participants reported needing help with bills they had because of the crime but that they could not pay and owing money because of the crime. The smallest number of survey participants reported needing help because loans were opened in their name without their consent. Most survey participants did not get help with their credit being negatively affected because of the crime, having medical bills because of the crime that they could not pay, or having unpaid rent or loan payments because of the crime. The largest number of survey participants needing help with “other” legal issues reported the need for assistance in fully participating in the criminal prosecution process and help with knowing and enforcing their rights.

More survey participants reported getting the help they needed (for free or paying for it) than *not* getting it for each of the specific family law legal issues excluding spousal support and for most immigration legal issues. However, more survey participants reported *not* getting the help they needed than getting it for every one of the specific financial legal issues stemming from being a crime victim and each of the other legal issues presented to them.

Barriers to Accessing Civil Legal Services

At least one out of every 10 survey participants agreed that each of the barriers to accessing civil legal services presented to them was one they had experienced. The most frequently cited barriers involved lack of knowledge or resources to secure legal services or fear of consequences.

Qualitative Findings

There seemed to be high levels of consistency regarding crime victims’ legal needs and their perceptions gaps in services based on the qualitative comments provided in the survey and discussions that took place during the interviews. Many of the respondents talked about various needs they had regarding safety as a result of their victimization. Needs related to safety included finding and maintaining safe places to stay, being notified that an offender was released from custody, and feeling safe emotionally and psychologically. Some victims discussed a need for additional counseling focused on feelings of safety and suggested that recovering from trauma and healing emotionally takes time and the process continues long after the provision of crisis intervention services typically available immediately following crime victimization.

Many of the crime victims talked about the need for legal advocacy, in different forms, and identified an existing gap not in the services offered, but in the awareness of and coordination of those services. Often discussed were the additional obstacles victims faced with having to contact multiple agencies for services, recounting their victimization multiple times, and not having follow up with referrals from agency to agency. An indication of the need for more outreach and awareness of the current services was evidenced by some victims discovering the array of services for crime victims while others in the focus group were discussing the services that they received; thus demonstrating that many crime victims are unaware of services currently offered.

One important finding from the qualitative comments and responses that was not discovered in the survey data was the dichotomous sensitivities towards the victims by professionals in the criminal justice agencies versus service providers. Victims discussed how they generally felt a mistrust of and were much more guarded in providing information to those in the criminal justice system (i.e., police, court personnel) than they were when sharing information with service providers, specifically counseling representatives. Revealing victims' opposing perspectives toward personnel in these agencies and service providers highlighted an area for future coordination and training efforts. Empathy for the victim and understanding of the nature of victimization by agency representatives were emphasized as an important consideration in the formulation of a holistic approach to providing wraparound legal assistance to crime victims.

A fair number of victims disclosed the main reason for not reporting a crime to police or other authorities was fear associated with the legal system apathy and a low perceived likelihood that reporting the crime would lead to an arrest, recovery of property and/or reimbursement or compensation for their losses. Many victims discussed not reporting crimes because they felt nothing could or would be done about it. Victim comments focused on lack of motivation and actions by criminal justice agency personnel in investigating the crime or that reporting the crime and "going through the process" was more burdensome and would provide little relief. These victims' perspectives on reporting crime to police was that it generally wouldn't be worth their time or effort. Fears of reporting a crime also stemmed from concerns that the perpetrator would intimidate the victim or that other associates and family members of the perpetrator would retaliate against the victim. These fears associated with not reporting a crime are correlated with earlier comments regarding victim safety.

Issues to Consider in Implementation Plan

- Prioritize changes that increase awareness, contact rate, and rate with which legal help is provided by legal assistance and other service providers with lowest reported frequencies
- Consider service enhancements directed toward victims of unreported crimes, in addition to reported crimes
- Consider service enhancements directed toward victims of property crime, not just person crime
- Prioritize addressing the most frequently reported legal needs and those where assistance was least frequently provided
- Address the most frequently reported barriers to accessing civil legal services: Lack of knowledge and resources and fear of consequences

Section II: Literature Review

Research on and policies for combating crime examine the phenomena from a variety of different perspectives. These perspectives range from and encompass intervention efforts in deterring or preventing crime, focusing on individual deterrence and structural neighborhood criminal prevention strategies, as well as the effects of criminal activities. While efforts examining the effects of crime more often provide a count or numerical assessment of the incidence and rate of criminal activity, more work needs to be done that examines the effects of criminal activities on individuals who become victims of such activities. An understanding of

the process of becoming a victim and an understanding of the array of needs that arise from victimization can provide direction for policy initiatives that address the needs of crime victims. While it is necessary to examine the causes of crime, there is an important social responsibility to understand the effects on, and needs of crime victims who experience victimization due to that criminal activity. The body of work, both empirical and existing program descriptions, regarding needs of crime victims is broad and multi-directional. This review provides a focus on the civil legal needs that crime victims experience in relation to their victimization. This focus is important in understanding this relatively understudied aspect of the larger victimization research and may direct research focused at meeting the civil legal needs of crime victims through agency and service delivery.

Criminal victimization has been shown to have various negative effects on individuals, including but not limited to financial needs, safety needs, legal issues, and negative health and psychological consequences (Allen, 2004; Boom, 2012; Newmark, 2003). Additionally documented are the various types of needs that crime victims have that are categorized by the types of crimes the individual has been a victim of, such as interpersonal and domestic violence (Allen, 2004; Bell, 2011; Murdaugh, 2004). Other empirical work in the field tends to categorize the needs of crime victims by socio-economic status (Dale, 2009; Legal Services Corporation, 2009) or tends to focus only on the criminal legal needs of crime victims (Newmark, 2006). There are also an array of reports that examine the provision of services for crime victims in many different states and describe the range of services that are available for crime victims within those specific locations (Botec Analysis Corporation, 2001; Brickman, 2002; Davis, 1999; Hochstein, 2006; Obinna, 2007; Regional Research Institute, 2002; Washington State Supreme Court, 2003). However, one understudied area in the research is the civil legal needs of crime victims. While this focused area of research is vastly understudied or reported on, an in-depth examination of the existing literature and reports on legal needs of crime victims provides some answers to the question of what the specific civil legal needs of crime victims are and what types of services those victims require to address the consequences of their victimization.

One common thematic area of need that can be gleaned from the various reports and literature is that crime victims have a host of different needs that generally cannot be met by one individual agency or service provider. There are advocacy needs associated with the processes in the criminal justice system (i.e., police, courts and corrections). In addition, psychological or emotional needs often arise from the victimization such as perceptions of safety and/or fears and anxiety from revictimization, family needs associated with housing or childcare or custody issues, and employment needs or issues (Allen 2006, 2013; Newmark, 2004). The list of specific needs are as varied as the types of crimes committed that create victims; more specifically any one criminal act can result in an array of victim needs encompassing civil, family, financial and psychological needs (Feldthusen, 1993, 2000; Herman, 2003). Due to this wide variation in crime victim needs, agencies and service providers should have coordination efforts to ensure that the wide range of services are matched with the wide range of victim needs

Outcomes associated with a holistic approach to meeting the needs of crime victims can also be documented within the existing research and various reports. Again although most of the work tends to focus on the overall needs of crime victims in general, as opposed to crime specific needs or civil legal needs, parallels can be ascribed to outcomes specific to civil legal needs of

crime victims. One outcome that can have a large policy impact, and is directly measurable, is a decrease in future crime or incidences of victimization associated with meeting the litany of needs resulting from crime victimization (Bell, 2011; Herman, 1997; Warren, 2003). This result can be attributed to the victim being aware of resources and services in order to prevent future victimization as well as therapeutically feeling empowered to prevent victimization. Familiarity with available services combined with familiarity with criminal justice proceedings and processes also leads to increased levels of satisfaction with the criminal justice system (Feldthusen, 1993; Warren, 2003). This can also result in the increased willingness to report future crimes. This increased satisfaction level and increased reporting has policy implications for increasing resources allocated to future crime victims and reducing subsequent criminal victimization.

Additional outcomes of a holistic approach to service provision for crime victims are associated with concepts included in restorative justice and therapeutic jurisprudence. While these outcomes cannot be as easily measured quantitatively as crime rates or incidence numbers, they can be measured by assessments of the healing process for victims of crimes. Research has recognized that the impact of victimization results in a multi-stage process of recovery for the victim in an attempt to restore the victim to where they were before the victimization occurred; this includes psychological as well as financial, emotional, occupational and other measures (Feldthusen, 1993; Herman, 1997; Newmark, 2003; Ten Boom, 2012). Additionally within this holistic approach is the recognition of barriers to recovery, such as participation by immigrant populations and populations with limited English proficiency (Herman, 2003). Outcome measures of meeting the needs of crime victims then can be framed from a dual perspective, both policy and social. Policy outcomes include possible decreases in future crimes and victimizations while the social outcomes include the restoration of the victim to “wholeness” again and with increased participation in recovery and in future reporting of criminal incidents.

Section III: Methods

The research methodology designed to collect data on crime victims regarding their legal needs as part of this needs assessment had descriptive and exploratory aims and used a participatory action research approach. The study of crime victims' civil legal needs is in its infancy nationally and in Alaska so the goal was to achieve insights into this rather new topic. Using a survey as well as focus group and individual interviews ensured that we had detailed numeric data to describe the crime victims, their legal needs, and barriers to obtaining legal assistance as well as qualitative data to understand more deeply and from the perspective of the crime victim their experiences with victimization and the associated legal systems. The participatory action research approach involved the Network Steering Committee members and Crime Victim Advisory Board members as co-researchers who assisted in the survey development, dissemination strategies, and in ways to approach analysis of the data and interpretation of the results.

Survey Development

The process of designing our instrument for the survey of crime victims began by identifying the major topic areas necessary to satisfy our goals and objectives. Specifically, this involved developing a list of the civil legal services for which the Network Steering Committee agencies most commonly provide assistance to crime victims. The civil legal needs assessed in our survey of crime victims included but were not limited to the following wide range of categories: family law legal issues (assistance obtaining a divorce, child custody, visitation, support, and protection orders), financial issues (financial fraud, identify theft, unpaid bills, bankruptcy, foreclosure, unauthorized bills or charges, and credit negatively affected), immigration (human trafficking, crime victim visa applications, naturalization, family-based petitions, and deportation issues), enforcement of victims' rights in criminal proceedings, and other (education, employment, administrative, government benefits, and tribal issues). The categories and specific civil legal issues addressed in the survey were comprehensive and covered experiences of a broad range of crime victims. In addition, the survey provided several opportunities for crime victims to identify other civil legal needs that they experienced.

The format of the survey items was straightforward asking victims to identify the specific civil legal needs they have experienced and identifying civil legal needs that were and were not addressed with assistance. In addition to the civil legal needs above, the survey asked victims to report the type of crime from which these civil legal needs stemmed and asked victims to report on their demographic characteristics. The survey was also translated into the six languages most commonly spoken in the survey population in the three Alaskan communities including: Hmong, Korean, Russian, Spanish, Tagalog, and Yup'ik. When agencies identified limited English proficient victims they were provided a copy of the survey in their preferred language, allowing underserved limited English proficient crime victims to meaningfully participate in the survey and have an opportunity to share their experiences.

The crime victim survey was pilot tested through cognitive interviews with our Crime Victim Advisory Board (CVAB) members utilizing a participatory action research methodology. CVAB members were asked to read each of the survey questions and to think-aloud about the meaning that each survey item and response category had to them. In addition, CVAB members were

asked probing questions to identify additional details about the thought processes of victims as they read the survey and selected responses most appropriate to their experiences. CVAB members and other native speakers of the languages selected for translation also reviewed the surveys to determine whether the intended meaning of questions was conveyed in the translated survey questions. For example, some initial feedback on the draft survey from a bilingual Yup'ik and English speaking interpreter revealed that the terminology we had initially chosen to describe crimes against persons or property did not make sense to her and we needed to reconsider how to ask those questions to obtain meaningful feedback from this type of underserved crime victim.

Sampling and Selection Strategies

The population selected for study in this needs assessment included crime victims in Alaska. We have operationally defined “crime victim” in the broadest possible way to include all victims of crime who have come in contact with our Network Steering Committee partners and other identified agencies. Our definition of crime victim includes the following:

- primary crime victims and in the case of homicide, secondary crime victims such as a spouse, parent, or adult child;
- those who have and have not reported the crime to police or other investigative agencies;
- crime victims who have and have not sought out various services; and
- underserved victims of crime including limited English proficient victims.

The diverse member agencies of the Network Steering Committee were instrumental in the dissemination of the victim needs assessments. Network Steering Committee partners, and other agencies working with crime victims, recruited crime victims to participate in the survey when crime victims had contact with these agencies in Anchorage, Bethel, and Juneau. The details of this process varied from agency to agency. All agencies tasked with disseminating the survey reviewed and complied with the U.S. Department of Justice privacy regulations at 28 CFR Part 22.

Representatives of the Network Steering Committee agencies identified specific dissemination mechanisms for recruiting crime victims based on their respective agency’s work with crime victims while also adhering to strict principles of protecting crime victim confidentiality. These dissemination mechanisms included in-person and mail distribution of the survey to crime victims who contacted their agency during the study period.

Some agency partners mailed surveys to crime victims who had contacted the agency in the past. One of the strategies for increasing response rates was providing a small monetary incentive of \$10 to survey respondents. Incentives were provided directly by the UAA researchers to crime victims completing the surveys. Based on the number of crime victims contacting partner agencies, the time frame for data collection, and reasonable response rates, we anticipated at least 300 completed surveys in Anchorage, 50 in Bethel, and 100 in Juneau.

The method we developed for disseminating our survey to crime victims, via various Network Steering Committee partner agencies, ensured that our survey population included a broad range

of crime victims. The types of crime victims represented in our survey response included victims of the following crimes: murder (secondary crime victims), sex offenses, robbery, assault (domestic and non-domestic), child neglect or physical abuse, labor or sex trafficking, kidnapping, stalking, harassment, DUI, arson, burglary/theft, extortion or bribery, identity theft, forgery, credit card fraud, or bank fraud, other types of financial fraud, and destruction of property. We believed victims of these crimes would be represented in our sample, because Network Steering Committee members identified these offenses as the ones experienced most frequently by crime victims seeking civil legal and other assistance from them. However, we included space in the survey for victims to identify other crimes of which they have been victims.

A cover letter describing the benefits of completing the survey accompanied each survey. Crime victims were also provided a list of existing resources and contact information for crisis intervention and other supportive service providers. Additionally a language preference postcard was included with each survey packet. This postcard included one sentence, translated into each of the languages identified, asking if the crime victim would prefer a survey in another language. This method ensured that crime victims who received a survey in English, but who spoke/read in an alternate preferred language, had an equal opportunity to participate in the survey and share their ideas as those crime victims that were English speakers. Additionally, a trained and qualified interpreter was provided through the Alaska Institute for Justice Language Interpreter Center for limited English proficient crime victims who had questions for the researchers.

The research methods used to conduct the crime victim survey, follow up focus groups and interviews with crime victims, were designed to triangulate research findings. Collection of quantitative data summarized and described the civil legal needs of crime victims while the qualitative data brought depth and meaning to the quantitative data, highlighted victim perceptions and needs that were not elicited by the survey questions, and told the victim's stories in their own words and from their unique perspectives.

Focus Group Interviews

Focus group interviews were conducted with a small subset of crime victims. Crime victim survey respondents were invited to participate in a focus group interview. In qualitative focus groups, interviews are typically conducted until the point of saturation where no new information is reached. We expected to conduct a minimum of three focus groups with victims from Anchorage, Bethel, and Juneau each with seven to ten participants. Due to lower than expected willingness and availability to participate focus group interviews, we conducted one focus group in Juneau with four participants, one interview in Juneau, two interviews in Anchorage, and one interview in Bethel. While this number of participants involved in qualitative data collection was smaller than initially anticipated, extensive data were collected from each site, thus ensuring sufficient representation of crime victims and their experiences including differences based on geographic location.

Focus group interviews were conducted to supplement the quantitative descriptive data provided in the survey with open-ended responses designed to achieve greater depth and meaning. Focus

group interviews also afforded crime victims the opportunity to share other ideas and information about their experiences that could inform the development of enhanced and coordinated procedures for addressing the civil legal needs of crime victims.

Institutional Review Board Approval Process

There are two different groups of human subject groups from which data was collected and three research methods used to collect data from research participants. The first group of participants included crime victims who completed the survey. A subset of crime victims who completed the survey also participate in focus group interviews. A tiered approach to IRB approval at UAA was pursued. First, IRB approval was obtained for the survey of crime victims. While survey data was being collected, the research team obtained IRB approval for the focus groups.

The proposal for data collected from the second group of human subjects, the civil legal service providers, also received IRB approval. This third proposal for the Network Steering Committee survey went through the IRB review process outlined collection of de-identified agency data, documents, and other information. Since the ALSC attorney was leading data collection of Network Steering Committee, she completed human subjects training as required by the UAA IRB. All materials reviewed by the IRB as well as documentation of IRB approval was shared with OVC for final approval before the collection of any data.

The Institutional Review Board (IRB) at the University of Alaska Anchorage (UAA), as do most institutional IRB's, has strict requirements regarding the approval of research using human subjects. Many of the components that outline the specifics of this needs assessment research project required approval by the UAA IRB. The UAA IRB required the researchers to clearly identify research questions to be answered by the research, sample selection and size inclusive of selection methods, provide a justification for those research methods and sample selection, data collection planning, storage and destruction, and dissemination plans for reporting aggregate analysis of the data. These rigorous requirements ensured high ethical standards in research using human subjects, including but not limited to non-coercive methods in sample selection and inclusion, anonymity and confidentiality of the participants, and ensured that participating in the research or dissemination of the final research reports did not harm the participants. All research with human subjects complied with the U.S. Department of Justice privacy regulations at 28 CFR Part 22. Mandatory reporting requirements were not applicable to the research collected on human subjects in this needs assessment.

Survey Returns

It is important to include a comment on the number of surveys disseminated compared to the number of responses received. The Network Steering Committee partners distributed a total of 3,344 surveys, of those 2,998 were in English, 164 in Spanish, 84 in Yup'ik, 64 in Tagalog, 23 in Russian, 22 in Korean, 14 in Hmong, and 5 in Samoan. Of that total, 363 completed surveys were submitted for analysis. However, a response rate cannot be calculated without knowing how many of those 3,344 surveys were actually handed to or mailed to individual crime victims. It should also be noted that the variation in the number of surveys distributed in other languages

was driven by the requests made at each respective agency. While there were two large distributions of surveys during the data collection period, mostly in English, many of the agencies requested additional surveys, in multiple languages, throughout the data collection period.

The initial expectation of the needs assessment was to receive 300 responses from Anchorage, and 150 from Bethel and Juneau. Although the expectation of receiving 450 survey responses was not met, the fact that we received 363 responses is in fact a very positive outcome. We found that more intensive survey dissemination efforts were needed since the number of surveys being returned was much lower than expected at the start of data collection. This final number of 363 surveys reflects the methods and efforts of the entire project team and Network Steering Committee partners in improving the rate of survey returns. Some of these efforts included diligence and innovation with survey dissemination techniques to ensure that the survey was reaching Alaska's underserved populations. As a result the project team extended the time period for data collection, were physically present to disseminate surveys at different locations, and laboriously hand addressed hundreds of surveys when agencies had limited staff resources to do so themselves. Without the hard work and efforts of the research team, the project team, and the Network Steering Committee partners, the high number of responses received would not have been possible.

Section IV: Background of Survey Respondents

The majority of participants who completed the Crime Victims Survey were 44 years old or younger (see Table 1). The average age of survey respondents was 40 ($s = 13.4$, results not shown). The largest age group was participants between the ages of 26 and 34 (24% of participants). Few survey participants (2%) were 65 years and older. More female (67%) than male (33%) participants completed the survey.

More survey participants were racial or ethnic minorities than Caucasians. The largest racial group was Alaska Natives at 35% of survey participants (see Table 1). The next largest racial or ethnic groups were Caucasian (31%), multiracial (15%) and Hispanic or Latino (11%). The racial or ethnic groups reported by the smallest number of survey participants included African self-described by less than 1% of survey participants and Native Hawaiian, American Indian, and other each reported by 1% of survey participants.

Table 1. Demographic Characteristics of Survey Participants

Column percentages

Age group	N	%
18 to 25	36	17.9 %
26 to 34	49	24.4
35 to 44	38	18.9
45 to 54	47	23.4
55 to 64	27	13.4
65 and older	4	2.0
Total	201	
Gender	N	%
Female	240	67.0 %
Male	118	33.0
Total	358	
Racial or ethnic group	N	%
Alaska Native	123	34.7 %
American Indian	3	0.8
Asian	4	1.1
Black or African American	11	3.1
African	2	0.6
Hispanic or Latino	37	10.5
Native Hawaiian, Samoan, or Other Pacific Islander	4	1.1
Russian	6	1.7
White or Caucasian	109	30.8
Other	3	0.8
Multiracial	52	14.7
Total	354	
<i>Source of data: Crime Victim Survey of Legal Needs (2013)</i>		

The majority of survey participants reported living in households with a small number of household members. The number of survey participants who reported their household size decreased as the number of people reported to be in the household increased (see Table 2). The most frequently reported number of people living in the household, including the survey participant, was one (25%) and the least frequently reported number of people living in the household was five (7%). However, 15% of participants reported living in a household with six or more total household members.

Just over three quarters of survey participants reported English as the language they were most comfortable speaking, while nearly one quarter reporting being most comfortable speaking a language other than English (see Table 2). Thirty-seven survey participants reported being comfortable speaking more than one language and all 37 of these participants reported English as one of the languages they were most comfortable speaking (results not shown). The non-English language these bi- or multi-lingual participants were most comfortable speaking is reported in Table 2. Other than English (77%) the preferred languages most frequently reported were Alaska Native languages (such as Yupik, Cup'ik Eskimo, and Tlingit 12%) and Spanish (8%).

Survey participants were also asked to report on any languages other than English that are spoken in their household. Ninety-three participants reported that languages other than English were spoken in their household. Alaska Native languages (74%) and Spanish (17%) were the non-English languages most frequently reported as spoken in participants' households.

Table 2. Background Characteristics of Survey Participants

Column percentages

Number living in household	N	%
1	77	25.1 %
2	63	20.5
3	56	18.2
4	44	14.3
5	21	6.8
6 or more	46	15.0
Total	307	
Language most comfortable speaking		
	N	%
Alaska Native	44	12.2 %
English	277	76.9
Russian	2	0.6
Somoan	5	1.4
Spanish	28	7.8
Tagalog	4	1.1
Total	360	
Languages other than English spoken in the household		
	N	%
Alaska Native	69	74.2 %
Somoan	2	2.2
Spanish	16	17.2
Tagalog	2	2.2
Other	4	4.3
Total	93	
Source of data: <i>Crime Victim Survey of Legal Needs (2013)</i>		

Participants reported on other characteristics that may impact experiences with crime and obtaining legal assistance. Table 3 shows that 13% of survey participants reported having a mental illness, 5% reported having a physical disability, and 9% reported having other characteristics they felt impacted their experience as a crime victim or person in need of legal assistance (examples of other characteristics included age, PTSD, substance abuse, headaches, and being a stay at home mom). A smaller number of survey participants reported being an immigrant or refugee (8%), a veteran or a family member of a person in the military (6%), or having a developmental disability (5%).

Table 3. Other Characteristics of Survey Participants

Row percentages

Other characteristics	Yes		No		Total
	N	%	N	%	N
Developmental disability	17	4.7 %	345	95.3 %	362
Physical disability	40	11.0	322	89.0	362
Mental illness	48	13.3	314	86.7	362
Veteran or family member of someone in the military	21	5.8	341	94.2	362
Immigrant or refugee	27	7.5	335	92.5	362
Other	34	9.4	328	90.6	362

Source of data: *Crime Victim Survey of Legal Needs (2013)*

The majority of survey participants reported living outside of rather than in Anchorage (52%). Eighteen percent of survey participants were from the Bethel area, 10% were from Juneau, and 8% were from Mat-Su. The remaining 16% of participants were from other areas in Alaska (see Table 4).

Table 4. Location of Survey Participants

Column percentages

Location	N	%
Anchorage	162	48.1 %
Bethel	59	17.5
Juneau	34	10.1
Mat-Su	27	8.0
Other	55	16.3
Total	337	

Source of data: *Crime Victim Survey of Legal Needs (2013)*

Section V: Qualitative Results

As a way to gain a further understanding of the civil legal needs of crime victims and the gaps between those needs and current services that are provided, focus group and individual interviews were conducted with crime victims. The interviews were conducted in both urban and rural settings to determine whether different legal needs or gaps in services existed in different geographic locations of Alaska. We were not able to include any limited English proficient crime victims in the focus group interviews. The interviews were semi-structured; a general set of questions was asked in all of the interviews, but, the participants offered a wider range of responses than the set schedule of questions. This flexibility is an advantage of qualitative data collection methods. The results are aggregated and summarized around the dimensions of the questions that were asked in the interviews.

The first series of questions asked crime victims to discuss various problems that they encountered as a result of their victimization. Although this was a very general question, further probing questions centered on family issues, compensation, or problems stemming from being a victim of domestic violence. Many of the responses focused primarily on issues of safety. Safety issues included the need to find a safe residence for themselves and their children. Some victims talked about continually having to move to maintain safety once the perpetrator became aware of the victim's current residence. Physical safety and maintaining a safe residence were not specifically addressed in the survey. Alongside the physical aspects of safety, victims talked about the emotional aspects of feeling safe. Feelings of anxiety about going outside of their "safe place" were discussed; victims felt they had in essence become prisoners in their own homes.

Victims also talked about the legal problems they encountered working with the criminal and civil justice systems. These included problem with criminal justice system, such as not knowing the processes or what to expect of the police or the court as well as problems filing civil paperwork and general lack of familiarity with legal requirements of paperwork filings. Other problems brought forth encompassed employment and financial issues. Employment problems included either difficulty finding a job or maintaining a job due to hospitalizations or healing time needed after domestic violence episodes. Financial issues stemming from child care costs and transportation needs were discussed as well.

Lastly as victims recounted problems associated with their victimization(s), a main theme discussed was the lack of awareness of the services that are available to them. Many victims talked about wishing they had known about available services at the time of their victimization, but due to the trauma they experienced during or following the victimization experience, they were not immediately mindful of the services available and did not know where to turn for help. This clearly demonstrates need for outreach and coordination of existing services to provide awareness for future victims during a traumatic time in their lives and the realization. The new service provision plan must also acknowledge that victims have different short and long-term needs and ability to address them as they experience and attempt to recover from victimization.

The second series of question asked victims about services they received as a result of their victimization. Additional probes stemming from this question included how they became aware of the services they received and any specific civil legal assistance that they obtained. Sadly, many of the victims stated that they did not receive any services. They didn't seek them out and did not even realize that the services discussed by victims in the focus group were available. By far the most common service provided to these victims was a safe place to stay. These safe places included domestic violence shelters, homeless shelters, or help from agencies in finding another type of living situation in which the victim felt safe.

Another service victims stated they received included legal assistance and advocacy, although this came in some different forms. Some victims directly stated that Alaska Legal Services provided a great deal of help for them regarding civil filings and directions. While others talked about help they got from the police and prosecutors. These forms of help involved working directly with and providing support for the victim to aid in the arrest and prosecution of the perpetrator of the crime. Additionally some victims reported that the police contacted them and informed them that the perpetrator had been released from custody. This information was described as important to the victims in order for them to promote their current safety, when perpetrators were released from custody, and to find ways to avoid subsequent victimization.

When asked how the victims became aware of the services they received or what made them seek out those services, the responses quickly showed an area for improvement in service coordination and outreach. Many of the victims stated that they found out about the services either by word of mouth from other victims they encountered (i.e., while staying at a shelter) or from other friends or acquaintances. Looking back over their experiences many victims stated that they wished they had known then what they knew now in terms of what services were available to them. A few victims stated that they found out about the services through their own persistence. These victims noted they had to be self-motivated and reach out to find the services; examples of reaching out included internet searches, looking through phone books, and persistently making telephone calls while being referred to many different agencies. It was these victims who also stated that it took additional strength, outside of their direct victimization, to maintain the motivation to seek help and they acknowledged that it would have been much easier for them to just give up.

The next group of questions in the interviews centered on outcomes or results related to any services the victims received associated with their victimization experience. Probing questions included asking if there was an alternate outcome they would have preferred and whether the outcome made a difference for the victim. Victims were asked whether their situation was better, the same, or worse as a result of the services they received. Echoing sentiments from the previous set of questions, many victims identified outcomes connected to safety. Either they had a safe place to stay or that they had increased feelings of personal safety. Some victims felt safer because the police told them when the perpetrator was released from custody or in the area.

The topic of safety continually arose throughout the various interviews. Under the larger notion of safety, many victims described their feelings of empowerment in physically getting to a safe place or personally feeling safe. This was an interesting finding in that these victims talked about turning the negative aspects of victimization into positive aspects by taking control of their

lives and situations. They described this change as an outcome resulting from counseling and support they received from many of the services provided at domestic violence shelters. Other outcomes of services described by victims included receiving help with divorce proceedings or gaining custody of their children. Also mentioned, although rare, were positive outcomes associated with financial reimbursement from either an agency associated with victim compensation or from a financial institution due to financial or identity theft. The alternate outcomes that were stated centered on a desire for more information regarding a criminal case or knowledge of the process in the criminal proceedings. Victims were generally unaware of the processes in a criminal proceeding and expressed confusion at what they perceived to be irrational criminal outcomes (i.e., “how come they didn’t prosecute the case?”; “I can’t believe he was found not guilty and released”). It seemed from their perspective that common sense often didn’t play a role in the criminal proceedings. This finding speaks to the need for education and advocacy for victims not only in the civil arena, but also informing the victim of the general process and intricacies in criminal justice system processes as well.

The next set of questions asked victims about how satisfied they were with the services they received, as well as any compliments for or complaints about those services. Most victims that received services reported that they were satisfied with the services and were generally very grateful for the help that they received. While not necessarily a complaint, a common theme was that many victims wished they had known about the litany of services that were available to assist them. Most often these comments came as the victims were introspectively thinking back on their current awareness of services relative to the period immediately following their victimization.

One interesting theme that arose here was the victims’ perceptions on the dichotomous nature of the criminal justice agencies versus the service providers, particularly the counseling provided. Many victims talked about how the personal interactions with criminal justice professionals were much more rigid and formal while interactions with counselors and other service providers were much more empathetic. In fact, some victims eloquently described how they were very guarded when talking to the police and prosecutors and had a sense of mistrust with them that influenced how much information they were willing to share and questions about what would be done with that information. However, the opposite was true when they described talking with counselors or service providers. The victims stated they felt more open with these personnel and freely talked about very personal details with them and shared feelings regarding their victimization; they did not experience the same guarded sense of mistrust when sharing information with counselors and service providers that they described having with the personnel from criminal justice agencies. This is an interesting finding, because it presents an area for improvement regarding training and communication for criminal justice agency personnel in talking with victims in order to break down those barriers to effective communication.

The last area of questions in the interviews concentrated on gaps and/or barriers in services for crime victims. The victims, knowing what they now know, were asked what advice or insights they could provide to other victims or to service providers, and what non-existing services they would they have found useful. These responses provided great insight into the victims’ perspective on gaps in current levels of services and ways to provide help to future crime victims. When thinking of advice or insight for other crime victims, one recurring theme was that

the victim needed to be persistent when seeking help. In providing insight for others, the interviewed victims encouraged other crime victims to become active in taking control of their situation and, although it required additional strength, strongly recommended having an active voice in their criminal or civil case. Additional advice given by victims was to help other victims realize that the victimization was not their fault, and to recognize that anyone could become a victim of a crime. The fact that a person was victimized didn't devalue the individual, and it was emphasized that recognition of that was important for the victim.

Recommendations and advice for service providers reiterated earlier comments from other questions in the interviews. Victims expressed a need for more interagency coordination so that a crime victim could more easily be made aware of the array of services and the need for coordination of those services at an agency level rather than at an individual victim level. The crime victims advised that service provider coordination with criminal justice agency personnel would relieve some of the stress and anxiety for the individual victim and save the victim from trying to contact and coordinate with the various agencies and service providers.

On a related note, many victims expressed that the personnel in the criminal justice agencies should be more understanding and empathetic towards crime victims and the trauma they were experiencing at the time the agency contacted them. Suggestions included police giving crime victims information about available services available and focusing more on helping the victim in addition to seeking an arrest of a perpetrator.

Other suggestions included recognition by agency and service providers that victims need more services outside of providing safe shelter and feelings of safety. Some examples of these other auxiliary needs included childcare, transportation and employment assistance. Perhaps one of the most common themes expressed was the need for more legal advocacy for crime victims. While some legal advocacy services do exist, the crime victims clearly expressed that there was a gap in services in this area. The gaps included advocacy for civil aspects of crime victimization (i.e., filing of motions and paperwork) and an explanation of the criminal process and proceedings and what to expect from them. The victims stated a strong desire to know what was happening with the criminal case and why decisions were made.

Within the context of gaps in services, victims also described the need for follow-up services. Some suggestions ranged from something as simple as having an advocate call to check in on the victim, to continuing to provide services for a longer time period following the victimization. The crime victims described that following their criminal victimization, the healing process was lengthy and continued long after crisis intervention services concluded. Later in their recovery process, victims had to rely on informal counseling and support networks for help and care. The crime victims highlighted the continued need for assistance during recovery that must be provided for a longer time period than what is currently provided immediately following the traumatic victimization experience.

Limitations

This needs assessment, like all research projects, has limitations and we expected to experience delays and roadblocks. First, a limitation of this study was that we surveyed a convenience sample of crime victims rather than a randomly selected, representative sample. A second limitation of the study was that, by design, we only learned from crime victims who had contacted the Network Steering Committee agencies and partner agencies identified by the Network Steering Committee.

This nonprobability sampling design did not allow us to generalize our findings to all crime victims in Alaska, or even Anchorage, Bethel, and Juneau. However, we received survey responses from a broad representation of underserved and limited English proficient crime victims. Considering that the civil legal needs of crime victims have never before been studied in Alaska and that few or no published studies or reports from other states exist, we feel that the contributions of this exploratory survey needs assessment provides valuable baseline information from which to make changes to the network of civil legal services provided to crime victims in Alaska and evaluates the effectiveness of changed policies and procedures.

The delays and roadblocks we expected to face involved reaching a reasonable sample size in a limited timeframe without burdening our Network Steering Committee partners. While we had limited ability to increase response rates using multiple follow ups as is traditionally done in mail surveys, we expected and found that some of our Network Steering Committee partners facilitated with this process and made it possible to do enough follow up to reach our minimum desired sample size.

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Appendix A: Crime Victim Survey

Alaska Institute for Justice



UAA Justice Center
UNIVERSITY of ALASKA ANCHORAGE



CRIME VICTIMS SURVEY

PURPOSE OF RESEARCH: The Justice Center at UAA is conducting a survey of people in our state who have been the victim of a crime. This survey is part of a project being undertaken by the Alaska Institute for Justice (AIJ) with funding from the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The survey will help identify the unmet needs of crime victims with the goal of increasing safety and protecting victims by enhancing civil legal help for victims of crime. Your answers are key to making sure we get a wide range of crime victims' views. It is expected that it will not take you more than thirty minutes to complete this survey.

PROCEDURES & VOLUNTARY PARTICIPATION: Taking part in this study is completely voluntary. If you don't wish to share your views, or would like to end your role in the study, there will be no penalty or loss of services or benefits to you. You are free to make your own choice about being in this study or not, and may quit at any time. You can complete this written survey anonymously without providing any personally identifying information or participating further in the survey. If you want to receive a check for \$10 for completing this survey you can provide your safe contact information at the end of this survey. UAA will be conducting follow-up interviews with groups of victims from this survey to gain more in depth information regarding the needs of crime victims. At the end of the survey you can provide a safe phone number or e-mail address to contact you if you want to participate in the follow-up interviews. UAA will provide a check for \$25 for your participation in the follow-up interviews. You are not required to participate in the follow-up interviews to complete this survey. You can complete this survey anonymously without providing any personal information.

RISKS: Completing this survey may bring up issues from your experience as a crime victim including trauma, financial or legal issues. To help minimize the risks to you in completing the survey we have provided a list of resources that can provide you and family members with financial, legal and advocacy and support services. Support services include toll free 24 hour crisis lines, crisis intervention, and advocacy within the medical, legal and social service systems.

BENEFITS: Your survey responses will help improve access to services for crime victims in Alaska by identifying crime victim needs and gaps in existing services. You may also learn about available resources for crime victims within the state that you did not know were available.

CONFIDENTIALITY OF RECORDS: Your answers are completely confidential. If you choose to provide your name to receive \$10 in compensation for filling out the survey, your name will never be connected to your answers in any way. Study data will be entered into a database with identifiers replaced with an alphanumeric code. Only de-identified data (all names and personally identifying information removed) will be used in the research. When the research information is made public, no names, addresses, or any kind of personally identifying information will be connected to your answers to the written survey or participation in follow-up interviews. All written surveys and any notes from follow-up interviews will be stored in a locked office at the University of Alaska Anchorage (UAA). The written surveys and any information collected from follow-up interviews will be stored for nine months and then will be shredded. Access to any personally identifying information will be restricted to the necessary research staff who have received training on protecting confidentiality of all personally identifying information collected and complying with federal privacy requirements under 28 CFR Part 22.

CONSENT TO PARTICIPATE: By returning this survey you agree to be part of our study. If you complete the survey, as a token of our thanks we will send you a check for \$10 if you want to provide us with your name and safe contact information. You can choose to participate in this written survey without providing your name or any contact information. Please complete this brief survey, and return it in the self-addressed, stamped envelope within the next few days. When the data are made public, no names or personal information will be made public. Your responses will be kept confidential and your privacy will be protected. This survey is voluntary and you can choose to stop your participation at any time. Whether or not you choose to complete the survey, you will still be entitled to the same services and benefits.

RESEARCH CONTACT INFORMATION & LANGUAGE SERVICES AVAILABLE: If you have questions please call Dr. Cory Lepage at the UAA Justice Center (907-786-4302). If you need an interpreter to speak with Dr. Cory Lepage, an interpreter will be provided at no cost to you. Please call the Alaska Institute for Justice Language Interpreter Center to receive a free interpreter at (907) 279-2457 (AIJP) or toll free at 1-877-273-2457.

If you have already filled out this crime victim survey please do not fill it out again. Thank you!

Introductory Information about the Crime

Please fill in the bubbles next to the answer that best describe your experiences as a victim of crime.

1.	Are you a	
	<input type="radio"/>	Victim of a crime
	<input type="radio"/>	Person close to a victim of a crime

2.	If you are not the victim, what is your relationship to the crime victim?					
	<input type="radio"/>	Mother or father of the victim	<input type="radio"/>	Child of the victim	<input type="radio"/>	Other (please describe):
	<input type="radio"/>	Spouse or partner of the victim	<input type="radio"/>	Brother or sister of the victim		

You will be asked several questions about *legal services* as part of this survey. *Civil legal* services are legal services that you received in a *civil proceeding* for a problem related to the crime. They are different from legal services you may have received in the criminal prosecution for the crime. Examples of civil legal issues include domestic violence protection orders, family law matters, immigration issues, and debt collection. You will also be asked questions about crime victims' rights such as being able to fully participate in the criminal prosecution and being compensated for financial losses as a direct result of the crime such as medical expenses, lost wages, relocation, and counseling.

3.	Indicate if you have ever been a victim of each of the following crimes in Alaska, if the crime was reported to police or other officials, and if you received civil legal help (see description and examples on page 2) because of the crime. Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).							
		I have never been the victim of this crime	I have been the victim of this crime	I reported this crime to police or other officials	I did not report this crime to police or other officials	I received civil legal help because of this crime	I did not receive civil legal help because of this crime	List the year(s) in which these crimes took place
	Murder (survivors of this crime committed against a family member, friend, or co-worker)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
	Sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
	Assault (includes domestic violence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

3.	Indicate if you have ever been a victim of each of the following crimes in Alaska, if the crime was reported to police or other officials, and if you received civil legal help (see description and examples on page 2) because of the crime. Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).						
	I have never been the victim of this crime	I have been the victim of this crime	I reported this crime to police or other officials	I did not report this crime to police or other officials	I received civil legal help because of this crime	I did not receive civil legal help because of this crime	List the year(s) in which these crimes took place
Robbery	○	○	○	○	○	○	_____
Child sexual abuse	○	○	○	○	○	○	_____
Child neglect or physical abuse	○	○	○	○	○	○	_____
Kidnapping	○	○	○	○	○	○	_____
Stalking	○	○	○	○	○	○	_____
Harassment	○	○	○	○	○	○	_____
Labor or sex trafficking	○	○	○	○	○	○	_____
Drunk or intoxicated driver or DUI causing physical injuries	○	○	○	○	○	○	_____
Other (please describe): _____ _____ _____	○	○	○	○	○	○	_____

4.	Indicate if you have ever been a victim of each of the following crimes in Alaska, if it was reported to police or other officials, and if you received civil legal help (see description and examples on page 2) because of the crime. Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).						
							List the year(s) in which these crimes took place
Drunk or intoxicated driver or DUI causing property damage	○	○	○	○	○	○	_____
Arson	○	○	○	○	○	○	_____
Burglary/theft	○	○	○	○	○	○	_____
Extortion or bribery	○	○	○	○	○	○	_____
Identity theft	○	○	○	○	○	○	_____
Forgery, credit card fraud, or bank fraud	○	○	○	○	○	○	_____
Other financial fraud (phone or internet scams, fraudulent sales, fake checks, or theft)	○	○	○	○	○	○	_____
Destruction of property	○	○	○	○	○	○	_____
Other (please describe): _____ _____ _____	○	○	○	○	○	○	_____

5.	Briefly describe the crimes you have been a victim of in Alaska.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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6.	If you did not report one or more of the crimes to police or other officials, please list the reasons why you did not report the crime(s).	<hr/> <hr/> <hr/> <hr/>
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7.	Which best describes the person who committed these crimes against you (or your close family member)? Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).						
	Stranger	Spouse (current or former)	Boyfriend or girlfriend (current or former)	Other relative (not spouse)	Friend or acquaintance	Don't know	Other
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.	Which best describes the person who committed these crimes against you (or your close family member)? Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).							
		Stranger	Spouse (current or former)	Boyfriend or girlfriend (current or former)	Other relative (not spouse)	Friend or acquaintance	Don't know	Other
	abuse							
	Kidnapping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Stalking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Labor or sex trafficking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Drunk or intoxicated driver or DUI causing physical injuries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Other (please describe) _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.	Which best describes the type of person who committed these crimes against you (or your close family member)? Mark all that apply (fill in many bubbles in each column and each row to describe all of your experiences).							
	Stranger	Spouse (current or former)	Boyfriend or girlfriend (current or former)	Other relative (not spouse)	Friend or acquaintan ce	Don't know	Other	
Drunk or intoxicated driver or DUI causing property damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Arson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Burglary/theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Extortion or bribery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Identity theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Forgery, credit card fraud, or bank fraud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other financial fraud (phone or internet scams, fraudulent sales, fake checks, or theft)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Destruction of property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other (please describe): _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Legal Assistance

9.	From the list of offices below, note if you did or did not know about the office, contact the office, or got legal help from this office for the crimes against you. Mark all that apply (fill in many bubbles in each column and each row to describe all of your experiences).				
					Note anything else about this office
Alaska Legal Services Corporation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Alaska Immigration Justice Project (Alaska Institute for Justice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Alaska Network on Domestic Violence & Sexual Assault (Pro Bono Program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Abused Women's Aid in Crisis (AWAIC) - Anchorage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Aiding Women in Abuse and Rape Emergencies (AWARE) - Juneau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Standing Together Against Rape (STAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Tundra Women's Coalition (TWC) - Bethel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Alaska Office of Victims' Rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Alaska Native Justice Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Alaska Violent Crimes Compensation Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
State of Alaska Department of Law Consumer Protection Unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Municipality of Anchorage Prosecutors Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
State of Alaska Department of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

9.	From the list of offices below, note if you did or did not know about the office, contact the office, or got legal help from this office for the crimes against you. Mark all that apply (fill in many bubbles in each column and each row to describe all of your experiences).				
					Note anything else about this office
	I did not know about this office	I contacted this office	This office said they could not help me	This office helped me	
Law Criminal Division					
State of Alaska Consumer Protection Unit	○	○	○	○	
Other (please list): _____ _____	○	○	○	○	

10.	If you got help with legal problems because of the crime, what made the biggest difference in being able to safely get legal help?	<hr/> <hr/> <hr/> <hr/>
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Civil Legal Needs Because of the Crime

The next questions ask if you or someone close to you needed help with civil legal matters that related to the crime against you. *Civil legal* services are legal services that you got in a *civil proceeding* for a problem because of the crime. They are different from legal services you may have been given in a criminal prosecution for the crime. Please indicate if you needed and got help for these civil legal matters and if you got free legal services or paid for them. Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).

11.	Have you ever had any family law legal issues because of any crimes against you? If you're not sure what a family law legal issue is, please see the list below for some examples.
	<input type="radio"/> Yes (Please answer question 12)
	<input type="radio"/> No (Please skip to item 13)

12.	Family Law Legal Issues Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).					
		I needed help	I did not need help	I did not get help	I got free legal help	I paid for legal help
	Getting child support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Getting custody or visitation of children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Getting a protection order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Getting a divorce, dissolution, or legal separation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Getting spousal support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Property dispute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Other family law legal issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12.	Family Law Legal Issues Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).					
		I needed help	I did not need help	I did not get help	I got free legal help	I paid for legal help
	(please describe): _____ _____ _____					

13.	Have you ever had any financial legal issues because of any crimes against you? If you're not sure what a financial legal issue is, please see the list below for some examples.	
	<input type="radio"/>	Yes (Please answer question 14)
	<input type="radio"/>	No (Please skip to item 15)

14.	Financial Legal Issues Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).					
		I needed help	I did not need help	I did not get help	I got free legal help	I paid for legal help
	I had bills because of the crime that I could not pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I still owe money because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I want to or have to apply for bankruptcy because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I did not receive all or part of court ordered restitution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Financial accounts were opened in my name without my permission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Loans were opened in my name without my consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14.	Financial Legal Issues Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).					
		I needed help	I did not need help	I did not get help	I got free legal help	I paid for legal help
	My credit has been negatively affected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am being contacted by creditors and/or debt collectors for loans, bills or charges I did not authorize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have medical bills because of the crime that I can't pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have unpaid rent or loan payments because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My home is facing foreclosure for unpaid mortgage that wasn't paid because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I was evicted because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Other financial legal issue (please describe): _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15.	Have you ever had any immigration legal issues because of any crimes against you? If you're not sure what an immigration legal issue is, please see the list below for some examples.	
	<input type="radio"/>	Yes (Please answer question 16)
	<input type="radio"/>	No (Please skip to item 17)

16.	Immigration Legal Issues Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).	
-----	---	--

	I needed help	I did not need help	I did not get help	I got free legal help	I paid for legal help
I needed help becoming a United States citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I needed help to legally live and work in the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I needed help bringing a family member to the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I needed help with deportation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was taken advantage of by an employer, landlord, or someone else because of my immigration status (please describe): _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other immigration legal issue (please describe): _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17.	Have you ever had any other legal issues (see next page) because of any crimes against you? If you're not sure what other legal issues are, please see the list below for some examples.
	<input type="radio"/> Yes (Please respond to the following block of questions in item 18)
	<input type="radio"/> No (Please skip to item 19)

18.	<i>Other Legal Issues - Including Crime Victims' Rights and Victim Compensation</i>	Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).				
		I needed help	I did not need help	I did not get help	I got free legal help	I paid for legal help
	I had a dispute over medical charges, a denied claim, or insurance issues from a medical problem because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I was on Medicaid, Medicare, or Denali KidCare when the crime was committed, but I am still being pursued for the bills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I had to apply for public benefits (ATAP/TANF, food stamps, etc.) as a result of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I was denied public benefits (ATAP/TANF, food stamps, etc.) because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I was on public benefits but they were reduced or terminated because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My employment was affected by the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My education or schooling was affected by the crime (please describe): _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I was fired because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I lost wages because of the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I was involved with a tribal court or tribal council because of the crime (please describe): _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I wanted the tribal court or tribal council to get involved because of the crime (please describe): _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I needed help with a financial loss from the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18.	<i>Other Legal Issues - Including Crime Victims' Rights and Victim Compensation</i> Mark all that apply (fill in all bubbles in each column and each row that describe your experiences).					
		I needed help	I did not need help	I did not get help	I got free legal help	I paid for legal help
	crime such as medical, lost wages, relocation, or counseling costs.					
	I needed help with being able to fully participate in the criminal prosecution and knowing and enforcing my rights.	○	○	○	○	○
	Any other legal issue (please describe): _____ _____ _____	○	○	○	○	○

19.	Did you know you can have a lawyer separate from the prosecutor's office that can represent your rights in the criminal process?	
	<input type="radio"/>	Yes
	<input type="radio"/>	No

Barriers to Accessing Civil Legal Services

20.	This question asks you about problems you had getting help for the crime against you. Please mark the items that describe your experience.				
		Agree	Disagree	Don't know	No opinion
	I did not have any money to pay for an attorney	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I did not know about free legal help available to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feared harm by the person who committed the crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feared the legal system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I didn't have the time or energy to contact agencies for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I lacked transportation to get to the agencies for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	It was hard to understand the complex legal terms and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I had to travel too far for help. There was no help close to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I had deportation concerns or problems with immigration officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There was no access to interpreters or information in the language I prefer to speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There were not any support services in the language I prefer to speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	It was hard to deal with government officials due to language problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I was not able to speak my native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I had serious problems because of my English skill, like not being able to protect my rights (please describe):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20.	This question asks you about problems you had getting help for the crime against you. Please mark the items that describe your experience.				
		Agree	Disagree	Don't know	No opinion
	Other problems (please describe):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21.	Please describe any of the needs you had because of the crime against you (criminal legal, civil legal, social, etc.), any help you got for your needs, or any problems you had getting help.	

Background Information

This information helps researchers at the university to better understand features of your civil legal needs as they relate to individual traits. These responses will be kept confidential, and your answers to these and all of the questions in this survey will not be traceable to you.

If there are any questions that you do not wish to answer, please skip those and move onto the next question. Your answers are valuable even if you choose not to answer every question.

22. What is your gender?

Female

Male

23.	How old were you on your last birthday?	_____
-----	---	-------

24. What race or ethnicity would you say best describes you? (Please mark all that apply.)

Alaska Native

American Indian

Asian

Black or African American

African

Hispanic or Latino

Native Hawaiian, Samoan, or Other Pacific Islander

Russian

White or Caucasian

Other (please specify) _____

25. Including yourself, how many people currently live in your household? _____

26. What language are you most comfortable speaking?

Alaska Native or American Indian language (please list) _____

English

Hmong

Ilocano

Korean

Russian

Samoan

26. What language are you most comfortable speaking?
- Spanish
 - Tagalog
 - Other (please list): _____

27. If anyone in your household usually speaks a language other than English at home, please indicate the language _____

28. We would like to know if certain people have different experiences with crime and getting legal help. Please indicate if any of the following apply to you:

- Developmental disability
- Physical disability
- Mental illness
- Veteran or family member of someone in the military
- Immigrant or refugee
- Other: _____

29. What is the name of the city, town, or village you live in? _____

Please see next page

Thank you!

If you choose to receive the \$10 as a token of our appreciation for completing this survey, please provide your name and mailing address so that we can mail a check to you. Your name and address will not be connected to the information you provide in the survey, and will be erased from our files at the end of this study.

Name: _____

Street: _____

City and State: _____

Zip code: _____

Follow-up Interview

30. The research team will be conducting follow up interviews with groups of victims from this survey to gain more in depth information regarding the needs of crime victims. If you would like to be contacted by the researchers in this study to participate in the follow up interviews and provide additional information about legal needs associated with being a victim a crime, please give the best safe phone number or a safe e-mail address to reach you. Volunteers who are willing to participate in a follow up interview will be compensated with \$25 for your time.

Alaska Institute for Justice



UAA Justice Center
UNIVERSITY *of* ALASKA ANCHORAGE



Thank you for completing this Crime Victim Survey

These agencies, which are partners with us on this research project, believe your survey response is important:

- Alaska Legal Services Corporation
- Alaska Institute for Justice
- Alaska Network on Domestic Violence and Sexual Assault
- Council on Domestic Violence and Sexual Assault
- Alaska Office of Victims' Rights
- Alaska Native Justice Center
- Alaska Violent Crimes Compensation Board
- Municipality of Anchorage Prosecutors Office
- State of Alaska Department of Law Criminal Division
- State of Alaska Department of Law Consumer Protection Unit
- Alaska Family Violence Prevention Project

Interview Questions

FACILITATOR INSTRUCTIONS:

- Introduce yourself
- Welcome the participants to the group and thank them for coming to talk with you
- The topic area for the focus group is the help or services the crime victims received as a result of their victimization. We are not asking them to recount their victimization experience but instead to talk with us about any help or services they received as a result of being a victim
- The discussion is being recorded for transcription later, but will not include any identifying information. As such we're all on a first name basis.
- There are no right or wrong answers to any questions. This is an open environment, meaning we want people to share their views/insights, and we hope to have an ongoing dialogue
- Everyone may not agree with everyone else, but we ask that everyone listens respectfully as others share their views
- We ask if people could turn off their cell phones, but if they have to respond to a call we ask that they do so as quietly as possible and rejoin the group discussion as soon as they can

FACILITATOR PROMPT: *(Hand out the consent forms to the participants. Read consent statement to interviewee before proceeding. Collect signed consent forms.)*

FACILITATOR PROMPT: Open up the session with getting to know each other, (i.e., "Well let's begin, perhaps we can start by going around and introducing ourselves by telling each other our names and where we're from.")

PROBLEMS

1. Can you tell me about any problems you had as a result of being a victim of a crime?
 - a. PROMPT: What I mean by any problems could include civil legal services such as victim compensation, family legal services, domestic violence victim services or problems that you would not have had had your victimization not occurred.

SERVICES

2. Can you tell me what services you did receive as a result of being a victim of a crime?
 - a. How did you find out that those services were available?
 - b. What made you seek those civil legal services?
 - i. PROMPT: Meaning was there a safety need, financial concerns, etc?
 - c. What type of civil legal help were you able to get?
 - i. PROMPT: More specifically, thinking about was it a referral to a service provider, help with filing court forms, representation in court, etc?

OUTCOMES

3. Can you tell me about the results that came from any services you received?
 - i. PROMPT: Outcomes would include things like getting a divorce, getting custody of children, etc.
 - b. Was there a different outcome you would have preferred?
 - c. What do you think the outcome was for you in terms of things getting better, staying the same, or getting worse for you after getting civil legal help?
 - i. PROMPT: Was there any change for you for things like your living situation, employment status, financial situation, relationship with family and friends, personal safety, sense of self-worth/self-image, stress or other emotions?

SATISFACTION

4. What can you tell me about how happy you were with the civil legal help that you got?
 - i. PROMPT: Meaning, did you get what you had hoped for from the services?

- b. How would you describe any complaints that you have about services you got or services you sought but did not get?
 - i. PROMPT: Was there something that somebody did or said that was harmful for you?
- c. Based on your happiness level, can you tell me if you think that you would contact those offices again in the future if you needed their help?
 - i. PROMPT: Was there something that somebody did or said that was particularly helpful for you?

GAPS/BARRIERS/CHANGE

- 5. Knowing now what you know as a result of being a crime victim. What would you offer in terms of insight or advice for others who may be victim of the same crime that might make things better or easier for them?
- 6. Knowing now what you know as a result of being a crime victim. What would you offer in terms of insight or advice for the service providers that might make things better or easier for other crime victims?
- 7. Thinking back on your victimization, were there services or help that would have been helpful for you that did not exist?
 - i. PROMPT: Meaning are there services or other things that could be created to make things better for other people who were victims of the same crime?

APPENDIX B

Wraparound Victim Legal Assistance Network Demonstration Project

Report on Surveys of the Stakeholder Agencies

August 14, 2014

Introduction

This report summarizes the main findings from the surveys of the stakeholder agencies in the Wraparound Victim Legal Assistance Network Demonstration Project. The goal of the grant is to develop a comprehensive, collaborative model for delivering wraparound legal services to all crime victims that can be replicated in other rural states. To that end, stakeholders were surveyed about the work they do, who their clients are, what their eligibility criteria are, how they refer victims to other agencies, and whether they have identified any shortcomings in the statewide network of civil legal services for victims. Below is a summary report from agency survey and data collection including identified gaps and recommendations for effective referral protocols.

Abbreviations Used

The following abbreviations are used to refer to stakeholder agencies:

AIJ- Alaska Institute for Justice

ALSC- Alaska Legal Services Corporation

ANDVSA- Alaska Network on Domestic Violence & Sexual Assault

OVR- Alaska Office of Victim's Rights

VCCB- Violent Crimes Compensation Board

MOA- Municipality of Anchorage Prosecutor's Office

DOLCP – Department of Law, Consumer Protection Unit

DOLCR- Department of Law, Criminal Division

Surveys Conducted

Stakeholders were surveyed by telephone between March 6, 2014, and April 4, 2014, using a list of questions provided to the agencies beforehand. One agency also provided written responses to the questions in the telephone survey. All survey calls were recorded, and most were transcribed. The telephone survey tool is attached at Appendix 1.

Most stakeholder agencies received follow-up surveys by email. One follow-up survey was developed for providers of civil legal services and sent to ALSC, AIJ, and ANDVSA. A second follow-up survey was developed for stakeholder agencies that do not provide civil legal services, and it was sent to VCCB, OVR, and the DOLCP. Both follow-up surveys are attached at Appendix 2.

Agencies also provided copies of their applications. Those are attached at Appendix 3.

Services Provided By Stakeholder Agencies

Agencies provided descriptions of the work they do in writing and during telephone surveys. In addition, information about agencies that was available on their websites was reviewed. Descriptions of services provided by stakeholder agencies are detailed below:

Civil Legal Service Providers

ANDVSA provides civil legal assistance to victims of DV, SA and stalking through both staff attorneys and volunteer attorneys. They provide assistance in family law and other civil matters including housing and consumer issues. They also provide limited legal assistance to victims through an information and referral hotline that operates bi-monthly. ANDVSA has also begun a pilot project with STAR in which ANDVSA staff attorneys screen victims for non-family law problems like employment, housing, consumer, and education and provide assistance as needed.

ALSC offers civil legal assistance with a wide range of topics, including family law, housing, public benefits, and consumer law issues. Assistance can range from advice to full representation.

AIJ offers civil legal assistance with immigration law matters and related family law matters.

Providers of Other Services

VCCB provides financial compensation to help mitigate losses suffered by victims of violent crime. They receive requests for legal assistance, most often for individuals seeking help with housing problems and family law problems.

DOLCP offers consumer complaint mediation, a process where the staff try to reach a resolution between the business and consumer. They are prohibited from giving legal advice to the parties. When appropriate, DOLCP refers cases to law enforcement or to another agency when the complaint is not within DOLCP's jurisdiction. In addition, DOLCP can take action on

behalf of the state for cases in the public interest to address a pattern of unfair or deceptive conduct.

OVR offers victims information about the criminal justice system and crime victim rights. The agency review cases to help victims understand aspects of their cases, including plea offers. OVR acts as a go-between for victims with police and district attorneys. OVR can represent victims in criminal cases to enforce crime victim rights.

Prosecutors' Offices

MOA prosecutes misdemeanors in the City of Anchorage. MOA has a Victim Witness Coordinator who offers assistance to victims as needed.

DOLCR, through thirteen regional district attorney's offices, prosecutes violations of state criminal law committed by adults and juveniles. DOLCR also has a Victim/Witness Assistance Program to provide information and referrals to victims and witnesses of crimes.

Agency Eligibility Criteria

There is wide variation in eligibility criteria among stakeholder agencies. Most stakeholder agencies limit eligibility to victims experiencing a certain type of crime. For example, to be eligible for compensation from VCCB, applicants must be victims of violent crime. To be eligible for services from ANDVSA, applicants must be victims of domestic violence, sexual assault, or stalking. The prosecutors' offices, MOA and DOLCR, do not have eligibility criteria for victims.

Only two stakeholder agencies, ANDVSA and ALSC, have eligibility criteria related to applicants' income.

Agency eligibility criteria is summarized below:

AIJ – Any individual with an immigration legal issue is eligible.

DOLCP – Consumers who are residents of Alaska or who are complaining about a business or a business transaction that occurred in Alaska are eligible.

VCCB – Innocent victims of violent crimes that happened within two years of application and that was reported to the police within five days are eligible. Victims are also required to cooperate with law enforcement and prosecution.

ANDVSA – Victims of domestic violence, sexual assault, and stalking, who are below 200% of poverty in urban areas or below 250% of poverty in rural areas are eligible.

ALSC – Generally, applicants need to have income under 200% of federal poverty guidelines for Alaska. Exceptions include seniors. Applicants can’t have more than \$5K-\$10K in assets, depending on their household size. Exclusions apply, including a home and a car. ALSC cannot represent incarcerated people. ALSC also cannot represent undocumented people, unless they are victims of DV/SA/trafficking or family members of victims, or unless they are crime victims who qualify (or whose child would qualify) for a “U Visa” for crime victims cooperating with a prosecution.

OVR –To be eligible, a victim must be a victim of any state felony crime, any A level misdemeanor under AS 11.41 or a comparable municipal code, or any A level state or municipal misdemeanor involving domestic violence.

Stakeholder Agency Data Collection

Agencies vary in the type of demographic and case data that they collect. The table below summarizes what kind of data stakeholder agencies are currently collecting.

Prosecutors’ offices are not included because they generally do not maintain demographic data on their victims. Instead, data is linked to the defendant’s case. MOA does keep data about whether a case is related to domestic violence or not. DOLCR indicated that they are getting a new system that may let them track victim data.

Types of Data Tracked by Stakeholder Agencies

	ALSC	AIJ	ANDVSA	VCCB	OVR	DOLCP
Gender	Yes	Yes	Yes	Yes	Yes	Yes
Race	Yes	Yes	Yes	Yes	No	No
Disability	Yes	Yes	Yes	Yes	No	No

Age	Yes	Yes	Yes	Yes	No ¹	Yes
Legal Issue²	Yes	Yes	Yes	N/A ³	No	Yes
Reasons for Rejection⁴	Yes	N/A	Yes	Yes	N/A	N/A

One caveat about the data that agencies are collecting: Agencies may collect this data for all applicants but do not collect data about how many applicants are actually crime victims. VCCB and OVR only serve crime victims. ANDVSA only serves victims of domestic violence, sexual assault, and stalking, and so all of their clients can be considered victims of crime. However, ALSC, AIJ, and DOLCP offer services to individuals who may or may not be victims of crime. ALSC currently only tracks the numbers of its applicants who say they are victims of domestic violence; ALSC cannot report on how many victims of non-domestic violence crimes they are serving. DOLCP may serve individuals who are the victim of consumer fraud that is serious enough to be considered a crime, but they also serve individuals with general complaints about a business that do not rise to the level of a crime.

Characteristics of the Victims Served by Stakeholder Agencies

Agencies were surveyed about the gender, age, race, disability status, and legal issues of victims served by their offices in the last twelve months. Cumulative results are below:

Gender	Number of victims stakeholder agencies served in the last 12 months
Male	358
Female	1489

Race	Number of victims stakeholder agencies served in the last 12 months
White	672
African American	87

¹ OVR collects age data, but not in a manner that they can report

² All agencies only track the legal issue that the victim applied for assistance with, not other legal issues that the victim might have had. For example, DOLCP’s applicants all sought help for either financial losses due to the crime or identity theft consequences. AIJ’s applicants all sought help for immigration legal services or family law issues.

³ VCCB does not collect data about legal issues, other than the one that they assist with - “obtaining compensation from the VCCB.”

⁴ OVR, DOLCP, and AIJ do not reject applicants. All applicants receive assistance.

Hispanic	240
Asian	103
Alaska Native	484
Other (please specify)	Pacific Islander 22; Unknown 117; multiple ethnicities 10

Disability⁵	Number of victims stakeholder agencies served in the last 12 months
Disabled	162

Age⁶	Number of victims stakeholder agencies served in the last 12 months
0-18	194
19-65	1370
65+	26
Unknown	15

Legal Issue⁷	Number of victims who contacted stakeholder agencies for help with this issue in the last 12 months
Financial losses due to the crime	13
Unpaid court-ordered restitution	
Identity theft consequences such as collections, bad credit	4
Unpaid rent or eviction	
Unpaid mortgage or foreclosure	
Child support	15
Custody/Visitation	15
Protection Order	21
Divorce/Spousal Support	
Immigration Legal Services	351
Dispute over medical charges arising from the crime	
Public benefits (food stamps, ATAP/TANF, Medicaid, Medicare)	
Employment	
School Problem	
Enforcement of Tribal Court Order	
Enforcement of crime victim rights in a criminal case	
Obtaining compensation from the VCCB	768
Other (please specify) _____	

⁵ Several, but not all, stakeholders collect information about the type of disability (mental, physical, developmental, etc.)

Disability may be a category that is under-reported. Several stakeholders commented that a large proportion of their applicants were disabled, but that is not reflected in these numbers. For example, ANDVSA estimated that 30-40% of its applicants are disabled, especially with trauma disorders.

⁶ Several, but not all, stakeholders collect age information in smaller increments. For example, 19-25, 36-44, etc.

⁷ Categories that ALSC uses to identify legal issues were not easily comparable. Their table is attached at Appendix 4.

The Current Referral Network

Stakeholder agencies shared information about how often they refer victims to other agencies. Most agencies do not currently maintain data about referrals and instead relied on their own general sense of agency relationships to answer survey questions.

The second stakeholder survey asked agencies to quantify the frequency of their referrals to other agencies. ALSC, AIJ, ANDVSA, VCCB, DOLCP, and OVR were surveyed. The results are summarized in the table below.⁸

	Referrals at least once a week	Referrals at least once a month	Referrals at least once a year	No referrals in the last 12 months
VCCB		VCCB to OVR		VCCB to prosecutors' offices
		VCCB to DV/SA agencies		VCCB to DOLCP
		VCCB to ALSC		VCCB to AIJ
		VCCB to Victims for Justice		VCCB to law enforcement
				VCCB to ANDVSA Pro Bono Program
OVR	OVR to prosecutors' offices	OVR to ANDVSA Pro Bono Program	OVR to Victims for Justice	OVR to DOLCP
	OVR to VCCB			OVR to AIJ
	OVR to DV/SA agencies			
	OVR to ALSC			
	OVR to law enforcement			
ANDVSA	ANDVSA to prosecutors' offices	ANDVSA to VCCB		ANDVSA to DOLCP
	ANDVSA to DV/SA agencies	ANDVSA to OVR		
	ANDVSA to ALSC	ANDVSA to AIJ		
	ANDVSA to law enforcement			

⁸ ALSC does not maintain data about referrals and so is not included as a referral source in the table.

AIJ	AIJ to DV/SA agencies	AIJ to prosecutors' offices	AIJ to OVR	AIJ to ANDVSA Pro Bono Program
		AIJ to VCCB		AIJ to DOLCP
		AIJ to law enforcement		
DOLCP	DOLCP to ALSC	DOLCP to prosecutors' offices		DOLCP to VCCB
		DOLCP to law enforcement		DOLCP to OVR
				DOLCP to DV/SA agencies
				DOLCP to AIJ
				DOLCP to ANDVSA Pro Bono Program

Both OVR and VCCB listed Victims for Justice (VFJ) as an agency to which they make occasional referrals. OVR indicated that VFJ is one of the primary agencies in the state helping people with non-DV/SA violent crimes such as homicide, assaults, robbery, and death resulting from DUI.

Most agencies indicated that the way that they make referrals is by giving the victim the contact number for the second agency. Some agencies have a particularly close relationship and contact each other to complete a referral. For example, ANDVSA has a two-way release form that it uses with its member DV/SA programs to exchange information about victims' cases. AIJ generally contacts the second agency on behalf of the victim, to avoid any language access problems for their clients.

In telephone interviews, the prosecutors' offices both described how their Victim/Witness staff refer victims to various agencies. MOA has a Victim Witness Coordinator who is experienced and known in the community and she relies on her institutional knowledge and community relationships when making referrals. The way DOLCR's Victim/Witness paralegals make referrals varies from location to location, with smaller towns probably using more direct referrals.

Stakeholders may not know that certain agencies assist with certain problems. For example, two agencies surveyed thought there was no agency in the state that helped with unpaid restitution, which several stakeholders identified as a major issue facing crime victims. In fact, the Department of Law has a Collections Unit whose purpose is to collect restitution for victims, and ALSC attorneys can also assist victims in collecting restitution. Other stakeholders could not identify any agency assisting victims with financial losses or with consumer issues like the consequences of identity theft, but several agencies offer assistance with those types of problems.

Shortcomings in the Statewide System of Civil Legal Services Identified by Stakeholders

When asked to identify shortcomings in the statewide system of civil legal services for crime victims, several stakeholders indicated that a lack of attorneys to represent victims was the main shortcoming. ANDVSA, ALSC, VCCB, and MOA all identified a lack of attorneys to represent victims, particularly DV victims. ANDVSA suggested that not all victims need full representation in DV cases, and brief attorney consultations can provide victims with valuable guidance. VCCB commented that pro bono assistance is too unorganized and difficult to access and that many people are over-income for ALSC but still unable to afford to hire an attorney.

DOLCP identified a lack of attorneys specializing in consumer law as a shortcoming in the system. DOLCP often gives referrals to the Alaska State Bar's Lawyer Referral Service and has had feedback from clients that they were not able to connect with an attorney who does consumer cases.

ANDVSA suggested that, for victims of domestic violence and sexual assault, providers need to be available early in the case, close to the moment of crisis for the victim, or victims may be less likely to follow through. Victims need counseling and information on housing and income resources right away, and they may not identify all of the legal issues that they need help with later. ANDVSA suggested that the system might benefit from some kind of legal triage questionnaire, helping victims identify all of their legal needs, emergency and non-emergency.

OVR and MOA identified the lack of enforcement for restitution judgments as a shortcoming in the system. In the current system, much of restitution enforcement is left to the DOL Collections Unit, and many victims do not see timely or complete restitution payments.

MOA commented that misdemeanor cases move so quickly sometimes that victims do not get an opportunity to give input at an appropriate level of detail on restitution before the case is resolved. OVR commented that it is possible for victims to convert restitution judgments to civil judgments and pursue enforcement without the state, but the process is complicated and there are no pro se resources to advise victims how to proceed.

OVR suggested that a website model, with online forms, like the State Court System's Family Law Self-Help Center would be a useful way for victims to access advice about their rights. This crime victim self-help center could have forms and explanations of issues affecting crime victims. A fact sheet about the "ins and outs" of restitution would be useful to many victims.

MOA also identified weekend arraignments and the system of magistrates setting bail by telephone at night as weaknesses in the system for Anchorage victims. Both limit the ability of prosecutors to involve victims in the prosecution of their cases.

Identified Gaps and Recommended Solutions

Relative Lack of Victims Using Agency Services

One gap in the system is the relatively small number of victims who contact stakeholder agencies for assistance. OVR specifically commented on this issue during the telephone interview, stating that there are 6000-7000 victims every year in the state and they only see 350. Of all the current stakeholder agencies, the prosecutors' offices have the most frequent opportunities to contact the greatest number of victims. An obvious way of making more victims aware of stakeholders' services is to network more closely with the Victim/Witness staff at MOA and DOLCP to try to get more victims who are in contact with the prosecutors' offices to access

the network of wraparound services. Another way to get more victims accessing services is to develop a better system of inter-agency referrals.

Inter-Agency Referrals

While several stakeholder agencies refer victims to each other frequently, many do not, and others do not keep track of referrals at all. To develop a comprehensive model of wraparound legal services, agencies will need to refer victims easily and effectively to each other.

A first step in developing a better referral system will be educating agencies about services offered by other agencies. Some training should be offered at the beginning of the implementation phase of the project.

While there is no data about the issue, it seems likely that the current system of referring victims to another agency by providing the victim with the agency's contact information results in many victims not following through on getting the help they need. Having stakeholders formalize a referral system will help increase the number of victims receiving services and also will make the statewide network of services easier to access for victims. Formalizing a referral system will also help stakeholders familiarize themselves with the services offered by other agencies.

Stakeholders Data Collection

There are several gaps in data collection that may hamper implementation of a statewide network of services.

First, all stakeholder agencies should start to identify whether the people they are serving are crime victims. If crime victims are not identified, then they may not receive appropriate services or referrals, and it will be impossible for the project to track the number of people it is reaching. To that end, agencies need to start asking applicants if they are victims of crime and keeping that data in a way that can be retrieved to measure outcomes in the implementation phase.

Stakeholder agencies need to decide how best to phrase that question, and it will depend on what category of crime victim they want to serve under this project. For example, “Have you ever been a victim of a crime?” versus “Have you been a victim of a crime in the last 2 years?” versus “Is a crime involved in this case?” Stakeholder agencies are best situated to decide how to elicit this information.

A second gap in data collection that will be an impediment during the implementation phase of this project is the fact that not all agencies track data about referrals that they make. In order to evaluate whether the system of wraparound legal services is increasing referrals between agencies, the number of referrals has to be tracked. Ideally, stakeholders would go further and track the outcome of referrals to assess whether victims were getting services from the agency receiving the referral.

Key Agencies Not Involved

Stakeholder interviews revealed that one of the most important issues for victims may be restitution. Although most stakeholders do not gather data that would help quantify how many victims need help collecting restitution, VCCB reported that 768 victims applied for compensation for losses from their crimes in the last 12 months. Those losses are comparable to losses sought to be enforced with restitution orders. However, the state agency tasked with enforcing restitution orders is not a part of the stakeholder committee for this project, nor does it seem that any stakeholder agency has a relationship with the Collections Unit. It would be valuable to develop a relationship with the Collections Unit and to have them available to accept referrals for victims from other stakeholder agencies.

Stakeholder interviews also revealed that Victims for Justice (VFJ) is seen as an important resource for non-DV/SA victims in the state. Since the project of wraparound services is supposed to reach all crime victims, networking with VFJ and involving them in the system of referrals might allow a wider range of victims to receive services.

Language Access Component

Needs Assessment

OVC Alaska Network Steering Committee Members

I. Methodology

The Alaska Institute for Justice completed a language access needs assessment of the agencies participating on the OVC Wraparound Network Steering Committee. Analyzing the language access policies and protocols of each OVC Wraparound Network Steering agency was one of the goals of the Alaska Coordinated Comprehensive Needs Assessment. The purpose of the language access needs assessment was to identify if language access barriers prevent crime victims from accessing holistic wraparound legal resources. The results of the language access needs assessment will be used to develop protocols and effective referral mechanisms between the network of Alaska crime victim agencies partnered in this grant (Network Steering Committee) in order to provide crime victims with meaningful access to holistic wraparound civil legal services. Conducting these self-assessments with Alaska's OVC Network Steering Committee members has assisted with strategic planning to ensure access to holistic wraparound legal services for underserved and limited English proficient crime victims.

The methodology of the language access needs assessment consisted of three components: 1) the completion by each Network Steering Committee member agency of a language access self-assessment tool; 2) an interview by a staff member of the Alaska Institute for Justice with each Network Steering Committee member who completed the self-assessment tool; and 3) an analysis of the results of both the interview and the self-assessment tool. The purpose of the self-assessment tools and follow up interviews were to gather baseline information on the language access provided by each of Alaska's OVC Network Steering Committee agencies. The information from the language access agency interviews is de-identified for the purposes of this report to encourage full participation and the most complete and accurate information from the OVC Network Steering Committee agencies. This process also built trust between partner agencies and a commitment to making system changes to improve access to services. Although each agency had different language access needs and gaps there were common themes included in this report that were instrumental in guiding the development of the implementation plan. The Alaska Institute for Justice will use the agency specific information gathered as part of the needs assessment in developing language access plans to address the existing gaps in access to services for limited English proficient crime victims.

a. The Written Self-Assessment Tools

Self-assessment tools were sent to the following agencies: Alaska Legal Services Corporation (ALSC), Alaska Institute for Justice (AIJ), Alaska Network on Domestic Violence and Sexual Assault (ANDVSA), Council on Domestic Violence and Sexual Assault (CDVSA), Alaska Office of Victims' Rights (OVR), Alaska Violent Crimes Compensation Board (VCCB), the Anchorage Municipal Prosecutor, and the State of Alaska Department of Law Consumer Protection Unit (CPU). A self-assessment tool was not sent to the State of Alaska Department of Law Criminal Division because of the agency's recent completion of a Language Access Plan in August 2013.

AIJ prepared distinct language access self-assessment tools for each agency to reflect the specific manner with which each agency interacts with victims and the demographics of the community in which the agency works. Each self-assessment tool asked questions about agency-specific language access services and included demographic statistics pertinent to that agency.

Demographic Information

AIJ staff collected the demographic statistics from a variety of sources including the United States Census Bureau, local school districts, and the United States Department of Justice. The statistics included information such as the linguistic and ethnic demography of communities and the effect of language access on crime victims seeking to access legal and social services. These statistics were tailored to the agency that received the self-assessment tool. For example, Alaska Legal Services Corporation, a civil legal service provider, received statistics on the linguistic composition of towns and boroughs where it has an office and provides direct civil legal representation for crime victims. Agencies which focus primarily on providing resources to crime victims, such as the Violent Crimes Compensation Board (VCCB) or the Office of Victims' Rights (OVR), were provided with statistics concerning the effect of language access on crime victims' willingness to report crimes and the rates with which people receive services after being a victim of a crime. One of VCCB's requirements for victims who are applying for compensation is that the victim has reported the crime to the police. Therefore, if victims are not reporting crimes, they are unable to access funds from VCCB. Agencies which provide services for victims of domestic violence or sexual assault were given statistics on the rate of domestic violence and sexual assault victimization among underserved populations including Alaska Native crime victims. The purpose of these statistics was to help agencies and service providers identify gaps in existing services in Alaska, where residents speak many languages and language access is a critical part of providing holistic wraparound legal services.

Questions:

AIJ adapted the self-assessment tool questions from the United States Department of Justice Language Assessment and Planning Tool. The questions included in the language access self-assessment tool were designed to assist Steering Committee member agencies to identify language service needs, areas in which the agency can improve language access and to evaluate the bilingual, translation, and interpretation resources already available in their respective agency. AIJ adapted the questions by considering the different work, location and structure of each agency. For example, an agency which distributes funds to other agencies or to crime victims did not receive the same questions as an agency that primarily provides direct legal services to crime victims.

The self-assessment questions were separated into six sections. The first section requested background information on each agency's interaction with the public and crime victims. Five of the agencies reported direct contact with crime victims. Violent Crimes Compensation Board (VCCB), Council on Domestic Violence & Sexual Assault (CDVSA), Alaska Institute for Justice (AIJ), Alaska Legal Services Corporation (ALSC) and Alaska Network on Domestic Violence & Sexual Assault (ANDVSA) receive federal funding, making them subject to Title VI of the Civil Rights Act. Two agencies, Violent Crimes Compensation Board (VCCB) and the Council on Domestic Violence and Sexual Assault (CDVSA) receive funds under the federal Victims of Crime Act (VOCA). We included these two agencies on the

Steering Committee and the needs assessment because they are the two agencies in Alaska that receive critical VOCA funds.

The second group of questions focused on methods of identification and assessment of limited English proficient (LEP) populations residing within the area where the agency provides services. Questions included the following:

- whether they collected information on the number of LEP individuals in their service areas;
- the number and prevalence of languages spoken by LEP individuals in their service areas; and,
- the number of LEP individuals who utilize their services every month.

In general, agencies did not collect information about the LEP communities they serve. Two agencies monitored language data for the state of Alaska and four agencies collected information on the number of LEP people that they served. Other agencies indicated that they did not collect information on the number of LEP individuals that they served, the number of LEP individuals in their communities, or the languages spoken in their communities.

The third section of the questions inquired about providing interpretation and translation services. Five agencies provided their staff with a list of available interpreter and translator resources. All but two agencies allowed crime victims to utilize family or friends to interpret, but three of the agencies specified that they only did so if the client was comfortable using the interpreter. One agency allowed children to interpret. Four agencies indicated that they had translated some vital documents into languages other than English.

The fourth section of the questions pertained to staff training on policies and procedures concerning LEP individuals. Three agencies trained their staff on working with LEP individuals. Two agencies trained their staff on obtaining interpreters for LEP individuals.

The fifth section of the questions explored methods that agencies use to notify the community about the availability of language access services. Four of the agencies stated that they would inform clients or community members on an individual basis of the availability of interpreters. Two agencies use “I speak” cards to determine an LEP individual’s primary language.¹

The final section of the self-assessment tool requested information on each agency’s monitoring and updating of their language access policies, procedures, and plans. Four agencies had a written policy regarding language access, two of which were available to the public. None of the agencies had a formal complaint procedure for people who were denied language access.

b. Follow Up Interviews

AJJ staff conducted interviews after an agency completed the self-assessment tool. The interviews lasted between 30 and 90 minutes. The first question was usually a general question

¹ “I speak” cards have “I speak [language name]” written on them in 65 languages. Limited English proficient individuals can point to the language that they speak, so that an agency will know what language they need interpreted or translated. Only three agencies provided participants with notice of free language access.

about how the representative of the agency or service provider thought the entity could improve its language access policy. Subsequent questions generally asked for details about how the Steering Committee member agency interacts with crime victims, effective methods of identifying LEP individuals, and identification of documents that should be translated into languages other than English.

With four of the interviews, the agency or service provider's representative was given a copy of the interview questions in advance so they would be better prepared to answer the questions. The interviews enabled the Alaska Institute for Justice to gain further understanding into how each agency provides services to crime victims and where there may be gaps in that agency's language access services.

II. Identified gaps

Each Steering Committee member agency has different approaches to language access. However, common gaps in language access emerged during the language access needs assessment process. Many gaps mentioned below were attributed to a lack of staff time and financial resources. One representative explained that language access is sometimes viewed as an issue to be addressed by staff who have the luxury of extra time. Other representatives explained that they rarely came in contact with LEP individuals, illustrating the lack of accessible services.

Many agencies also identified a lack of training on language access issues as a general barrier. The gaps identified below should be addressed with additional training. For example, if an agency's documents are translated into other languages, the staff should also be trained in how they should respond to documents that are in other languages and which documents are available in other languages.

- a. Most agencies did not have vital documents or their website in any language other than English.

Many agencies have helpful materials to guide community members and crime victims through the process of accessing benefits or asserting their crime victim rights, but the materials are only in English. Four agencies have vital documents written in languages other than English. Two of those agencies suggested that they still had vital documents that needed to be translated. Agencies identified informational and outreach materials as important documents to be translated. The representative of one agency explained that if LEP crime victims were able to access basic information, then they would be more empowered to help themselves.

Agencies also identified applications, intake forms, and other forms that could be translated. However, one representative identified the translation of forms back into English as an issue. If a potential client or participant fills out a form in a language other than English, then the responses must be translated back into English so that the staff of the agency can read the form.

Additionally, most agencies did not have their website translated into languages other than English. A few agencies had statements on their website explaining that free interpretation and translation services would be provided. One barrier to translating websites is the need to keep the website current, which means that agencies would have to be able to continuously have their website updated in multiple languages.

- b. Many agencies do not have a method of identifying LEP crime victims.

Many agencies do not have a systematized way of identifying LEP crime victims who attempt to access their services. Some of the representatives indicated that including a question on their agency's application or intake form, asking an individual to identify their primary language, would be feasible and cost effective. Other representatives thought it would be helpful to include a field in their case-management system for staff to identify a crime victim's primary language. This would force the staff of an agency to consider language access issues when first interacting with crime victims.

Some agencies almost exclusively receive referrals from other agencies, which can make it difficult for the agency receiving the referral to initially identify LEP individuals. This is particularly true if the agency receiving the referral primarily communicates with victims through writing or by leaving voicemail messages. It is important to ensure that the referring agency recognizes the importance of identifying LEP individuals. If LEP individuals are not identified by an agency, then the agency cannot know that written materials should be sent in a language other than English and the agency will not know that it must find an interpreter for telephone calls with that individual.

- c. Agencies and service providers do not have comprehensive language access plans.

Only two agencies have a language access plan. However, the representative of one of those agencies had only recently discovered that they had the plan. A couple agencies had statements on their websites stating that they would make every effort to provide interpretation and translation of material in languages other than English. Only four of the agencies trained their staff in working with interpreters.

- d. There may be resistance to implementing new changes in an agency

Institutional resistance to the implementation of language access plans is one of the most critical barriers identified during the language access needs assessment process. Limited financial and staff resources are the primary reasons. One representative explained that her staff members think of language access as a luxury which could only be provided by agencies that have extra time. Only one of the agencies had a method of determining whether a family member or friend can interpret for a crime victim

The lack of a systematic method for assessing whether an interpreter was qualified and appropriate to interpret is an additional barrier to providing language access. Most of the self-assessment tools indicated that agencies were aware that children are not appropriate interpreters and expressed a heightened awareness when using family members as interpreters. However, only one of the agencies had a screening method for the interpreter's ability to interpret. One agency stated that they used children as interpreters. The use of children as interpreters is particularly problematic as they may not understand the responsibilities of an interpreter and the crime victim may censor themselves so as to avoid exposing the child to inappropriate or embarrassing material. Use of children as interpreters is also traumatic and harmful to the child.

III. Implementation

Steering committee members will develop written, comprehensive, language access programs for working with LEP victims of crime and will translate vital documents from each

agency. Since the most significant barrier is the lack of adequate staff and financial resources, the Steering Committee will undertake the following implementation steps, with the understanding that agencies have limited resources and their staff are already overworked. In order for the implementation of a language access program to be successful, the Steering Committee will have to ensure that institutionalized changes are both efficient for agency staff and financially sustainable by the agency.

A language access program contains three parts. The first part is the policy directives, which sets forth standards, operating principles, and guidelines that govern the delivery of language appropriate services. Policy directives may come in different forms but are designed to require the agency and its staff to ensure meaningful access. Policy directives should be made publicly available. As was stated above, only one of the Steering Committee members that completed a self-assessment tool had a policy that was available to the public.

The second part of a language access program is the implementation plan. The implementation plan is a management document that outlines how the agency defines tasks, sets deadlines and priorities, assigns responsibility, and allocates the resources necessary to come into or maintain compliance with language access requirements.

The third and final part of a language access program is the procedures. These are the “how to” for staff. They specify for staff the steps to follow to provide language services, gather data, and deliver services to LEP individuals. Procedures can be set forth in handbooks, intranet sites, desk references, reminders at counters, notations on telephonic references and other official memoranda. Only three Steering Committee members who completed the self-assessment tool incorporated language access into its training. Many of the agencies that were interviewed and completed the self-assessment tool did not have a systematized method of working with LEP individuals. In many cases, it was a decision that was made by the individual staff member who encountered the LEP crime victim. Thus, LEP victims of crime could receive vastly different access, depending on the staff member with whom they worked.

Written comprehensive language access programs and proper training on the program are essential steps for agencies to address language access barriers. Language access programs will assist agency staff to identify appropriate interpreter and translator resources. It will also inform staff of what they should do if their usual interpreter service is not available. Agencies which work outside of normal business hours and provide emergency or after hour services to crime victims should examine this issue closely.

- a. Each Steering Committee member will develop a language access program

Title VI of the Civil Rights Act requires that agencies receiving assistance from the federal government take reasonable steps to ensure that limited English proficient persons have meaningful access to the programs, services and information those entities provide. At least seven Steering Committee members receive federal funding, and are subject to the Civil Rights Act. Alaska’s OVC Network Steering Committee member agencies all need training on the requirements of Title VI of the Civil Right Act in identifying current gaps in language access services and developing language access plans to ensure access to critical services.

When developing a language access program, members of Alaska’s OVC Network Steering Committee will take into account four factors articulated by the United States

Department of Justice Language Plan. These four factors are (1) the number or proportion of LEP individuals eligible to be served or likely to be served by the program; (2) the frequency with which LEP individuals come into contact with the program; (3) the nature and importance of the program, activity, or service provided by the program to people's lives; and (4) the resources available to the program and costs.

The language access program will inform staff of the most effective method of finding a qualified and trained interpreter and when an interpreter is necessary. A comprehensive language access program would also address the aforementioned concern that staff will have difficulty responding to documents that are submitted to them in languages other than English. With a comprehensive language access program, staff will have access to interpreters and translators. Doing this will increase access of LEP crime victims to holistic wraparound legal services. Steering Committee members will meet to discuss vital documents to be translated.

One of the most significant gaps in language access identified by Alaska's OVC Network Steering Committee members is the scarcity of translated documents into languages other than English despite the diverse nature of Alaska's rural and urban communities. When this project was originally proposed, the intention was that some of the funding would be used to translate important documents. However, it has become evident that almost every agency needs documents to be translated. Therefore, the members of the Steering Committee will meet to prioritize and determine which documents to translate. Documents that may be translated include applications and intake forms, as well as brochures and other informational material from agencies. The Steering Committee will also translate posters to ensure that LEP crime victims who visit the members' offices will be aware that the agency's services are accessible to LEP individuals.



Alaska Institute for Justice

Language Access Self-Assessment and Planning Tool

Alaska Legal Service Corporation

May 2014

INTRODUCTION

This self-assessment tool has been adapted from the Department of Justice Language Access Assessment and Planning Tool to assist the Alaska Legal Services Corporation (ALSC) to identify language service needs and evaluate the bilingual, translation and interpretation resources already available to help limited English proficient (LEP) individuals access ALSC civil legal services. Conducting a self-assessment to determine what types of contact ALSC has with the LEP population statewide will assist in strategic planning to ensure that program goals and objectives address meaningful access to services for all crime victims statewide including those who are limited English proficient (LEP).

Who is a Limited English Proficient Person? Persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or “LEP”. These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or encounter.

All programs that receive any amount of federal funding must ensure compliance with Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, or national origin. National origin discrimination includes not providing services to limited English proficient people. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, provides specifically that no person shall "on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Non-compliance with Title VI can jeopardize a program's federal funding.

Please return this survey by e-mail or fax to Anna Taylor, Juneau Staff Attorney (907) 789-1340 phone, (907) 789-1324 fax. E-mail: anna.taylor@akimmigrationjustice.org.

SIX STEPS TO DEVELOP AND IMPLEMENT A SUCCESSFUL LANGUAGE ACCESS PROGRAM

There are six steps to developing and implementing a successful language access program. This self-assessment tool is designed to help ALSC determine if it communicates effectively with LEP individuals and will inform language access development and planning. It will help identify current gaps in language access services and plan for the development of a language access policy tailored to meet the statewide and hub community needs of crime victims.

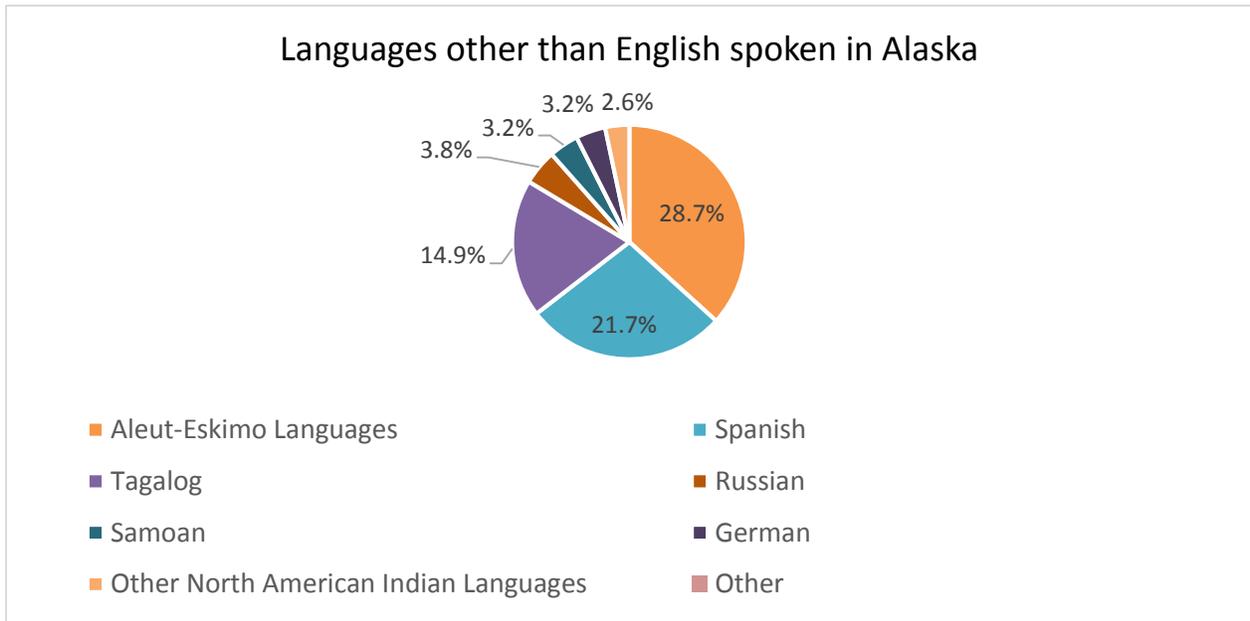


Who are the cultural and ethnic groups in Alaska? Here are some initial statistics to start you in the process of evaluating the statewide needs for crime victims.

Statewide in Alaska:

According to demographics from the American Community Survey 2008-2012 **about 106,995 people in Alaska do not speak English at home.** Approximately **35,638** of those people do not

speak English “very well.”¹ These people are unable to access services at organizations that do not have a language access plan. As can be seen from the following graphs, each community in Alaska is diverse and each community has different language needs.



² Source

Anchorage

In October 2013, the Anchorage school district reported that 93 different languages were spoken by its students.³ About 17% of Alaskans in Anchorage do not speak English at home. With a population of 300,950, this means that about 51,162 people in Anchorage do not speak English at home.⁴

¹ For more information access the following link:

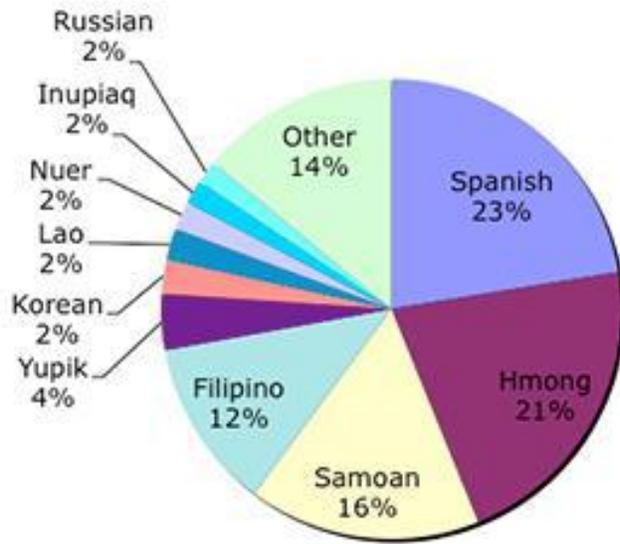
http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Alaska,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

² For more information go to the following website: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, click on the state tab, and select “Alaska.”

³ <https://www.asdk12.org/aboutasd/>

⁴ <http://quickfacts.census.gov/qfd/states/02/0203000.html>

The top 10 languages spoken at home
by students receiving ELL Program services

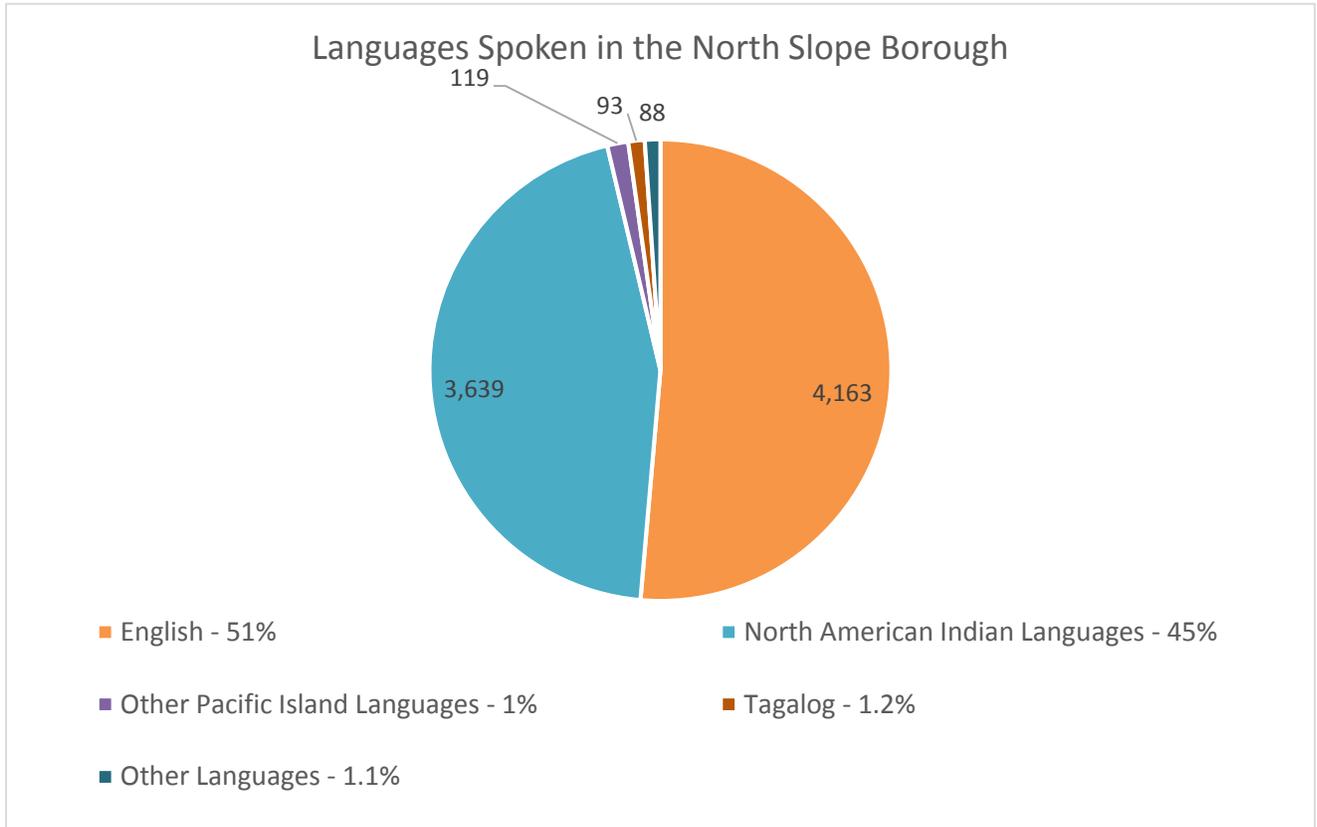


⁵ Source and Explanation

⁵ <http://www.asdk12.org/depts/ELL/about.asp>, ELL programs are English Language Learner programs in the Anchorage School District.

Barrow

In the 2008-2012 US Census Estimates, about 13% of the population of Barrow speaks English less than “very well.”⁶ Barrow is the hub community of the North Slope Borough. The most common North American Indian language spoken in the North Slope Borough is Iñupiaq.⁷



⁸Source

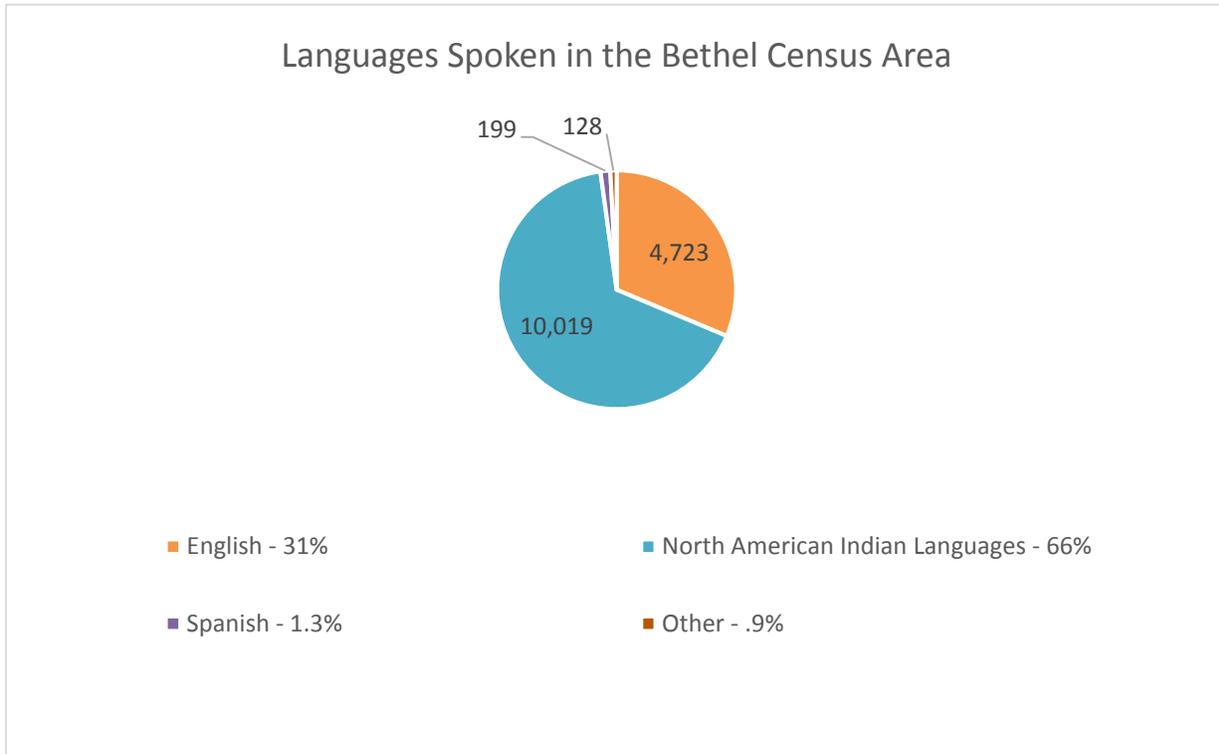
⁶ For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Barrow,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

⁷ <http://www.nsb.org/domain/33>

⁸ For more information, using the following link: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, and enter “North Slope Borough,” as the county.

Bethel Census Area

The 2008-2012 US Census Estimates about 26% of the population of the Bethel Census Area speaks English less than “very well.” This means that one out of every four people speaks English less than “very well.”⁹ The most common North American Indian language spoken in the Bethel Census Area is Yup’ik.¹⁰



¹¹Source

⁹ For more information access the following link:

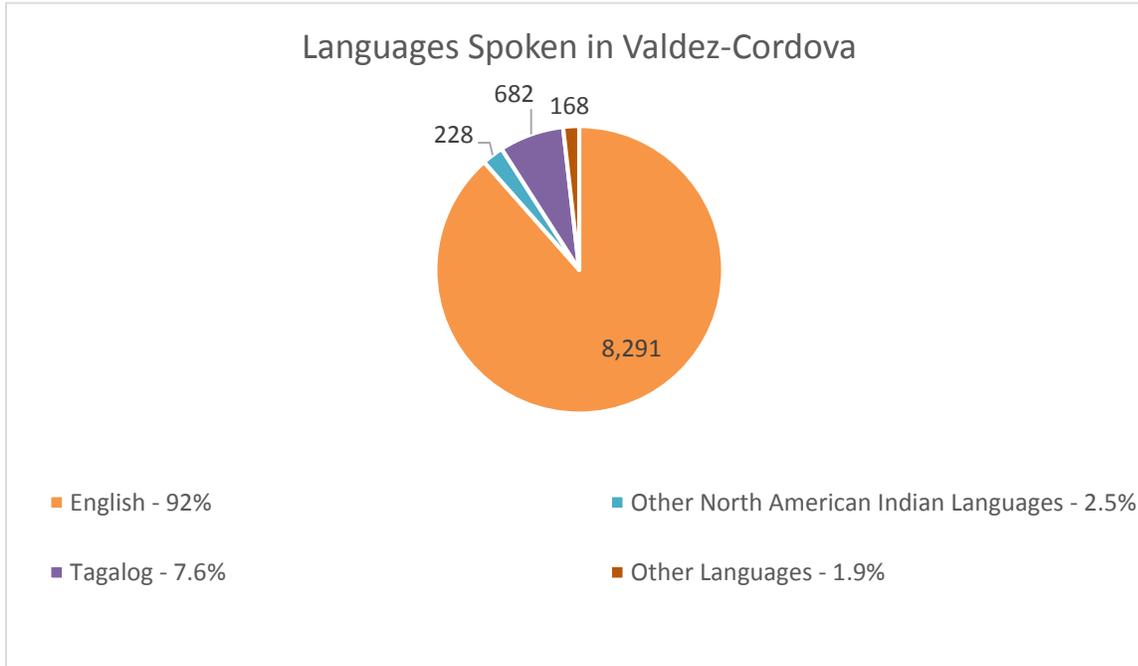
http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Bethel,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹⁰ http://sites.lksdonline.org/instructional_programs/academic-programs-2/

¹¹ For more information, using the following link: http://www.mla.org/cgi-sh/docstudio/docs.pl?map_data_results, and enter “Bethel (CA),” as the county.

Cordova

According to the 2008-2012 US Census Estimates about 12% of the people in Cordova were born outside the United States.¹²



¹³Source

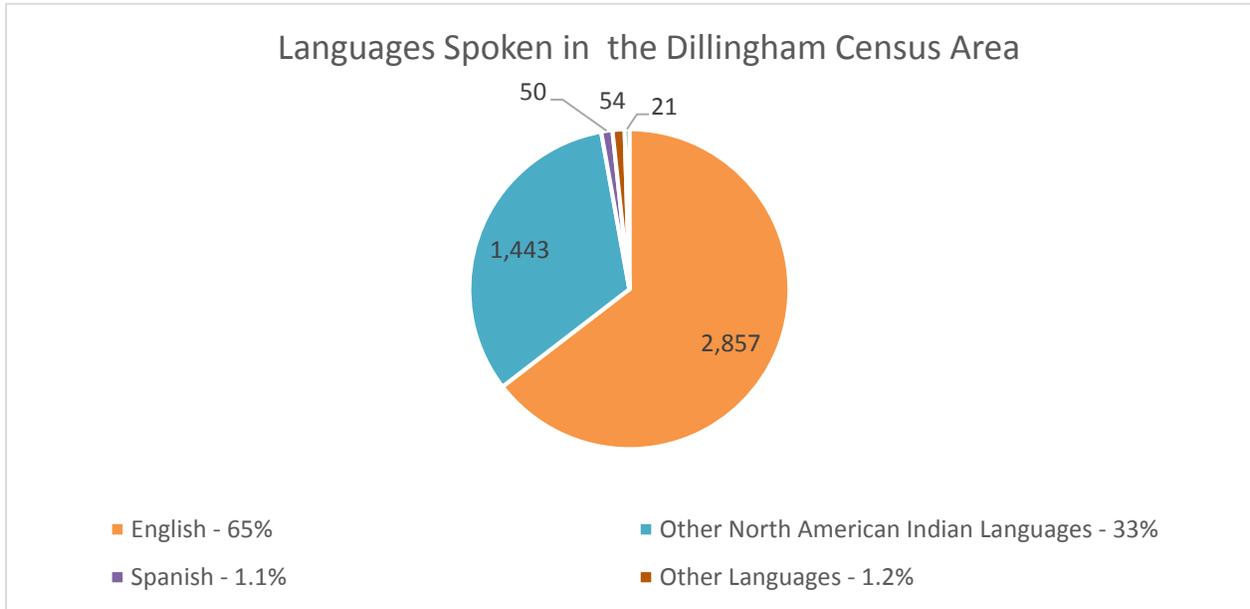
¹² For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Cordova," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

¹³ For more information, using the following link: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, and enter "Cordova-Valdez," as the county.

Dillingham Census Area

According to the 2008-2012 US Census Estimates about one out of three people living in the Dillingham Census Area speak a language other than English at home. About 14% of the population speaks English less than “very well.”¹⁴



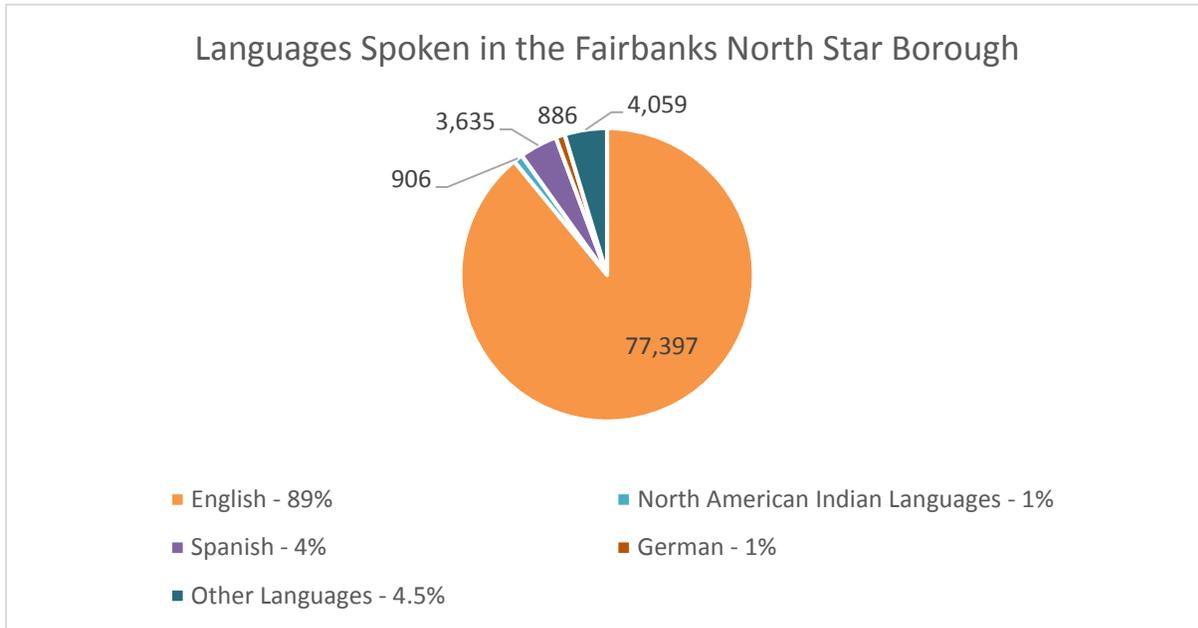
¹⁵Source

¹⁴ For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Dillingham Census Area,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹⁵ For more information, using the following link: http://www.mla.org/map_data, and enter “Dillingham (CA),” as the county.

Fairbanks North Star Borough

According to the 2008-2012 US Census Estimates about 5,126 people that were not born in the United States live in the Fairbanks North Star Borough. Over 2,000 people in the Fairbanks North Star Borough do not speak English “very well.”¹⁶ Students in the Fairbanks School District speak over 50 different languages.¹⁷



¹⁸Source

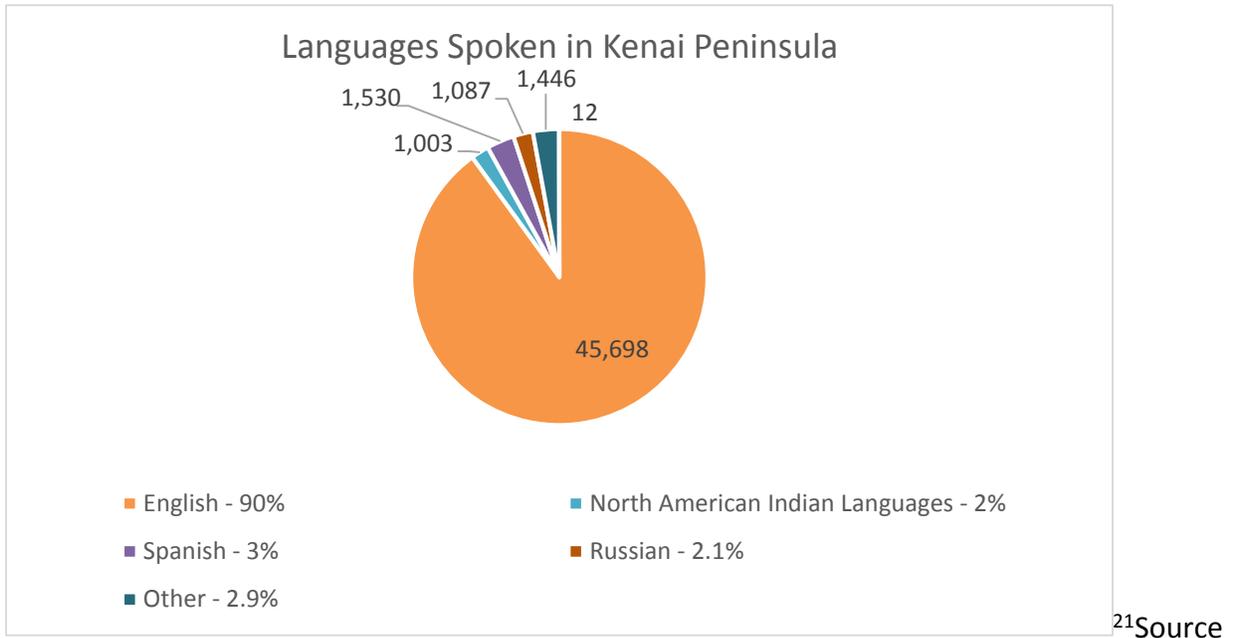
¹⁶ For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Fairbanks North Star Borough,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹⁷ <http://www.k12northstar.org/about/faq#16413a16440>

¹⁸ For more information, using the following link: http://www.mla.org/map_data, and enter “Fairbanks North Star Borough,” as the county.

Homer

According to the 2008-2012 US Census Estimates about 12% of Homer's population speaks a language other than English at home.¹⁹ Homer is located in the Kenai Peninsula.²⁰



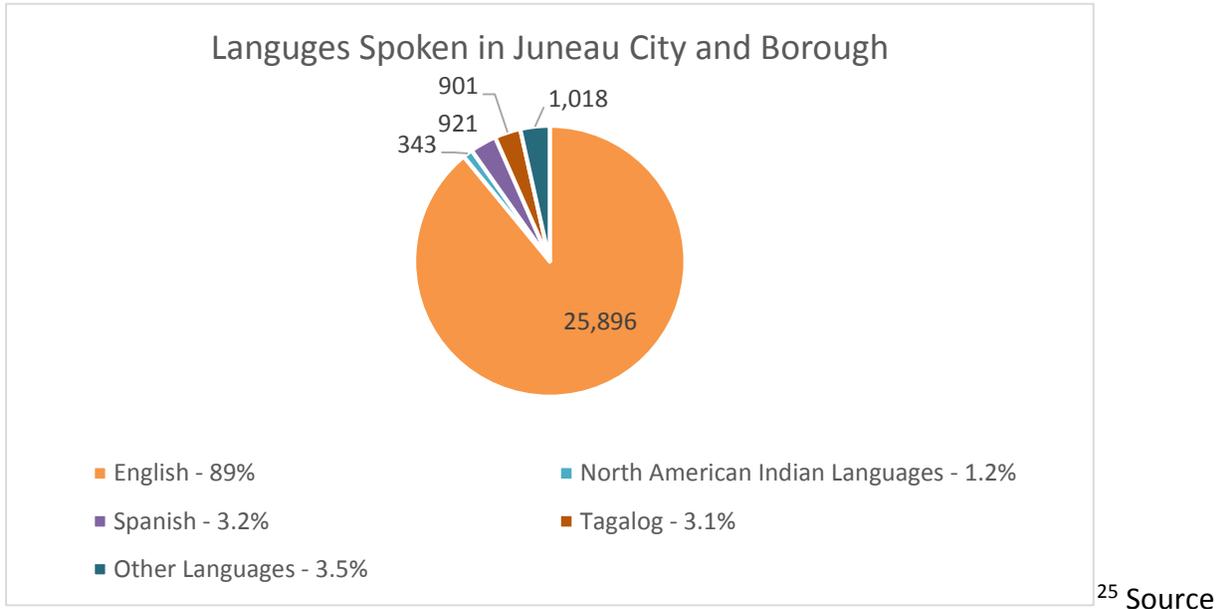
¹⁹ <http://quickfacts.census.gov/qfd/states/02/0233140.html>

²⁰ <http://www.borough.kenai.ak.us/topmenu-pictorial>

²¹ For more information, using the following link: http://www.mla.org/map_data, and enter "Kenai Peninsula," as the county.

Juneau

According to the 2008-2012 US Census Estimates about 2,988 people in Juneau do not speak English at home.²² About 1,863 people living in Juneau were born outside of the United States.²³ The most common North American Indian language spoken in Juneau is Tlingit.²⁴



Kenai²⁶

According to the 2008-2012 US Census Estimates about 163 people living in Kenai were born outside of the United States.²⁷

²² <http://quickfacts.census.gov/qfd/states/02/0236400.html>

²³ <http://quickfacts.census.gov/qfd/states/02/0236400.html>

²⁴ <http://www.ankn.uaf.edu/npe/anl.html>

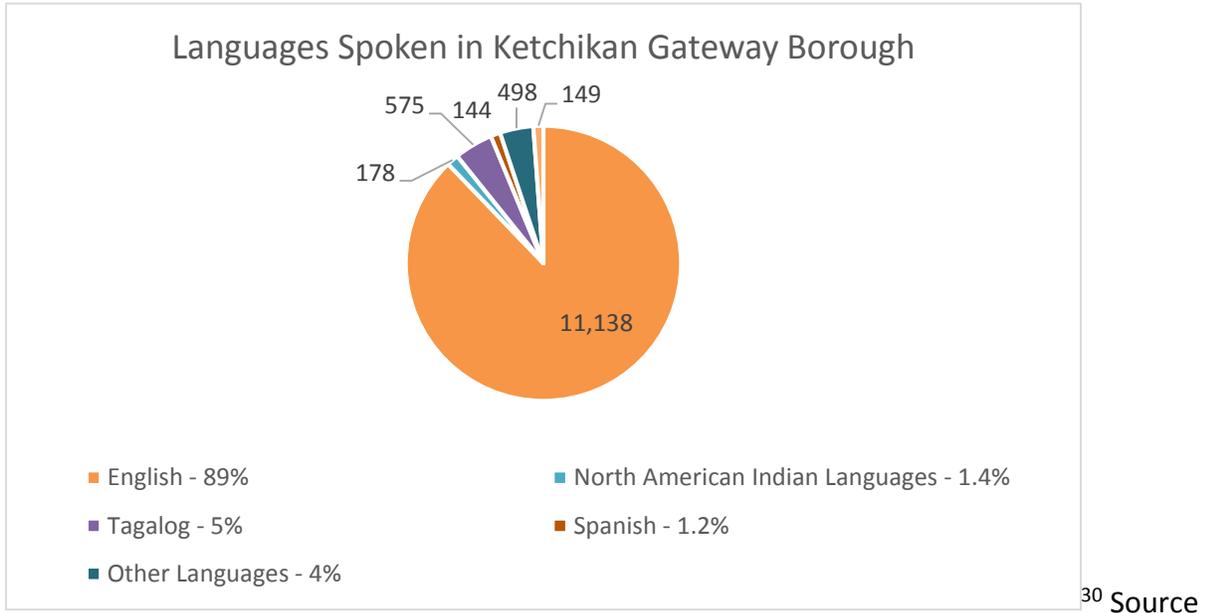
²⁵ For more information, using the following link: http://www.mla.org/map_data, and enter "Juneau City and Borough," as the county.

²⁶ Kenai is part of the Kenai Peninsula Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under "Homer."

²⁷ <http://quickfacts.census.gov/qfd/states/02/0238420.html>

Ketchikan Gateway Borough

The Ketchikan Gateway Borough School district currently has over 100 students in its English as a Second Language Program. The students speak languages including Tagalog, Kapampangan, Ilokano, Albanian, Spanish, Thai, Russian, Vietnamese, Korean, and Cantonese.²⁸ According to the 2008-2012 US Census Estimates about 9% of Ketchikan’s population does not speak English in the home and about 969 people in Ketchikan were born outside of the United States.²⁹



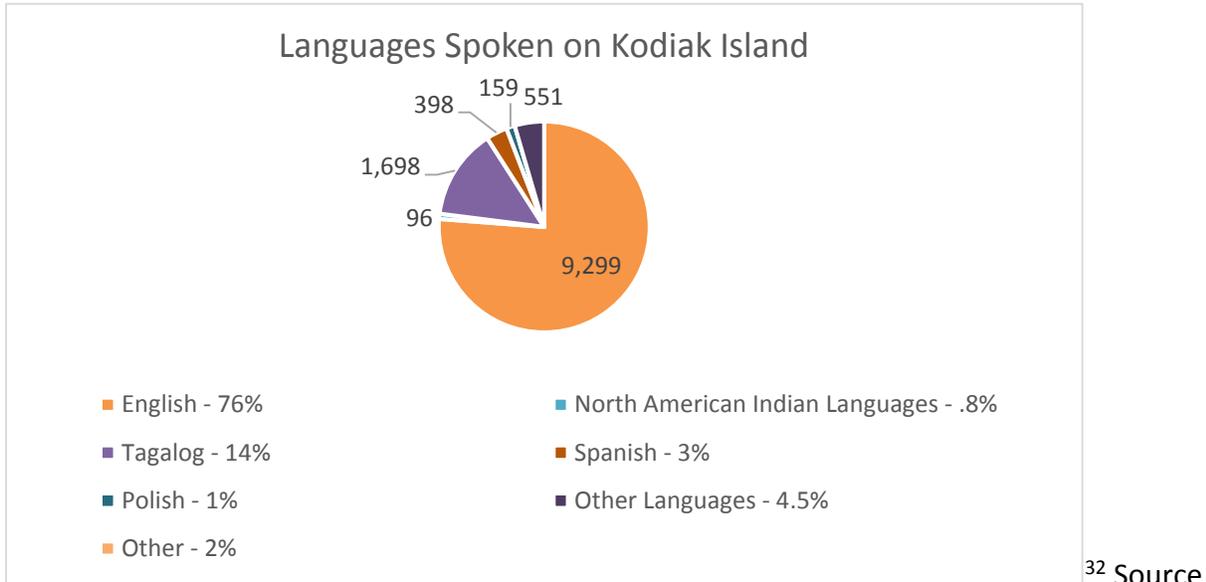
²⁸ <http://www.kgbsd.org/Page/2474>

²⁹ <http://quickfacts.census.gov/qfd/states/02/02130.html>

³⁰ For more information, using the following link: http://www.mla.org/map_data, and enter “Ketchikan Gateway Borough,” as the county.

Kodiak Island Borough

According to the 2008-2012 US Census Estimates about 21% of the population, or 1 out of every 5 people, in the Kodiak Island Borough do not speak English in their home. About 8% of the population in the Kodiak Island Borough speaks English less than “very well.”³¹



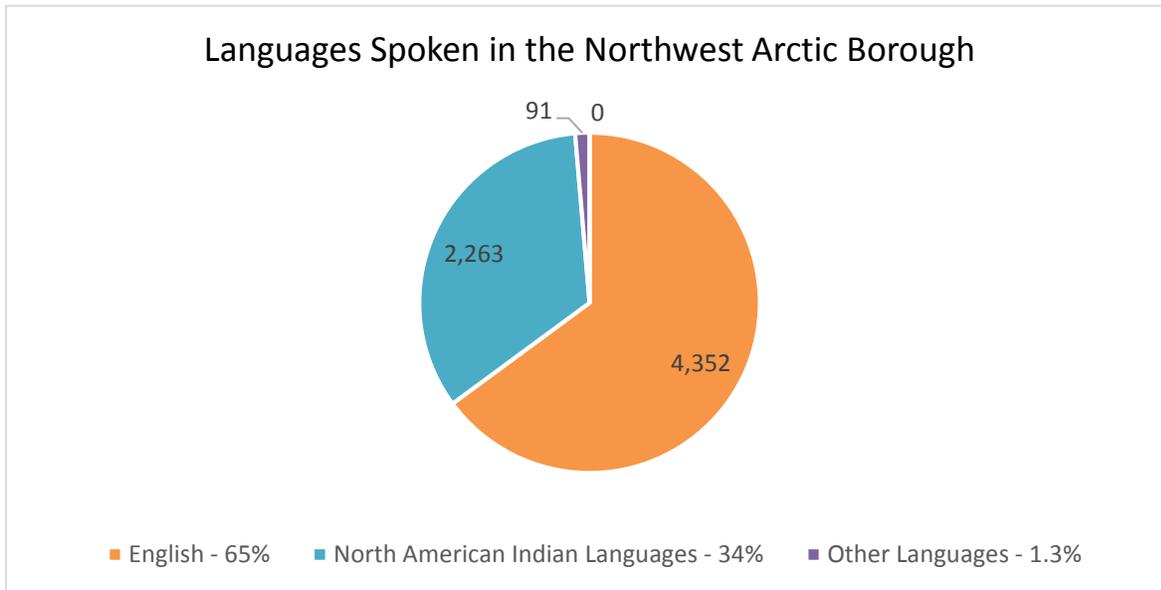
³¹ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Kodiak,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

³² For more information, using the following link: http://www.mla.org/map_data, and enter “Kodiak Island,” as the county.

Kotzebue

Kotzebue is located in the Northwest Arctic Borough. According to the Northwest Arctic Borough School District, 90% of its students are Iñupiaq Eskimo, suggesting that the most common North American Indian language in Kotzebue is Iñupiaq.³³



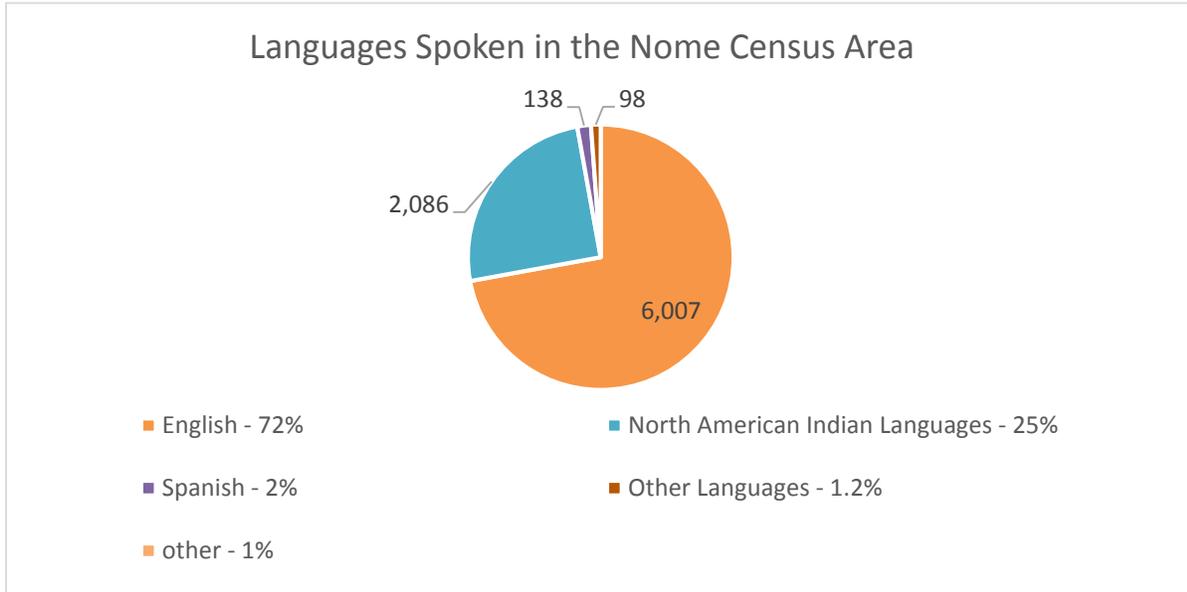
³⁴Source

³³ <http://www.nwarctic.org/Page/1185>

³⁴ For more information, using the following link: http://www.mla.org/map_data, and enter "Northwest Arctic Borough," as the county.

Nome Census Area

According to the 2008-2012 US Census Estimates about one in four Alaskans in the Nome Census Area do not speak English in their homes.³⁵



³⁶Source

Seward³⁷

According to the 2008-2012 US Census Estimates about 7% of the population of Seward was born outside of the United States and about 15% of the population does not speak English at home.³⁸

³⁵ <http://quickfacts.census.gov/qfd/states/02/02180.html>

³⁶ For more information, using the following link: http://www.mla.org/map_data, and enter "Nome Census Area," as the county.

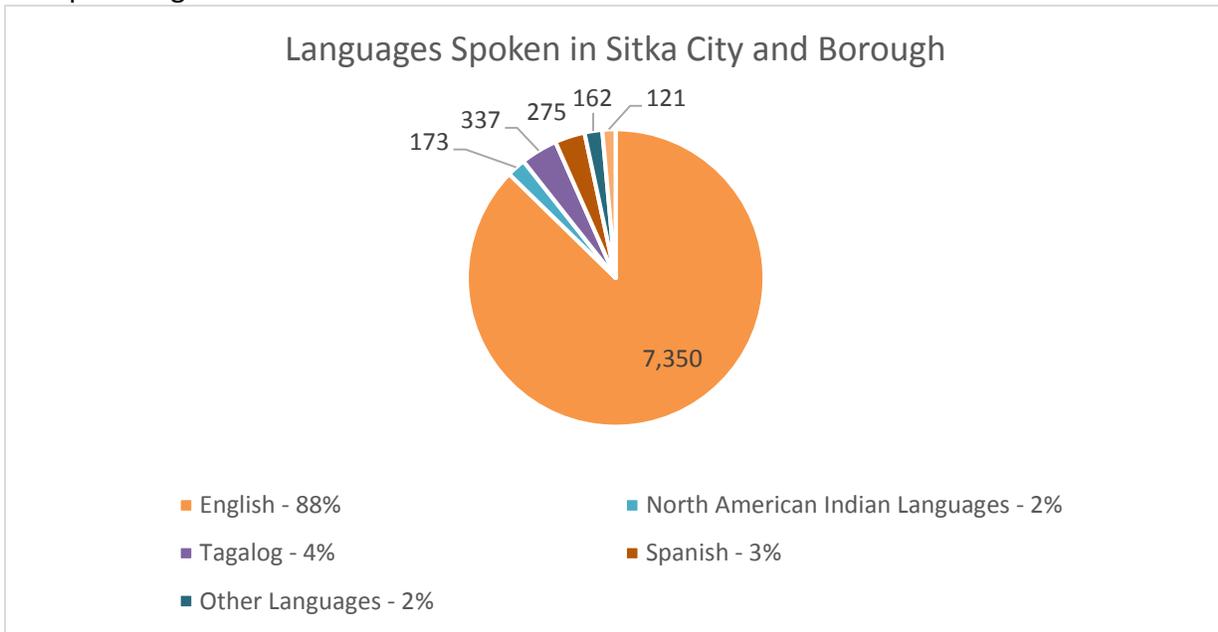
³⁷ Seward is part of the Kenai Peninsula Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under "Homer."

³⁸For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Seward," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

Sitka

According to the 2008-2012 US Census Estimates about 13.5% of the population in Sitka does not speak English in their homes.³⁹



⁴⁰Source

Soldotna⁴¹

According to the 2008-2012 US Census Estimates about 165 people living in Soldotna were born outside the United States and about 7% speak a language other than English at home.⁴²

³⁹ <http://quickfacts.census.gov/qfd/states/02/0270540.html>

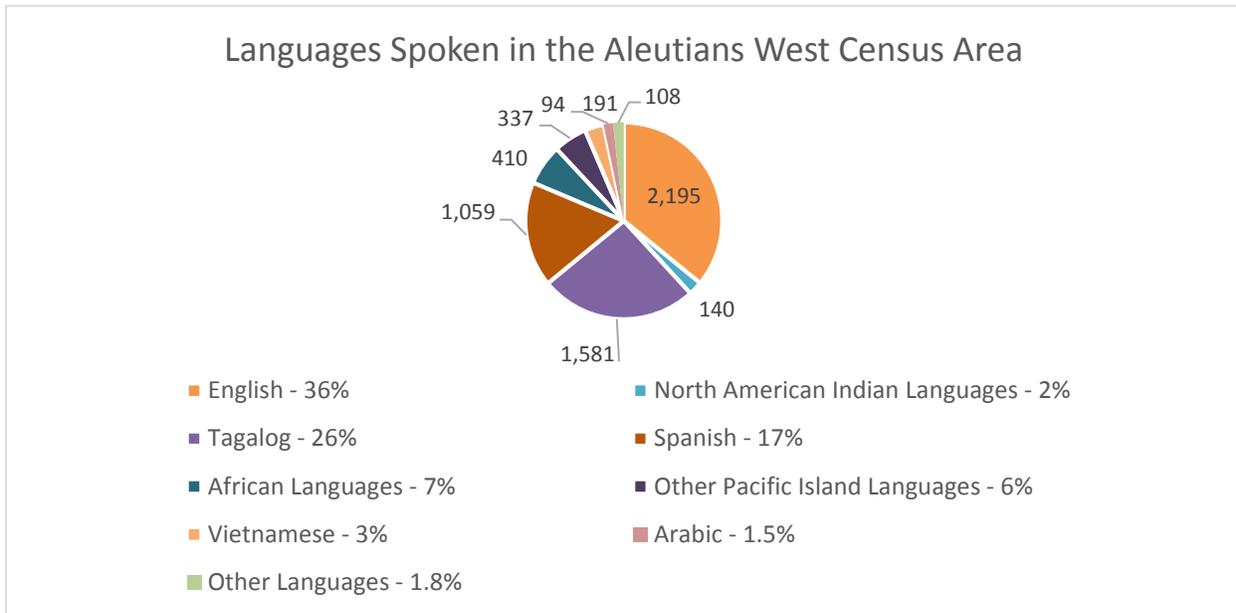
⁴⁰ For more information, using the following link: http://www.mla.org/map_data, and enter "Sitka City and Borough," as the county.

⁴¹ Soldotna is part of the Kenai Peninsula Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under "Homer."

⁴² For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Soldotna," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

Unalaska

According to the 2008-2012 US Census Estimates about 44% of the population of Unalaska was born outside of the United States. About 28% of the population speaks English less than “very well.”⁴³ Unalaska is located in the West Aleutian Census Area.⁴⁴



⁴⁵Source

Valdez⁴⁶

According to the 2008-2012 US Census Estimates about 157 people in Valdez were born outside of the United States and about 204 people do not speak English in their homes.⁴⁷ For more information on languages spoken in Valdez, see the chart under Cordova.

It is important to monitor and update changing community demographics and language needs. A diverse group of community stakeholders should be consulted as sources of additional demographic information to identify the language access needs statewide and within specific communities. These sources can include, but are not limited to, health care providers, schools, law enforcement, prosecutor’s offices, courts, culturally specific community groups, religious organizations, and other social service agencies.

⁴³ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Unalaska,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

⁴⁴ <http://www.rootsweb.ancestry.com/~akgenweb/index2.htm>

⁴⁵ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Unalaska,” then select the “Demographic and Housing Estimates” table.

⁴⁶ Valdez is part of the Valdez-Cordova Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under “Cordova.”

⁴⁷ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Valdez,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

<p>_____</p>	<p>speaker or LEP individual</p> <p><input type="checkbox"/> Ask open-ended questions to determine language proficiency on the telephone or in person</p> <p><input type="checkbox"/> Use a telephonic interpretation service to identify an LEP individual's primary language</p>	<p>individual's primary language</p> <p><input type="checkbox"/> We have not identified non-English speakers or LEP individuals</p> <p><input type="checkbox"/> Other (Please specify):</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>2. Does ALSC have a process to collect data on:</p> <p>a. The number of LEP individuals that you serve?</p> <p>b. The number of LEP individuals in your service area?</p> <p>c. The number and prevalence of languages spoken by LEP individuals in your service area?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p>
<p>3. How often does ALSC assess the language data for your service area?</p>	<p><input type="checkbox"/> Annually</p> <p><input type="checkbox"/> Biennially</p>	<p><input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Other: _____</p>
<p>4. What data does ALSC use to determine the LEP communities in your service area? (Please select all that apply)</p>	<p><input type="checkbox"/> Census</p> <p><input type="checkbox"/> US Dept. of Education</p> <p><input type="checkbox"/> US Dept. of Labor</p> <p><input type="checkbox"/> State Agencies</p>	<p><input type="checkbox"/> Community Organizations</p> <p><input type="checkbox"/> Program Referral/Intake Information</p> <p><input type="checkbox"/> Other: _____</p>
<p>5. Do you collect and record primary language data from individuals when they first contact a program or office of ALSC?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>6. If you collect and record primary language data, where is the information stored?</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>7. What is the total number of LEP individuals who use or receive services from ALSC each year?</p>	<p>Total Number: _____</p> <p>_____ Unknown</p>	<p>Year: _____</p>
<p>8. How many LEP individuals attempt to access your programs or services in a month?</p>	<p>Total Number: _____</p> <p>_____ Unknown</p>	<p>Month/Year: _____</p>
<p>9. How many LEP individuals use your programs or services each month?</p>	<p>Total Number: _____</p> <p>_____ Unknown</p>	<p>Month/Year: _____</p>

10. Specify the top six most frequently encountered non-English languages by your program and how often these encounters occur (e.g., 2-3 times per year, once a month, once a week, daily, etc...)	Languages: 1. 2. 3. 4. 5. 6.	Frequency of Encounters: 1. 2. 3. 4. 5. 6.
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PROVIDING LANGUAGE ASSISTANCE SERVICES

1. Does ALSC currently have a system in place for tracking the type of language assistance services it provides to LEP individuals at each interaction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. What data, if any, do you maintain regarding language assistance services? (Please select all that apply) <input type="checkbox"/> Primary language of persons encountered or served <input type="checkbox"/> Use of language assistance services <input type="checkbox"/> Funds or staff time spent on language assistance services <input type="checkbox"/> Number of bilingual staff <input type="checkbox"/> Cost of interpreter services <input type="checkbox"/> Cost of translation of materials into non-English languages <input type="checkbox"/> Other (Please specify) _____		
3. Does ALSC have a system to track the cost of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. What types of language assistance services does ALSC provide? (Please select all that apply and specify who was used as an interpreter or translator) _____ _____ _____ _____	<input type="checkbox"/> Bilingual staff <input type="checkbox"/> In-house interpreters (oral) <input type="checkbox"/> In-house translators (written) <input type="checkbox"/> Contracted interpreters (oral) <input type="checkbox"/> Contracted translators (written)	<input type="checkbox"/> Volunteer interpreters or translators from the community <input type="checkbox"/> Telephonic Service _____ <input type="checkbox"/> AIJ Language Interpreter Center <input type="checkbox"/> Other _____
5. Does ALSC have a process to assess bilingual staff language skills? If yes, what is the assessment tool? _____ _____ _____ If yes, please describe and indicate languages of bilingual staff: _____ _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Have any of your bilingual staff gone through interpreter training with the Alaska Institute for Justice (AIJ) Language Interpreter Center (LIC)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Have any of your staff taken standardized language proficiency exams?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Do any of your bilingual staff act as interpreters with outside agencies?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

9. Do programs or offices within ALSC ask LEP individuals to provide their own interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Do departments or programs within ALSC ask or allow LEP individuals to have family members or friends interpret?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11. Do programs or offices within ALSC ask or allow LEP individuals to have children interpret?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12. Do programs or offices within ALSC provide staff with a list of available language access options and how to access qualified interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13. Do programs or offices within ALSC identify and translate vital documents into the non-English languages of the communities in your service area?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14. Which vital written documents do programs or offices within ALSC translate into non-English languages? Are there documents in programs or offices within ALSC that need to be translated into languages other than English to improve access to services? Please describe: _____ _____ _____ _____	<input type="checkbox"/> None yet <input type="checkbox"/> Program Brochures <input type="checkbox"/> Program Outreach Flyers <input type="checkbox"/> Client Rights and Responsibilities <input type="checkbox"/> Complaint Forms <input type="checkbox"/> Program Guidelines <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> Legal Education Materials <input type="checkbox"/> Client Consent Forms <input type="checkbox"/> Client Intake Forms <input type="checkbox"/> Program Description and Explanation of Services <input type="checkbox"/> Program Evaluation Forms
15. Do programs or offices within ALSC translate signs or posters announcing the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16. When programs or offices within ALSC update information on its website, does it also add that content in non-English languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

TRAINING OF STAFF ON POLICIES AND PROCEDURES

1. Do all staff within ALSC who work with community members receive initial and periodic training on how to access and provide language assistance services to LEP individuals? How often do staff within ALSC receive the periodic training? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Who receives staff training on working with LEP individuals? (Please select all that apply)	<input type="checkbox"/> Management or senior staff <input type="checkbox"/> Board Members <input type="checkbox"/> Volunteers	<input type="checkbox"/> Bilingual Staff <input type="checkbox"/> New employees <input type="checkbox"/> All employees <input type="checkbox"/> Others (Please specify): _____

<p>3. Are language access policies and LEP issues included in the mandatory training curriculum for staff?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>4. Do staff receive periodic training on how to obtain and work with interpreters?</p> <p>How often do staff within ALSC receive the periodic training? _____</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>5. Do staff receive periodic training on how to request the translation of written documents into other languages?</p> <p>How often do staff within ALSC receive the periodic training? _____</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>6. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, conflict of interest, confidentiality, specialized terminology, and other topics?</p> <p>How often do staff within ALSC receive the regular training? _____</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

<p>1. How do you inform members of the public about the availability of language assistance services? (Please describe and select all that apply)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/> Bilingual staff and outreach in community <input type="checkbox"/> Posters in public areas <input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff <input type="checkbox"/> Website	<input type="checkbox"/> Social networking website (e.g. Facebook, Twitter) <input type="checkbox"/> E-mail to individuals or listserv <input type="checkbox"/> Posters in program in multiple languages <input type="checkbox"/> Volunteers in the community <input type="checkbox"/> Other (Please specify):
<p>2. Do your translated outreach materials inform LEP individuals about the availability of free language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>3. Do programs or offices within ALSC inform community groups about the availability of free language assistance services for LEP individuals?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>4. Do programs or offices within ALSC inform program participants about the availability of free language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>5. Does the main page of the ALSC website include non-English information that would be easily accessible to LEP individuals?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

6. Do program or offices within ALSC have multilingual signs or posters announcing the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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MONITORING AND UPDATING LANGUAGE ACCESS PROCEDURES, POLICIES AND PLAN

1. Do programs or offices within ALSC have a written language access policy?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. If so, is a description of this policy available to the public?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Do programs or offices within ALSC have a formal language access complaint process?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Have programs or offices within ALSC received any complaints because it did not provide language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Thank you for taking time to complete this self-assessment language tool. Please return your completed self-assessment tool by e-mail to anna.taylor@akimmigrationjustice.org or fax (907) 789-1324. Please call with any questions or specific needs in going through the self-assessment tool at (907) 789-1340.



Alaska Institute for Justice

Language Access Self-Assessment and Planning Tool

Anchorage Municipal Prosecutor

June 2014

INTRODUCTION

This self-assessment tool has been adapted from the Department of Justice Language Access Assessment and Planning Tool to assist the Anchorage Municipal Prosecutor to identify language service needs and evaluate the bilingual, translation and interpretation resources already available to help limited English proficient (LEP) individuals access the Anchorage Municipal Prosecutor's office. Conducting a self-assessment to determine what types of contact the Anchorage Municipal Prosecutor's Office has with the LEP population will assist in strategic planning to ensure that program goals and objectives address meaningful access to services for all crime victims including those who are limited English proficient (LEP).

Who is a limited English proficient Person? Persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP." These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or encounter.

All programs that receive any amount of federal funding must ensure compliance with Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, or national origin. National origin discrimination includes not providing services to limited English proficient people. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, provides specifically that no person shall "on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Non-compliance with Title VI can jeopardize a program's federal funding.

Please return this survey by e-mail or fax to Anna Taylor, Juneau Staff Attorney (907) 789-1340 phone, (907) 789-1324 fax. E-mail: anna.taylor@akimmigrationjustice.org.

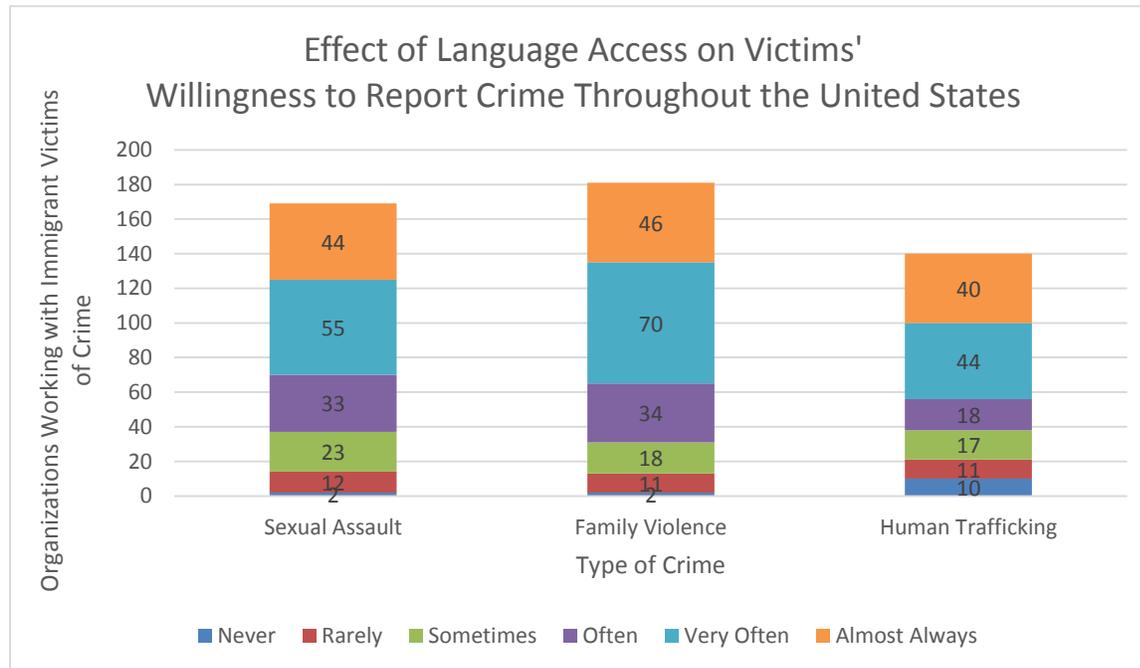
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There are six steps to developing and implementing a successful language access program. This self-assessment tool is designed to help the Anchorage Municipal Prosecutor determine if it communicates effectively with LEP individuals and will inform language access development and planning. It will help identify current gaps in language access services and plan for the development of a language access policy tailored to meet the statewide and hub community needs of crime victims.



How does language access effect limited English proficient victims of crime?

In 2013, 722 organizations serving immigrant victims of domestic violence, sexual assault, and human trafficking participated in a nationwide survey.⁴⁸ 132 out of 169 organizations serving victims of sexual assault said that language access effected their clients' willingness to report a crime often, very often, or almost always. 150 out of 181 organizations serving victims of family violence, and 102 out of 140 organizations serving victims of human trafficking said that language access effected their clients' willingness to report a crime often, very often, or almost always. Without language access, victims are less likely to report crimes to the police.



⁴⁹Source

According to the United States Department of Justice, Native American women are 2.5 times more likely to be raped or sexually assaulted than non-Native women in the United States.⁵⁰ 34.1% of Native American and Alaska Native women in the United States will be raped during their lifetime.⁵¹ Between 2001 and 2003, 45.1% of victims of sexual assault who reported to the

⁴⁸ For more information, use the following website: [http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language access and crime victims](http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language+access+and+crime+victims), and click on the pdf.

⁴⁹ For more information, use the following website: [http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language access and crime victims](http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language+access+and+crime+victims), and click on the pdf.

⁵⁰ The Failure to Protect Indigenous Women from Sexual Violence in the USA, 2 (2007) at http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fwww.amnestyusa.org%2Fpdfs%2FMazeOfInjustice.pdf&ei=tcOMU6DEBpTioATY7oGwBw&usg=AFQjCNERIfOVz7x-Rr7PCxHkS62YyOEPug&sig2=6qQW6OF_Btz6Hz00MTibTQ&bvm=bv.68191837,d.cGU.

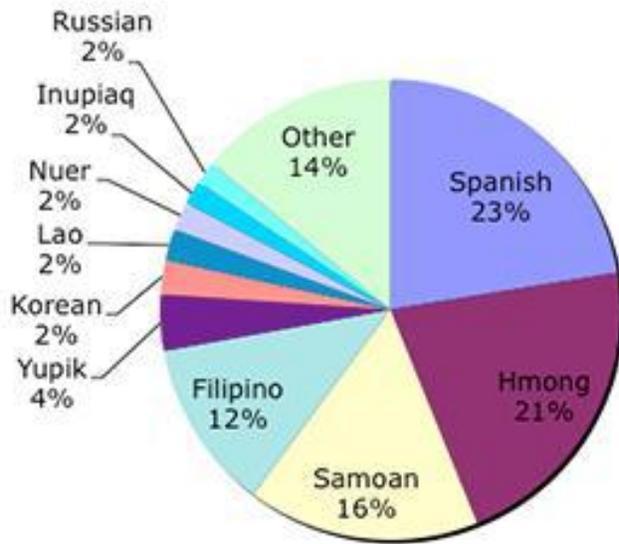
⁵¹ The Failure to Protect Indigenous Women from Sexual Violence in the USA, 2 (2007) at http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fwww.amnestyusa.org%2Fpdfs%2FMazeOfInjustice.pdf&ei=tcOMU6DEBpTioATY7oGwBw&usg=AFQjCNERIfOVz7x-Rr7PCxHkS62YyOEPug&sig2=6qQW6OF_Btz6Hz00MTibTQ&bvm=bv.68191837,d.cGU.

Anchorage Police Department were Alaska Natives,⁵² but only 10.6% of the population of Anchorage identifies as Alaska Native.⁵³

Anchorage limited English proficient statistics.

In October 2013, the Anchorage school district reported that 93 different languages were spoken by its students.⁵⁴ About 17% of Alaskans in Anchorage do not speak English at home. With a population of 300,950, this means that about 51,162 people in Anchorage do not speak English at home.⁵⁵

The top 10 languages spoken at home by students receiving ELL Program services



⁵⁶ Source and Explanation

It is important to monitor and update changing community demographics and language needs. A diverse group of community stakeholders should be consulted as sources of additional demographic information to identify the language access needs statewide and within specific communities. These sources can include, but are not limited to, health care providers, schools, law enforcement, prosecutor's offices, courts, culturally specific community groups, religious organizations, and other social service agencies.

The questions below are intended for use by the Anchorage Municipal Prosecutor's Office to assess the agency's language assistance to limited English proficient (LEP) persons.

⁵² Special Report: UAA Justice Center Domestic and Sexual Violence Research Review and Recommendations, p. 15, May 2010, available at: <http://www.andvsa.org/facts/>.

⁵³ Special Report: UAA Justice Center Domestic and Sexual Violence Research Review and Recommendations, p. 15, May 2010, available at: <http://www.andvsa.org/facts/>.

⁵⁴ <https://www.asdk12.org/aboutasd/>

⁵⁵ <http://quickfacts.census.gov/qfd/states/02/0203000.html>

⁵⁶ <http://www.asdk12.org/depts/ELL/about.asp>, ELL programs are English Language Learner programs in the Anchorage School District.

3. How often does the Anchorage Municipal Prosecutor's Office assess the language data for your service area?	<input type="checkbox"/> Annually <input type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other: _____
4. What data does the Anchorage Municipal Prosecutor use to determine the LEP communities in your service area? (Please select all that apply)	<input type="checkbox"/> Census <input type="checkbox"/> US Dept. of Education <input type="checkbox"/> US Dept. of Labor <input type="checkbox"/> State Agencies <input type="checkbox"/> Anchorage School District	<input type="checkbox"/> Community Organizations <input type="checkbox"/> Program Referral/Intake Information <input type="checkbox"/> Other: _____
5. Does the Anchorage Municipal Prosecutor's Office collect and record primary language data when the office first has contact with an LEP individual?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. If you collect and record primary language data, where is the information stored? _____ _____		
7. What is the total number of LEP individuals who interact with the Anchorage Municipal Prosecutor's Office each year?	Total Number: _____ _____ Unknown	Year: _____
8. How many LEP individuals interact with the Anchorage Municipal Prosecutor's Office each month?	Total Number: _____ _____ Unknown	Month/Year: _____
9. Specify the top six most frequently encountered non-English languages by your office and how often these encounters occur (e.g., 2-3 times per year, once a month, once a week, daily, etc...)	Languages: 1. 2. 3. 4. 5. 6.	Frequency of Encounters: 1. 2. 3. 4. 5. 6.

PROVIDING LANGUAGE ASSISTANCE SERVICES

1. Does the Anchorage Municipal Prosecutor's Office currently have a system in place for tracking the type of language assistance services it provides to LEP individuals at each interaction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. What data, if any, do you maintain regarding language assistance services? (Please select all that apply) <input type="checkbox"/> Primary language of persons encountered or served <input type="checkbox"/> Use of language assistance services <input type="checkbox"/> Funds or staff time spent on language assistance services <input type="checkbox"/> Number of bilingual staff <input type="checkbox"/> Cost of interpreter services <input type="checkbox"/> Cost of translation of materials into non-English languages <input type="checkbox"/> Other (Please specify) _____		

<p>3. Does the Anchorage Municipal Prosecutor’s Office have a system to track the cost of language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>4. What types of language assistance services does the Anchorage Municipal Prosecutor’s Office provide? (Please select all that apply and specify who was used as an interpreter or translator)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/> Bilingual staff <input type="checkbox"/> In-house interpreters (oral) <input type="checkbox"/> In-house translators (written) <input type="checkbox"/> Contracted interpreters (oral) <input type="checkbox"/> Contracted translators (written)	<input type="checkbox"/> Volunteer interpreters or translators from the community <input type="checkbox"/> Telephonic Service _____ <input type="checkbox"/> AIJ Language Interpreter Center <input type="checkbox"/> Other _____
<p>5. Does the Anchorage Municipal Prosecutor’s Office have a process to assess bilingual staff language skills? If yes, what is the assessment tool?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>If yes, please describe and indicate languages of bilingual staff:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>6. Have any of the Anchorage Municipal Prosecutor’s Office bilingual staff gone through interpreter training?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>7. Have any of the Anchorage Municipal Prosecutor’s Office staff taken standardized language proficiency exams?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>8. Do any of the Anchorage Municipal Prosecutor’s Office bilingual staff act as interpreters with outside agencies?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>9. Does the Anchorage Municipal Prosecutor’s Office ask LEP individuals to provide their own interpreters?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>10. Does the Anchorage Municipal Prosecutor’s Office ask or allow LEP individuals to have family members or friends interpret?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>11. Does the Anchorage Municipal Prosecutor’s Office ask or allow LEP individuals to have children interpret?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>12. Does the Anchorage Municipal Prosecutor’s Office provide staff with a list of available language access options and how to access qualified interpreters?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<p>13. Does the Anchorage Municipal Prosecutor’s Office identify and translate vital documents into the non-English languages of the communities in your service area?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>14. Which vital written documents does the Anchorage Municipal Prosecutor’s Office translate into non-English languages?</p> <p>Are there documents in the Anchorage Municipal Prosecutor Office which need to be translated into languages other than English to improve access to services? Please describe:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/> None yet <input type="checkbox"/> Program Outreach Flyers <input type="checkbox"/> Victim rights information <input type="checkbox"/> Program Description and Explanation of Services	<input type="checkbox"/> Legal Education Materials <input type="checkbox"/> Victim/Witness Consent Forms <input type="checkbox"/> Victim/Witness Intake Forms <input type="checkbox"/> Complaint Forms <input type="checkbox"/> Other _____ <p>_____</p>
<p>15. Does the Anchorage Municipal Prosecutor’s Office translate signs or posters announcing the availability of language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

TRAINING OF STAFF ON POLICIES AND PROCEDURES

<p>1. Do all staff who work with community members receive initial and periodic training on how to access and provide language assistance services to LEP individuals?</p> <p>How often do staff within the Anchorage Municipal Prosecutor’s Office receive the periodic training?</p> <p>_____</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>2. Who receives staff training on working with LEP individuals? (Please select all that apply)</p>	<input type="checkbox"/> Management or senior staff <input type="checkbox"/> Volunteers <input type="checkbox"/> Bilingual Staff	<input type="checkbox"/> New employees <input type="checkbox"/> All employees <input type="checkbox"/> Others (Please specify): <p>_____</p>
<p>3. Are language access policies and LEP issues included in the training curriculum for staff?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>4. Do staff receive periodic training on how to obtain and work with interpreters and translators?</p> <p>How often do staff within the Anchorage Municipal Prosecutor’s Office receive the periodic training?</p> <p>_____</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>5. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, conflict of interest, confidentiality, specialized terminology, and other topics?</p> <p>How often do staff within the Anchorage Municipal Prosecutor’s Office receive the regular training?</p> <p>_____</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

<p>1. How do you inform members of the public about the availability of language assistance services? (Please describe and select all that apply)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Bilingual staff and outreach in community</p> <p><input type="checkbox"/> Posters in public areas</p> <p><input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff</p> <p><input type="checkbox"/> Website</p> <p><input type="checkbox"/> Brochures or Flyers in multiple languages</p>	<p><input type="checkbox"/> Social networking website (e.g. Facebook, Twitter)</p> <p><input type="checkbox"/> E-mail to individuals or listserv</p> <p><input type="checkbox"/> Posters in program in multiple languages</p> <p><input type="checkbox"/> Volunteers in the community</p> <p><input type="checkbox"/> Other (Please specify):</p>
<p>2. Do your translated outreach materials inform LEP individuals about the availability of free language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>3. Does the Anchorage Municipal Prosecutor's Office inform community members about the availability of free language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>4. Does the main page of the Anchorage Municipal Prosecutor's website include non-English information that would be easily accessible to LEP individuals?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

MONITORING AND UPDATING LANGUAGE ACCESS PROCEDURES, POLICIES AND PLAN

<p>1. Does the Anchorage Municipal Prosecutor's Office have a written language access policy?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>2. If so, is a description of this policy available to the public?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>3. Does the Anchorage Municipal Prosecutor's Office have a formal language access complaint process?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>4. Has the Anchorage Municipal Prosecutor's Office received any complaints because it did not provide language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>5. Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

Thank you for taking time to complete this self-assessment language tool. Please return your completed self-assessment tool by e-mail to anna.taylor@akimmigrationjustice.org or fax (907) 789-1324. Please call with any questions or specific needs in going through the self-assessment tool at (907) 789-1340.



Alaska Institute for Justice

Language Access Self-Assessment and Planning Tool

Alaska Network on Domestic Violence and Sexual Assault

June 2014

INTRODUCTION

This self-assessment tool has been adapted from the Department of Justice Language Access Assessment and Planning Tool to assist the Alaska Network on Domestic Violence and Sexual Assault (ANDVSA) to identify language service needs and evaluate the bilingual, translation and interpretation resources already available to help limited English proficient (LEP) individuals access ANDVSA prevention and training resources and legal services. Conducting a self-assessment to determine what types of contact the ANDVSA main office and Pro Bono Program has with the LEP population statewide will assist in strategic planning to ensure that program goals and objectives address meaningful access to services for all crime victims statewide including those who are limited English proficient (LEP).

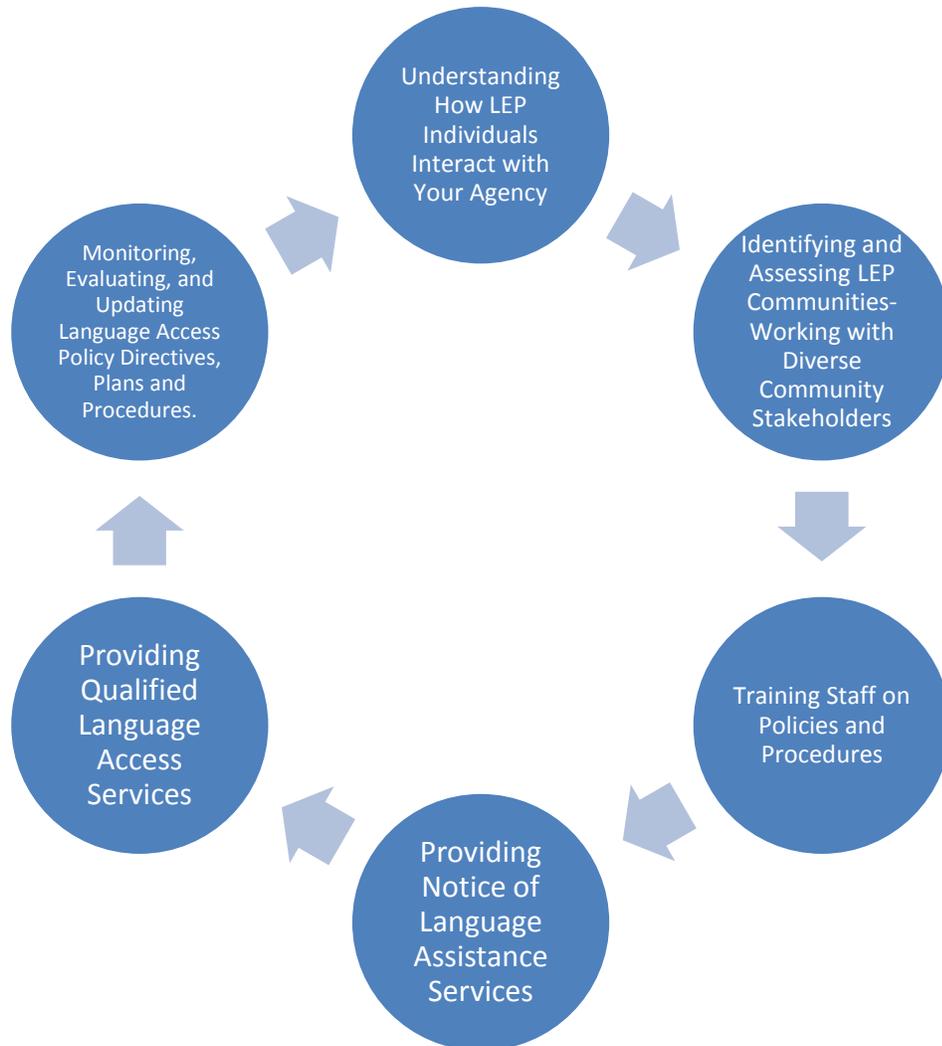
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All programs that receive any amount of federal funding must ensure compliance with Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, or national origin. National origin discrimination includes not providing services to limited English proficient people. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, provides specifically that no person shall "on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Non-compliance with Title VI can jeopardize a program's federal funding.

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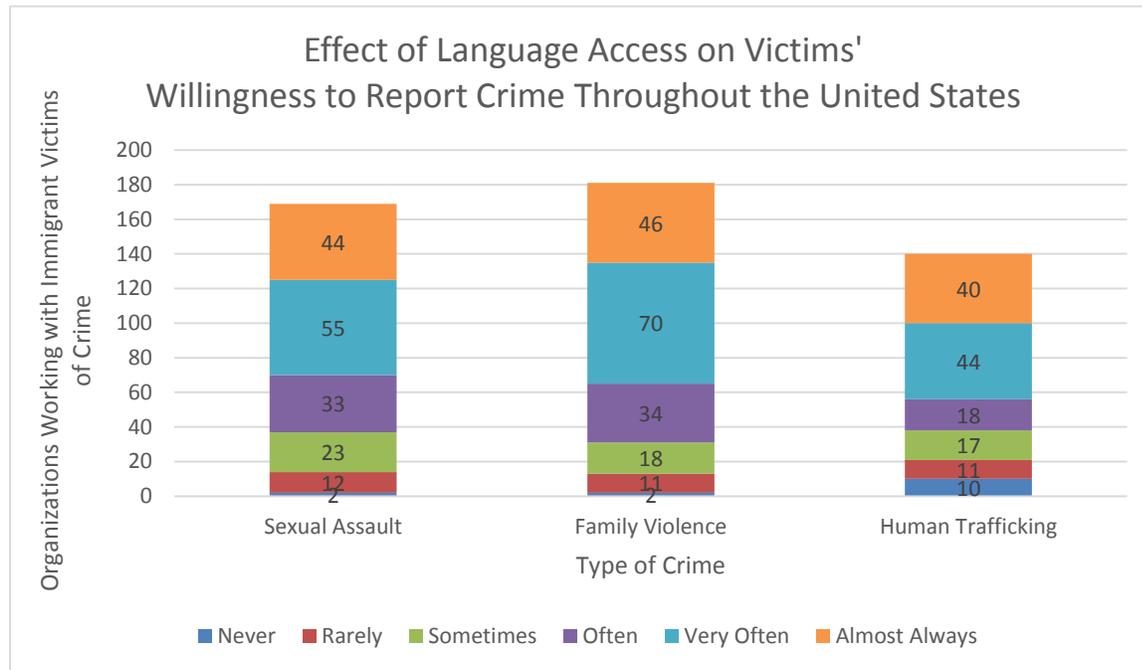
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How does language access affect limited English proficient crime victims?

In 2013, 722 organizations serving immigrant victims of domestic violence, sexual assault, and human trafficking participated in a nationwide survey.⁵⁷ The survey overwhelmingly found that language access affected the willingness of immigrant crime victims to report the crimes committed against them.



⁵⁸Source

Alaska Native Victimization

According to data collected by the United States Department of Justice, 34.1% of Native American and Alaska Native women in the United States will be raped during their lifetime.⁵⁹ Between 2001 and 2003, 45.1% of victims of sexual assault who reported to the Anchorage Police Department were Alaska Natives,⁶⁰ but only 10.6% of the Anchorage population identifies as

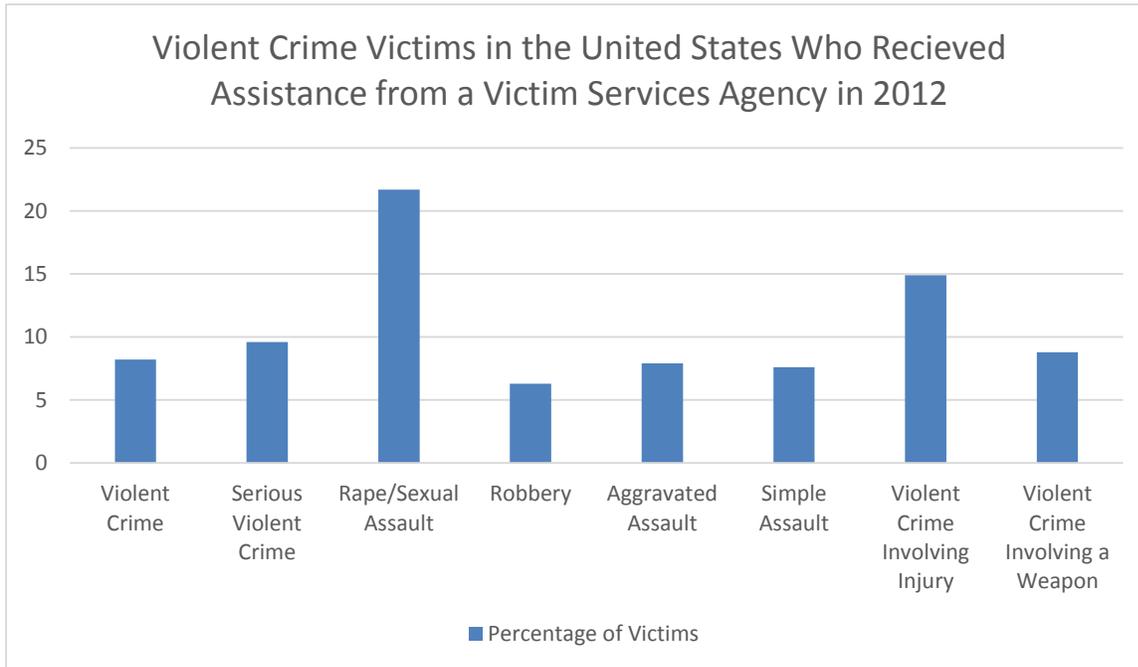
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⁵⁹ The Failure to Protect Indigenous Women from Sexual Violence in the USA, 2 (2007) at http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fwww.amnestyusa.org%2Fpdfs%2FMazeOfInjustice.pdf&ei=tcOMU6DEBpTioATY7oGwBw&usg=AFQjCNERIfOVz7x-Rr7PCxHkS62YyOEPug&sig2=6qQW6OF_Btz6Hz00MTibTQ&bvm=bv.68191837,d.cGU.

⁶⁰ Special Report: UAA Justice Center Domestic and Sexual Violence Research Review and Recommendations, p. 15, May 2010, available at: <http://www.andvsa.org/facts/>.

Alaska Native.⁶¹ While these statistics do not represent Alaska Native women who are limited English proficient, they highlight the critical importance to ensure that information and resources are available in the survivor’s first language and regardless of the ability to read or understand English.



⁶²Source

The above graph represents information from the Bureau of Justice Statistics’ 2012 National Crime Victimization Report. According to this Report, victims of rape/sexual assault are the most likely to receive assistance from victim services agencies. However, less than one out of every four receive these services.⁶³ Victims of other crimes are even less likely to receive assistance from victim services agencies, with only 15% of victims injured as a result of the crime receiving these services.⁶⁴ While these statistics do not evaluate the rate that limited English proficient crime victims (LEP) will access services, failure to provide interpretation services or translated materials will increase the likelihood that LEP victims will not access critical services.

⁶¹ Special Report: UAA Justice Center Domestic and Sexual Violence Research Review and Recommendations, p. 15, May 2010, available at: <http://www.andvsa.org/facts/>.

⁶² For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

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LIMITED ENGLISH PROFICIENT STATISTICS IN ALASKA

Each community in Alaska is diverse and has different language needs. Monitoring and updating changing community demographics and language needs are critical in order to ensure that resources and services are accessible to all Alaskans who are victims and survivors of domestic violence, sexual assault and human trafficking. A diverse group of community stakeholders should be consulted as sources of additional demographic information to identify language access needs statewide and within specific communities. These sources can include, but are not limited to, health care providers, schools, law enforcement, prosecutors' offices, courts, culturally specific community groups, religious organizations, and other social service agencies.

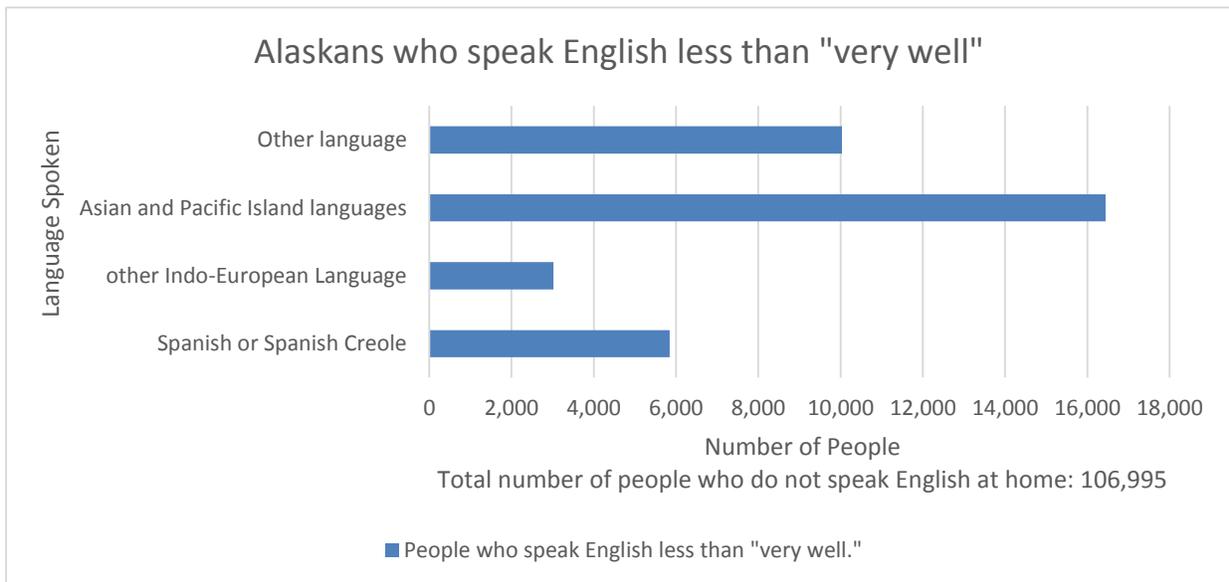
Failure to provide language access can increase the lethality risk for limited English proficient Alaskans who are victims of domestic violence, sexual assault and human trafficking.

Statewide in Alaska:

The 2012 American Community Survey found that **about 106,995 people in Alaska do not speak English at home** and approximately **35,342** of those people do not speak English “very well.”



⁶⁵ Source



⁶⁶ Sources and explanations.

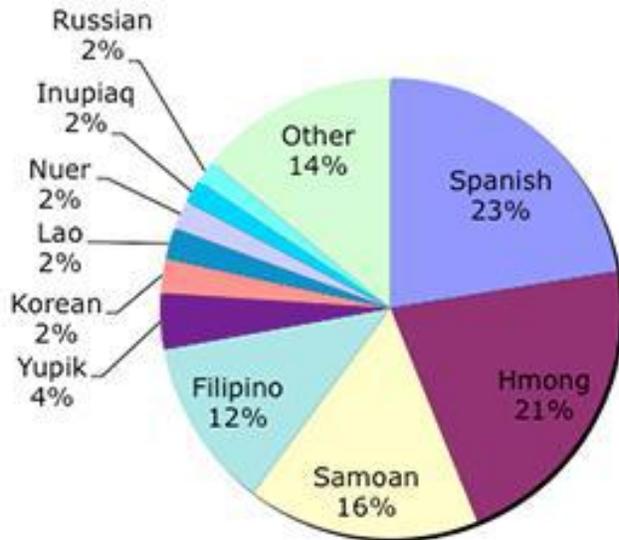
⁶⁵ For more information go to the following website: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, click on the state tab, and select “Alaska.”

⁶⁶ Indo-European languages include most major current [languages of Europe](#), the [Iranian plateau](#), and the [Indian Subcontinent](#), and that were also predominant in ancient [Anatolia](#). http://en.wikipedia.org/wiki/Indo-European_languages. “Other languages” may include indigenous languages of Alaska. <http://www.alaskool.org/Language/languagemap/index.html>; For more information access the following link:

Anchorage

In October 2013, the Anchorage school district reported that 93 different languages were spoken by its students.⁶⁷ About 17% of Alaskans in Anchorage do not speak English at home. With a population of 300,950, this means that about 51,162 people in Anchorage do not speak English at home.⁶⁸

The top 10 languages spoken at home by students receiving ELL Program services



⁶⁹ Source and Explanation

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Alaska," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

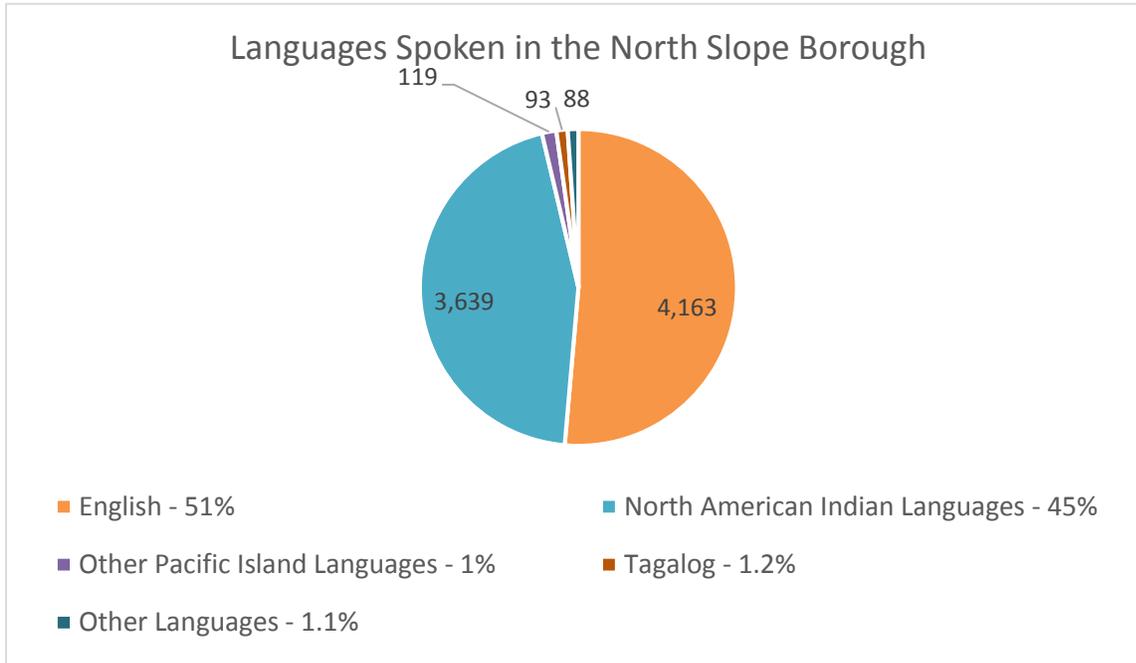
⁶⁷ <https://www.asdk12.org/aboutasd/>

⁶⁸ <http://quickfacts.census.gov/qfd/states/02/0203000.html>

⁶⁹ <http://www.asdk12.org/depts/ELL/about.asp>, ELL programs are English Language Learner programs in the Anchorage School District.

Barrow

In the 2008-2012 US Census Estimates, about 13% of the population of Barrow, a community within the North Slope Borough, speaks English less than “very well.”⁷⁰ The most common North American Indian language spoken in the North Slope Borough is Iñupiaq.⁷¹



⁷²Source

⁷⁰ For more information access the following link:

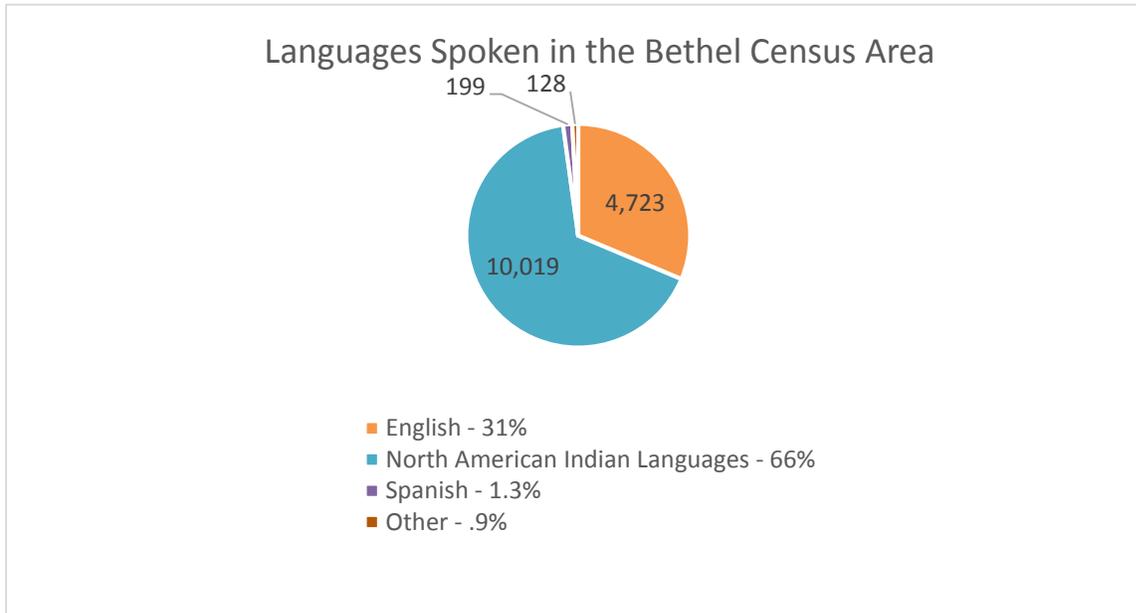
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⁷¹ <http://www.nsbds.org/domain/33>

⁷² For more information, using the following link: http://www.mla.org/cgi-sh/docstudio/docs.pl?map_data_results, and enter “North Slope Borough,” as the county.

Bethel Census Area

The 2008-2012 US Census Estimates about 26% of the population of the Bethel Census Area speaks English less than “very well.” This means that one out of every four people speaks English less than “very well.”⁷³ The most common North American Indian language spoken in the Bethel Census Area is Yup’ik.⁷⁴



⁷⁵Source

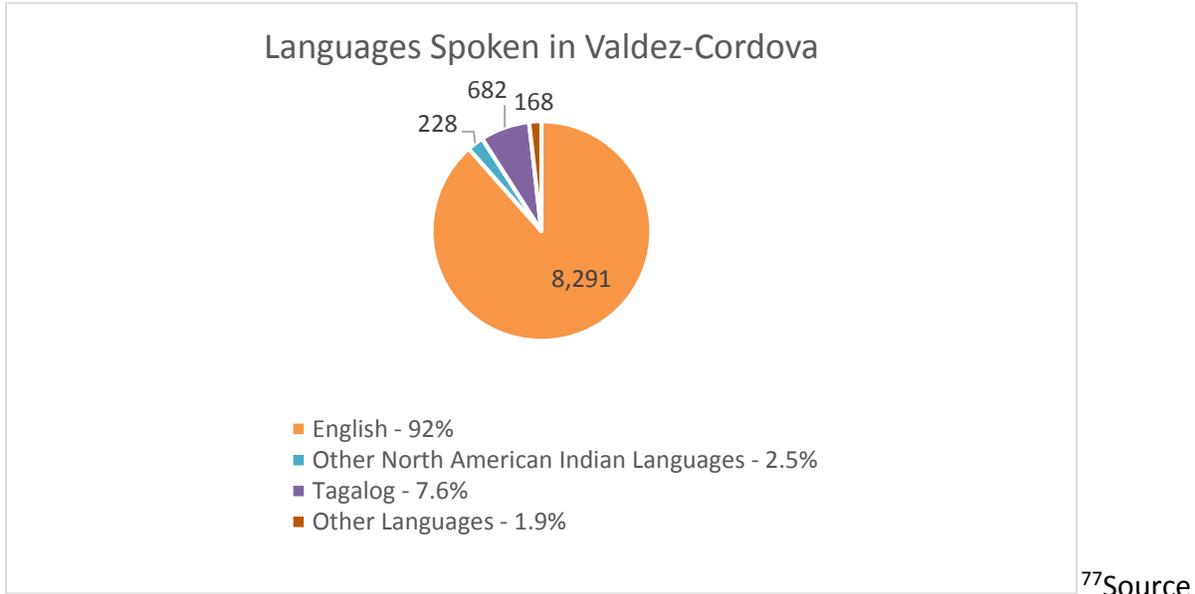
⁷³ For more information: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Bethel,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

⁷⁴ http://sites.lksdonline.org/instructional_programs/academic-programs-2/

⁷⁵ For more information, using the following link: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, and enter “Bethel (CA),” as the county.

Cordova

According to the 2008-2012 US Census Estimates about 12% of the people in Cordova were born outside the United States.⁷⁶

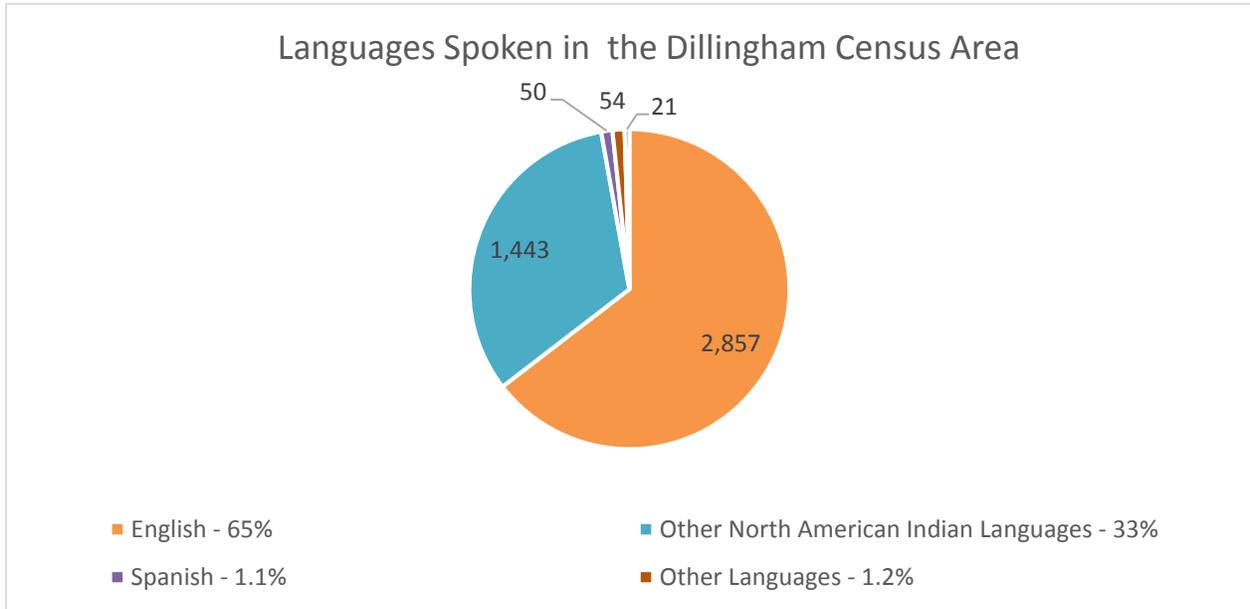


⁷⁶ For more information: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Cordova," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

⁷⁷ For more information, using the following link: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, and enter "Cordova-Valdez," as the county.

Dillingham Census Area

According to the 2008-2012 US Census Estimates about one out of three people living in the Dillingham Census Area speak a language other than English at home. About 14% of the population speaks English less than “very well.”⁷⁸



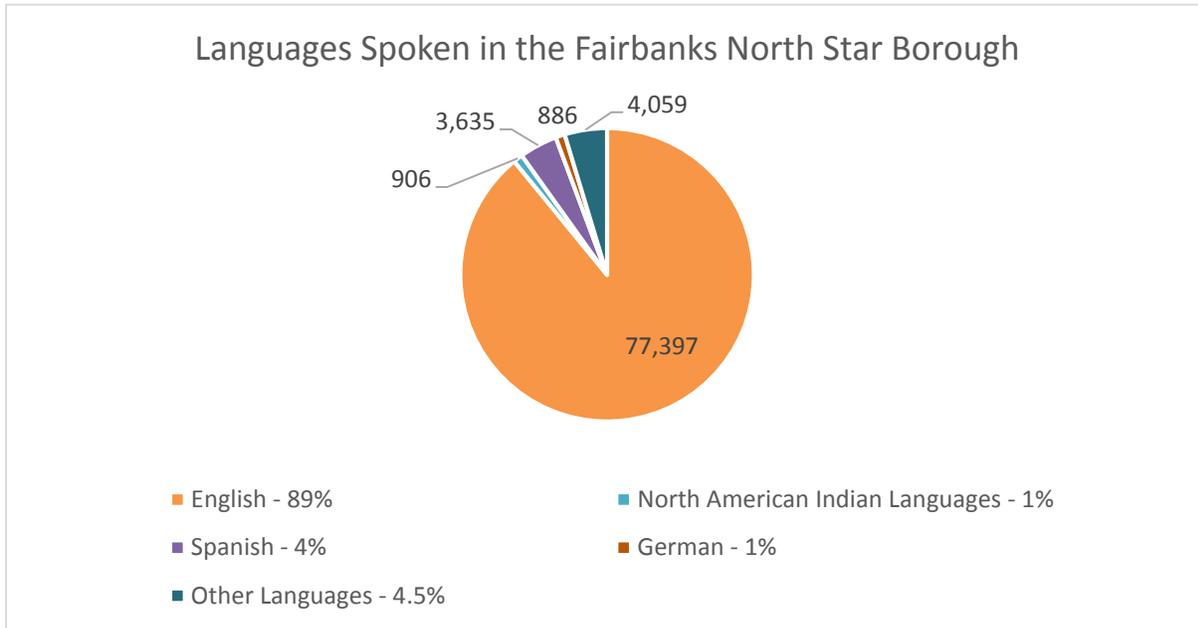
⁷⁹Source

⁷⁸ For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Dillingham Census Area,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

⁷⁹ For more information, using the following link: http://www.mla.org/map_data, and enter “Dillingham (CA),” as the county.

Fairbanks North Star Borough

According to the 2008-2012 US Census Estimates about 5,126 people that were not born in the United States live in the Fairbanks North Star Borough. Over 2,000 people in the Fairbanks North Star Borough do not speak English “very well.”⁸⁰ Students in the Fairbanks School District speak over 50 different languages.⁸¹



⁸²Source

⁸⁰ For more information access the following link:

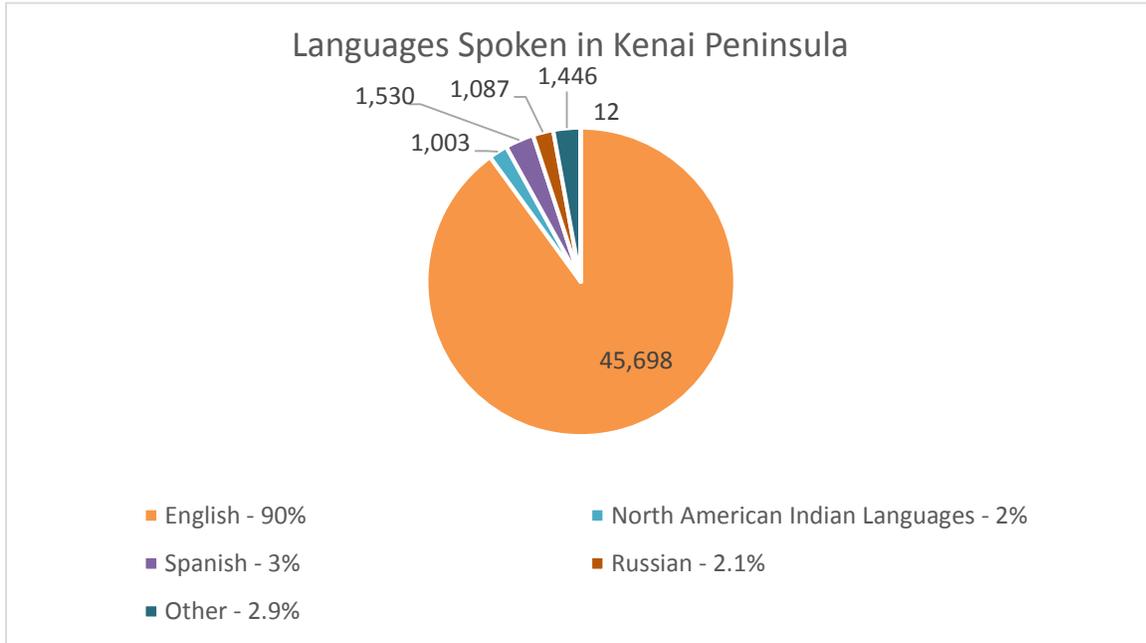
http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Fairbanks North Star Borough,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

⁸¹ <http://www.k12northstar.org/about/faq#16413a16440>

⁸² For more information, using the following link: http://www.mla.org/map_data, and enter “Fairbanks North Star Borough,” as the county.

Homer

According to the 2008-2012 US Census Estimates about 12% of Homer's population speaks a language other than English at home.⁸³



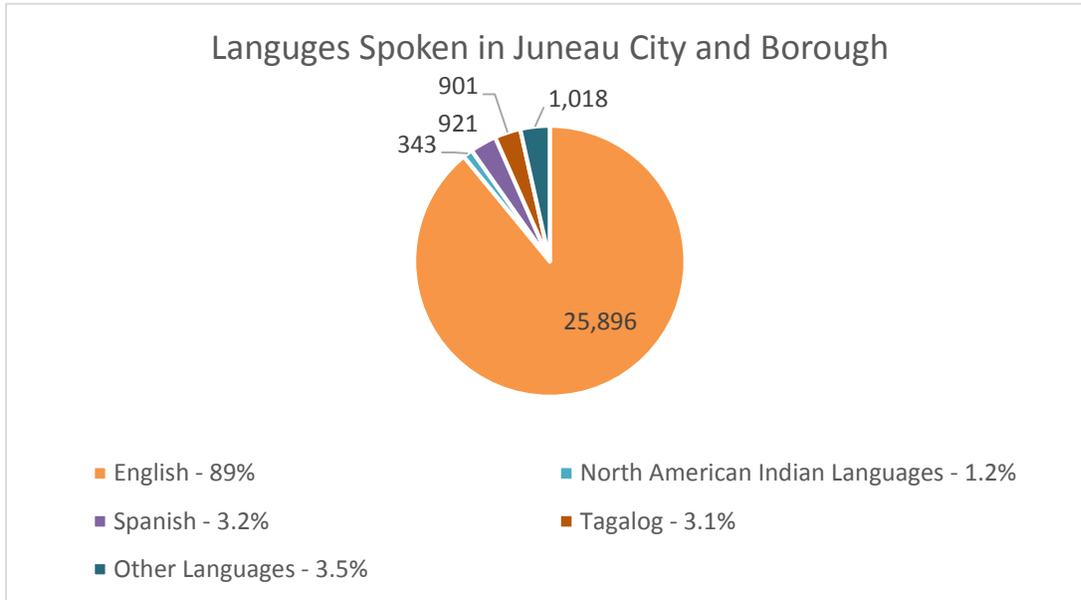
⁸⁴Source

⁸³ <http://quickfacts.census.gov/qfd/states/02/0233140.html>

⁸⁴ For more information, using the following link: http://www.mla.org/map_data, and enter "Kenai Peninsula," as the county.

Juneau

According to the 2008-2012 US Census Estimates about 2,988 people in Juneau do not speak English at home.⁸⁵ About 1,863 people living in Juneau were born outside of the United States.⁸⁶ The most common North American Indian language spoken in Juneau is Tlingit.⁸⁷



Kenai⁸⁹

According to the 2008-2012 US Census Estimates about 163 people living in Kenai were born outside of the United States.⁹⁰

⁸⁵ <http://quickfacts.census.gov/qfd/states/02/0236400.html>

⁸⁶ <http://quickfacts.census.gov/qfd/states/02/0236400.html>

⁸⁷ <http://www.ankn.uaf.edu/npe/anl.html>

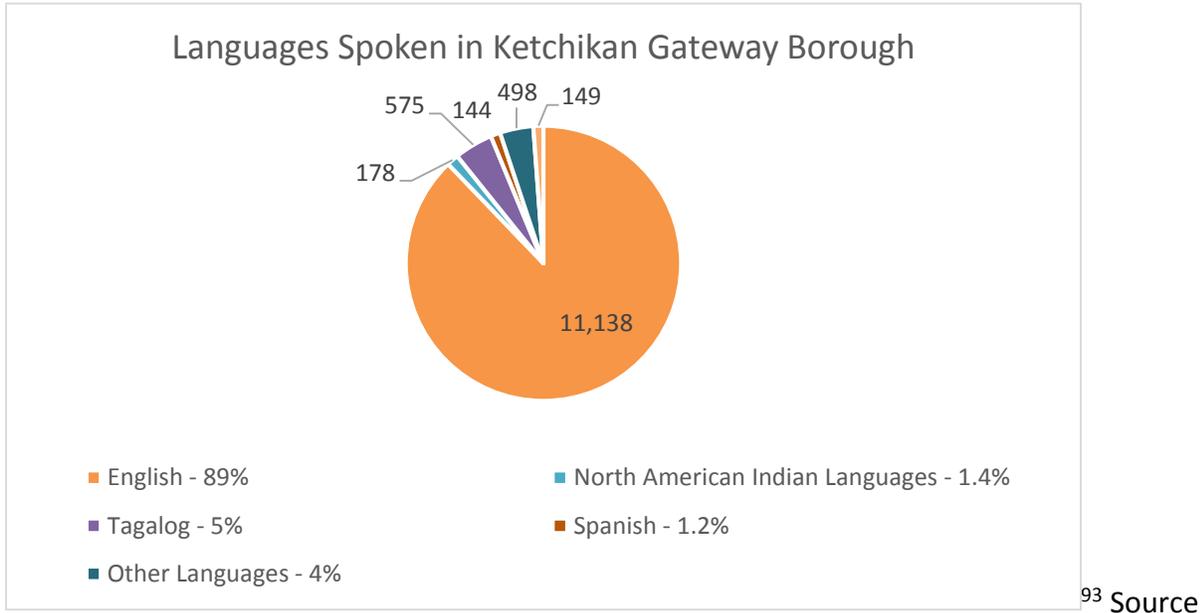
⁸⁸ For more information, using the following link: http://www.mla.org/map_data, and enter "Juneau City and Borough," as the county.

⁸⁹ Kenai is part of the Kenai Peninsula Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under "Homer."

⁹⁰ <http://quickfacts.census.gov/qfd/states/02/0238420.html>

Ketchikan Gateway Borough

The Ketchikan Gateway Borough School district currently has over 100 students in its English as a Second Language Program. The students speak languages including Tagalog, Kapampangan, Ilokano, Albanian, Spanish, Thai, Russian, Vietnamese, Korean, and Cantonese.⁹¹ According to the 2008-2012 US Census Estimates about 9% of Ketchikan’s population does not speak English in the home and about 969 people in Ketchikan were born outside of the United States.⁹²



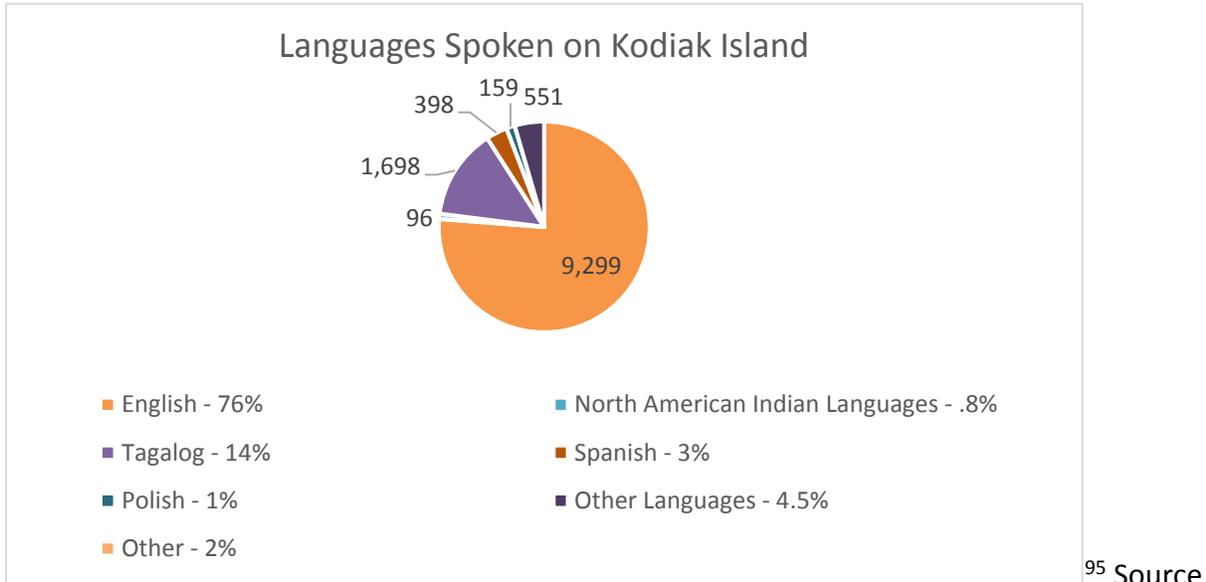
⁹¹ <http://www.kgbsd.org/Page/2474>

⁹² <http://quickfacts.census.gov/qfd/states/02/02130.html>

⁹³ For more information, using the following link: http://www.mla.org/map_data, and enter “Ketchikan Gateway Borough,” as the county.

Kodiak Island Borough

According to the 2008-2012 US Census Estimates about 21% of the population, or 1 out of every 5 people, in the Kodiak Island Borough do not speak English in their home. About 8% of the population in the Kodiak Island Borough speaks English less than “very well.”⁹⁴



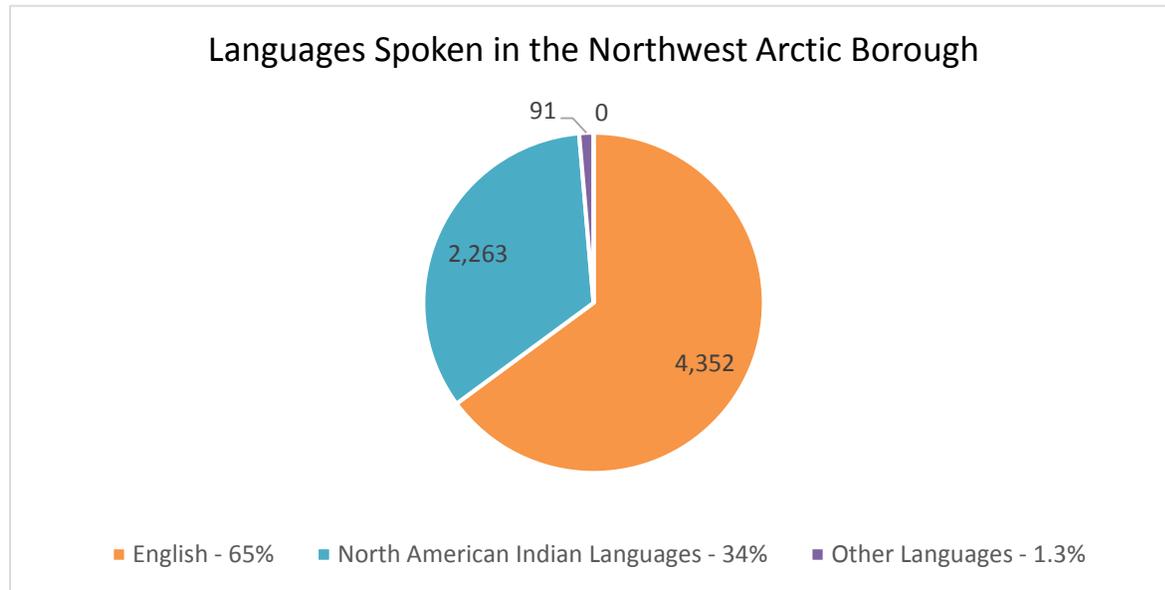
⁹⁴ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Kodiak,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

⁹⁵ For more information, using the following link: http://www.mla.org/map_data, and enter “Kodiak Island,” as the county.

Kotzebue

Kotzebue is located in the Northwest Arctic Borough. According to the Northwest Arctic Borough School District, 90% of its students are Iñupiaq Eskimo, suggesting that the most common North American Indian language in Kotzebue is Iñupiaq.⁹⁶



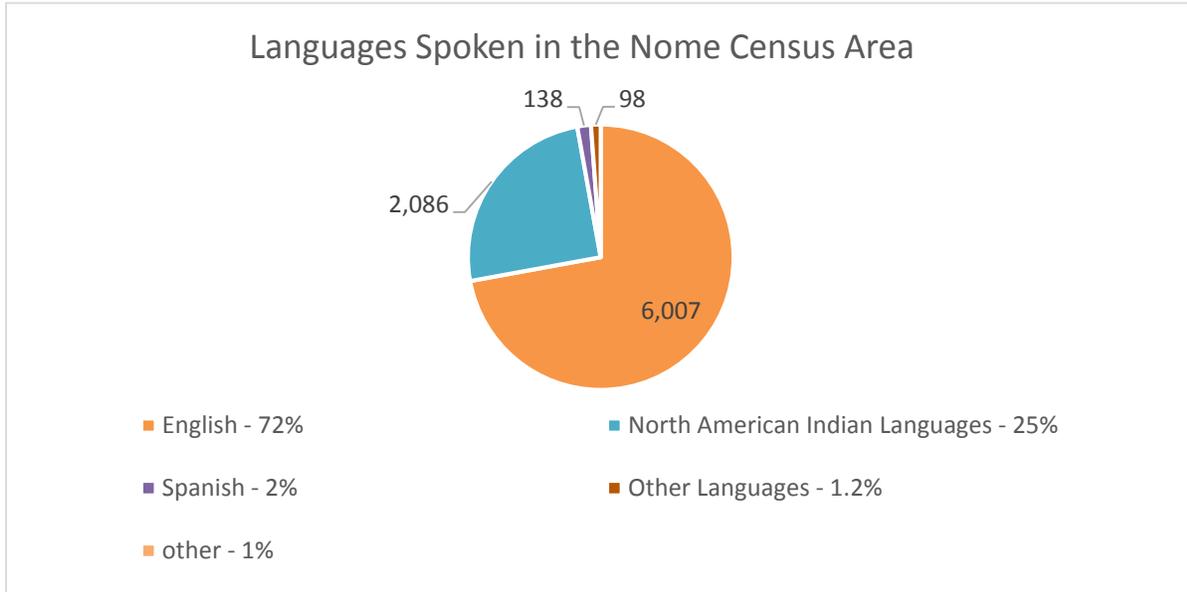
⁹⁷Source

⁹⁶ <http://www.nwarctic.org/Page/1185>

⁹⁷ For more information, using the following link: http://www.mla.org/map_data, and enter "Northwest Arctic Borough," as the county.

Nome Census Area

According to the 2008-2012 US Census Estimates about one in four Alaskans in the Nome Census Area do not speak English in their homes.⁹⁸



⁹⁹Source

Seward¹⁰⁰

According to the 2008-2012 US Census Estimates about 7% of the population of Seward was born outside of the United States and about 15% of the population does not speak English at home.¹⁰¹

⁹⁸ <http://quickfacts.census.gov/qfd/states/02/02180.html>

⁹⁹ For more information, using the following link: http://www.mla.org/map_data, and enter "Nome Census Area," as the county.

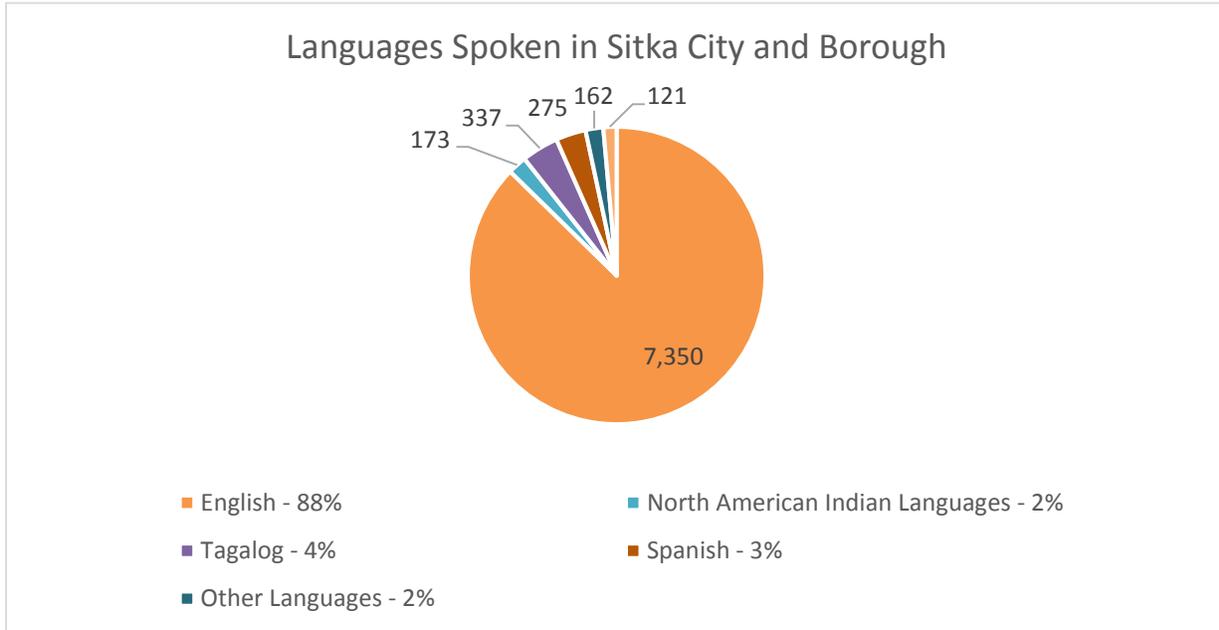
¹⁰⁰ Seward is part of the Kenai Peninsula Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under "Homer."

¹⁰¹For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Seward," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

Sitka

According to the 2008-2012 US Census Estimates about 13.5% of the population in Sitka does not speak English in their homes.¹⁰²



¹⁰³Source

Soldotna¹⁰⁴

According to the 2008-2012 US Census Estimates about 165 people living in Soldotna were born outside the United States and about 7% speak a language other than English at home.¹⁰⁵

¹⁰² <http://quickfacts.census.gov/qfd/states/02/0270540.html>

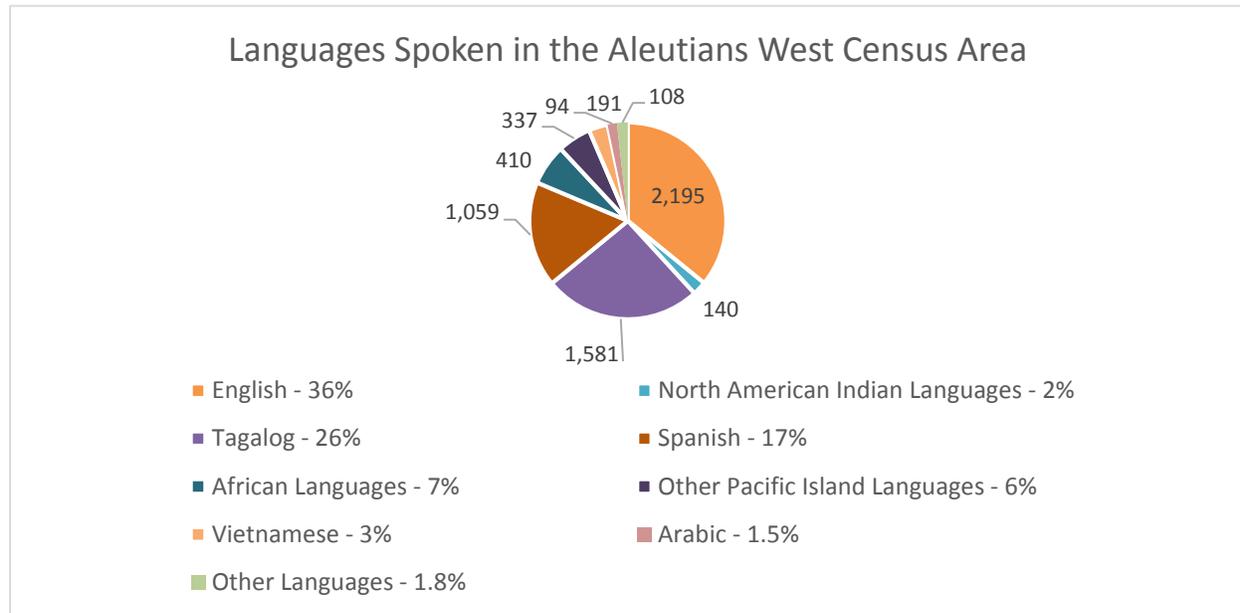
¹⁰³ For more information, using the following link: http://www.mla.org/map_data, and enter "Sitka City and Borough," as the county.

¹⁰⁴ Soldotna is part of the Kenai Peninsula Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under "Homer."

¹⁰⁵ For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Soldotna," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

Unalaska

According to the 2008-2012 US Census Estimates about 44% of the population of Unalaska was born outside of the United States. About 28% of the population speaks English less than “very well.”¹⁰⁶ Unalaska is located in the West Aleutian Census Area.¹⁰⁷



¹⁰⁸Source

Valdez¹⁰⁹

According to the 2008-2012 US Census Estimates about 157 people in Valdez were born outside of the United States and about 204 people do not speak English in their homes.¹¹⁰ For more information on languages spoken in Valdez, see the chart under Cordova.

The following questions are intended for the Alaska Network on Domestic Violence and Sexual Assault to assess its progress in ensuring language assistance to limited English proficient (LEP) people.

¹⁰⁶ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Unalaska,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹⁰⁷ <http://www.rootsweb.ancestry.com/~akgenweb/index2.htm>

¹⁰⁸ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Unalaska,” then select the “Demographic and Housing Estimates” table.

¹⁰⁹ Valdez is part of the Valdez-Cordova Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under “Cordova.”

¹¹⁰ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Valdez,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

SELF-ASSESSMENT TOOL QUESTIONS

UNDERSTANDING HOW LEP INDIVIDUALS INTERACT WITH YOUR ORGANIZATION

<p>1. Are there individuals in your organization who interact or communicate with LEP individuals?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>2. Which programs or offices have direct contact with community residents?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>3. Describe the manner in which ANDVSA interacts with the public, including LEP individuals.</p>	<p><input type="checkbox"/> In-Person</p> <p><input type="checkbox"/> Telephonically</p> <p><input type="checkbox"/> Electronically (e-mail or web-site)</p> <p><input type="checkbox"/> Education/Training</p>	<p><input type="checkbox"/> Provision of Civil Legal Services</p> <p><input type="checkbox"/> Prevention Programs</p> <p><input type="checkbox"/> Outreach</p> <p><input type="checkbox"/> Other (Please specify) _____</p>
<p>4. On the lines below please describe the type of service or information provided by each program:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>5. Does your organization receive Federal funds which include sub-grants, use of equipment, or donations of surplus property?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>6. Does your organization provide federal financial assistance, such as sub-grants, to non-federal entities and if so:</p> <p>a. Do you have an active program in place to require your recipients of federal financial assistance to comply with Title VI and language access standards?</p> <p>b. Does your organization inform other recipients of federal funding that they should budget for language assistance services?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p>

IDENTIFICATION AND ASSESSMENT OF LEP COMMUNITIES

<p>1. How does each program of ANDVSA identify LEP individuals? (Please select all that apply).</p> <p>Please specify which office uses each type of language assistance in the lines below: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Assume limited English proficiency if communication seems impaired</p> <p><input type="checkbox"/> Respond to individual requests for language assistance services</p> <p><input type="checkbox"/> Self-identification by the non-English speaker or LEP individual</p> <p><input type="checkbox"/> Ask open-ended questions to</p>	<p><input type="checkbox"/> Use of "I Speak" language identification cards or posters</p> <p><input type="checkbox"/> Based on written material submitted to ANDVSA (e.g. complaints)</p> <p><input type="checkbox"/> Ask a multilingual staff member to help identify an LEP individual's primary language</p>
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<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>determine language proficiency on the telephone or in person</p> <p><input type="checkbox"/> Use a telephonic interpretation service to identify an LEP individual's primary language</p>	<p><input type="checkbox"/> We have not identified non-English speakers or LEP individuals</p> <p><input type="checkbox"/> Other (Please specify):</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>2. Does ANDVSA have a process to collect data on:</p> <p>a. The number of LEP individuals that you serve?</p> <p>b. The number of LEP individuals in your service area?</p> <p>c. The number and prevalence of languages spoken by LEP individuals in your service area?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p>
<p>3. How often does ANDVSA assess the language data for your service area?</p>	<p><input type="checkbox"/> Annually</p> <p><input type="checkbox"/> Biennially</p>	<p><input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Other: _____</p>
<p>4. What data does ANDVSA use to determine the LEP communities in your service area? (Please select all that apply)</p>	<p><input type="checkbox"/> Census</p> <p><input type="checkbox"/> US Dept. of Education</p> <p><input type="checkbox"/> US Dept. of Labor</p> <p><input type="checkbox"/> State Agencies</p> <p><input type="checkbox"/> Local School Districts</p>	<p><input type="checkbox"/> Community Organizations</p> <p><input type="checkbox"/> Program Referral/Intake Information</p> <p><input type="checkbox"/> Other: _____</p>
<p>5. Do you collect and record primary language data from individuals when they first contact ANDVSA?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>6. If you collect and record primary language data, where is the information stored?</p> <p>_____</p> <p>_____</p>		
<p>7. What is the total number of LEP individuals who use or receive services from ANDVSA each year?</p>	<p>Total Number: _____</p> <p>_____ Unknown</p>	<p>Year: _____</p>
<p>8. How many LEP individuals attempt to access your programs or services in a month?</p>	<p>Total Number: _____</p> <p>_____ Unknown</p>	<p>Month/Year: _____</p>
<p>9. How many LEP individuals use your programs or services each month?</p>	<p>Total Number: _____</p> <p>_____ Unknown</p>	<p>Month/Year: _____</p>
<p>10. Specify the top six most frequently encountered non-English languages by ANDVSA and how often</p>	<p>Languages:</p> <p>1. _____</p>	<p>Frequency of Encounters:</p> <p>1. _____</p>

these encounters occur (e.g., 2-3 times per year, once a month, once a week, daily, etc...)	2. 3. 4. 5. 6.	2. 3. 4. 5. 6.
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PROVIDING LANGUAGE ASSISTANCE SERVICES

1. Does ANDVSA currently have a system in place for tracking the type of language assistance services it provides to LEP individuals at each interaction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. What data, if any, do you maintain regarding language assistance services? (Please select all that apply) <input type="checkbox"/> Primary language of persons encountered or served <input type="checkbox"/> Use of language assistance services <input type="checkbox"/> Funds or staff time spent on language assistance services <input type="checkbox"/> Number of bilingual staff <input type="checkbox"/> Cost of interpreter services <input type="checkbox"/> Cost of translation of materials into non-English languages <input type="checkbox"/> Other (Please specify) _____		
3. Does ANDVSA have a system to track the cost of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. What types of language assistance services does ANDVSA provide? (Please select all that apply and specify who was used as an interpreter or translator) _____ _____ _____ _____	<input type="checkbox"/> Bilingual staff <input type="checkbox"/> In-house interpreters (oral) <input type="checkbox"/> In-house translators (written) <input type="checkbox"/> Contracted interpreters (oral) <input type="checkbox"/> Contracted translators (written)	<input type="checkbox"/> Volunteer interpreters or translators from the community <input type="checkbox"/> Telephonic Service _____ <input type="checkbox"/> AIJ Language Interpreter Center <input type="checkbox"/> Other _____
5. Does ANDVSA have a process to assess bilingual staff language skills? If yes, what is the assessment tool? _____ _____ _____ If yes, please describe and indicate languages of bilingual staff: _____ _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Have any of your bilingual staff gone through interpreter training with the Alaska Institute for Justice (AIJ) Language Interpreter Center (LIC)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Have any of your staff taken standardized language proficiency exams?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Do any of your bilingual staff act as interpreters with outside agencies?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

9. Do programs or offices within ANDVSA ask LEP individuals to provide their own interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Does the ANDVSA Pro Bono Program ask or allow LEP individuals to have family members or friends interpret?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11. Does the ANDVSA Pro Bono Program ask or allow LEP individuals to have children interpret?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12. Does ANDVSA provide staff with a list of available language access options and how to access qualified interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13. Does ANDVSA identify and translate vital documents into the non-English languages of the communities in your service area?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14. Which vital written documents do programs or offices within ANDVSA translate into non-English languages? Are there documents in programs or offices within ANDVSA that need to be translated into languages other than English to improve access to services? Please describe: _____ _____ _____ _____	<input type="checkbox"/> None yet <input type="checkbox"/> Program Brochures <input type="checkbox"/> Program Outreach Flyers <input type="checkbox"/> Client Rights and Responsibilities <input type="checkbox"/> Complaint Forms <input type="checkbox"/> Program Guidelines <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> Legal Education Materials <input type="checkbox"/> Client Consent Forms <input type="checkbox"/> Client Intake Forms <input type="checkbox"/> Program Description and Explanation of Services <input type="checkbox"/> Program Evaluation Forms
15. Does ANDVSA translate signs or posters announcing the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16. When ANDVSA updates information on its website, does it also add that content in non-English languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

TRAINING OF STAFF ON POLICIES AND PROCEDURES

1. Do all staff within ANDVSA who work with community members receive initial and periodic training on how to access and provide language assistance services to LEP individuals? How often do staff within ANDVSA receive the periodic training? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Who receives staff training on working with LEP individuals? (Please select all that apply)	<input type="checkbox"/> Management or senior staff <input type="checkbox"/> Board Members <input type="checkbox"/> Volunteers	<input type="checkbox"/> Bilingual Staff <input type="checkbox"/> New employees <input type="checkbox"/> All employees

		<input type="checkbox"/> Others (Please specify): _____
3. Are language access policies and LEP issues included in the training curriculum for staff?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do staff receive periodic training on how to obtain and work with interpreters? How often do staff within ANDVSA receive the periodic training? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do staff receive periodic training on how to request the translation of written documents into other languages? How often do staff within ANDVSA receive the periodic training? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, conflicts of interest, confidentiality, specialized terminology, and other topics? How often do staff within ANDVSA receive the regular training? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No

PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

1. How do you inform members of the public about the availability of language assistance services? (Please describe and select all that apply) _____ _____ _____ _____ _____ _____ _____ _____	<input type="checkbox"/> Bilingual staff and outreach in community <input type="checkbox"/> Posters in public areas <input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff <input type="checkbox"/> Brochures or flyers in multiple languages <input type="checkbox"/> Website	<input type="checkbox"/> Social networking website (e.g. Facebook, Twitter) <input type="checkbox"/> E-mail to individuals or listserv <input type="checkbox"/> Posters in program in multiple languages <input type="checkbox"/> Volunteers in the community <input type="checkbox"/> Other (Please specify):
2. Do your translated outreach materials inform LEP individuals about the availability of free language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Do programs or offices within ANDVSA inform community groups about the availability of free language assistance services for LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

4. Do programs or offices within ANDVSA inform program participants about the availability of free language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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MONITORING AND UPDATING LANGUAGE ACCESS PROCEDURES, POLICIES AND PLAN

1. Do programs or offices within ANDVSA have a written language access policy?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. If so, is a description of this policy available to the public?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Does ANDVSA have a formal language access complaint process?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Has ANDVSA received any complaints because it did not provide language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Thank you for taking time to complete this self-assessment language tool. Please return your completed self-assessment tool by e-mail to anna.taylor@akimmigrationjustice.org or fax (907) 789-1324. Please call with any questions or specific needs in going through the self-assessment tool at (907) 789-1340.



Alaska Institute for Justice

Language Access Self-Assessment and Planning Tool

Council on Domestic Violence and Sexual Assault

June 2014

INTRODUCTION

This self-assessment tool has been adapted from the Department of Justice Language Access Assessment and Planning Tool to assist the Council on Domestic Violence and Sexual Assault (CDVSA) to identify language service needs and evaluate the bilingual, translation and interpretation resources already available to help limited English proficient (LEP) individuals access CDVSA's domestic violence and sexual assault services and prevention programs. By conducting a self-assessment to determine the types of contact CDVSA has with the LEP population, CDVSA will be better equipped to ensure that program goals address meaningful access for all members of the community.

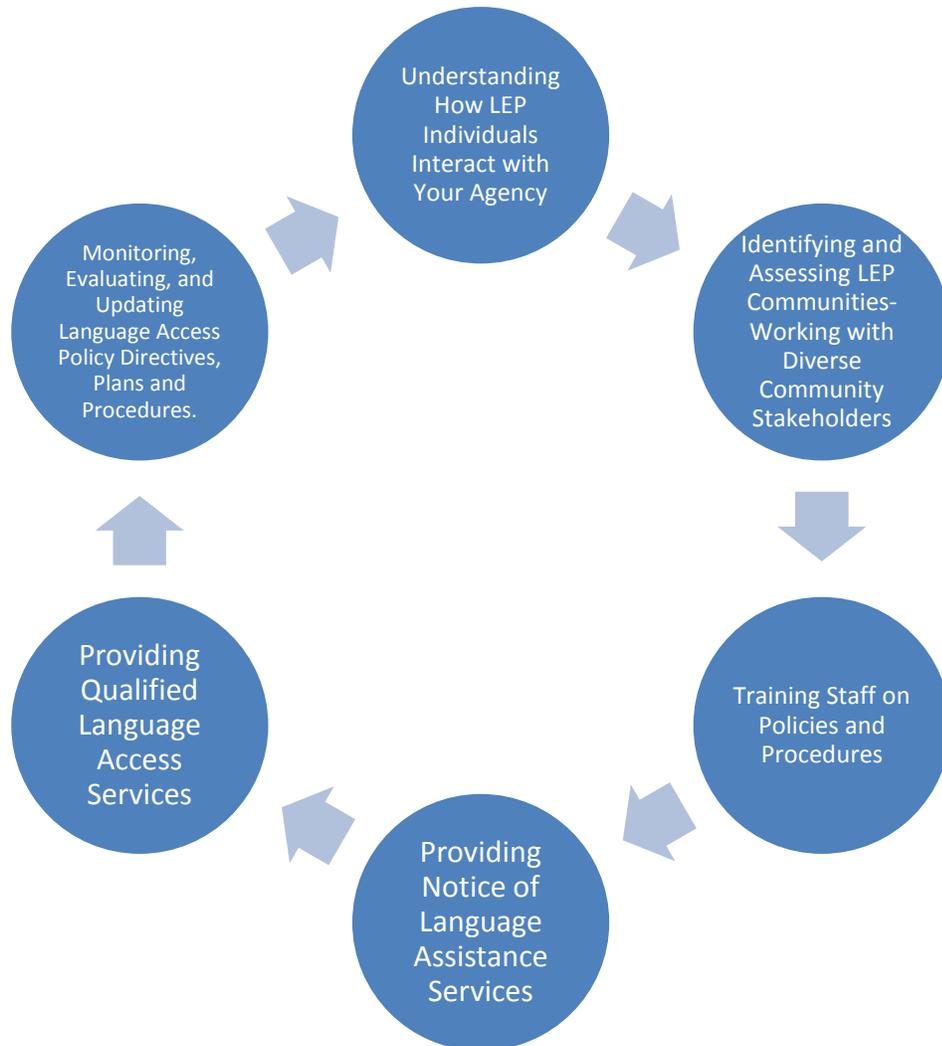
Who is a limited English proficient Person? Persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP." These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or encounter.

All programs that receive any amount of federal funding must ensure compliance with Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, or national origin. National origin discrimination includes not providing services to limited English proficient people. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, provides specifically that no person shall "on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Non-compliance with Title VI can jeopardize a program's federal funding.

Please return this survey by e-mail or fax to Anna Taylor, Juneau Staff Attorney (907) 789-1340 phone, (907) 789-1324 fax. E-mail: anna.taylor@akimmigrationjustice.org.

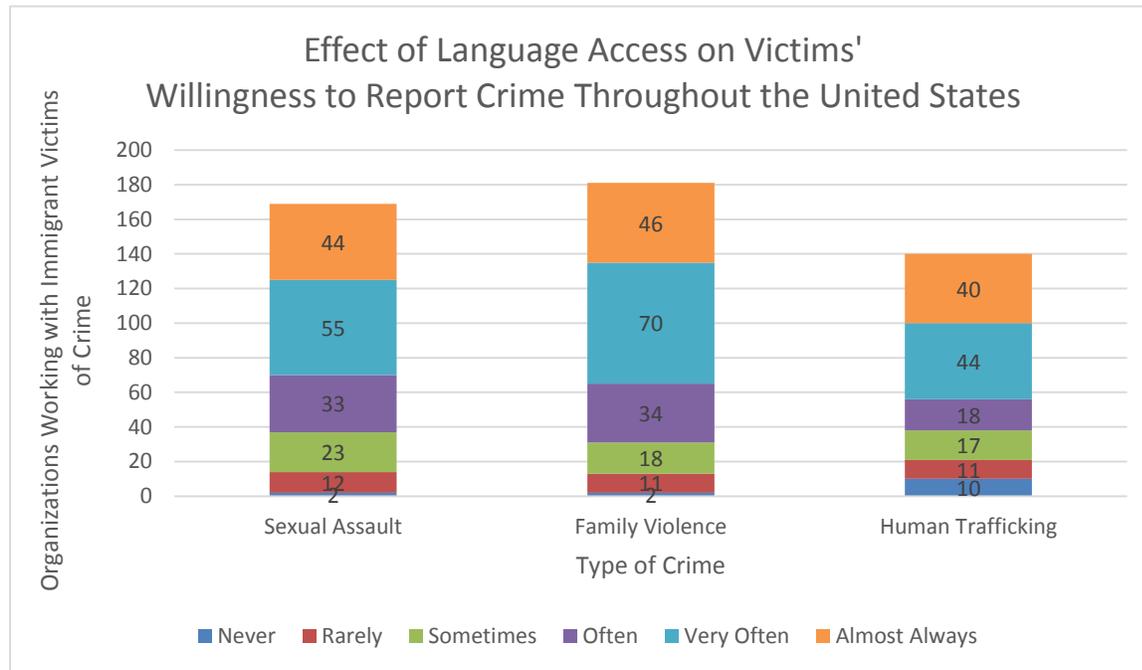
SIX STEPS TO DEVELOP AND IMPLEMENT A SUCCESSFUL LANGUAGE ACCESS PROGRAM

There are six steps to developing and implementing a successful language access program. This self-assessment tool is designed to help CDVSA determine if it communicates effectively with LEP individuals and will inform language access development and planning. It will help identify current gaps in language access services and plan for the development of a language access policy tailored to meet the statewide needs of crime victims.



How does language access affect limited English proficient crime victims?

In 2013, 722 organizations serving immigrant victims of domestic violence, sexual assault, and human trafficking participated in a nationwide survey.¹¹¹ The survey overwhelmingly found that language access affected the willingness of immigrant crime victims to report the crimes committed against them.



¹¹²Source

Alaska Native Victimization

According to data collected by the United States Department of Justice, 34.1% of Native American and Alaska Native women in the United States will be raped during their lifetime.¹¹³ Between 2001 and 2003, 45.1% of victims of sexual assault who reported to the Anchorage Police Department were Alaska Natives,¹¹⁴ but only 10.6% of the Anchorage population identifies as

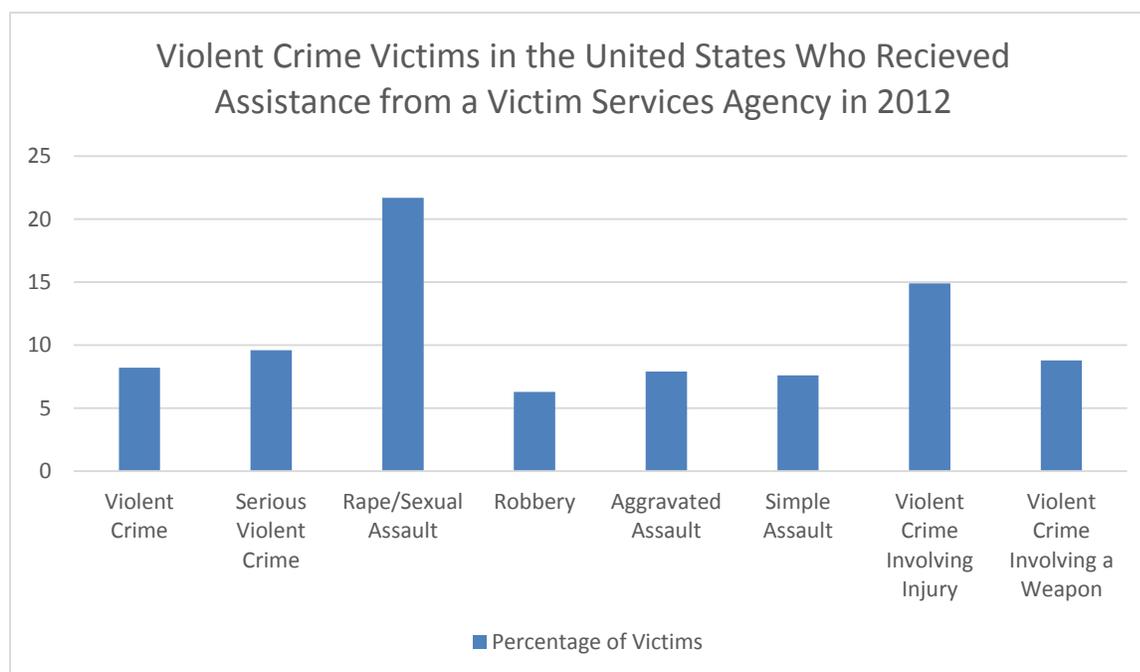
¹¹¹ For more information, use the following website: [http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language access and crime victims](http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language%20access%20and%20crime%20victims), and click on the pdf.

¹¹² For more information, use the following website: [http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language access and crime victims](http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language%20access%20and%20crime%20victims), and click on the pdf.

¹¹³ The Failure to Protect Indigenous Women from Sexual Violence in the USA, 2 (2007) at http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fwww.amnestyusa.org%2Fpdfs%2FMazeOfInjustice.pdf&ei=tcOMU6DEBpTioATY7oGwBw&usg=AFQjCNERIfvz7x-Rr7PCxHkS62YyOEPug&sig2=6qQW6OF_Btz6Hz00MTibTQ&bvm=bv.68191837,d.cGU.

¹¹⁴ Special Report: UAA Justice Center Domestic and Sexual Violence Research Review and Recommendations, p. 15, May 2010, available at: <http://www.andvsa.org/facts/>.

Alaska Native.¹¹⁵ While these statistics do not represent Alaska Native women who are limited English proficient, they highlight the critical importance to ensure that information and resources are available regardless of the ability to read or understand English.



¹¹⁶Source

The above graph represents information from the Bureau of Justice Statistics' 2012 National Crime Victimization Report. According to this Report, victims of rape/sexual assault are the most likely to receive assistance from victim services agencies. However, less than one out of every four receive these services.¹¹⁷ Victims of other crimes are even less likely to receive assistance from victim services agencies, with only 15% of victims injured as a result of the crime receiving these services.¹¹⁸ While these statistics do not evaluate the rate that limited English proficient crime victims (LEP) will access services, failure to provide interpretation services or translated materials will increase the likelihood that LEP victims will not access critical services.

¹¹⁵ Special Report: UAA Justice Center Domestic and Sexual Violence Research Review and Recommendations, p. 15, May 2010, available at: <http://www.andvsa.org/facts/>.

¹¹⁶ For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

¹¹⁷ For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

¹¹⁸ For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

LIMITED ENGLISH PROFICIENT STATISTICS IN ALASKA

Each community in Alaska is diverse and has different language needs. Monitoring and updating changing community demographics and language needs are critical in order to ensure that resources and services are accessible to all Alaskans who are victims and survivors of domestic violence, sexual assault and human trafficking. A diverse group of community stakeholders should be consulted as sources of additional demographic information to identify language access needs statewide and within specific communities. These sources can include, but are not limited to, health care providers, schools, law enforcement, prosecutors' offices, courts, culturally specific community groups, religious organizations, and other social service agencies.

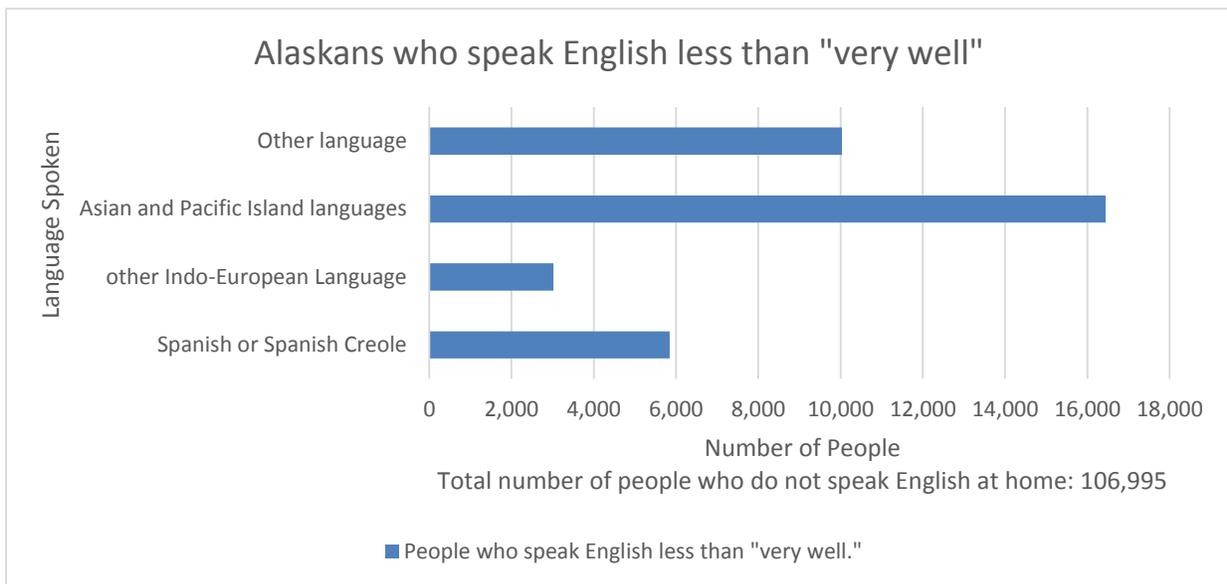
Failure to provide language access can increase the lethality risk for limited English proficient Alaskans who are victims of domestic violence, sexual assault and human trafficking.

Statewide in Alaska:

The 2012 American Community Survey found that **about 106,995 people in Alaska do not speak English at home** and approximately **35,342** of those people do not speak English “very well.”



¹¹⁹ Source



¹²⁰ Sources and explanations.

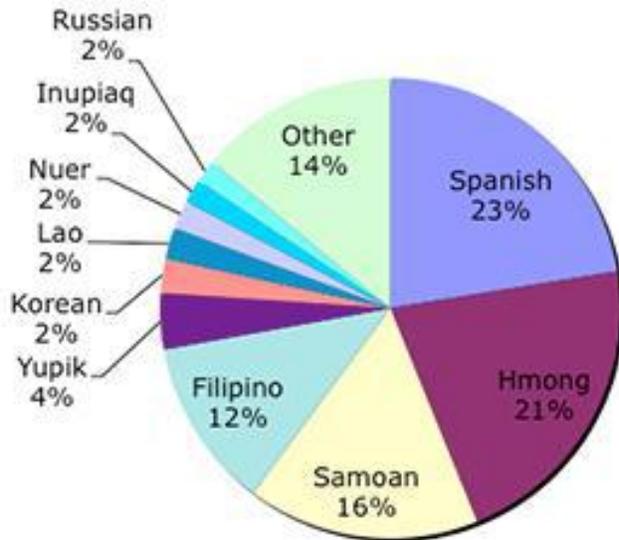
¹¹⁹ For more information go to the following website: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, click on the state tab, and select “Alaska.”

¹²⁰ Indo-European languages include most major current [languages of Europe](#), the [Iranian plateau](#), and the [Indian Subcontinent](#), and that were also predominant in ancient [Anatolia](#). http://en.wikipedia.org/wiki/Indo-European_languages. “Other languages” may include indigenous languages of Alaska. <http://www.alaskool.org/Language/languagemap/index.html>; For more information access the following link:

Anchorage

In October 2013, the Anchorage school district reported that 93 different languages were spoken by its students.¹²¹ About 17% of Alaskans in Anchorage do not speak English at home. With a population of 300,950, this means that about 51,162 people in Anchorage do not speak English at home.¹²²

The top 10 languages spoken at home by students receiving ELL Program services



¹²³ Source and Explanation

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Alaska," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

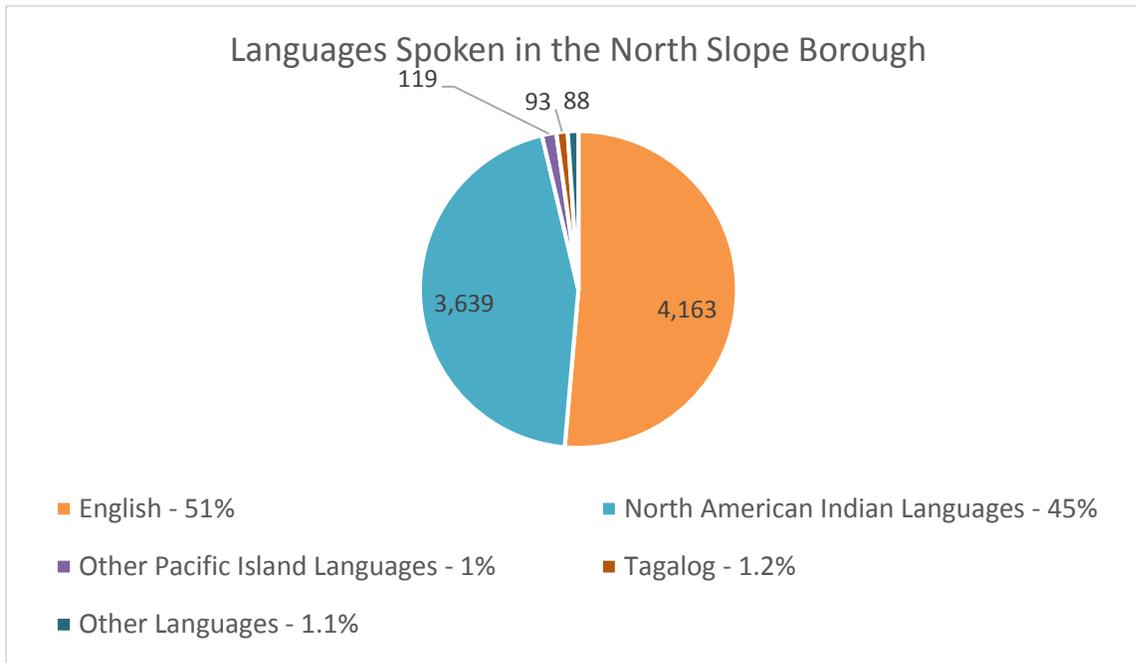
¹²¹ <https://www.asdk12.org/aboutasd/>

¹²² <http://quickfacts.census.gov/qfd/states/02/0203000.html>

¹²³ <http://www.asdk12.org/depts/ELL/about.asp>, ELL programs are English Language Learner programs in the Anchorage School District.

Barrow

In the 2008-2012 US Census Estimates, about 13% of the population of Barrow, a community within the North Slope Borough, speaks English less than “very well.”¹²⁴ The most common North American Indian language spoken in the North Slope Borough is Iñupiaq.¹²⁵



¹²⁶Source

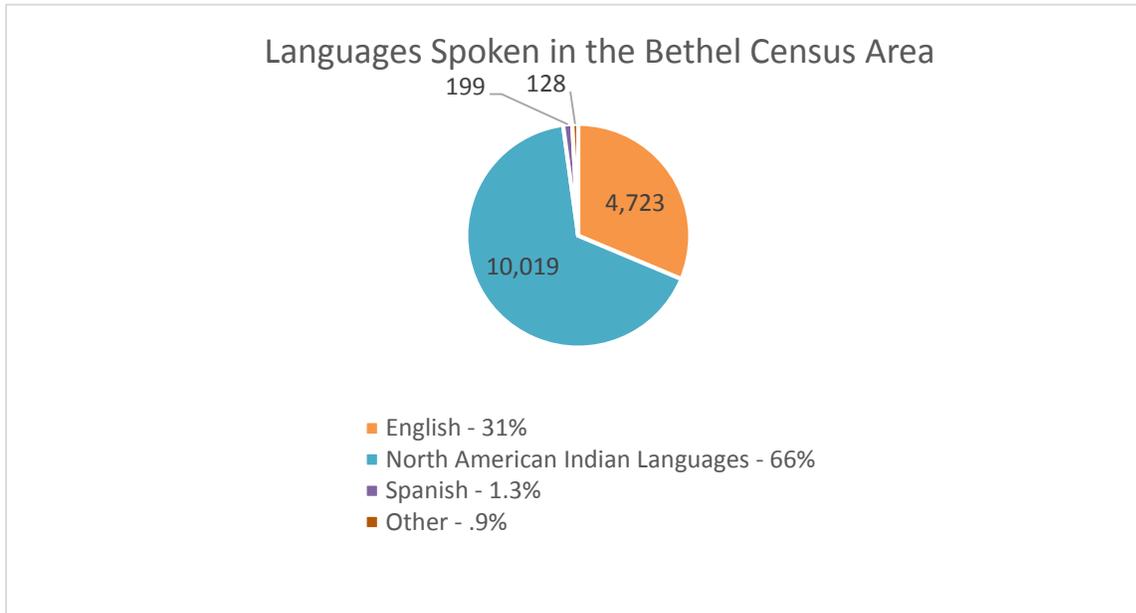
¹²⁴ For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Barrow,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹²⁵ <http://www.nsbds.org/domain/33>

¹²⁶ For more information, using the following link: http://www.mla.org/cgi-sh/docstudio/docs.pl?map_data_results, and enter “North Slope Borough,” as the county.

Bethel Census Area

The 2008-2012 US Census Estimates about 26% of the population of the Bethel Census Area speaks English less than “very well.” This means that one out of every four people speaks English less than “very well.”¹²⁷ The most common North American Indian language spoken in the Bethel Census Area is Yup’ik.¹²⁸



¹²⁹Source

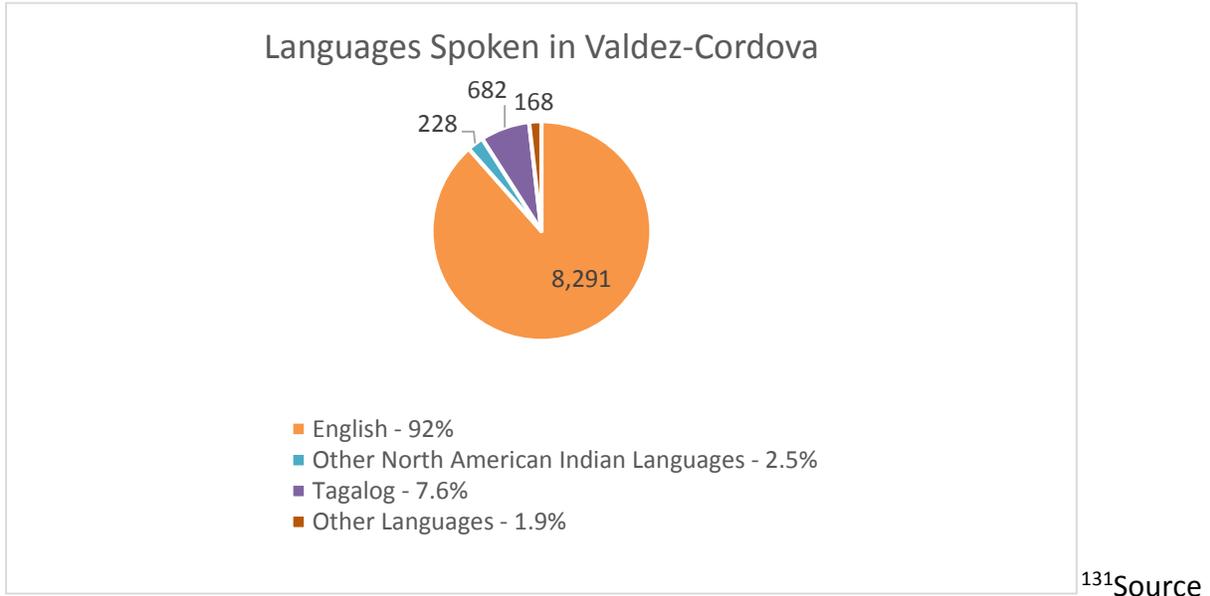
¹²⁷ For more information: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Bethel,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹²⁸ http://sites.lksdonline.org/instructional_programs/academic-programs-2/

¹²⁹ For more information, using the following link: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, and enter “Bethel (CA),” as the county.

Cordova

According to the 2008-2012 US Census Estimates about 12% of the people in Cordova were born outside the United States.¹³⁰

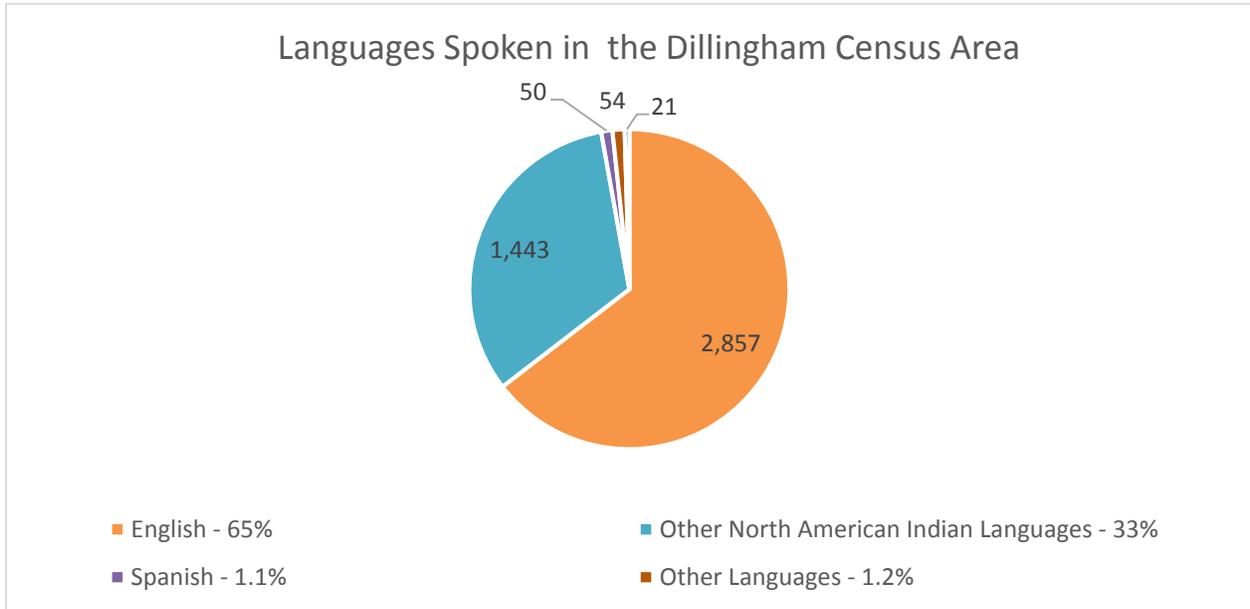


¹³⁰ For more information: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Cordova,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹³¹ For more information, using the following link: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, and enter “Cordova-Valdez,” as the county.

Dillingham Census Area

According to the 2008-2012 US Census Estimates about one out of three people living in the Dillingham Census Area speak a language other than English at home. About 14% of the population speaks English less than “very well.”¹³²



¹³³Source

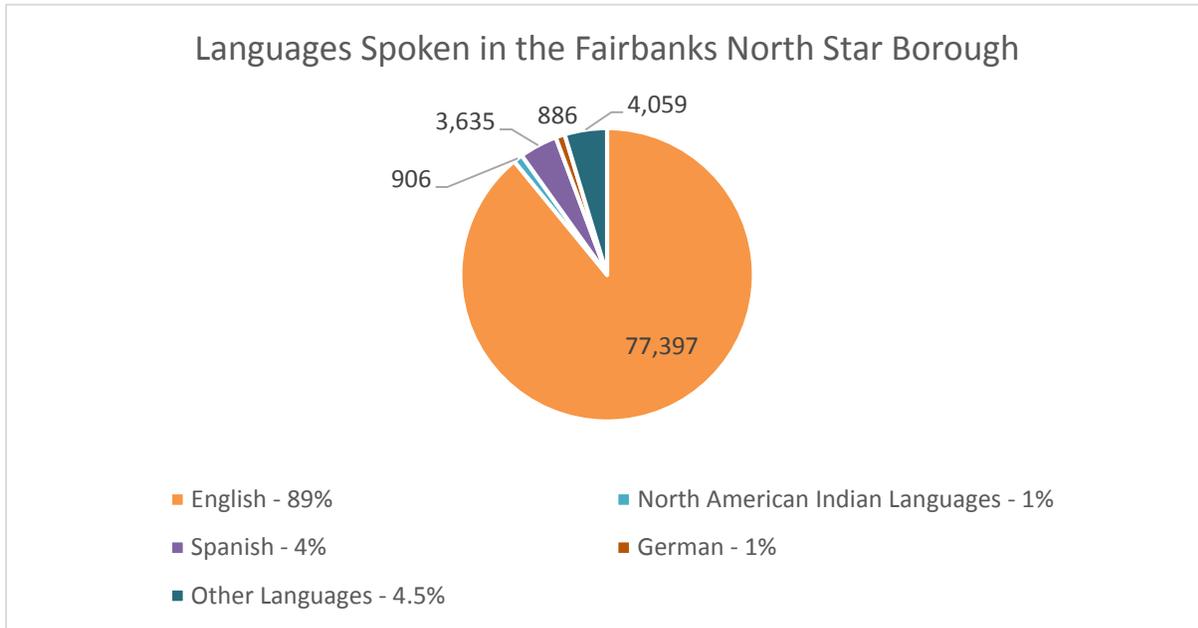
¹³² For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Dillingham Census Area,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹³³ For more information, using the following link: http://www.mla.org/map_data, and enter “Dillingham (CA),” as the county.

Fairbanks North Star Borough

According to the 2008-2012 US Census Estimates about 5,126 people that were not born in the United States live in the Fairbanks North Star Borough. Over 2,000 people in the Fairbanks North Star Borough do not speak English “very well.”¹³⁴ Students in the Fairbanks School District speak over 50 different languages.¹³⁵



¹³⁶Source

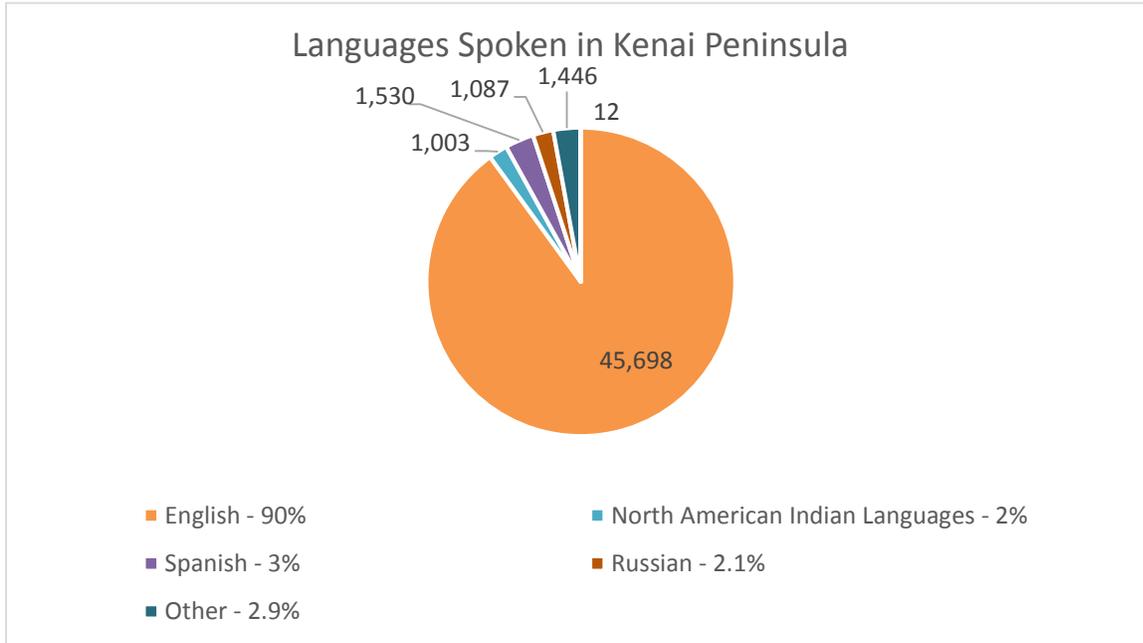
¹³⁴ For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Fairbanks North Star Borough,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹³⁵ <http://www.k12northstar.org/about/faq#16413a16440>

¹³⁶ For more information, using the following link: http://www.mla.org/map_data, and enter “Fairbanks North Star Borough,” as the county.

Homer

According to the 2008-2012 US Census Estimates about 12% of Homer's population speaks a language other than English at home.¹³⁷



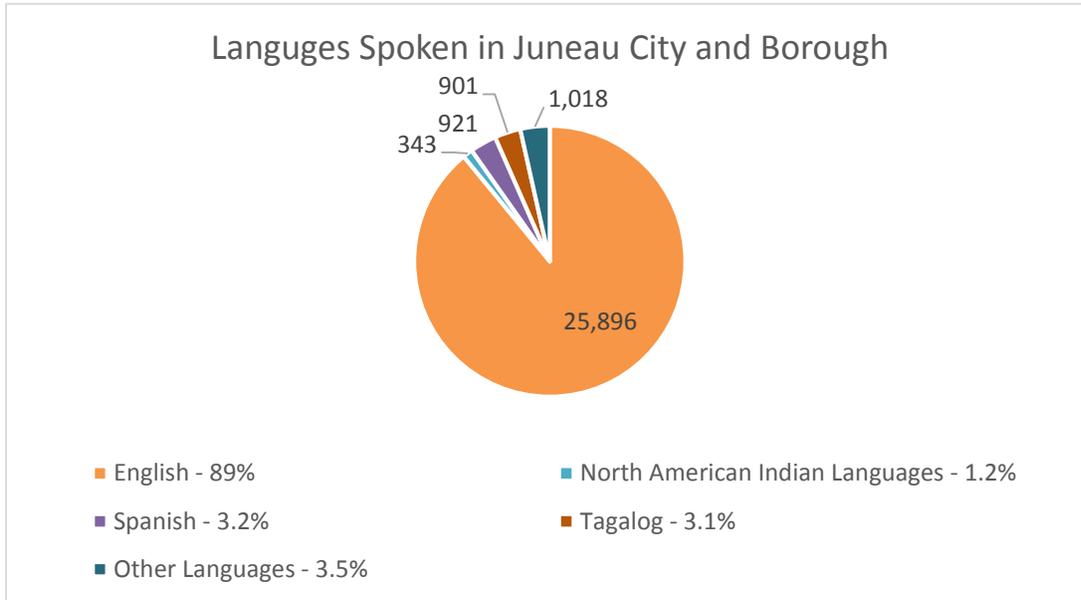
¹³⁸Source

¹³⁷ <http://quickfacts.census.gov/qfd/states/02/0233140.html>

¹³⁸ For more information, using the following link: http://www.mla.org/map_data, and enter "Kenai Peninsula," as the county.

Juneau

According to the 2008-2012 US Census Estimates about 2,988 people in Juneau do not speak English at home.¹³⁹ About 1,863 people living in Juneau were born outside of the United States.¹⁴⁰ The most common North American Indian language spoken in Juneau is Tlingit.¹⁴¹



¹⁴² Source

Kenai¹⁴³

According to the 2008-2012 US Census Estimates about 163 people living in Kenai were born outside of the United States.¹⁴⁴

¹³⁹ <http://quickfacts.census.gov/qfd/states/02/0236400.html>

¹⁴⁰ <http://quickfacts.census.gov/qfd/states/02/0236400.html>

¹⁴¹ <http://www.ankn.uaf.edu/npe/anl.html>

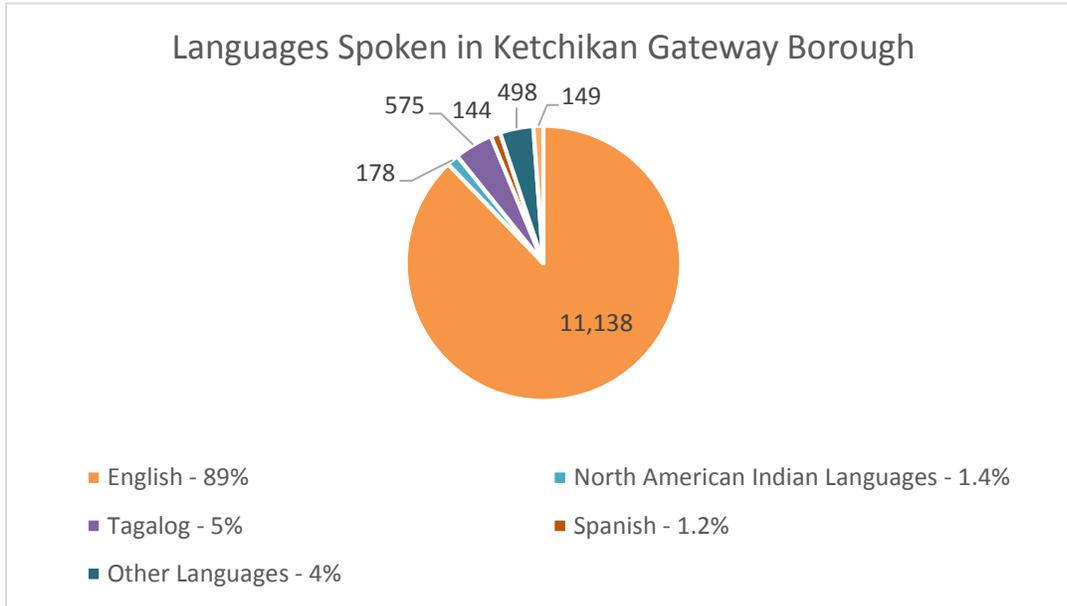
¹⁴² For more information, using the following link: http://www.mla.org/map_data, and enter "Juneau City and Borough," as the county.

¹⁴³ Kenai is part of the Kenai Peninsula Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under "Homer."

¹⁴⁴ <http://quickfacts.census.gov/qfd/states/02/0238420.html>

Ketchikan Gateway Borough

The Ketchikan Gateway Borough School district currently has over 100 students in its English as a Second Language Program. The students speak languages including Tagalog, Kapampangan, Illocano, Albanian, Spanish, Thai, Russian, Vietnamese, Korean, and Cantonese.¹⁴⁵ According to the 2008-2012 US Census Estimates about 9% of Ketchikan’s population does not speak English in the home and about 969 people in Ketchikan were born outside of the United States.¹⁴⁶



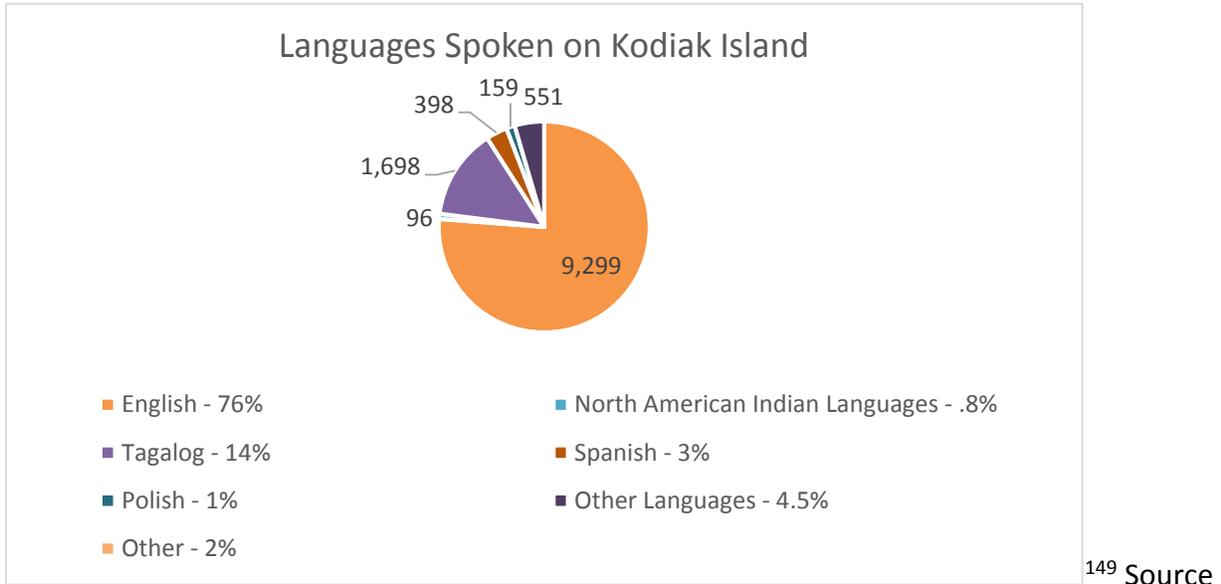
¹⁴⁵ <http://www.kgbsd.org/Page/2474>

¹⁴⁶ <http://quickfacts.census.gov/qfd/states/02/02130.html>

¹⁴⁷ For more information, using the following link: http://www.mla.org/map_data, and enter “Ketchikan Gateway Borough,” as the county.

Kodiak Island Borough

According to the 2008-2012 US Census Estimates about 21% of the population, or 1 out of every 5 people, in the Kodiak Island Borough do not speak English in their home. About 8% of the population in the Kodiak Island Borough speaks English less than “very well.”¹⁴⁸



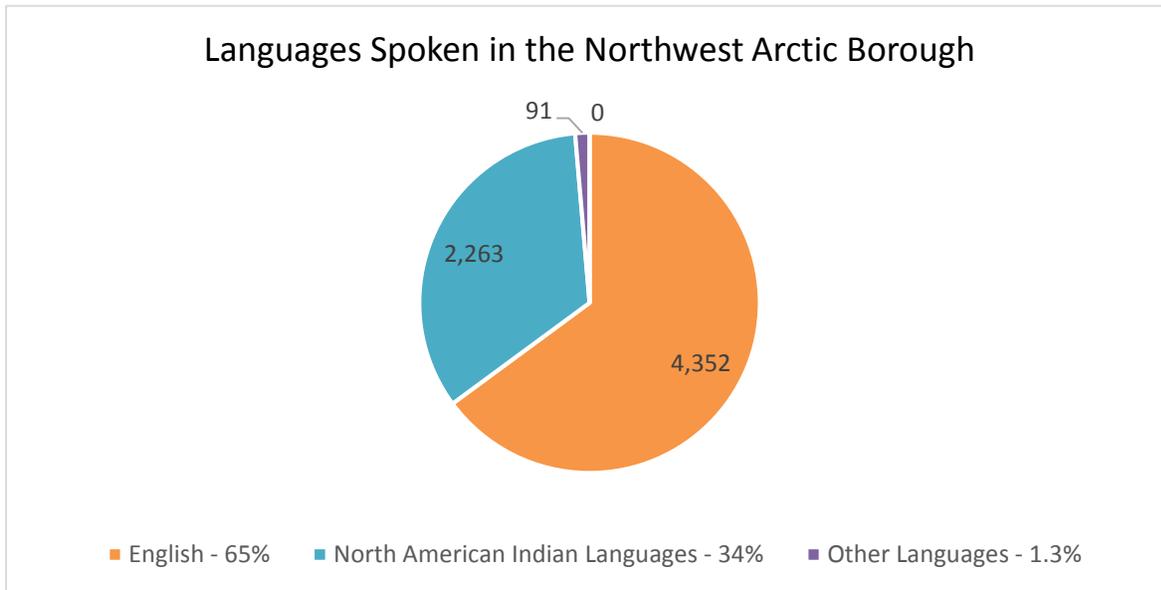
¹⁴⁸ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Kodiak,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹⁴⁹ For more information, using the following link: http://www.mla.org/map_data, and enter “Kodiak Island,” as the county.

Kotzebue

Kotzebue is located in the Northwest Arctic Borough. According to the Northwest Arctic Borough School District, 90% of its students are Iñupiaq Eskimo, suggesting that the most common North American Indian language in Kotzebue is Iñupiaq.¹⁵⁰



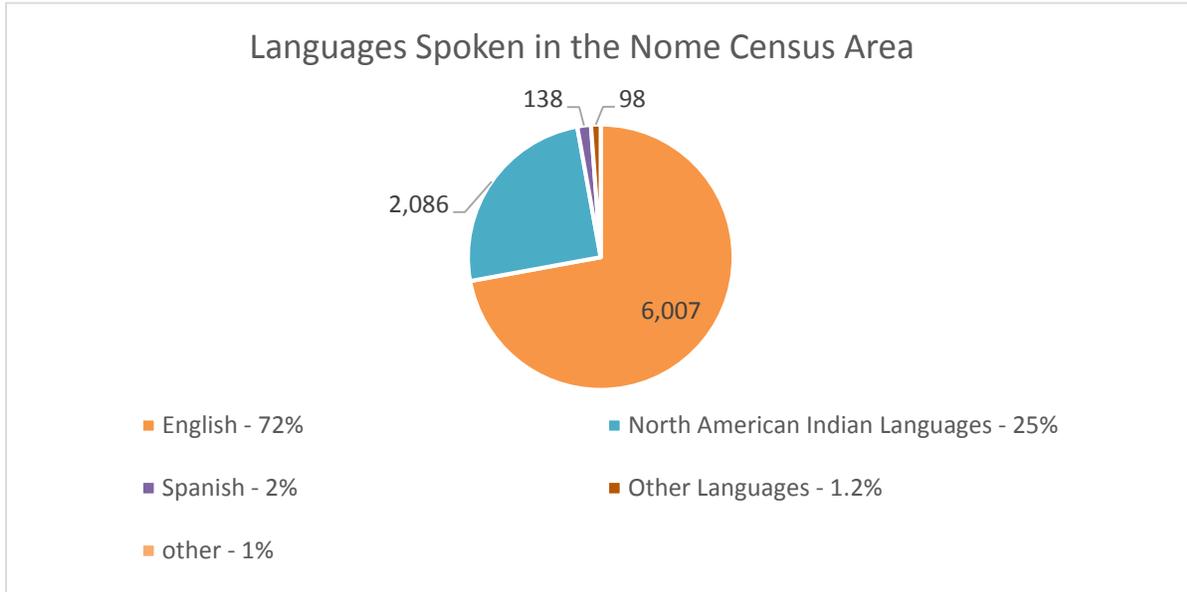
¹⁵¹Source

¹⁵⁰ <http://www.nwarctic.org/Page/1185>

¹⁵¹ For more information, using the following link: http://www.mla.org/map_data, and enter "Northwest Arctic Borough," as the county.

Nome Census Area

According to the 2008-2012 US Census Estimates about one in four Alaskans in the Nome Census Area do not speak English in their homes.¹⁵²



¹⁵³Source

Seward¹⁵⁴

According to the 2008-2012 US Census Estimates about 7% of the population of Seward was born outside of the United States and about 15% of the population does not speak English at home.¹⁵⁵

¹⁵² <http://quickfacts.census.gov/qfd/states/02/02180.html>

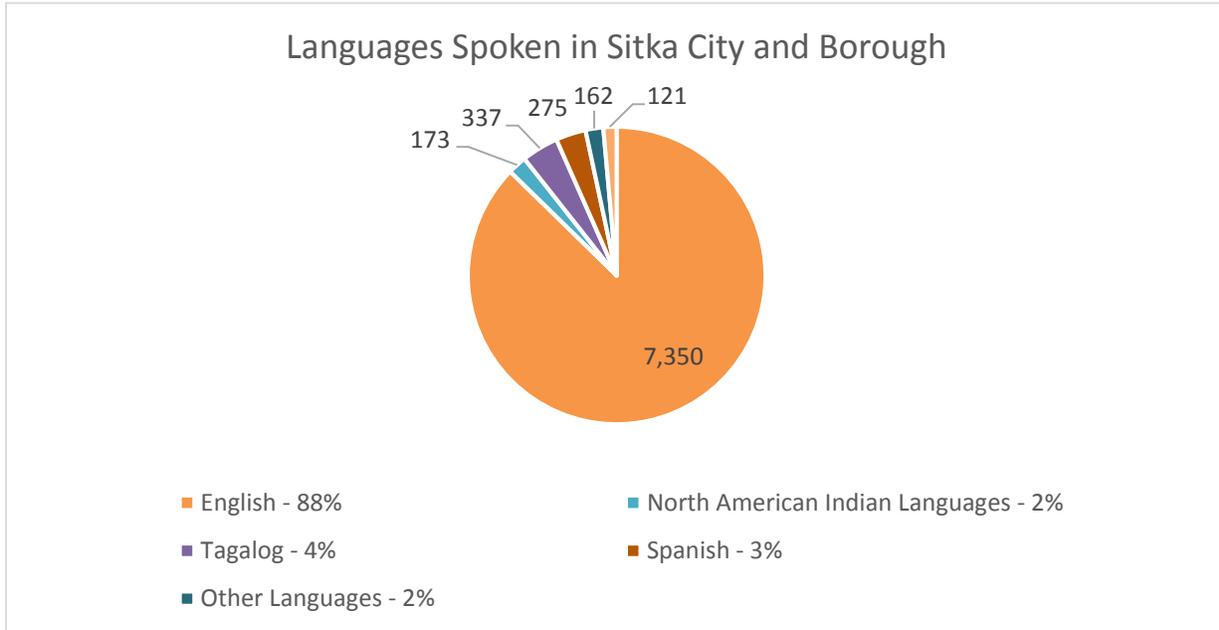
¹⁵³ For more information, using the following link: http://www.mla.org/map_data, and enter "Nome Census Area," as the county.

¹⁵⁴ Seward is part of the Kenai Peninsula Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under "Homer."

¹⁵⁵For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Seward," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

Sitka

According to the 2008-2012 US Census Estimates about 13.5% of the population in Sitka does not speak English in their homes.¹⁵⁶



¹⁵⁷Source

Soldotna¹⁵⁸

According to the 2008-2012 US Census Estimates about 165 people living in Soldotna were born outside the United States and about 7% speak a language other than English at home.¹⁵⁹

¹⁵⁶ <http://quickfacts.census.gov/qfd/states/02/0270540.html>

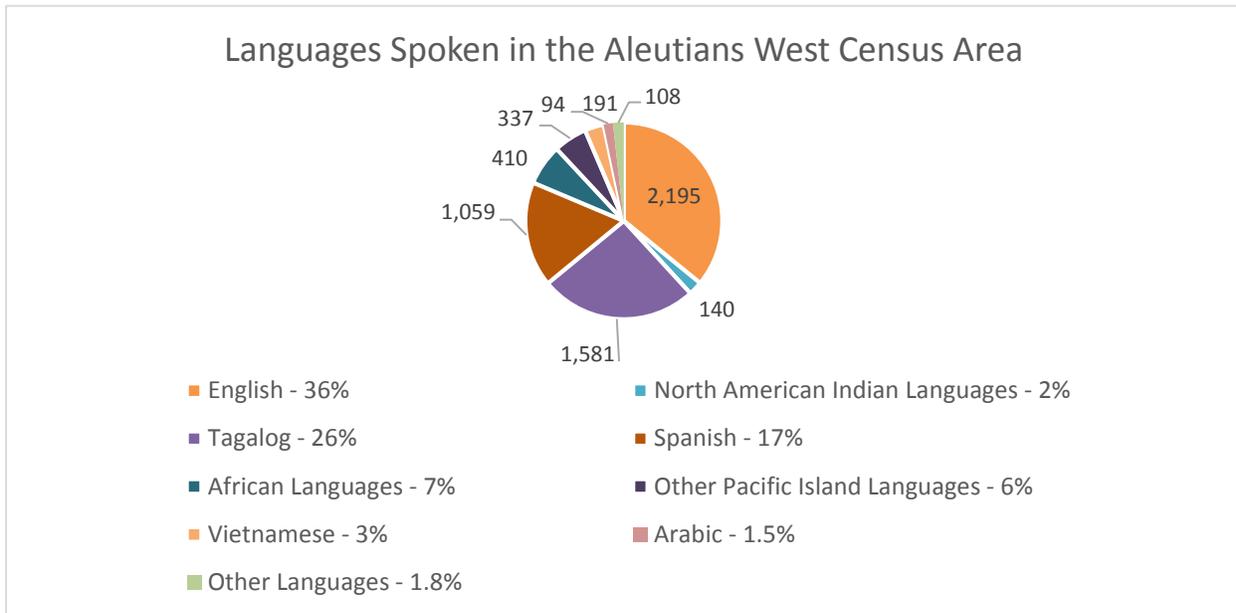
¹⁵⁷ For more information, using the following link: http://www.mla.org/map_data, and enter "Sitka City and Borough," as the county.

¹⁵⁸ Soldotna is part of the Kenai Peninsula Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under "Homer."

¹⁵⁹ For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Soldotna," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

Unalaska

According to the 2008-2012 US Census Estimates about 44% of the population of Unalaska was born outside of the United States. About 28% of the population speaks English less than “very well.”¹⁶⁰ Unalaska is located in the West Aleutian Census Area.¹⁶¹



¹⁶²Source

Valdez¹⁶³

According to the 2008-2012 US Census Estimates about 157 people in Valdez were born outside of the United States and about 204 people do not speak English in their homes.¹⁶⁴ For more information on languages spoken in Valdez, see the chart under Cordova.

The following questions are intended for the Council on Domestic Violence and Sexual Assault to assess its progress in ensuring language assistance to limited English proficient (LEP) people.

¹⁶⁰ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Unalaska,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹⁶¹ <http://www.rootsweb.ancestry.com/~akgenweb/index2.htm>

¹⁶² For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Unalaska,” then select the “Demographic and Housing Estimates” table.

¹⁶³ Valdez is part of the Valdez-Cordova Borough (<http://www.borough.kenai.ak.us/topmenu-pictorial>). For more information on languages in the borough, see chart under “Cordova.”

¹⁶⁴ For more information access the following link:

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Valdez,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

SELF-ASSESSMENT TOOL QUESTIONS

UNDERSTANDING HOW LEP INDIVIDUALS INTERACT WITH YOUR ORGANIZATION

<p>1. Which programs funded by CDVSA have direct contact with community residents?</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>2. On the lines below please briefly describe the type of service or information provided by CDVSA, which is available to the public:</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>3. Does CDVSA receive federal funds which include sub-grants, use of equipment, or donations of surplus property?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>4. Does CDVSA provide federal financial assistance, such as sub-grants, to non-federal entities and if so:</p> <p>a. Do you have an active program in place to require your recipients of federal financial assistance to comply with Title VI and language access standards?</p> <p>b. Does CDVSA inform other recipients of federal funding that they should budget for language assistance services?</p> <p>c. How do you monitor compliance?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p>

IDENTIFICATION AND ASSESSMENT OF LEP COMMUNITIES

<p>1. Does CDVSA regularly update Alaska state demographic information to understand the percentage of population who are limited English proficient?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>2. Does CDVSA have a process to collect data on:</p> <p>a. The number of LEP individuals served by agencies receiving funding through CDVSA?</p> <p>b. The number and prevalence of languages spoken by LEP individuals accessing services funded by CDVSA?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p>
<p>3. How often does CDVSA assess the language data for the state of Alaska?</p>	<p><input type="checkbox"/> Annually</p> <p><input type="checkbox"/> Biennially</p>	<p><input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Other: _____</p>

4. What data does CDVSA use to determine the LEP communities in Alaska? (Please select all that apply)	<input type="checkbox"/> Census <input type="checkbox"/> US Dept. of Education <input type="checkbox"/> US Dept. of Labor <input type="checkbox"/> State Agencies	<input type="checkbox"/> Community Organizations <input type="checkbox"/> Program Referral/Intake Information <input type="checkbox"/> Other: _____
5. If you collect and record primary language data, where is the information stored? _____ _____		
6. How many LEP individuals attempt to access programs or services funded by CDVSA in a month?	Total Number: _____ _____ Unknown	Month/Year: _____
7. Does CDVSA store data to understand the number of LEP individuals accessing services funded by CDVSA?	Total Number: _____ _____ Unknown	Month/Year: _____
8. Specify the top six most frequently encountered non-English languages by programs funded by CDVSA.	Languages: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	Frequency of Encounters: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

PROVIDING LANGUAGE ASSISTANCE SERVICES

1. Does CDVSA currently have a system in place for tracking the type of language assistance services provided by programs and services funded by CDVSA?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. What data, if any, do you maintain regarding language assistance services used by programs or services funded by CDVSA? (Please select all that apply) <input type="checkbox"/> Primary language of persons encountered or served <input type="checkbox"/> Use of language assistance services <input type="checkbox"/> Funds or staff time spent on language assistance services <input type="checkbox"/> Number of bilingual staff <input type="checkbox"/> Cost of interpreter services <input type="checkbox"/> Cost of translation of materials into non-English languages <input type="checkbox"/> Other (Please specify) _____		
3. Does CDVSA have a system to track the cost of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Does CDVSA require CDVSA-funded programs to receive training on the ethics, roles and responsibilities of working with interpreters and the requirements of Title VI compliance?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	

5. Do CDVSA-funded programs or services ask LEP individuals to provide their own interpreters?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	
6. Do CDVSA-funded programs ask or allow LEP individuals to have family members or friends interpret?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	
7. Do programs funded by CDVSA ask or allow LEP individuals to have children interpret?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	
8. Does CDVSA provide programs funded by CDVSA with a list of available language access options and how to access qualified interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Do programs funded by CDVSA identify and translate vital documents into non-English languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Which vital written documents do CDVSA-funded programs or offices translate into non-English languages? _____ _____ _____ _____ _____ _____ _____ _____ _____	<input type="checkbox"/> None yet <input type="checkbox"/> Program Brochures <input type="checkbox"/> Program Guidelines or Handbooks <input type="checkbox"/> Research materials <input type="checkbox"/> Materials for the Media, such as press releases <input type="checkbox"/> Intake forms <input type="checkbox"/> Other _____	<input type="checkbox"/> Legal Education Materials <input type="checkbox"/> Participant/client Consent Forms <input type="checkbox"/> Program Description and Explanation of Services <input type="checkbox"/> Program Evaluation Forms <input type="checkbox"/> Outreach materials
11. Do programs or offices within CDVSA, or funded by CDVSA, translate signs or posters announcing the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12. When programs or offices within CVSA, or funded by CDVSA, update information on their websites, do they also add that content in non-English languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

TRAINING OF STAFF ON POLICIES AND PROCEDURES

1. Does CDVSA staff receive initial and periodic training on how to access and provide language assistance services to LEP individuals? How often does staff within CDVSA-funded programs receive the periodic training? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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<p>2. Who receives training at CDVSA on working with LEP individuals? (Please select all that apply)</p>	<input type="checkbox"/> Management or senior staff <input type="checkbox"/> Board Members <input type="checkbox"/> Volunteers	<input type="checkbox"/> Bilingual Staff <input type="checkbox"/> New employees <input type="checkbox"/> All employees <input type="checkbox"/> Others (Please specify): <hr/>
<p>3. Are language access policies and LEP issues included in training curriculum for CDVSA?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>4. Do CDVSA staff receive periodic training on how to obtain and work with interpreters and translators?</p> <p>How often do CDVSA staff receive the periodic training? <hr/></p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

<p>1. How do you inform members of the public about the availability of language assistance services? (Please describe and select all that apply)</p>	<input type="checkbox"/> Bilingual staff and outreach in community <input type="checkbox"/> Posters in public areas <input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff <input type="checkbox"/> Website	<input type="checkbox"/> Social networking website (e.g. Facebook, Twitter) <input type="checkbox"/> E-mail to individuals or listserv <input type="checkbox"/> Posters in program in multiple languages <input type="checkbox"/> Volunteers in the community <input type="checkbox"/> Other (Please specify):
<p>2. Do your translated outreach materials inform LEP individuals about the availability of language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

MONITORING AND UPDATING LANGUAGE ACCESS PROCEDURES, POLICIES AND PLAN

<p>1. Do programs or offices within CDVSA have a written language access policy?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>2. If so, is a description of this policy available to the public?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>3. Do programs or offices within CDVSA have a formal language access complaint process?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>4. Has CDVSA received any complaints because it or programs funded by CDVSA did not provide language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>5. Do you obtain feedback from the LEP community on the effectiveness of CDVSA's language access</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

program and the language assistance services you provide?		
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Thank you for taking time to complete this self-assessment language tool. Please return your completed self-assessment tool by e-mail to anna.taylor@akimmigrationjustice.org or fax (907) 789-1324. Please call with any questions or specific needs in going through the self-assessment tool at (907) 789-1340.



Alaska Institute for Justice

Language Access Self-Assessment and Planning Tool

Alaska Department of Law Commercial and Fair Business Section

June 2014

INTRODUCTION

This self-assessment tool has been adapted from the Department of Justice Language Access Assessment and Planning Tool to assist the Alaska Department of Law Commercial and Fair Business Section to identify language service needs and evaluate the bilingual, translation and interpretation resources already available to help limited English proficient (LEP) individuals access Alaska Department of Law Commercial and Fair Business Section civil legal services. Conducting a self-assessment to determine what types of contact Alaska Department of Law Commercial and Fair Business Section has with the LEP population statewide will assist in strategic planning to ensure that program goals and objectives address meaningful access to services for all crime victims statewide including those who are limited English proficient (LEP).

Who is a Limited English Proficient Person? Persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP". These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or encounter.

All programs that receive any amount of federal funding must ensure compliance with Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, or national origin. National origin discrimination includes not providing services to limited English proficient people. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, provides specifically that no person shall "on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Non-compliance with Title VI can jeopardize a program's federal funding.

Please return this survey by e-mail or fax to Anna Taylor, Juneau Staff Attorney (907) 789-1340 phone, (907) 789-1324 fax. E-mail: anna.taylor@akimmigrationjustice.org.

SIX STEPS TO DEVELOP AND IMPLEMENT A SUCCESSFUL LANGUAGE ACCESS PROGRAM

There are six steps to developing and implementing a successful language access program. This self-assessment tool is designed to help the Alaska Department of Law Commercial and Fair Business Section determine if it communicates effectively with LEP individuals and will inform language access development and planning. It will help identify current gaps in language access services and plan for the development of a language access policy tailored to meet the statewide and hub community needs of crime victims.



LIMITED ENGLISH PROFICIENT STATISTICS IN ALASKA

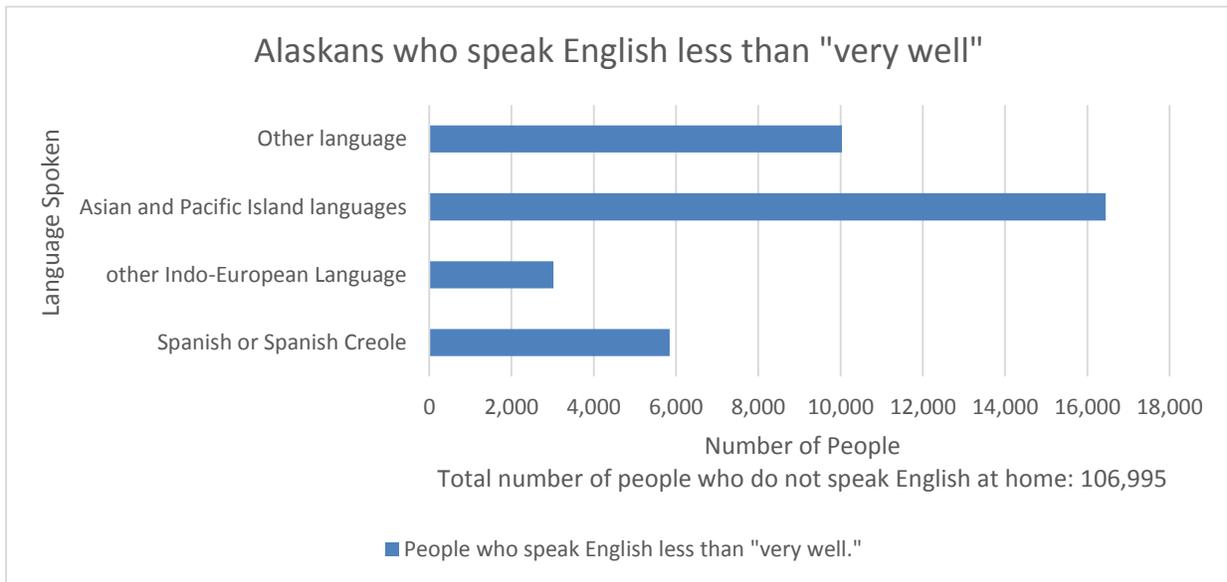
Each community in Alaska is diverse and has different language needs. Monitoring and updating changing community demographics and language needs are critical in order to ensure that resources and services are accessible to all Alaskans who are victims of unfair business practices. A diverse group of community stakeholders should be consulted as sources of additional demographic information to identify language access needs statewide and within specific communities. These sources can include, but are not limited to, health care providers, schools, law enforcement, prosecutors' offices, courts, culturally specific community groups, religious organizations, and other social service agencies.

Statewide in Alaska:

The 2012 American Community Survey found that **about 106,995 people in Alaska do not speak English at home** and approximately **35,342** of those people do not speak English “very well.”



¹⁶⁵Source



¹⁶⁶ Sources and explanations.

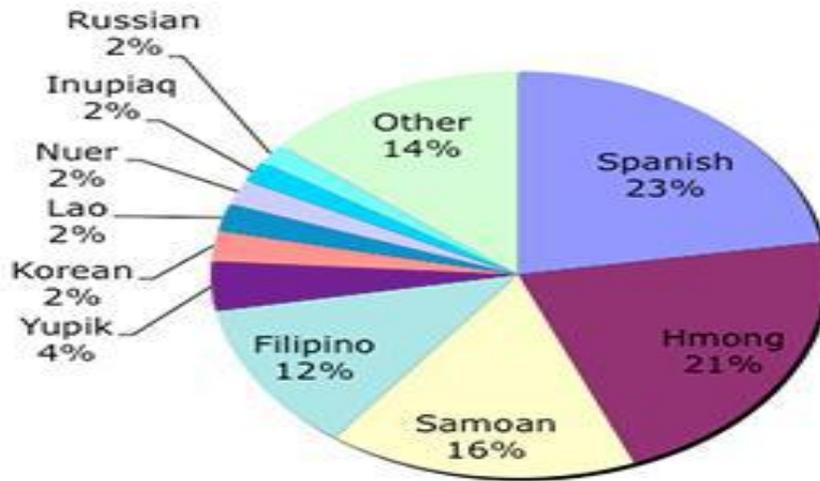
¹⁶⁵ For more information go to the following website: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, click on the state tab, and select “Alaska.”

¹⁶⁶ Indo-European languages include most major current [languages of Europe](#), the [Iranian plateau](#), and the [Indian Subcontinent](#), and that were also predominant in ancient [Anatolia](#). http://en.wikipedia.org/wiki/Indo-European_languages. “Other languages” may include indigenous languages of Alaska. <http://www.alaskool.org/Language/languagemap/index.html>; For more information access the following link:

Anchorage

In October 2013, the Anchorage school district reported that 93 different languages were spoken by its students.¹⁶⁷ About 17% of Alaskans in Anchorage do not speak English at home. With a population of 300,950, this means that about 51,162 people in Anchorage do not speak English at home.¹⁶⁸

The top 10 languages spoken at home by students receiving ELL Program services



¹⁶⁹ Source and Explanation

http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Alaska," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

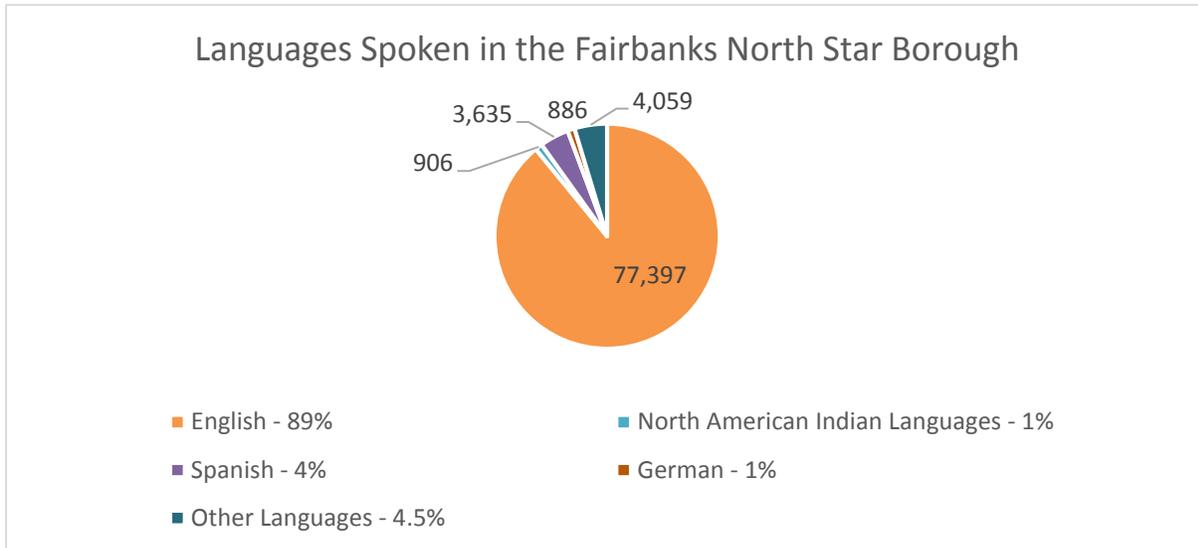
¹⁶⁷ <https://www.asdk12.org/aboutasd/>

¹⁶⁸ <http://quickfacts.census.gov/qfd/states/02/0203000.html>

¹⁶⁹ <http://www.asdk12.org/depts/ELL/about.asp>, ELL programs are English Language Learner programs in the Anchorage School District.

Fairbanks North Star Borough

According to the 2008-2012 US Census Estimates about 5,126 people that were not born in the United States live in the Fairbanks North Star Borough. Over 2,000 people in the Fairbanks North Star Borough do not speak English “very well.”¹⁷⁰ Students in the Fairbanks School District speak over 50 different languages.¹⁷¹



¹⁷²Source

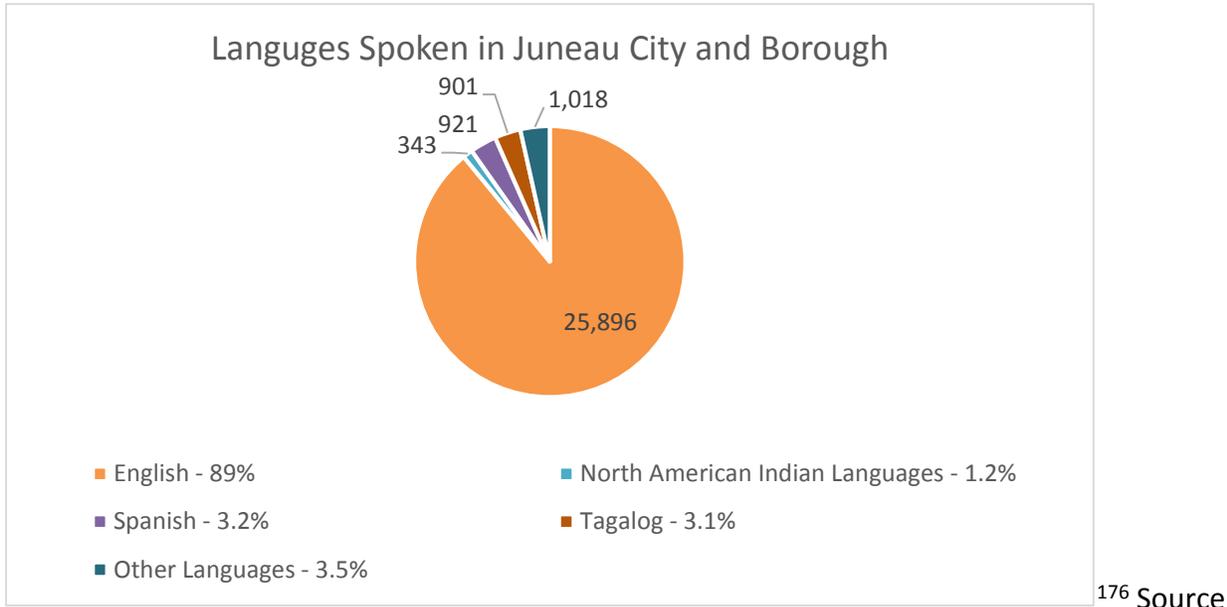
¹⁷⁰ For more information access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find “Fairbanks North Star Borough,” select the “Languages and Origins” tab on the left, then select the “Language Spoken at Home” table.

¹⁷¹ <http://www.k12northstar.org/about/faq#16413a16440>

¹⁷² For more information, using the following link: http://www.mla.org/map_data, and enter “Fairbanks North Star Borough,” as the county.

Juneau

According to the 2008-2012 US Census Estimates about 2,988 people in Juneau do not speak English at home.¹⁷³ About 1,863 people living in Juneau were born outside of the United States.¹⁷⁴ The most common North American Indian language spoken in Juneau is Tlingit.¹⁷⁵



It is important to monitor and update changing community demographics and language needs. A diverse group of community stakeholders should be consulted as sources of additional demographic information to identify the language access needs statewide and within specific communities. These sources can include, but are not limited to, health care providers, schools, law enforcement, prosecutor's offices, courts, culturally specific community groups, religious organizations, and other social service agencies.

The following questions are intended for the Alaska Department of Law Commercial and Fair Business Section to assess its progress in ensuring language assistance to limited English proficient (LEP) people.

¹⁷³ <http://quickfacts.census.gov/qfd/states/02/0236400.html>

¹⁷⁴ <http://quickfacts.census.gov/qfd/states/02/0236400.html>

¹⁷⁵ <http://www.ankn.uaf.edu/npe/anl.html>

¹⁷⁶ For more information, using the following link: http://www.mla.org/map_data, and enter "Juneau City and Borough," as the county.

SELF-ASSESSMENT TOOL QUESTIONS

UNDERSTANDING HOW LEP INDIVIDUALS INTERACT WITH YOUR ORGANIZATION

<p>1. Are there individuals in your section who interact or communicate with LEP individuals?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>2. Which programs or offices have direct contact with community residents?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. Describe the manner in which offices of Alaska Department of Law Commercial and Fair Business Section interact with the public, including LEP individuals.</p>	<p><input type="checkbox"/> In-Person</p> <p><input type="checkbox"/> Telephonically</p> <p><input type="checkbox"/> Electronically (e-mail or web-site)</p> <p><input type="checkbox"/> Public Education/Training</p>	<p><input type="checkbox"/> Complaint filing</p> <p><input type="checkbox"/> Informal mediation</p> <p><input type="checkbox"/> Outreach</p> <p><input type="checkbox"/> Other (Please specify) _____</p> <p>_____</p>
<p>4. On the lines below please describe the type of service or information provided by each office:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. Does the Commercial and Fair Business Section receive Federal funds which include sub-grants, use of equipment, or donations of surplus property?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>6. Does the Commercial and Fair Business Section provide federal financial assistance, such as sub-grants, to non-federal entities and if so:</p> <p>a. Does the Commercial and Fair Business Section have an active program in place to require your recipients of federal financial assistance to comply with Title VI and language access standards?</p> <p>b. Does the Commercial and Fair Business Section inform other recipients of federal funding that they should budget for language assistance services?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> No</p>

IDENTIFICATION AND ASSESSMENT OF LEP COMMUNITIES

<p>1. How does each office of Alaska Department of Law Commercial and Fair Business Section identify LEP individuals? (Please select all that apply).</p> <p>Please specify which office uses each type of language assistance in the lines below: _____</p> <p>_____</p>	<p><input type="checkbox"/> Assume limited English proficiency if communication seems impaired</p> <p><input type="checkbox"/> Respond to individual requests for language assistance services</p>	<p><input type="checkbox"/> Use of "I Speak" language identification cards or posters</p> <p><input type="checkbox"/> Based on submitted written materials (e.g. complaints)</p>
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8. How many LEP individuals attempt to access your programs or services in a month?	Total Number: _____ _____ Unknown	Month/Year: _____
9. How many LEP individuals use your programs or services each month?	Total Number: _____ _____ Unknown	Month/Year: _____
10. Specify the top six most frequently encountered non-English languages by your program and how often these encounters occur (e.g., 2-3 times per year, once a month, once a week, daily, etc...)	Languages: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	Frequency of Encounters: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

PROVIDING LANGUAGE ASSISTANCE SERVICES

1. Does Alaska Department of Law Commercial and Fair Business Section currently have a system in place for tracking the type of language assistance services it provides to LEP individuals at each interaction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. What data, if any, do you maintain regarding language assistance services? (Please select all that apply) <input type="checkbox"/> Primary language of persons encountered or served <input type="checkbox"/> Use of language assistance services <input type="checkbox"/> Funds or staff time spent on language assistance services <input type="checkbox"/> Number of bilingual staff <input type="checkbox"/> Cost of interpreter services <input type="checkbox"/> Cost of translation of materials into non-English languages <input type="checkbox"/> Other (Please specify) _____		
3. Does Alaska Department of Law Commercial and Fair Business Section have a system to track the cost of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. What types of language assistance services does Alaska Department of Law Commercial and Fair Business Section provide? (Please select all that apply and specify who was used as an interpreter or translator) _____ _____ _____ _____	<input type="checkbox"/> Bilingual staff <input type="checkbox"/> In-house interpreters (oral) <input type="checkbox"/> In-house translators (written) <input type="checkbox"/> Contracted interpreters (oral) <input type="checkbox"/> Contracted translators (written)	<input type="checkbox"/> Volunteer interpreters or translators from the community <input type="checkbox"/> Telephonic Service _____ <input type="checkbox"/> AIJ Language Interpreter Center <input type="checkbox"/> Other _____
5. Does Alaska Department of Law Commercial and Fair Business Section have a process to assess bilingual staff language skills? If yes, what is the assessment tool? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<p>_____</p> <p>_____</p> <p>If yes, please describe and indicate languages of bilingual staff:</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>6. Have any of your staff taken standardized language proficiency exams?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>7. Do programs or offices within Alaska Department of Law Commercial and Fair Business Section ask LEP individuals to provide their own interpreters?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>8. Do departments or programs within the Alaska Department of Law Commercial and Fair Business Section ask or allow LEP individuals to have family members or friends interpret?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>9. Do programs or offices within the Alaska Department of Law Commercial and Fair Business Section ask or allow LEP individuals to have children interpret?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>10. Do programs or offices within the Alaska Department of Law Commercial and Fair Business Section provide staff with a list of available language access options and how to access qualified interpreters?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>11. Do programs or offices within the Alaska Department of Law Commercial and Fair Business Section identify and translate vital documents into the non-English languages of the communities in your service area?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>12. Which vital written documents do programs or offices within the Alaska Department of Law Commercial and Fair Business Section translate into non-English languages?</p> <p>Are there documents in programs or offices within the Alaska Department of Law Commercial and Fair Business Section that need to be translated into languages other than English to improve access to services? Please describe:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> None yet</p> <p><input type="checkbox"/> Program Brochures</p> <p><input type="checkbox"/> Program Outreach Flyers</p> <p><input type="checkbox"/> Complaint Forms</p> <p><input type="checkbox"/> Program Guidelines</p> <p><input type="checkbox"/> Other _____</p> <p>_____</p>	<p><input type="checkbox"/> Consumer Resources Information</p> <p><input type="checkbox"/> Educational materials</p> <p><input type="checkbox"/> Program Evaluation Forms</p>
<p>13. Do programs or offices within the Alaska Department of Law Commercial and Fair Business Section translate signs or posters announcing the availability of language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

14. When programs or offices within the Alaska Department of Law Commercial and Fair Business Section update information on its website, does it also add that content in non-English languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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TRAINING OF STAFF ON POLICIES AND PROCEDURES

1. Do all staff within the Alaska Department of Law Commercial and Fair Business Section who work with community members receive initial and periodic training on how to access and provide language assistance services to LEP individuals? How often do staff within the Alaska Department of Law Commercial and Fair Business Section receive the periodic training? <hr/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Who receives staff training on working with LEP individuals? (Please select all that apply)	<input type="checkbox"/> Management or senior staff <input type="checkbox"/> Volunteers	<input type="checkbox"/> Bilingual Staff <input type="checkbox"/> New employees <input type="checkbox"/> All employees <input type="checkbox"/> Others (Please specify): <hr/>
3. Are language access policies and LEP issues included in the training curriculum for staff?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do staff receive periodic training on how to obtain and work with interpreters? How often do staff within the Alaska Department of Law Commercial and Fair Business Section receive the periodic training? <hr/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do staff receive periodic training on how to request the translation of written documents into other languages? How often do staff within the Alaska Department of Law Commercial and Fair Business Section receive the periodic training? <hr/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, conflict of interest, confidentiality, specialized terminology, and other topics? How often do staff within the Alaska Department of Law Commercial and Fair Business Section receive the regular training? <hr/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

<p>1. How do you inform members of the public about the availability of language assistance services? (Please describe and select all that apply)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Bilingual staff and outreach in community</p> <p><input type="checkbox"/> Posters in public areas</p> <p><input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff</p> <p><input type="checkbox"/> Website</p> <p><input type="checkbox"/> Volunteers in the community</p>	<p><input type="checkbox"/> Social networking website (e.g. Facebook, Twitter)</p> <p><input type="checkbox"/> E-mail to individuals or listserv</p> <p><input type="checkbox"/> Posters in program in multiple languages</p> <p><input type="checkbox"/> Other (Please specify):</p>
<p>2. Do your translated outreach materials inform LEP individuals about the availability of free language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>3. Do programs or offices within the Alaska Department of Law Commercial and Fair Business Section inform community groups about the availability of free language assistance services for LEP individuals?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>4. Does the main page of the Alaska Department of Law Commercial and Fair Business Section website include non-English information that would be easily accessible to LEP individuals?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

MONITORING AND UPDATING LANGUAGE ACCESS PROCEDURES, POLICIES AND PLAN

<p>1. Do programs or offices within the Alaska Department of Law Commercial and Unfair Business Section have a written language access policy?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>2. If so, is a description of this policy available to the public?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>3. Do programs or offices within the Alaska Department of Law Commercial and Fair Business Section have a formal language access complaint process?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>4. Have programs or offices within the Alaska Department of Law Commercial and Fair Business Section received any complaints because it did not provide language assistance services?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>5. Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>

Thank you for taking time to complete this self-assessment language tool. Please return your completed self-assessment tool by e-mail to anna.taylor@akimmigrationjustice.org or fax (907) 789-1324. Please call with any questions or specific needs in going through the self-assessment tool at (907) 789-1340.



Alaska Institute for Justice

Language Access Self-Assessment and Planning Tool

Office of Victims' Rights

June 2014

INTRODUCTION

This self-assessment tool has been adapted from the Department of Justice Language Access Assessment and Planning Tool to assist the Office of Victims' Rights (OVR) to identify language service needs and evaluate the bilingual, translation and interpretation resources already available to help limited English proficient (LEP) individuals access OVR's services for victims of violent crimes. Conducting a self-assessment to determine what types of contact OVR has with the LEP population statewide will assist in strategic planning to ensure that program goals and objectives address meaningful access to services for all crime victims statewide, including those who are limited English proficient (LEP).

Who is a limited English proficient Person? Persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP". These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or encounter.

All programs that receive any amount of federal funding must ensure compliance with Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, or national origin. National origin discrimination includes not providing services to limited English proficient people. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, provides specifically that no person shall "on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Non-compliance with Title VI can jeopardize a program's federal funding.

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SIX STEPS TO DEVELOP AND IMPLEMENT A SUCCESSFUL LANGUAGE ACCESS PROGRAM

There are six steps to developing and implementing a successful language access program. This self-assessment tool is designed to help OVR determine if it communicates effectively with LEP individuals and will inform language access development and planning. It will help identify current gaps in language access services and plan for the development of a language access policy tailored to meet the statewide and hub community needs of crime victims.

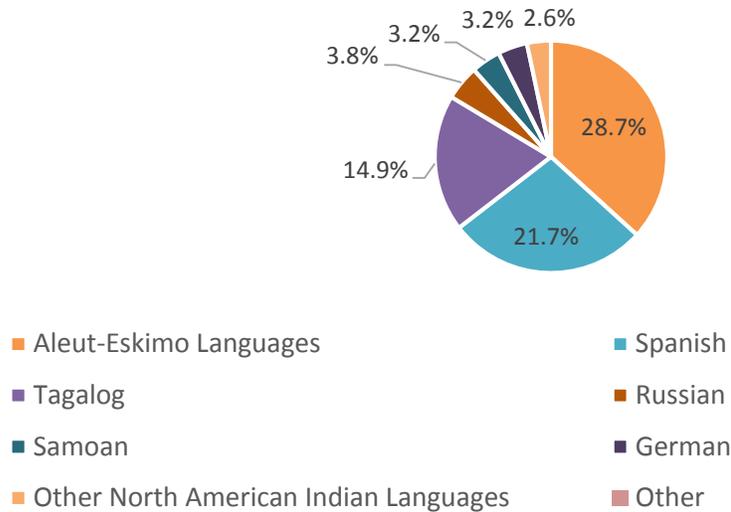


Who are the diverse cultural and ethnic groups in Alaska? Here are some initial statistics to start you in the process of evaluating the statewide needs for crime victims.

Statewide in Alaska:

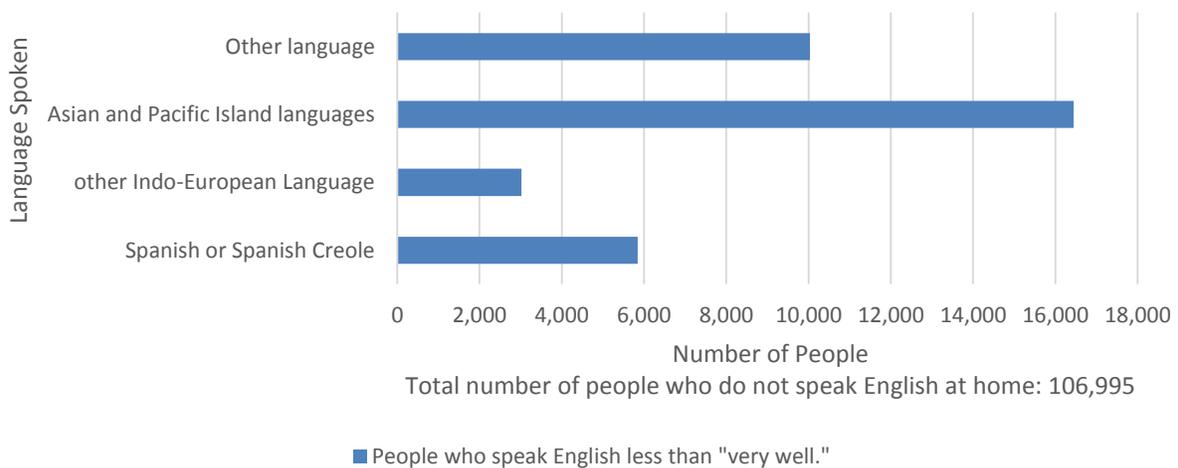
According to demographics from the American Community Survey 2008-2012 **about 106,995 people in Alaska do not speak English at home.** Approximately **35,342** of those people do not speak English “very well.” These people are unable to access services at organizations that do not have a language access plan. Each community in Alaska is diverse and each community has different language needs.

Languages other than English spoken in Alaska



¹⁷⁷ Source

Alaskans who speak English less than "very well"



¹⁷⁸ Sources and explanations.

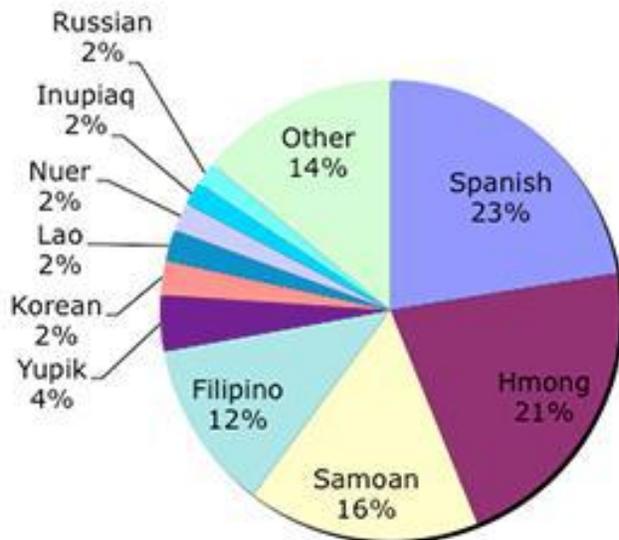
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¹⁷⁸ Indo-European languages include most major current [languages of Europe](http://en.wikipedia.org/wiki/Indo-European_languages), the [Iranian plateau](http://en.wikipedia.org/wiki/Iranian_plateau), and the [Indian Subcontinent](http://en.wikipedia.org/wiki/Indian_Subcontinent), and that were also predominant in ancient [Anatolia](http://en.wikipedia.org/wiki/Anatolia). <http://www.alaskool.org/Language/languagemap/index.html>. For more information on Alaskans who do not speak English at home, access the following link: http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Alaska," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

Anchorage

In October 2013, the Anchorage school district reported that 93 different languages were spoken by its students.¹⁷⁹ About 17% of Alaskans in Anchorage do not speak English at home. With a population of 300,950, this means that about 51,162 people in Anchorage do not speak English at home.¹⁸⁰

The top 10 languages spoken at home by students receiving ELL Program services



¹⁸¹ Source and Explanation

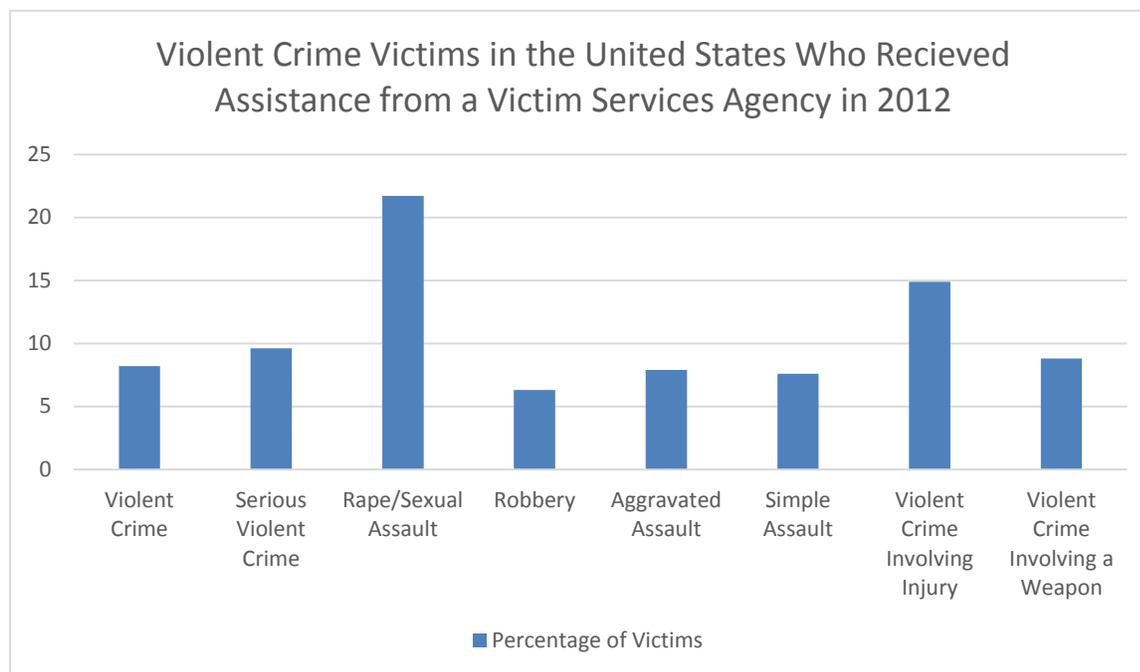
Monitoring and updating changing community demographics and language needs is important. A diverse group of community stakeholders should be consulted to learn about specific community demographic information and to identify the language access needs. These sources can include, but are not limited to, health care providers, schools, law enforcement officers, prosecutors' offices, courts, culturally specific community groups, religious organizations, and other social service agencies.

¹⁷⁹ <https://www.asdk12.org/aboutasd/>

¹⁸⁰ <http://quickfacts.census.gov/qfd/states/02/0203000.html>

¹⁸¹ <http://www.asdk12.org/depts/ELL/about.asp>, ELL programs are English Language Learner programs in the Anchorage School District.

How does language access effect limited English proficient victims?



¹⁸²Source

The above graph represents information from the Bureau of Justice Statistics' 2012 National Crime Victimization Report. According to this Report, victims of rape/sexual assault are the most likely to receive assistance from victim services agencies. However, less than one out of every four receive these services.¹⁸³ Victims of other crimes are even less likely to receive assistance from victim services agencies, with only 15% of victims injured as a result of the crime receiving these services.¹⁸⁴

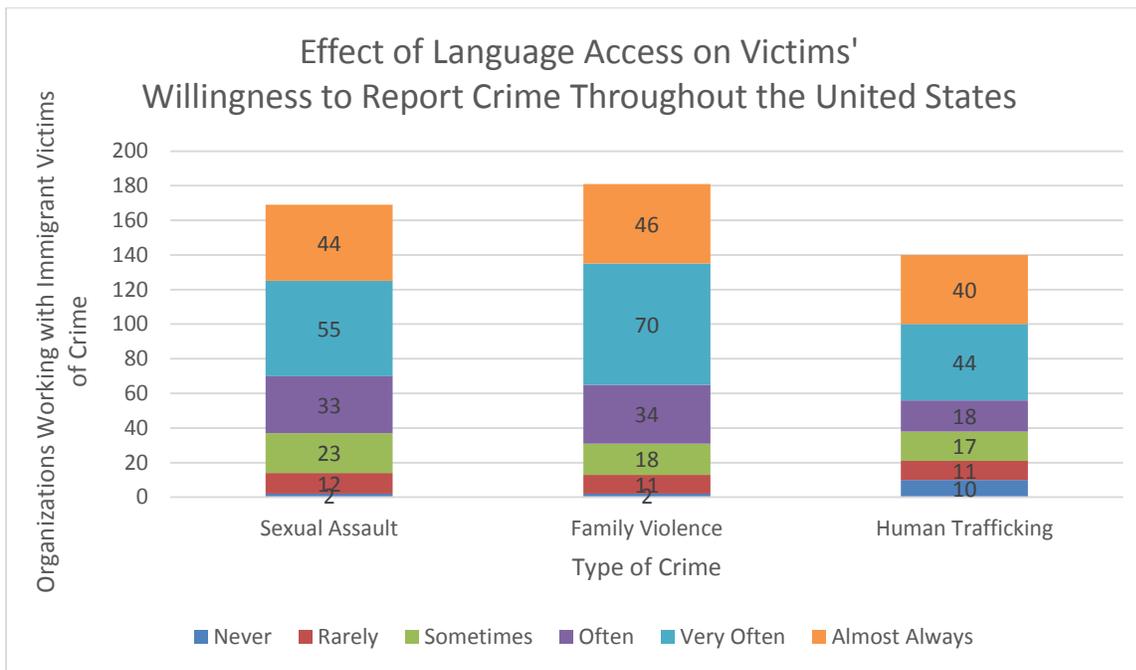
In 2013, 722 organizations serving immigrant victims of domestic violence, sexual assault, and human trafficking participated in a nationwide survey.¹⁸⁵ The survey found that 132 out of 169 organizations serving victims of sexual assault said that language access affected their clients' willingness to report a crime. 150 out of 181 organizations serving victims of family violence, and 102 out of 140 organizations serving victims of human trafficking said that language access affected their clients' willingness to report. These numbers demonstrate the importance of language access to crime victims. Without language access, victims are less likely to utilize important services or report crimes to the police.

¹⁸² For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

¹⁸³ For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

¹⁸⁴ For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

¹⁸⁵ For more information, use the following website: [http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language access and crime victims](http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language%20access%20and%20crime%20victims), and click on the pdf.



¹⁸⁶Source

These questions are intended for use by OVR in conducting a self-assessment of its progress in providing language assistance to limited English proficient (LEP) persons.

SELF-ASSESSMENT TOOL QUESTIONS

UNDERSTANDING HOW LEP INDIVIDUALS INTERACT WITH YOUR ORGANIZATION

1. Are there individuals in your organization who interact or communicate with LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Which programs or offices have direct contact with community residents? _____	_____ _____ _____	_____ _____ _____
3. Describe the manner in which offices of OVR interact with the public, including LEP individuals.	<input type="checkbox"/> In-Person <input type="checkbox"/> Telephonically <input type="checkbox"/> Electronically (e-mail or web-site) <input type="checkbox"/> Education/Training	<input type="checkbox"/> Representation of victims <input type="checkbox"/> Filing of complaints <input type="checkbox"/> Outreach <input type="checkbox"/> Other (Please specify) _____
4. On the lines below please describe the type of service or information provided by each office: _____ _____ _____	_____ _____ _____	_____ _____ _____

¹⁸⁶ For more information, use the following website: [http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language access and crime victims](http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language%20access%20and%20crime%20victims), and click on the pdf.

4. What data does OVR use to determine the LEP communities in your service area? (Please select all that apply)	<input type="checkbox"/> Census <input type="checkbox"/> US Dept. of Education <input type="checkbox"/> US Dept. of Labor <input type="checkbox"/> State Agencies	<input type="checkbox"/> Community Organizations <input type="checkbox"/> Program Referral/Intake Information <input type="checkbox"/> Other: _____
5. Do you collect and record primary language data from individuals when they first contact a program or office of OVR?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. If you collect and record primary language data, where is the information stored? _____		
7. What is the total number of LEP individuals who use or receive services from OVR each year?	Total Number: _____ _____ Unknown	Year: _____
8. How many LEP individuals attempt to access your programs or services in a month?	Total Number: _____ _____ Unknown	Month/Year: _____
9. How many LEP individuals use your programs or services each month?	Total Number: _____ _____ Unknown	Month/Year: _____
10. Specify the top six most frequently encountered non-English languages by your program and how often these encounters occur (e.g., 2-3 times per year, once a month, once a week, daily, etc...)	Languages: 1. 2. 3. 4. 5. 6.	Frequency of Encounters: 1. 2. 3. 4. 5. 6.

PROVIDING LANGUAGE ASSISTANCE SERVICES

1. Does OVR currently have a system in place for tracking the type of language assistance services it provides to LEP individuals at each interaction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. What data, if any, do you maintain regarding language assistance services? (Please select all that apply) <input type="checkbox"/> Primary language of persons encountered or served <input type="checkbox"/> Use of language assistance services <input type="checkbox"/> Funds or staff time spent on language assistance services <input type="checkbox"/> Number of bilingual staff <input type="checkbox"/> Cost of interpreter services <input type="checkbox"/> Cost of translation of materials into non-English languages <input type="checkbox"/> Other (Please specify) _____		
3. Does OVR have a system to track the cost of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. What types of language assistance services does OVR provide? (Please select all that apply and	<input type="checkbox"/> Bilingual staff	<input type="checkbox"/> Volunteer interpreters or

specify who was used as an interpreter or translator) <hr/> <hr/> <hr/> <hr/> <hr/>	<input type="checkbox"/> In-house interpreters (oral) <input type="checkbox"/> In-house translators (written) <input type="checkbox"/> Contracted interpreters (oral) <input type="checkbox"/> Contracted translators (written)	translators from the community <input type="checkbox"/> Telephonic Service _____ <input type="checkbox"/> AIJ Language Interpreter Center <input type="checkbox"/> Other _____
5. Does OVR have a process to assess bilingual staff language skills? If yes, what is the assessment tool? <hr/> <hr/> <hr/> If yes, please describe and indicate languages of bilingual staff: <hr/> <hr/> <hr/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Have any of your bilingual staff gone through interpreter training with the Alaska Institute for Justice (AIJ) Language Interpreter Center (LIC)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Have any of your staff taken standardized language proficiency exams?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Do any of your bilingual staff act as interpreters with outside agencies?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Do programs or offices within OVR ask LEP individuals to provide their own interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Do departments or programs within OVR ask or allow LEP individuals to have family members or friends interpret?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11. Do programs or offices within OVR ask or allow LEP individuals to have children interpret?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12. Do programs or offices within OVR provide staff with a list of available language access options and how to access qualified interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13. Do programs or offices within OVR identify and translate vital documents into the non-English languages of the communities in your service area?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14. Which vital written documents do programs or offices within OVR translate into non-English languages? Are there documents in programs or offices within OVR that need to be translated into languages other than English to improve access to services? Please describe: <hr/> <hr/>	<input type="checkbox"/> None yet <input type="checkbox"/> Program Brochures <input type="checkbox"/> Complaint Forms <input type="checkbox"/> Program Guidelines <input type="checkbox"/> Victims' Rights and Responsibilities <input type="checkbox"/> OVR Regulations	<input type="checkbox"/> Legal Education Materials <input type="checkbox"/> Victim Consent Forms <input type="checkbox"/> Victim Intake Forms <input type="checkbox"/> Program Description and Explanation of Services

<hr/> <hr/> <hr/> <hr/>	<input type="checkbox"/> Restitution Instructions <input type="checkbox"/> Other _____	<input type="checkbox"/> Program Evaluation Forms
15. Do programs or offices within OVR translate signs or posters announcing the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16. When programs or offices within OVR update information on its website, does it also add that content in non-English languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

TRAINING OF STAFF ON POLICIES AND PROCEDURES

1. Do all staff within OVR who work with community members receive initial and periodic training on how to access and provide language assistance services to LEP individuals? How often do staff within OVR receive the periodic training? <hr/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Who receives staff training on working with LEP individuals? (Please select all that apply)	<input type="checkbox"/> Management or senior staff <input type="checkbox"/> Board Members <input type="checkbox"/> Volunteers	<input type="checkbox"/> Bilingual Staff <input type="checkbox"/> New employees <input type="checkbox"/> All employees <input type="checkbox"/> Others (Please specify): <hr/>
3. Are language access policies and LEP issues included in the mandatory training curriculum for staff?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do staff receive periodic training on how to obtain and work with interpreters? How often do staff within OVR receive the periodic training? <hr/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do staff receive periodic training on how to request the translation of written documents into other languages? How often do staff within OVR receive the periodic training? <hr/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, conflict of interest, confidentiality, specialized terminology, and other topics?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

How often do staff within OVR receive the regular training? _____		
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PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

1. How do you inform members of the public about the availability of language assistance services? (Please describe and select all that apply)	<input type="checkbox"/> Bilingual staff and outreach in community <input type="checkbox"/> Posters in public areas <input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff <input type="checkbox"/> Website	<input type="checkbox"/> Social networking website (e.g. Facebook, Twitter) <input type="checkbox"/> E-mail to individuals or listserv <input type="checkbox"/> Posters in program in multiple languages <input type="checkbox"/> Volunteers in the community <input type="checkbox"/> Other (Please specify):
2. Do your translated outreach materials inform LEP individuals about the availability of free language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Do programs or offices within OVR inform community groups about the availability of free language assistance services for LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do programs or offices within OVR inform program participants about the availability of free language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Does the main page of the OVR website include non-English information that would be easily accessible to LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Do program or offices within OVR have multilingual signs or posters announcing the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

MONITORING AND UPDATING LANGUAGE ACCESS PROCEDURES, POLICIES AND PLAN

1. Do programs or offices within OVR have a written language access policy?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. If so, is a description of this policy available to the public?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Do programs or offices within OVR have a formal language access complaint process?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Have programs or offices within OVR received any complaints because it did not provide language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

5. Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Thank you for taking time to complete this self-assessment language tool. Please return your completed self-assessment tool by e-mail to anna.taylor@akimmigrationjustice.org or fax (907) 789-1324. Please call with any questions or specific needs in going through the self-assessment tool at (907) 789-1340.



Alaska Institute for Justice

Language Access Self-Assessment and Planning Tool

Violent Crimes Compensation Board

June 2014

INTRODUCTION

This self-assessment tool has been adapted from the Department of Justice Language Access Assessment and Planning Tool to assist the Violent Crimes Compensation Board (VCCB) to identify language service needs and evaluate the bilingual, translation and interpretation resources already available to help limited English proficient (LEP) individuals access VCCB's services for victims of violent crimes. Conducting a self-assessment to determine what types of contact VCCB has with the LEP population statewide will assist in strategic planning to ensure that program goals and objectives address meaningful access to services for all crime victims statewide, including those who are limited English proficient (LEP).

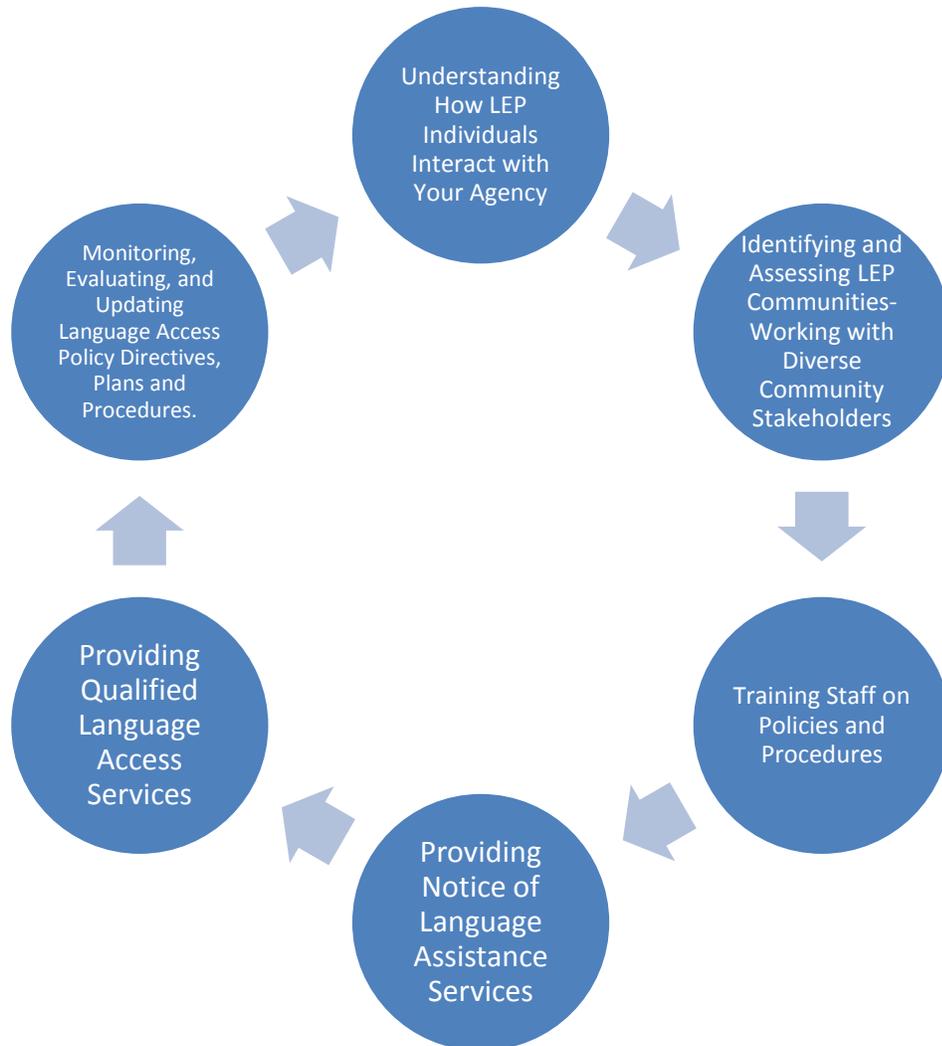
Who is a limited English proficient Person? Persons who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP." These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or encounter.

All programs that receive any amount of federal funding must ensure compliance with Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, or national origin. National origin discrimination includes not providing services to limited English proficient people. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, provides specifically that no person shall "on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Non-compliance with Title VI can jeopardize a program's federal funding.

Please return this survey by e-mail or fax to Anna Taylor, Juneau Staff Attorney (907) 789-1340 phone, (907) 789-1324 fax. E-mail: anna.taylor@akimmigrationjustice.org.

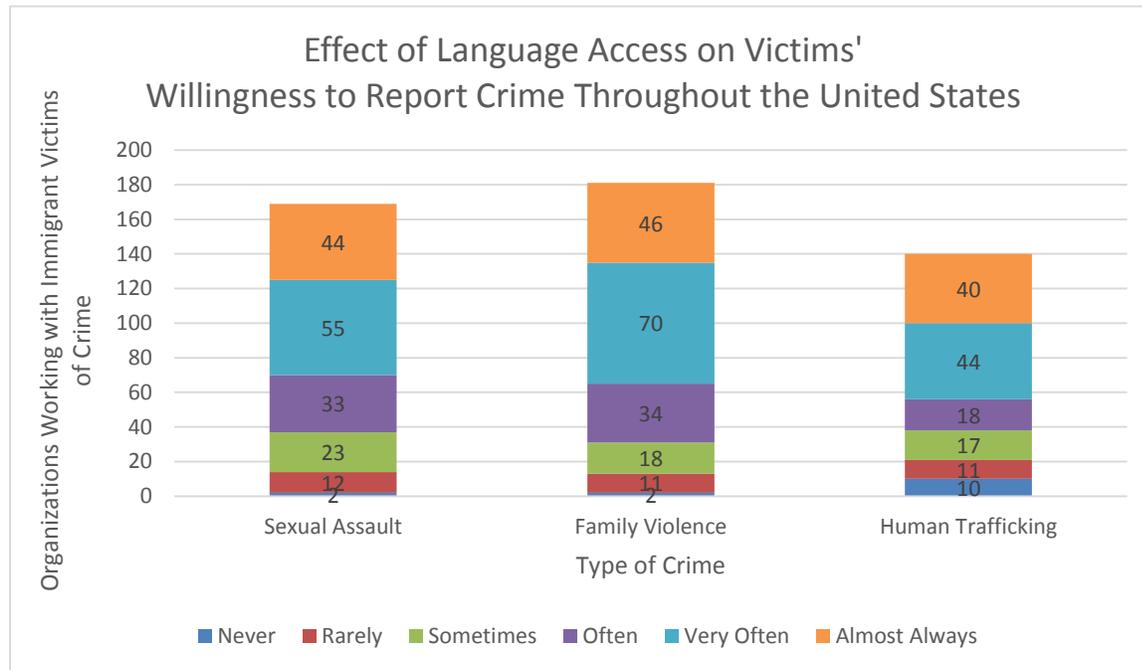
SIX STEPS TO DEVELOP AND IMPLEMENT A SUCCESSFUL LANGUAGE ACCESS PROGRAM

There are six steps to developing and implementing a successful language access program. This self-assessment tool is designed to help VCCB determine if it communicates effectively with LEP individuals and will inform language access development and planning. It will help identify current gaps in language access services and plan for the development of a language access policy tailored to meet the statewide and hub community needs of crime victims.



How does language access affect limited English proficient crime victims?

In 2013, 722 organizations serving immigrant victims of domestic violence, sexual assault, and human trafficking participated in a nationwide survey.¹⁸⁷ The survey overwhelmingly found that language access affected the willingness of immigrant crime victims to report the crimes committed against them.



¹⁸⁸Source

Alaska Native Victimization

According to data collected by the United States Department of Justice, 34.1% of Native American and Alaska Native women in the United States will be raped during their lifetime.¹⁸⁹ Between 2001 and 2003, 45.1% of victims of sexual assault who reported to the Anchorage Police Department were Alaska Natives,¹⁹⁰ but only 10.6% of the Anchorage population identifies as

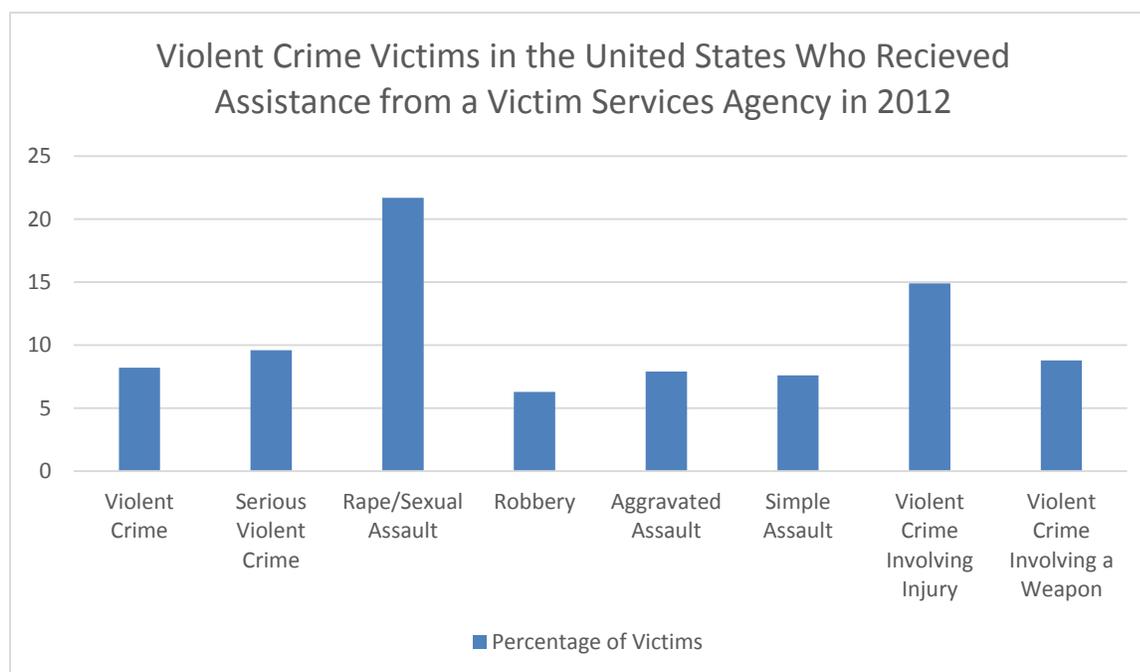
¹⁸⁷ For more information, use the following website: [http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language access and crime victims](http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language%20access%20and%20crime%20victims), and click on the pdf.

¹⁸⁸ For more information, use the following website: [http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language access and crime victims](http://niwaplibrary.wcl.american.edu/reference/additional-materials/iwp-training-powerpoints/building-capacity/u-visa-tool-kit/Language-Access-and-U-visa-collaboration.pdf/view?searchterm=language%20access%20and%20crime%20victims), and click on the pdf.

¹⁸⁹ The Failure to Protect Indigenous Women from Sexual Violence in the USA, 2 (2007) at http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fwww.amnestyusa.org%2Fpdfs%2FMazeOfInjustice.pdf&ei=tcOMU6DEBpTioATY7oGwBw&usg=AFQjCNERIfvz7X-Rr7PCxHkS62YyOEPug&sig2=6qQW6OF_Btz6Hz00MTibTQ&bvm=bv.68191837,d.cGU.

¹⁹⁰ Special Report: UAA Justice Center Domestic and Sexual Violence Research Review and Recommendations, p. 15, May 2010, available at: <http://www.andvsa.org/facts/>.

Alaska Native.¹⁹¹ While these statistics do not represent Alaska Native women who are limited English proficient, they highlight the critical importance of ensuring that information and resources are available regardless of the ability to read or understand English.



¹⁹²Source

The above graph represents information from the Bureau of Justice Statistics’ 2012 National Crime Victimization Report. According to this Report, victims of rape/sexual assault are the most likely to receive assistance from victim services agencies. However, less than one out of every four receive these services.¹⁹³ Victims of other crimes are even less likely to receive assistance from victim services agencies, with only 15% of victims injured as a result of the crime receiving these services.¹⁹⁴ While these statistics do not evaluate the rate that limited English proficient crime victims (LEP) will access services, failure to provide interpretation services or translated materials will increase the likelihood that LEP victims will not access critical services.

¹⁹¹ Special Report: UAA Justice Center Domestic and Sexual Violence Research Review and Recommendations, p. 15, May 2010, available at: <http://www.andvsa.org/facts/>.

¹⁹² For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

¹⁹³ For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

¹⁹⁴ For more information go to the following link: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4781>, and click on the option to view the pdf.

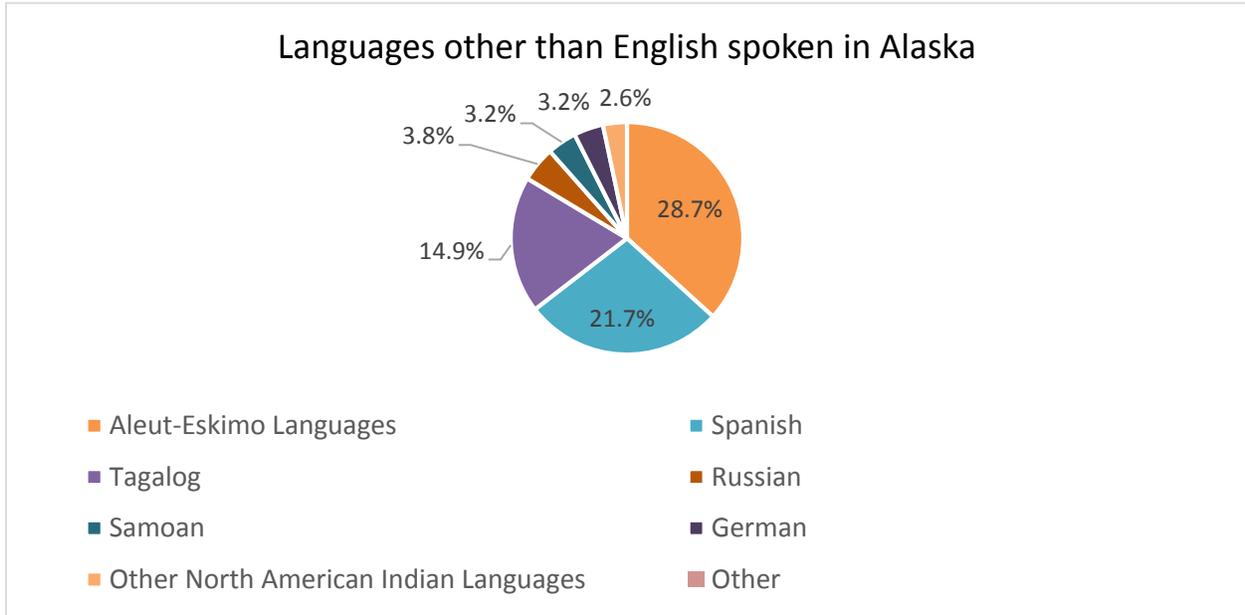
LIMITED ENGLISH PROFICIENT STATISTICS IN ALASKA

Each community in Alaska is diverse and has different language needs. Monitoring and updating changing community demographics and language needs are critical in order to ensure that resources and services are accessible to all Alaskans who are victims and survivors of domestic violence, sexual assault and human trafficking. A diverse group of community stakeholders should be consulted as sources of additional demographic information to identify language access needs statewide and within specific communities. These sources can include, but are not limited to, health care providers, schools, law enforcement, prosecutors' offices, courts, culturally specific community groups, religious organizations, and other social service agencies.

Failure to provide language access can increase the lethality risk for limited English proficient Alaskans who are victims of domestic violence, sexual assault and human trafficking.

Statewide in Alaska:

The 2012 American Community Survey found that **about 106,995 people in Alaska do not speak English at home** and approximately **35,342** of those people do not speak English “very well.”



¹⁹⁵ Source



¹⁹⁶ Sources and explanations.

¹⁹⁵ For more information go to the following website: http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results, click on the state tab, and select “Alaska.”

¹⁹⁶ Indo-European languages include most major current [languages of Europe](#), the [Iranian plateau](#), and the [Indian Subcontinent](#), and that were also predominant in ancient [Anatolia](#). http://en.wikipedia.org/wiki/Indo-European_languages. “Other languages” may include indigenous languages of Alaska. <http://www.alaskool.org/Language/languagemap/index.html>; For more information access the following link:

The following questions are intended for use by VCCB in conducting a self-assessment of its progress in providing language assistance to limited English proficient (LEP) persons.

SELF-ASSESSMENT TOOL QUESTIONS

UNDERSTANDING HOW LEP INDIVIDUALS INTERACT WITH YOUR ORGANIZATION

1. Are there individuals in your organization who interact or communicate with LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Which programs or offices have direct contact with community residents? _____ _____	_____ _____ _____	_____ _____ _____
3. Describe the manner in which offices of VCCB interact with the public, including LEP individuals.	<input type="checkbox"/> In-Person <input type="checkbox"/> Telephonically <input type="checkbox"/> Electronically (e-mail or web-site) <input type="checkbox"/> Education/Training	<input type="checkbox"/> Provision of compensation <input type="checkbox"/> Outreach <input type="checkbox"/> Other (Please specify) _____
4. On the lines below please describe the type of service or information provided by each office: _____ _____ _____	_____ _____ _____	_____ _____ _____
5. Does your organization receive Federal funds which include sub-grants, use of equipment, or donations of surplus property?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Does VCCB provide federal financial assistance, such as sub-grants, to non-federal entities and if so: a. Do you have an active program in place to require your recipients of federal financial assistance to comply with Title VI and language access standards? b. Does VCCB inform other recipients of federal funding that they should budget for language assistance services?	<input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No

IDENTIFICATION AND ASSESSMENT OF LEP COMMUNITIES

1. How does each office of VCCB identify LEP individuals? (Please select all that apply). Please specify which office uses each type of language assistance in the lines below: _____ _____ _____ _____	<input type="checkbox"/> Assume limited English proficiency if communication seems impaired <input type="checkbox"/> Respond to individual requests for language assistance services	<input type="checkbox"/> Use of "I Speak" language identification cards or posters <input type="checkbox"/> Based on written material submitted to VCCB (e.g. complaints)
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http://factfinder2.census.gov/faces/nav/jsf/pages/community_facts.xhtml, using the search option to find "Alaska," select the "Languages and Origins" tab on the left, then select the "Language Spoken at Home" table.

<p>_____</p>	<input type="checkbox"/> Self-identification by the non-English speaker or LEP individual <input type="checkbox"/> Ask open-ended questions to determine language proficiency on the telephone or in person <input type="checkbox"/> Use a telephonic interpretation service to identify an LEP individual's primary language	<input type="checkbox"/> Ask a multilingual staff member to help identify an LEP individual's primary language <input type="checkbox"/> We have not identified non-English speakers or LEP individuals <input type="checkbox"/> Other (Please specify): <p>_____</p> <p>_____</p> <p>_____</p>
<p>2. Does VCCB have a process to collect data on:</p> <p>a. The number of LEP individuals that you serve?</p> <p>b. The number of LEP individuals in your service area?</p> <p>c. The number and prevalence of languages spoken by LEP individuals in your service area?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No
<p>3. How often does VCCB assess the language data for your service area?</p>	<input type="checkbox"/> Annually <input type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other: _____
<p>4. What data does VCCB use to determine the LEP communities in your service area? (Please select all that apply)</p>	<input type="checkbox"/> Census <input type="checkbox"/> US Dept. of Education <input type="checkbox"/> US Dept. of Labor <input type="checkbox"/> State Agencies	<input type="checkbox"/> Community Organizations <input type="checkbox"/> Program Referral/Intake Information <input type="checkbox"/> Other: _____
<p>5. Do you collect and record primary language data from individuals when they first contact VCCB?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>6. If you collect and record primary language data, where is the information stored?</p> <p>_____</p> <p>_____</p>		
<p>7. What is the total number of LEP individuals who receive services from VCCB each year?</p>	<p>Total Number: _____</p> <p>_____ Unknown</p>	<p>Year: _____</p>
<p>8. How many LEP individuals use your programs or services each month?</p>	<p>Total Number: _____</p> <p>_____ Unknown</p>	<p>Month/Year: _____</p>
<p>9. Specify the top six most frequently encountered non-English languages by your program and how often these encounters occur (e.g., 2-3 times per year, once a month, once a week, daily, etc...)</p>	<p>Languages:</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Frequency of Encounters:</p> <p>1.</p> <p>2.</p> <p>3.</p>

	4. 5. 6.	4. 5. 6.
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PROVIDING LANGUAGE ASSISTANCE SERVICES

<p>1. Does VCCB currently have a system in place for tracking the type of language assistance services it provides to LEP individuals at each interaction?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>2. What data, if any, do you maintain regarding language assistance services? (Please select all that apply)</p> <p><input type="checkbox"/> Primary language of persons encountered or served</p> <p><input type="checkbox"/> Use of language assistance services</p> <p><input type="checkbox"/> Funds or staff time spent on language assistance services</p> <p><input type="checkbox"/> Number of bilingual staff</p> <p><input type="checkbox"/> Cost of interpreter services</p> <p><input type="checkbox"/> Cost of translation of materials into non-English languages</p> <p><input type="checkbox"/> Other (Please specify) _____</p>		
<p>3. Does VCCB have a system to track the cost of language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>4. What types of language assistance services does VCCB provide? (Please select all that apply and specify who was used as an interpreter or translator)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/> Bilingual staff <input type="checkbox"/> In-house interpreters (oral) <input type="checkbox"/> In-house translators (written) <input type="checkbox"/> Contracted interpreters (oral) <input type="checkbox"/> Contracted translators (written)	<input type="checkbox"/> Volunteer interpreters or translators from the community <input type="checkbox"/> Telephonic Service _____ <input type="checkbox"/> AIJ Language Interpreter Center <input type="checkbox"/> Other _____
<p>5. Does VCCB have a process to assess bilingual staff language skills? If yes, what is the assessment tool?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>If yes, please describe and indicate languages of bilingual staff:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>6. Do programs or offices within VCCB ask LEP individuals to provide their own interpreters?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>7. Does VCCB allow LEP individuals to have family members or friends interpret?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>8. Does VCCB allow LEP individuals to have children interpret?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

9. Does VCCB provide staff with a list of available language access options and how to access qualified interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Does VCCB identify and translate vital documents into the non-English languages of the communities in your service area?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11. Which vital written documents does VCCB translate into non-English languages? Are there documents within VCCB that need to be translated into languages other than English to improve access to services? Please describe: _____ _____ _____ _____ _____	<input type="checkbox"/> None yet <input type="checkbox"/> Program Brochures <input type="checkbox"/> Program Outreach Flyers <input type="checkbox"/> Complaint Forms <input type="checkbox"/> Program Guidelines <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Legal Education Materials <input type="checkbox"/> Applicant Consent Forms <input type="checkbox"/> Applicant Intake Forms <input type="checkbox"/> Program Description and Explanation of Services <input type="checkbox"/> Program Evaluation Forms
12. Does VCCB translate signs or posters announcing the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

TRAINING OF STAFF ON POLICIES AND PROCEDURES

1. Do VCCB staff who work with community members receive initial and periodic training on how to access and provide language assistance services to LEP individuals? How often do VCCB staff receive the periodic training? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Who receives staff training on working with LEP individuals? (Please select all that apply)	<input type="checkbox"/> Management or senior staff <input type="checkbox"/> Board Members <input type="checkbox"/> Volunteers	<input type="checkbox"/> Bilingual Staff <input type="checkbox"/> New employees <input type="checkbox"/> All employees <input type="checkbox"/> Others (Please specify): _____
3. Are language access policies and LEP issues included in training curriculum for staff?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do staff receive periodic training on how to obtain and work with interpreters and translators? How often do staff within VCCB receive the periodic training? _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, conflict of interest, confidentiality, specialized terminology, and other topics?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

How often do staff within VCCB receive the regular training? _____		
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PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

1. How do you inform members of the public about the availability of language assistance services? (Please describe and select all that apply) _____ _____ _____ _____ _____ _____ _____	<input type="checkbox"/> Bilingual staff and outreach in community <input type="checkbox"/> Posters in public areas <input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff <input type="checkbox"/> Website	<input type="checkbox"/> Social networking website (e.g. Facebook, Twitter) <input type="checkbox"/> E-mail to individuals or listserv <input type="checkbox"/> Posters in program in multiple languages <input type="checkbox"/> Volunteers in the community <input type="checkbox"/> Other (Please specify):
2. Do your translated outreach materials inform LEP individuals about the availability of free language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Does VCCB inform community groups about the availability of free language assistance services for LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Does VCCB inform program participants about the availability of free language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Does the main page of the VCCB website include non-English information that would be easily accessible to LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Do VCCB offices have multilingual signs or posters announcing the availability of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

MONITORING AND UPDATING LANGUAGE ACCESS PROCEDURES, POLICIES AND PLAN

1. Does VCCB have a written language access policy?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. If so, is a description of this policy available to the public?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Does VCCB have a formal language access complaint process?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Has VCCB received any complaints because it did not provide language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do you obtain feedback from the LEP community on the effectiveness of your language access	<input type="checkbox"/> Yes	<input type="checkbox"/> No

program and the language assistance services you provide?		
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Thank you for taking time to complete this self-assessment language tool. Please return your completed self-assessment tool by e-mail to anna.taylor@akimmigrationjustice.org or fax (907) 789-1324. Please call with any questions or specific needs in going through the self-assessment tool at (907) 789-1340.

Wraparound Victim Legal Assistance Network Demonstration Project
Referral Form

Date: _____

Referring Agency: _____

Staff Member: _____

Staff Contact E-Mail: _____

Check one:

Attached please find a completed application from a crime victim.

Please contact the following crime victim:

Name: _____

Safe Contact Phone or E-Mail: _____

Type of Assistance Needed: _____

Check if applicable:

This applicant is limited English proficient. Please use an interpreter. The applicant's language is _____.

For Referred Agency to Complete

Outcome:

Accepted for services.

Services received: _____

Not eligible.

Reason: _____

APPENDIX E



REFORMING JUSTICE FOR ALASKA NATIVES: THE TIME IS NOW

Section 205 of the Tribal Law and Order Act of 2010 (TLOA) states, *“Nothing in this Act limits, alters, expands, or diminishes the civil or criminal jurisdiction of the State of Alaska, any subdivision of the State of Alaska, or any Indian tribe in that State.”* Yet, the Indian Law and Order Commission’s opinion is that problems in Alaska are so severe and the number of Alaska Native communities affected so large, that continuing to exempt the State from national policy change is wrong. It sets Alaska apart from the progress that has become possible in the rest of Indian country. The public safety issues in Alaska—and the law and policy at the root of those problems—beg to be addressed. These are no longer just Alaska’s issues. They are national issues.

The most recent example of harmful Alaska exceptions in Federal law and policy came with the March 7, 2013 enactment of the Violence Against Women Reauthorization Act of 2013 (VAWA Amendments). Title IX (“Safety for Indian Women”), Section 910, contains a rule that limits the Act’s “Special Domestic Violence Criminal Jurisdiction” to just 1 of the 229 federally recognized tribes in Alaska. Given that domestic violence and sexual assault may be a more severe public safety problem in Alaska Native communities than in any other Tribal communities in the United States, this provision adds insult to injury. In the view of the Commission, it is unconscionable.

Every woman you've met today has been raped. All of us. I know they won't believe that in the lower 48, and the State will deny it, but it's true. We all know each other and we live here. We know what's happened. Please tell Congress and President Obama before it's too late.

Tribal citizen (name withheld)
Statement provided during an Indian Law and Order Commission site visit to Galena, AK
October 18, 2012

The strongly centralized law enforcement and justice systems of the State of Alaska are of critical concern to the Indian Law and Order Commission. They do not serve local and Native communities adequately, if at all. The Commission believes that devolving authority to Alaska Native communities is essential for addressing local crime. Their governments are best positioned to effectively arrest, prosecute, and punish, and they should have the authority to do so—or to work out voluntary agreements with each other, and with local governments and the State on mutually beneficial terms.

While it is not within the scope of the Commission’s work to address needed reforms within Alaska’s State government, matters relating to the public safety of the Alaska Native communities are. The Commission’s study of Alaska and its recommendations to Congress and the President are focused on what can and should be done to restore and enhance authority to local Native communities.

FINDINGS AND CONCLUSIONS

Centralized administration falls short of local needs. Forty percent (229 of 566) of the federally recognized Tribes in the United States are in Alaska, and Alaska Natives represent one-fifth of the total State population.¹ Yet, these simple statements cannot capture the vastness or the Nateness of Alaska. The State covers 586,412 square miles, an area greater than the next three largest states combined (Texas, California, and Montana).² There are only 1.26 inhabitants per square mile—as compared to 5.85 for Wyoming, which is the next least populous state.³ (See map.)

Many of the 229 federally recognized tribes are villages located off the road system and “more closely resemble villages in developing countries” than small towns in the lower 48.⁴ Frequently, Native villages are accessible only by plane, or during the winter when rivers are frozen, by snow-machine. Food, gasoline, and other necessities are expensive and often in short supply. Subsistence hunting, fishing, and gathering (caribou, moose, reindeer, beluga whale, seal, salmon, halibut, berries, greens, etc.) are a part of everyday life. While Alaska Natives constitute a majority of the rural population, each community is nonetheless quite small; typical populations are in the range of 250-300 residents, many of whom share family or clan affiliations.⁵ Villages are politically independent from one another and have institutions that support that local autonomy—village councils and village Corporations.⁶ Historically, each village has managed its own local affairs, including issues of justice, and many are seeking ways to do so again. These conditions pose significant challenges to the effective provision of public safety for Alaska Natives.

*Justice efforts, however, are often hampered.*⁷ Problems with safety in Tribal communities are severe across the United States—but they are systematically the worst in Alaska. This is evident in an array of data concerning available services, crime, and community distress.

Alaska's True Proportion to the Continental United States

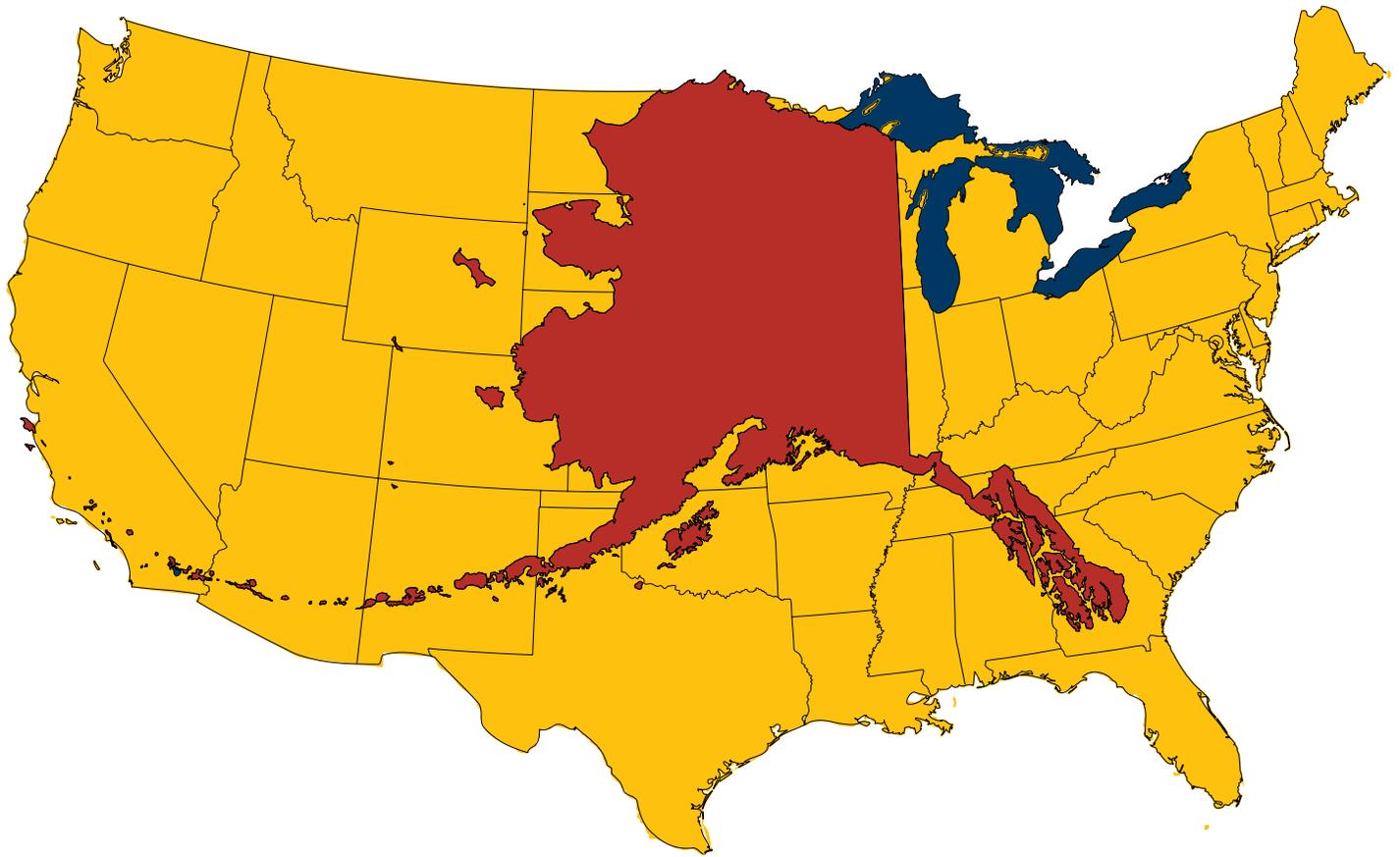


Table 2.1 Law Enforcement Personnel Serving Native Communities in Alaska

	DUTIES	TRAINING	LOCATION	FUNDED FORCE* (2011-12)	GUN?
State Troopers	Enforce all criminal laws Investigate crimes Assist other LE agencies Transport offenders Provide court security	15 weeks Accredited	Urban and rural posts across the state	373	Yes
Village Public Safety Officers (VPSOs)	Search and rescue Fire protection Emergency medical assistance Crime prevention Basic law enforcement	10 weeks	Rural villages	101	No
Village Police Officers (VPOs)	Basic law enforcement	2 weeks	Rural villages and tribes	104	Yes
Tribal Police Officers (TPOs)					

*Some positions may not be filled

Sources: (1) Division of Alaska State Troopers main website, Alaska Department of Public Safety, <http://www.dps.state.ak.us/ast/>; (2) Village Public Safety Officer Program website, Alaska Department of Public Safety, <http://www.dps.state.ak.us/ast/vpso/>; (3) *Legislative Hearing on S. 1192, Alaska Safe Families and Villages Act of 2011 and S. 1763 Stand Against Violence and Empower Native Women Act Before S. Comm. on Indian Affairs*, 112th Cong. 54 (Written Testimony of Joseph Masters, Commissioner, Alaska Department of Public Safety) (2015), available at <http://www.indian.senate.gov/hearings/loader.cfm?csModule=security/getfile&pageid=9515>

Our Tribe needs the State to recognize and respect our Tribal courts. We don't get much justice in Fairbanks.

*Curtis Summer, Vice Chairman, Tanana Village
Testimony before the Indian Law and Order Commission, Meeting in Tanana Village, AK
October 29, 2012*

Alcohol is probably 95 percent of our problem, but the State says we have no Tribal authority to fight bootlegging locally when they're hundreds of miles away—and only by airplane much of the year. The State and the Feds won't step up to prevent alcohol and drugs from flowing in here from Anchorage and Fairbanks. We're on our own, except they [the State] won't respect or enforce what we do.

*Dave Richards, City Manager, Fort Yukon, AK
Testimony before the Indian Law and Order Commission, Meeting in Fort Yukon, AK
October 30, 2012*

Most Alaska Native communities lack regular access to police, courts, and related services:

- Alaska Department of Public Safety (ADPS) officers have primary responsibility for law enforcement in rural Alaska, but ADPS provides for only 1.0–1.4 field officers per million acres.⁸ Since ADPS’s 370 officers cannot serve on a 24/7 basis, the actual ratio of officers to territory is much lower. According to ADPS, troopers’ efforts “are often hampered by delayed notification, long response distance, and the uncertainties of weather and transportation.”⁹
- Funding is available for just over 100 Village Public Safety Officers (VPSOs), although only 88 positions serving 74 communities were filled in 2011. Local Alaska Native Corporations hire VPSOs and villages have input into their selection; but, the officers actually work under Alaska State Trooper oversight. VPSO presence helps improve the coverage ratio, but technically their role is restricted to basic law enforcement and emergency first response. They do not carry firearms, although most offenders in rural villages do, a fact tragically emphasized through the death of VPSO Thomas Madole in March 2013.¹⁰
- 104 more officers serve 52 communities as Village or Tribal Police Officers, and both the Bristol Bay and North Slope Boroughs have borough-wide police departments. These officers do carry firearms, but the positions exist only in those communities with the economic resources to support them.¹¹
- At least 75 communities in Alaska lack any law enforcement presence at all.¹²
- Each of the four judicial districts in the Alaska court system serves rural Alaska, but the district courts frequently delegate responsibility to magistrates to serve low population, remote communities. Magistrates serving rural circuits visit individual communities regularly, but infrequently. Yet, often they are the sole face of the State court in Native villages.¹³
- By Federal law, Alaska Native Tribes may establish Tribal courts. As of 2012, 78 Tribes in Alaska had done so; 17 more Tribes were in the process of court development.¹⁴ However, funding constraints and narrow jurisdiction limit Alaska Tribal courts’ efforts. Not all Alaska Tribal courts are fulltime or even operated with paid staff. These courts typically address only child welfare cases, customary adoptions, public drunkenness, disorderly conduct, and minor juvenile offenses.¹⁵

[Alaska Natives experience the] highest rates of family violence, the highest rates of suicide, and the highest rates of alcohol abuse anywhere in the nation and, unfortunately, at the top of the list in Indian country in the United States. And those challenges...are exacerbated, in part, because of the enormous geographical size of Alaska, the remoteness of these communities, the skyrocketing costs of transportation, the lack of any economic opportunity, and the enormous gaps in the delivery of any form of government service, particularly from the State of Alaska.

*Mayor Bruce Botelho, Commissioner, Alaska Rural Justice and Law Enforcement Commission
Testimony before the Indian Law and Order Commission, Hearing at Tulalip Indian Reservation
September 7, 2011*

- The Emmonak Women’s Shelter, which closed for several weeks in 2012 for lack of resources, is “one of two facilities dedicated to domestic violence protection in the State. It is also the only facility located in a Native American community.”¹⁶ It is located “in a region in which there are few police officers, no transitional housing for women, and limited options for women seeking to escape.”¹⁷
- Alaska funds only 16 juvenile probation offices across all of Alaska; on average, each office’s service area is the size of Tennessee.¹⁸
- Of the 76 substance abuse treatment and/or mental health treatment centers in the State, most are in southern and southeastern Alaska, with approximately one-third in Anchorage alone; for residents of southwestern, central, and northern Alaska, help is typically provided a very long way from home.¹⁹

Alaska Natives are disproportionately affected by crime, and these effects are felt most strongly in Native communities:

- Based on their proportion of the overall State population, Alaska Native women are over-represented in the domestic violence victim population by 250 percent; they comprise 19 percent of the population, but 47 percent of reported rape victims.²⁰
- On average, in 2003-2004 an Alaska Native female became a victim of reported sexual assault or of child sexual abuse every 29.8 hours, as compared to once every 46.6 hours for non-Native females. Victimization rates, which take account of underlying population proportions, are even more dissimilar: the rate of sexual violence victimization among Alaska Native women was at least seven times the non-Native rate.²¹
- In Tribal villages and Native communities (excluding the urban Native population), problems are even more severe. Women have reported rates of domestic violence up to 10 times higher than in the rest of the United States and physical assault victimization rates up to 12 times higher.²²
- During the period 2004-2007, Alaska Natives were 2.5 times more likely to die by homicide than Alaskans who reported “White” as their race and 2.9 times more likely to die by homicide than all Whites in the United States.²⁵
- Alaska Natives’ representation in the Alaska prison and jail population is twice their representation in the general population (36 percent versus 19 percent).²⁴ Nearly 20 percent of the Alaska Natives under supervision by the Alaska State Department of Corrections are housed out of State, nearly all at Hudson Correctional Facility in New York State—4,419 road miles from Anchorage.²⁵

“It nonetheless bears repeating that the Commission’s findings and conclusions represent the unanimous view of nine independent citizens, Republicans and Democrats alike: It is the Commission’s considered finding that Alaska’s approach to criminal justice issues is fundamentally on the wrong track.”

- In Fairbanks, the city that serves a large rural and Tribal village population, Alaska Native youth who come into contact with the juvenile justice system are four times more likely than non-Natives to be referred to juvenile court and three times more likely to be sentenced to confinement.²⁶

Social distress, which can be a cause of crime or other threats to public safety, is also high among Alaska Natives and in Alaska's Tribal communities:

- The suicide rate among Alaska Natives is almost four times the U.S. general population rate, and is at least six times the national average in some parts of the State.²⁷
- In 2011, over 50 percent of the 4,499 reports of maltreatment substantiated by Alaska's child protective services and over 60 percent of the 769 children removed from their homes were Alaska Native children.²⁸
- More than 95 percent of all crimes committed in rural Alaska can be attributed to alcohol.²⁹
- The alcohol abuse-related mortality rate was 38.7 per 100,000 for Alaska Natives over the period 2004-2008, 16.1 times higher than rate for the U.S. White population over the same period.³⁰

Origins and further impacts. Why do these grave crime and safety issues persist in Alaska's tribal communities? Responsibility, it appears, lies primarily with the State's justice system.

In Alaska's criminal justice system, State authority is privileged: the State has asserted exclusive criminal jurisdiction over all lands once controlled by Tribes, and it exercises this jurisdiction through the provision of law enforcement and judicial services from a set of regional locations, under the direction and control of the relevant State commissioners. This approach has led to a dramatic under-provision of criminal justice services in rural and Native regions of the State. It also has limited collaboration with local governments (Alaska Native or not), which could be the State's most valuable partners in crime prevention and the restoration of public safety.

It is not the Commission's intent in any way to criticize the many dedicated and accomplished State officials who serve Native communities day in and day out. They deserve the nation's respect, and they have the Commission's.

Yet, control and accountability directed by local Tribes is critical for improving public safety. It brings to the table place-specific knowledge of what may work best to prevent crime and social disorder. It prioritizes the

use of scarce criminal justice resources according to community needs. It creates possibilities for intervention before disagreements or stressful situations become violent. It makes it easier for law enforcement officials to respond to crime, creates better access to the institutions of justice for victims and witnesses, and allows for trials by jury of a defendant's peers.

Through these improved means of responding to problems, de-escalating conflict, and providing justice, local control may even decrease demand for certain criminal justice services and related social services.⁵¹ By contrast, Alaska's criminal justice system can only weakly respond to crime, do little to prevent it, and ultimately, perpetuates public safety concerns.

The Commission appreciates the State of Alaska's support of the Commission's visits to the State during the course of performing its statutory duties, including, but not limited to the cooperation that Attorney General Michael Geraghty and the Alaska State Troopers repeatedly extended. Similarly, we are grateful for the senior Federal leaders who did not hesitate to enable the Commission's work or engage individual Commissioners on these important matters. Where this report differs on interpretation of law, legal issues, and policies, we want to make clear that it is not for a lack of dialogue or a willingness to engage in robust discussion and debates. (See Appendix F for letters from Attorney General Geraghty and Donald Mitchell, Esq.)

It nonetheless bears repeating that the Commission's findings and conclusions represent the unanimous view of nine independent citizens, Republicans and Democrats alike: It is the Commission's considered finding that Alaska's approach to criminal justice issues is fundamentally on the wrong track. The status quo in Alaska tends to marginalize and frequently ignores the potential of tribally based justice systems, intertribal institutions, and organizations to provide more cost-effective and responsive alternatives to prevent crime and keep all Alaskans safer. If given an opportunity to work, Tribal approaches can be reasonably expected to make all Alaskans safer—and at less cost.

The Alaska State Attorney General has reviewed the distinct history of Tribal-territorial and Tribal-State relationships regarding land occupancy, ownership, and jurisdiction for the benefit of the Indian Law and Order Commission (Appendix F). The Commission understands that from the State's perspective, Alaska's criminal justice system is rooted in U.S. statutory and case law. The Attorney General's review notes that given the U.S. Supreme Court's interpretation of the Alaska Native Claims Settlement Act of 1971 (ANCSA) in *Alaska v. Native Village of Venetie Tribal Government*,⁵² there is very little Indian country in Alaska (as defined by the Indian Country Act, 18 U.S. C. § 1151).

The Alaska Attorney General's review also emphasizes that Alaska is subject to P.L. 83-280, which assigns certain aspects of Federal jurisdiction

over Indian country to the State government.⁵³ The Attorney General takes the position that its law enforcement authority is exclusive throughout the State, maintaining that Tribes do not have a land base on which to exercise any inherent criminal jurisdiction.

In the Commission's view, each of the Attorney General's arguments is incomplete and unconvincing.

- The U.S. Supreme Court's decision in *Alaska v. Native Village of Venetie Tribal Government* addressed fee land, not Alaska Native town site land or Alaska Native allotments, and a number of strong arguments can be made that this land may be taken into trust and treated as Indian country. Recently, for example, after exhaustively reviewing all the statutory authorities, a Federal court has decided that the Secretary of Interior does have authority to take land into trust in Alaska for Alaska Native communities.⁵⁴
- The State of Alaska rests its argument for exclusive criminal law jurisdiction on P.L. 83-280. Yet, courts within and outside Alaska have unanimously affirmed that P.L. 83-280 left concurrent State and inherent Tribal jurisdiction intact within Indian country. The State cannot simultaneously assert that, outside the Metlakatla Reservation, there is no Indian country in Alaska and that P.L. 83-280 prevails.
- Evidence in Alaska suggests that Tribes do have a land base on which to exercise criminal jurisdiction. At least some Alaska municipalities already are entering into agreements with Native villages that acknowledge the exclusive operation of Native law and law enforcement within overlapping municipal and village boundaries. One such example is the agreement between Alaskan city of Quinhagak and the Native Village of Kwinhagak.⁵⁵

Without doubt, the Commission understands that the structure of Alaska's criminal justice system is consistent with the overall organization of Alaska State government, which is more centralized than any other U.S. state's.⁵⁶ In Alaska, most State programs and functions operate from a designated hub or hubs, and less attention is paid in Alaska than in other States to developing local capacity. Given this orientation, when Federal policy augmented State authority to include authority over Alaska Native lands, the State reflexively absorbed and centralized that authority.

But understanding the history of Alaska's system does not imply that it should continue, especially as its population keeps growing. The serious and ongoing crime and disorder problems in rural and Native regions of the State are evidence that the system is deeply flawed and that it has failed. From the standpoint of public safety, to leave the system unchanged makes the State of Alaska's continued assertion of exclusive jurisdiction seem not only unwise, but also incautious. It also is indefensibly expensive

to all Alaskans in terms of the human and economic toll it is taking on this and future generations of Alaskans.

The VPSO and VAWA Amendment exclusions are two specific examples of way the organization and orientation of the State’s criminal justice system fail to prevent crime and imperil public safety

- **The Village Public Safety Officer position.** The VPSO position is emblematic of the deficiencies in Alaska’s criminal justice system for Tribal communities. These quasi-law enforcement field officers are paid by Alaska Native Corporations, but report to the Alaska State Patrol, and are not accountable directly to Alaska Native communities. They perform numerous nonpolicing functions, have limited training, and cannot carry firearms—despite the great volatility of many situations they encounter. There is no reason for Alaska to use this model other than cost savings. VPSOs themselves can be exceptional officers, but the plans to expand the VPSO system do not translate into the scale of public safety enhancements that are necessary.
- **The harms in the VAWA Amendments exclusion.** Title IX, Section 901 of the Violence Against Women Reauthorization Act of 2013 includes a special rule limiting the Special Domestic Violence Criminal Jurisdiction in the Act to the Metlakatla Indian Community, leaving 228 other Tribes in Alaska without its benefit. The VAWA Amendments provisions allow Tribal courts to exercise this jurisdiction even against non-Natives under certain circumstances, and in several respects may apply in the absence of Indian country (for example, when the victim is a spouse, intimate partner, or dating partner of a member of the participating Tribe). The civil provisions allowing for protective orders also are not tied to the requirement of “Indian country.” Exempting all but one of Alaska’s Tribes from this legislation deprives them—and the State overall—of an essential tool in the fight against domestic violence and sexual assault.

Furthermore, crime and safety problems are only one the system’s many negative consequences:

- Alaska’s approach to providing criminal justice services is unfair. Alaska Natives, especially those living in rural areas of the State, have not had access to the level and quality of public safety services available to other State residents or that they should rightly expect as U.S. citizens. Given the higher rates of crime that prevail in Alaska Native communities, the inequities are even greater in relative terms. The State of Alaska’s overarching lack of respect for Tribal authority further magnifies fairness concerns.

- Alaska’s approach creates and reinforces discriminatory attitudes about Alaska Natives and the governing capacities of Alaska Native Tribes. As long as the system that helped create the problems is allowed to persist, the general public will be tempted to assume that the fault lies with the victims—when instead, Alaska Natives and Alaska Native Tribal governments have had relatively little say in the way crime and justice are addressed in their communities.

- Alaska’s approach puts the State out of step with the rest of the United States and with international norms. As the State Attorney General’s letter demonstrates, Alaska steadfastly relies on ANCSA as the basis of its interactions with Tribes. But placed in context, ANCSA was the last gasp of Federal “Termination Policy,” which focused on ending government-to-government relationships with Native nations. A mere 4 years later, Congress passed the Indian Self-Determination and Education Assistance Act of 1975 (P.L. 93-638), and Federal policy moved strongly in the direction of Tribal empowerment. Since then, evidence has accumulated that Tribal self-government is the best means of improving outcomes for American Indians living in Tribal communities,⁵⁷ and international law has affirmed the importance of self-determination for Indigenous peoples.⁵⁸

- Alaska’s approach will lead to significant criminal justice and litigation costs. A variety of legal rulings and court decisions underscore the strong differences of opinion about State and Tribal government powers in Alaska. These decisions include: the 133-page opinion of the Department of the Interior Solicitor in 1993 that ANCSA had not terminated villages’ status as Tribes,⁵⁹ the U.S. Supreme Court’s decision in *Venetie*, and the Alaska Supreme Court’s 1999 decision in *John v. Baker*⁴⁰ that Alaska Native Tribal courts can regulate internal domestic affairs even if Tribes do not have federally recognized Indian country. Without policy change, the future will look much like the contested past, only with much bigger and costlier problems compounded over time. As one expert has observed, “the extent of Tribal jurisdiction in Alaska is not yet clear, and will likely be the subject of State and Federal court cases for years to come.”⁴¹ Even if Alaska wins cases, the financial and social costs of litigation will be considerable and could be avoided altogether if State-Tribal relations instead were characterized by respect, mutual recognition, and partnership.

- Alaska’s approach may result in irrevocable harm. The 75 Alaska Native villages that lack any law enforcement presence must contend with the prevailing sentiment in the State, which the Commissioners frequently heard from State and Federal leaders, that they should “just move.” The Commission was told repeatedly, in other words, that many Alaska Natives should relocate to larger, semi-urban centers, where there are law enforcement,

Circle Peacemaking in the Organized Village of Kake is a community-based restorative justice process for both adults and juveniles. State judges can defer to it for sentencing decisions and community members can turn there before problems deteriorate into official concerns. Kake circle peacemaking focuses on restoring balance to offenders' lives and to healing ruptures in their family, clan, Tribe, and community relationships. While literally sitting in a circle, justice system personnel, village elders, service providers, and any interested or affected community members meet with the offender and victim(s) to “speak from the heart in a shared search for understanding of the event” and to “together identify the steps necessary to assist in healing all affected parties and prevent future crimes.” Kake Circle Peacemaking has led to decreased substance abuse, decreased offending, which is reflected in recidivism rates as much as 40 percentage points lower than the comparable State of Alaska figure, and greater Tribal self-determination.⁴⁵

One of the vehicles of change which I view as a hopeful, empowering mechanism is catching on in some villages in this region. The Western way of locking people up to sit in a jail cell and receive three meals a day and not really have to do anything meaningful to make things right is not too effective....Some of our State Magistrates and some State Judges are offering the option of the offender who has been charged and pled guilty to a misdemeanor or lower offence, to go before their home communities and be in a circle and to take ownership of their mistake in a meaningful way which can only happen in the safety and caring of a circle by the people who helped raise you. This is an example of a positive solution.

*Mishal Tooyak Gaede, Tribal Court Facilitator, Tanana Chiefs Conference
Letter to the Commission,
October 31, 2012*

One of the concluding observations I would make is that as a result of our activities within the State we become painfully aware that there was a tendency to be a wide gap between State governments and Tribal governments with regard to the roles in rural Alaska.

*Mayor Bruce Botelho, Commissioner, Alaska Rural Justice and Law Enforcement Commission
Testimony before the Indian Law and Order Commission, Hearing at Tulalip Indian Reservation
September 7, 2011*

court services, and support for victims and offenders. For communities that already are under great stress from natural resource development, environmental degradation, climate change, competition over subsistence resources, complex restrictions on subsistence activities, high prices for food and fuel, and substandard housing and sanitation conditions, this relatively callous attitude toward village public safety may be the final straw, leading to the dissolution of villages and the abandonment of life ways forged in the crucible of the Arctic thousands of years ago. While cultural change is to be expected, it should be guided by community choices—not forced by colonial policy.

Making change. Some important initial reforms have gained toeholds within the current system, particularly within the Alaska State judiciary. In her 2013 “State of the Judiciary Address,” Chief Justice Dana Fabe of the Alaska Supreme Court praised both the State-deputized circle sentencing program, a traditional Native practice for restoring breaches in the community caused by wrongdoing, which the State has piloted as a sentencing practice in a limited number of State court proceedings, and Tribal courts, which are fully independent of State control:

Tribal courts bring not only local knowledge, cultural sensitivity, and expertise to the table, but also are a valuable resource, experience, and a have a high level of local trust. They exist in at least half the villages of our State and stand ready, willing, and able to take part in local justice delivery. Just as the three branches of State government must work together closely to ensure effective delivery of justice throughout the State court system, State and Tribal courts must work together closely to ensure a system of rural justice delivery that responds to the needs of every village in a manner that is timely, effective, and fair.⁴²

Backing up words with action, Justice Fabe and her colleagues have been instrumental in improving the enforceability of Tribal court orders concerning domestic violence and engaging State and Tribal courts in shared training meetings.

This outreach and innovation by the Alaska judiciary is impressive and welcome, but it falls far short of what is truly needed. More Tribal villages need Tribal courts and sentencing circles, and where such institutions already exist, greater Tribal jurisdiction could make them even more effective.

Native villages without reasonable access to law enforcement should have that access, and all of their law enforcement officers should have the training and approval to carry firearms subject to standards that accord with all State peace officers. Native village residents should be able to participate locally in substance abuse treatment, technology-assisted alternatives to detention, and anger management programs. Not only the

State's judicial branch, but also all of State government should be working in greater collaboration with Alaska Native Tribes. The immediate and overriding need is for a criminal justice system that fully recognizes, respects, and empowers their governments.

What policy adjustments the State of Alaska should make in support of greater Tribal authority over criminal justice is something the State and its citizens should decide, not the Indian Law and Order Commission. The Commission notes only that a variety of organizational models support greater empowerment and that the shift must include the financial means for Tribal governments to do their share. Among others, options include:

- collaborating with Tribes on other criminal justice issues
- deputizing Tribes to provide a wide array of criminal justice services
- delegating or deputizing Tribal judges, including the expanded use of circle sentencing and traditional dispute resolution
- leveraging the State and Tribal governments' concurrent criminal jurisdiction to develop specific, locally optimal criminal justice approaches
- adopting a policy of State deference to Tribal authority in Tribal communities

Questions about how Tribal government services will be paid for immediately draw attention to an important difference between village and urban Alaska communities. Village subsistence economies do not lend themselves to many traditional means of government revenue generation, such as imposing a sales tax. Instead, other forms of finance must be found. Tribal governments may have access to certain Federal income streams (especially if the Commission's recommendations concerning base funding are implemented), and some may have site-specific revenue opportunities, such as in wildlife management, extractable resources, and government contracts.

The State government can also generate funds for Tribal criminal justice programming by rooting out inefficiencies and wasteful spending in its current organization, taking advantage of cost-savings from the increased use of alternatives to detention and other innovations in service provision, and moving money out of regional centers when increases in Tribal capacity make the current extent of service provision unnecessary.⁴⁴

Regional Alaska Native Corporations, the largest beneficiaries from Tribal resources over the last four decades, also should increase their contributions to the governments that justify their existence. The bottom line is that as Alaska Native Tribal governments must have adequate finances to carry out the functions of government, meet their

responsibilities to citizens, and work to improve their citizens' lives. As a legal matter, such changes may require statutory and constitutional change in Alaska, as well as corresponding reforms to ANSCA and other laws.⁴⁵

While acknowledging that change in the criminal justice system that serves Native Alaska is primarily a State and Tribal responsibility, the Indian Law and Order Commission observes that there also is a role for Congress. By making relatively modest changes to law and policy, Congress can help create a jurisdictional framework that supports Tribal sovereignty, provides a clearer role for the State, and lays groundwork for the resolution of resourcing issues.

Because the vast majority of public safety concerns in rural and Native Alaska relate to substance abuse, minimizing harms from alcohol and drug use will be key to addressing public safety issues in Native villages. There must be creative thinking about substance abuse problems and other local public safety concerns, by a broader set of individuals, (especially Tribal governments, but others as well), who can leverage a wider set of resources.

When Tribal governments have a larger decision-making role, it is likely that even more locally based, therapeutic sentencing models will emerge; that treatment resources in Native villages will be more integrated with law enforcement; that criminal justice and social services will be deployed more often for prevention and harm reduction than for intervention and punishment; and that new players, such as nonprofit organizations or Tribal collaboratives, will join in. This is not to minimize the difficulty in solving problems related to transportation, access, and infrastructure, but to suggest that even for very entrenched problems like substance abuse reduction, expanding local Tribal governments' authority offers more hope than does the status quo.

RECOMMENDATIONS

2.1: *Congress should overturn the U.S. Supreme Court's decision in Alaska v. Native Village of Venetie Tribal Government,⁴⁶ by amending ANCSA⁴⁷ to provide that former reservation lands acquired in fee by Alaska Native villages and other lands transferred in fee to Native villages pursuant to ANCSA are Indian country.*

The *Venetie* decision was based on an outdated and static understanding of ANCSA. Although that statute was first enacted under the influence of Termination Policy, it has been amended and reinterpreted many times since then, moving gradually but unmistakably toward a Tribal self-determination model. Thus, although the original language of ANCSA disavowed “lengthy wardship or trusteeship”⁴⁸ for Alaska Natives, later amendments deliberately extended restrictions on transfer of shares in Alaska Native Corporations out of Native ownership, and included other measures to ensure continued Native control of Alaska Native Corporations and the lands they own.⁴⁹

Further, as noted above, in 1993 the executive branch confirmed recognition of Alaska Native villages as federally recognized Indian nations with a government-to-government relationship with the United States. Since then Federal agencies have been providing services to Alaska Native villages that clearly qualify as Indian country much as they do for Tribes on reservation lands. Nothing in ANCSA expressly barred the treatment of these former reservation and other Tribal fee lands as Indian country. As a consequence, the *Venette* decision has been widely criticized for failing “to honor longstanding principles of Indian law favoring the preservation of Tribal rights and powers until Congress clearly expresses its intent to terminate those rights and powers.”⁵⁰ Congress should step forward and correct the Supreme Court’s misguided interpretation of ANCSA.

2.2: Congress and the President should amend the definitions of Indian country to clarify (or affirm) that Native allotments and Native-owned town sites in Alaska are Indian country.

There is an archipelago of lands—individual Indian allotments and commonly held lands within Alaska Native town sites—that ANCSA did not affect. These are geographies over which the Federal government retains a trust responsibility, and they should be fully recognized as Indian country.

These parcels are not insignificant—conservative estimates place their total area somewhere between 4 and 6 million acres.⁵¹ If a land base is what is needed to exercise criminal jurisdiction (and other kinds of land-based jurisdiction), the change would clarify that at least some Alaska Native Tribes do have one. Furthermore, these lands are foothold from which Indian country in Alaska can be expanded.

2.3: Congress should amend the Alaska Native Claims Settlement Act to allow a transfer of lands from Regional Corporations to Tribal governments; to allow transferred lands to be put into trust and included within the definition of Indian country in the Federal criminal code; to allow Alaska Native Tribes to put tribally owned fee simple land similarly into trust; and to channel more resources directly to Alaska Native Tribal governments for the provision of governmental services in those communities.

To assert substantial land-based jurisdiction, Alaska Native Tribes need more land, with a focus on restoring and consolidating Tribal authority within Native villages and town sites. Transfers of Regional Corporation land back to Tribes and conversion of this land to trust status makes that possible. Tribes also should have the option of converting any land held in fee simple to trust status to further enlarge the reach of territorial jurisdiction.

Where Tribes in Alaska pursue such land consolidation and create larger swaths of Indian country in Alaska, the argument for them to opt out of P.L. 85-280 jurisdiction (as provided for in Commission recommendation

1.1) is at least as strong as it is for P.L. 83-280 Tribes in the lower 48. Indeed, Alaska Native Tribes may have a stronger case for exiting State jurisdiction under P.L. 83-280 because the State of Alaska centralizes its jurisdiction much more than other States, allowing even less local control.

Significantly, there are benefits of larger Tribal land bases that extend beyond improved criminal justice. For one, larger land bases help secure economic opportunity, that is, market opportunities that could help fund Tribal government and subsistence activities that provide Tribal citizens with greater food and financial security.

In fact, a larger tribally controlled land base for subsistence may have a variety of positive consequences. It can be protective of the environment, as Alaska Native communities have a vested interest in sustaining ecological health. It can decrease the criminalization of subsistence harvesting by expanding the geography in which community members can harvest without facing a choice between breaking the law and feeding their families. And, it may decrease social distress (which ultimately relates to public safety concerns) by providing productive, self-esteem enhancing “employment” for community members.

Some lawmakers have considered ANCSA sacrosanct, and may object to its amendment. But the Commission notes that ANCSA has been amended many times before with the intention of protecting Alaska Native resources, and the Commission’s proposals share that commitment.⁵² Indeed, from its passage in 1971, ANCSA was amended by nearly every Congress for the next 35 years, so it is hardly set in stone.⁵³

Moreover, while the Commission’s proposals for amendment are relatively modest, its members also observe that ANCSA got Indian policy in Alaska wrong. ANCSA has strong similarities to the General Allotment Act of 1887, which by converting communal land into individual land assets was intended to assist American Indians in adapting to Western life ways. The legislation’s implicit assumption was that after a generation or two, Indigenous peoples would no longer desire Tribal settlement arrangements. But, by the early 1930s, the empirical evidence generated by five decades of allotment invalidated the idea that American Indians would assimilate or that land allotment was the best way forward.

The U.S. government acknowledged its error and repudiated its policy with the Indian Reorganization Act of 1934 (IRA).⁵⁴ While the IRA has been problematic in some ways, it firmly recognized Tribal sovereignty and Tribes’ right to hold lands in common. It also led to reinvestment in American Indian communities with the understanding clarified in P.L. 93-638 that local Tribal governments are best positioned to address the social and economic needs of their citizens. Forty years after the passage of ANCSA, the Commission finds that the United States again has empirical evidence that allotment—albeit in a newer form—does not work. As Congress did with passage of the IRA, it is time to respond to the evidence

As the Federal government feverishly works to ward off a looming cash crunch, Alaska needs to work with Tribes creatively to conserve dwindling resources. The models are already there. The proverbial wheel need not be re-invented. Isn't the goal to solve the problems associated with jurisdiction, not perpetuate them? States like Wisconsin, Maine, and Arizona are to be applauded in their efforts to push through outdated prejudices and fears to create cooperative, problem-solving protocols. In some States, a simple cup of coffee between historic adversaries grew into powerful partnerships. We stand on fertile ground to develop both responsible and effective tools to reduce the domestic violence epidemic in Alaska and enter a new age of mutual understanding and cooperation.

*Myron Naneng, Sr., President of the Association of Village Council Presidents
Alaska Dispatch
March 17, 2013*

Overarching Themes of the 2006 Alaska Rural Justice and Law Enforcement Commission Report

1. Engage in more partnering and collaboration, especially through cross-jurisdictional agreements
2. Make systemic changes to improve rural law enforcement, especially changes that would support the training and certification of more Tribal officers
3. Enlarge the use of community-based solutions, especially through the delegation of authority to Tribes to address juvenile matters
4. Broaden the use of prevention approaches, with a special concentration on cultural relevance
5. Broaden the use of therapeutic approaches, including linking these approaches to culturally appropriate child welfare services
6. Increase employment of rural residents in law enforcement and judicial services by recruiting rural and Alaska Natives, creating opportunities for in-community probation supervision, and contracting with tribes for community service
7. Build additional capacity through infrastructure investments in housing for public safety officers, holding facilities in rural Alaska, and improve equipment
8. Increase access to judicial services, especially through increased jurisdiction and funding for Tribal courts
9. Expand the use of new technologies, especially by learning from the implementation of tele-medicine

that Alaska Native nations are not going away and reaffirm the status of Alaska Native Tribal governments as the key players in improving the lives of Alaska Natives. The recommended amendments to ANCSA for the return of land assets and for financial support of Tribal governments are based on this understanding.

2.4: Congress should repeal Section 910 of Title IX of the Violence Against Women Reauthorization Act of 2013 (VAWA Amendments), and thereby permit Alaska Native communities and their courts to address domestic violence and sexual assault, committed by Tribal members and non-Natives, the same as now will be done in the lower 48.

The special rule applying Title IX of the VAWA Amendments to only one Native community in Alaska is inimical to providing effective public safety in Alaska. A simple fix is the removal of the one section relating to Alaska, which puts Alaska Native communities on par with Native communities throughout the nation. Allowing Tribal courts to issue protective orders, to enforce them, and provide the local, immediate deterrence effect of these judicial actions may be the single-most effective tool in fighting domestic violence and sexual assault in Native communities in Alaska. Significantly, many of the VAWA Amendments provisions apply even in the absence of Indian country and clearly should be in the purview of Tribal courts in Alaska.⁵⁵

2.5: Congress should affirm the inherent criminal jurisdiction of Alaska Native Tribal governments over their members within the external boundaries of their villages.

P.L. 83-280 does not fit well in Alaska, predicated as it was on the presence of Indian country as defined by the Federal criminal code. The changes wrought by ANCSA effectively diminished any real meaning for P.L. 83-280 in Alaska, yet it is the law that the State relies on to hold that Alaska Native Tribes cannot exercise concurrent criminal law jurisdiction over their own members, frustrating the development of local-level criminal justice institutions. Regardless of what lands Tribes own or whether they are considered Indian country, this recommendation offers an opportunity to use new tools to respond to the public safety crisis in Alaska Native communities.

These changes authorize Tribes to locally and immediately attend to violence and criminal activity. They make it easier to create State-Tribal MOUs for law enforcement deputization and cross-deputization, cooperate in prosecution and sentencing, and apply criminal justice resources for optimal, mutual benefit. Such reforms also facilitate the ability of Alaska Native Tribes and nations to work together for mutual benefit, such as creating intertribal courts and institutions. Of course, to make the most of this Federal affirmation, Tribes should take action to clarify and, as necessary, formalize Tribal law for governing their recognized territories, especially law that relates to public safety.

CONCLUSION

In the words of Chief Justice Fabe:

Every study or survey of rural justice over the past two decades has acknowledged the unique and compelling justice needs of Alaska's small and isolated villages. The Alaska Sentencing Commission, the Alaska Natives Commission, the Alaska Judicial Council, the Alaska Supreme Court's Advisory Committee on Fairness and Access, the Alaska Commission on Rural Governance and Empowerment, and the Alaska Rural Justice and Law Enforcement Commission, have each studied the issues thoroughly. Consistent among their recommendations is a theme heard with increasing urgency: the need for greater opportunities for local community leaders and organizations to engage in justice delivery at the local level. Quite simply, for courts to effectively serve the needs of rural residents, justice cannot be something delivered in a far-off court by strangers, but something in which local people—those most intimately affected—can be directly and meaningfully involved.⁵⁶

The Chief Justice's framing of the systemic dysfunction that flows from the State's existing justice system may give reason for hope. Yet hope is not a strategy.

The Indian Law and Order Commission is not the first advisory board to recognize the lack of access to safety and public safety services in Alaska Native communities. But it should be the last. The situation in Alaska is urgent and of national, and not just State or regional, importance. Only the combined efforts of Federal, State, and Tribal leaders will be sufficient to change course and put all Alaskans on a better path.

ENDNOTES

¹ The statistic includes those who reported American Indian and Alaska Native alone or in combination with other races. Data are available in *Demographic Profile for Alaska, 2010* U.S. Census, accessed February 28, 2013, <http://live.laborstats.alaska.gov/cen/dp.cfm>

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³ *List of U.S. States by Population Density*, accessed September 6, 2013, http://en.wikipedia.org/wiki/List_of_U.S._states_by_population_density

⁴ Alaska Federation of Natives, *Alaska Day 2012, Renewable Energy Solutions for Rural Alaska: Alaska Energy Brief*, May 2012, 4, accessed September 6, 2013, <http://www.nativefederation.org/wp-content/uploads/2012/10/2012-afn-cap-alaska-day-brief.pdf>

⁵ Estimates calculated from data on the webpage “Demographic and Geographic Sketches of Alaska Natives,” Alaska Natives Commission, accessed September 6, 2013, <http://www.alaskool.org/resources/anc/anc07.htm>

⁶ For a description of Alaska’s unique corporation model as created by the Alaska Native Claims Settlement Act of 1971, see DAVID S. CASE & DAVID A. VOLUCK, *ALASKA NATIVES AND AMERICAN LAWS* (2012)

⁷ *About VPSO Program*, Alaska Department of Public Safety, accessed February 22, 2013, <http://dps.alaska.gov/ast/vpso/about.aspx>

⁸ Together, the U.S. Federal government and Alaska and Alaska Native Regional and Village Corporations own 266 million rural acres in Alaska. A more expansive estimate of Alaska rural acreage—371 million acres—is based on developed and developable land in the state. The numerator in each estimate is 373 officers ADPS officers. For land figures, see *Fact Sheet, Title: Land Ownership in Alaska*, Alaska Department of Natural Resources, accessed February 23, 2013, http://dnr.alaska.gov/mlw/factsht/land_own.pdf; for ADPS employment statistics see Jennifer Hoage, *Crime Reported in Alaska 2011: Uniform Crime Reporting Program*, Alaska Department of Public Safety, 24, accessed February 14, 2013, http://dps.alaska.gov/statewide/docs/UCR/UCR_2011.pdf

⁹ *About VPSO Program*, *supra* note 7.

¹⁰ *Legislative Hearing on S. 1192, Alaska Safe Families and Villages Act of 2011, and S. 1763 Stand Against Violence and Empower Native Women Act Before S. Comm. on Indian Affairs*, 112th Cong. 54 (Written Testimony of Joseph Masters, Commissioner, Alaska Department of Public Safety) (2013), available at <http://www.indian.senate.gov/hearings/loader.cfm?cs-Module=security/getfile&pageid=9515>; *Frequently Asked Questions, Village Public Safety Officer Program*, Alaska Department of Public Safety, accessed February 28, 2013, <http://dps.alaska.gov/ast/vpso/faq.aspx>; and Dave Bendigner, *VPSO Thomas Madole Killed In Manokotak*, ALASKA PUBLIC MEDIA, March 20, 2013, accessed March 21, 2013, <http://www.alaska-public.org/2013/03/20/vpso-thomas-madole-killed-in-manokotak/>

¹¹ Masters, *supra* note 10; Alaska Natives and Law Enforcement (gateway page and publication list), Justice Center, University of Alaska at Anchorage, http://justice.uaa.alaska.edu/directory/l/law_enf_local.html.

¹² Masters, *supra* note 10.

¹³ Alaska Natives and the Courts (gateway page and publication list), Justice Center, University of Alaska at Anchorage, http://justice.uaa.alaska.edu/directory/a/alaska_natives_courts.html; ALASKA COURT SYSTEM, ANNUAL REPORT FY 2012, <http://courts.alaska.gov/reports/annual-rep-fy12.pdf> (describing the structure of the Alaskan court system and discussing some of the problems with providing services in rural communities).

¹⁴ ALASKA LEGAL SERVICES CORPORATION, 2012 ALASKA TRIBAL COURT DIRECTORY i, <http://alaskatribes.org/uploads/2012-tc-directory.pdf>.

¹⁵ “Alaska Natives and the Courts (gateway page and publication list), Justice Center, University of Alaska at Anchorage, http://justice.uaa.alaska.edu/directory/a/alaska_natives_courts.

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¹⁷ Timothy Williams, *With Grant, an Alaska Women's Shelter Can Reopen*, N.Y. TIMES, July 5, 2012, http://www.nytimes.com/2012/07/06/us/alaskan-womens-shelter-can-reopen-with-grant.html?_r=0.

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¹⁹ Alaska Drug Treatment Centers, National Substance Abuse Index, <http://nationalsubstanceabuseindex.org/alaska/facilities.php> (listing facilities); and Mental Health Treatment Facility Locator, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services," <http://findtreatment.samhsa.gov/MHTreatmentLocator/faces/stateSearch.jspx> (listing facilities).

²⁰ Marny Rivera, André B. Rosay, Darryl S. Wood, Greg Postle, & Katherine TePas, *Descriptive Analysis of Assaults in Domestic Violence Incidents Reported to Alaska State Troopers: 2004 at 7*, Justice Center, University of Alaska at Anchorage, JC 0601.04 (2008) <http://justice.uaa.alaska.edu/research/2000/0601intimatepartnerviolence/0601.04.dv-assaults.pdf>.

²¹ For victimization statistics, see Greg Postle, André B. Rosay, Darryl S. Wood, & Katherine TePas, *Descriptive Analysis of Sexual Assault Incidents Reported to Alaska State Troopers: 2003-2004*, Justice Center, University of Alaska at Anchorage at 41-42 (2007), <http://justice.uaa.alaska.edu/research/2000/0601intimatepartnerviolence/0601.02.sexualassault.pdf>; for population statistics (used to calculate victimization rates) see 2005 ANNUAL REPORT and 2004 ANNUAL REPORT, ALASKA BUREAU OF VITAL STATISTICS, http://dhss.alaska.gov/dph/VitalStats/Documents/PDFs/2005/annual_report/Web_Book2005.pdf and http://dhss.alaska.gov/dph/VitalStats/Documents/PDFs/2004/annual_report/2004web_book.pdf

²² Darryl S. Wood & Randy H. Magen, *Intimate Partner Violence Against Athabaskan Women Residing in Interior Alaska: Results of a Victimization Survey*, 15 Violence Against Women 497, <http://justice.uaa.alaska.edu/research/2000/0026.aknativewomen/0026.02.ahtna.pdf>

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²⁵ STATE OF ALASKA DEPARTMENT OF CORRECTIONS, 2011 id. at 32.

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Control, Web-based Injury Statistics Query and Reporting System (WISQARS) [online], 2004-2008 Alaska Suicide Injury Deaths and Rates per 100,000, accessed March 4, 2013; Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System (WISQARS) [online], 2004-2008 United States Suicide Injury Deaths and Rates per 100,000, accessed March 4, 2013; and Gretchen Day, Peter Holck, & Ellen M. Provost, *Alaska Native Mortality Update: 2004-2008*, ALASKA NATIVE EPIDEMIOLOGY CENTER (2011) at 4, http://www.anthctoday.org/epicenter/publications/mortality/AlaskaNativeMortalityUpdate2004_2008_17_jan_2012.pdf

²⁸ Alaska Department of Health and Social Services, Office of Children's Services, *Data Overview of Disproportionality in Alaska's Child Welfare System* (2012) <http://dhss.alaska.gov/ocs/Documents/icwa/pdf/Disproportionality-data.pdf>.

²⁹ Alaska Rural Justice and Law Enforcement Commission, *Initial Report and Recommendations* (2006) http://akjusticecommission.org/pdf/reports/ARJLEC_Initial_Report_Recommendations.pdf

³⁰ Gretchen Day, Peter Holck, & Ellen Provost, *supra* note 27 at 15, 265.

³¹ For example, in dry villages with law enforcement, there is a 40 percent lower rate of serious injury caused by an assault as compared to dry villages without a law enforcement presence. Darryl S. Wood & Paul J. Gruenewald, *Local Alcohol Prohibition, Police Presence and Serious Injury in Isolated Alaska Native Villages*, 101 ADDICTION 393 (2006).

³² 522 U.S. 520 (1998).

³³ While these statements are true, the Commission finds the Alaska Attorney General's argument to be inconsistent. The assertion of P.L. 85-280 jurisdiction is unnecessary if there is no Indian country in Alaska.

³⁴ *Akiachak Native Community v. Salazar*, Civ. 06-969 (RC), 2013 WL 1292172 (D.D.C. 2013).

³⁵ See *M.J. ex rel. Beebe v. United States*, 721 F.3d 1079 (9th Cir. 2015).

³⁶ David Joulfaian and Michael L. Marlow, *Centralization and Government Competition*, 23 Applied Econ. 1603 (1991).

³⁷ HARV. PROJECT ON AM. INDIAN ECON. DEVEL., *THE STATE OF THE NATIVE NATIONS: CONDITIONS UNDER U.S. POLICIES OF SELF-DETERMINATION* (2008).

³⁸ See UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES, especially sections 4 and 5, http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf on February 28, 2013.

³⁹ Governmental Jurisdiction of Alaska Native Villages Over Land and Non-Members, Memorandum to the Secretary from the Solicitor, Department of the Interior (Thomas Sansonetti) (1995), <http://www.doi.gov/solicitor/opinions/M-56975.pdf> on February 28, 2013. The Opinion concluded that there were tribes in Alaska, but that their territorial jurisdiction had been limited by the by passage of the Alaska Native Claims Settlement Act.

⁴⁰ 982 P.2d 738 (Alaska 1999)

⁴¹ LISA JAEGER, TRIBAL COURT DEVELOPMENT: ALASKA TRIBES (3rd ed. 2002) at *Chapter 2: Tribal Jurisdiction Exercise by Alaska Tribal Courts*, http://thorpe.ou.edu/AKtribalct/chapter_two.html.

⁴² Dana Fabe, The State of the Judiciary: A Message by Chief Justice Dana Fabe to the First Session of the Twenty-Eighth Alaskan Legislature (Feb. 13, 2013) at 13, <http://courts.alaska.gov/soj/state13.pdf> on March 3, 2013. The Commission wishes to acknowledge the cooperation of Chief Justice Fabe and the Alaska State Judiciary during Commission field hearings and site visits including her meeting with Commissioners at the State Supreme Court in Anchorage.

⁴⁵ HARV. PROJECT ON AM. INDIAN ECON. DEVEL., *Honoring Contributions in the Governance of American Indian Nations, Kake Circle Peacemaking*, (2005), <http://www.hpaied.org/images/resources/publibrary/Kake%20Circle%20Peacemaking.pdf>; U.S. Dept. of Just., Natl. Inst.

of Just., “Sentencing Circles,” <http://www.nij.gov/topics/courts/restorative-justice/promising-practices/sentencing-circles.htm> (quotations); NEIL NESHEIM, *EVALUATING RESTORATIVE JUSTICE IN ALASKA: THE KAKE CIRCLE* (2010), <http://cdm16501.contentdm.oclc.org/cdm/ref/collection/famct/id/293> (statistics).

⁴⁴ Experience with system reform in the lower 48 suggest that these cost savings are achievable. See, for example, ANNIE E. CASEY FOUNDATION, *FIXING A BROKEN SYSTEM: TRANSFORMING MAINE’S CHILD WELFARE SYSTEM* 8 (2009) (describing the cost savings from structural reform) http://www.aecf.org/~media/Pubs/Topics/Child%20Welfare%20Permanence/Other/FixingABrokenSystemTransformingMainesChildWel/AECF_FixingABrokenSystemFinal_Final.pdf;

⁴⁵ A complete analysis of these options is essential to lay the groundwork for a more cost-effective, tribally based criminal justice system that places greater emphasis on the power of local control and accountability. This includes such basic issues as ensuring that Tribal villages can swiftly enforce their own laws related to alcohol, domestic violence, and other pervasive challenges whose implications are predominately local in nature, as is common place in the lower 48. A worthwhile place to begin would be to extend the very general framework from enhanced Alaska Native tribal sovereignty articulated in DAVID S. CASE & DAVID A. VOLUCK, *ALASKA NATIVES AND AMERICAN LAWS* (2012), especially Chapter 10 (“Sovereignty”). While Case and Voluck do not examine criminal justice issues per se, their insights on the interplay among State, tribal, and Federal laws are instructive.

⁴⁶ 522 U.S. 520 (1998).

⁴⁷ 43 U.S.C. § 1601.

⁴⁸ 43 U.S.C. § 1601(b).

⁴⁹ See NELL JESSUP NEWTON ET AL., *COHEN’S HANDBOOK OF FEDERAL INDIAN LAW* § 4.07[3][b][ii][C] (2012 ed.).

⁵⁰ *Id.* at 355.

⁵¹ Natalie Landreth and Erin Dougherty, *The Use of the Alaskan Native Claims Settlement Act to Justify Disparate Treatment of Alaska’s Tribes*, 36 AM. INDIAN L. REV. 321, 345-46 (2012).

⁵² J. Tate London, *The ‘1991 Amendments’ to the Alaska Native Claims Settlement Act: Protection for Native Lands*, 8 STAN. ENVTL. L.J. 200 (1989).

⁵³ Case and Voluck, *supra* note 46 at 165.

⁵⁴ 48 Stat. 984 (1934), also known as the Wheeler-Howard Act or “Indian New Deal.”

⁵⁵ Sen. Mark Begich (D-AK) introduced a bill entitled “Alaska Safe Families and Villages Act of 2013” (S. 1474) on August 1, 2013, which was intended as a “fix” to the special Alaska exclusion in the Violence Against Women Act Reauthorization of 2013. However, the version Begich introduced fell far short of the version that many Alaska Native advocates had been expecting. Earlier draft language had proposed to supplement State jurisdiction in Alaska Native villages with enhanced Tribal and local authority to address domestic violence and reduce alcohol and drug abuse. The final bill was about the Tribes entering into agreements to implement State law, which advocates claim they do not need Federal legislation to do. *Native Sun News* reported that “Begich’s aide Andrea Sanders said the changes came about through consultations between both Alaska senators and the state’s Attorney General Michael C. Geraghty on July 31.” At the time of writing (fall 2013), S. 1474 had stalled in committee, but this outcome further underscores the importance of finally standing up for Alaska Natives’ rights, as implementation of the Commission’s recommendations would do. See Talli Nauman, *Violence Against Women Act Amendment Falls Short of Protecting Women*, NATIVE SUN NEWS, August 12, 2013, <http://www.indianz.com/News/2013/010769.asp> (reprint), and “S.1474: Alaska Safe Families and Villages Act of 2013,” <http://www.govtrack.us/congress/bills/113/s1474/text>.

⁵⁶ Fabe, *supra* note 42 at 8. These are the citations for the reports mentioned in the address: (1) Alaska Sentencing Commission, *1992 Annual Report to the Governor and the Alaska*

Legislature, <http://www.ajc.state.ak.us/reports/sent92.pdf>; (2) Alaska Natives Commission, *Final Report* (1994) http://www.alaskool.org/resources/anc_reports.htm; (3) Alaska Judicial Council, *Resolving Disputes Locally: Alternatives for Rural Alaska* (1992) <http://www.ajc.state.ak.us/reports/rurj92.pdf>; (4) Alaska Supreme Court Advisory Committee on Fairness and Access & State Justice Institute & State Justice Institute, *Report* (1997) <http://www.ajc.state.ak.us/Reports/fairness.pdf>; (5) Alaska Commission on Rural Governance and Empowerment, *Final Report to the Governor* (1999) http://www.commerce.state.ak.us/dca/RGC/RGC_Final_6_99.pdf; (6) Alaska Rural Justice and Law Enforcement Commission, *Initial Report and Recommendations* (2006) http://akjusticecommission.org/pdf/reports/ARJLEC_Initial_Report_Recommendations.pdf; (7) Alaska Rural Justice and Law Enforcement Commission, *Report to the United States Congress and the Alaska State Legislature* (2012) http://akjusticecommission.org/pdf/reports/ARJLEC_2012_Report.pdf; (8) Alaska Supreme Court Fairness and Access Implementation Committee, *2007 Status Report of the Alaska Supreme Court Fairness and Access Implementation Committee* (2007), <http://courts.alaska.gov/fair-access2007.pdf>. A report that is not mentioned, but makes similar points is: Alaska Advisory Committee to the U.S. Commission on Civil Rights, *Racism's Frontier: The Untold Story of Discrimination and Division in Alaska* (2002), <http://www.eric.ed.gov/PDFS/ED468859.pdf>.