

# GLENN COUNTY PUBLIC HEALTH LANGUAGE ACCESS PLAN (LAP)



GLENN COUNTY PUBLIC HEALTH | 2023

REVISED 2024

This Language Access Plan has been adapted from Esperanza United, Language Access Plan Template, <https://esperanzaunited.org/wp-content/uploads/2021/10/Toolkit-PDFs-Language-Access-Plan-Template-1.pdf>.<sup>i</sup>

# Glenn County Public Health Language Access Plan

Effective Dates: February 2023-December 2023

## Table of Contents

<b>Section 1: Overview and Context .....</b>	<b>3</b>
A. Connection to Mission.....	3
B. Language Access Needs.....	3
<b>Section 2: Purpose .....</b>	<b>3</b>
A. General Purpose Statement .....	3
B. Purpose and Authority .....	3
C. Language Access Liaison.....	4
D. Bilingual Subcommittee .....	4
<b>Section 3: Definitions .....</b>	<b>4</b>
<b>Section 4: Procedures.....</b>	<b>5</b>
A. Staff Compliance .....	6
B. Identifying Primary Language.....	6
C. Procedures for Meaningful Language Access Provision .....	6
D. Children As Interpreters Procedure .....	7
<b>Section 5: Notification of Language Assistance Services.....</b>	<b>7</b>
<b>Section 6: Monitoring and Staff Responsible for Monitoring .....</b>	<b>7</b>
Plan To Monitor Effectiveness .....	7
<b>Section 7: Community Outreach and Collaboration .....</b>	<b>8</b>
<b>Section 8: Training .....</b>	<b>8</b>
<b>Appendix .....</b>	<b>9</b>
A. Implementation Calendar .....	9
B. Identified Needs and Resources .....	9
C. Additional Language Access Practices .....	9
D. Tools and Resources.....	10

## Section 1: Overview and Context

### A. Connection to Mission

The Mission of Glenn County Health and Human Services Agency is “Building healthy futures, One agency accessible to all.” Glenn County Public Health recognizes that providing meaningful language access is critical to ensuring equitable access to services, health education, prevention, mitigation, and treatment. A Language Access Plan establishes a strategy to ensure that an organization is providing accessible and meaningful language services while also ensuring that the organization’s staff are aware of what resources are available to them (Center for Medicare & Medicaid Services).

This plan was developed with Public Health staff in mind, so they can utilize it to support the continued effort of providing accessible and equitable services to the community.

### B. Language Access Needs:

Glenn County Public Health has identified that the non-English language predominantly spoken in our community is Spanish. According to the U.S Census Bureau’s American Community Survey, sixty-one percent (61%) of Glenn County residents five years and older speak only English, and thirty-nine percent (39%) speak a language other than English in the home. Of the thirty-nine percent (39%) of Glenn County residents that speak a language other than English in the home, thirty-five-point-five percent (35.5%) speak Spanish. Eleven-point-eight percent (11.8%) of the Spanish-speaking population in Glenn County reported speaking less than fluent English (2021). The analysis of the general population and population served by our agency revealed that we need to build immediate capacity to provide meaningful and equitable access in the Spanish language.

Additional strategies for building relationships with and increasing our capacity to serve Spanish-speaking community members will be outlined in this plan.

## Section 2: Purpose

### A. General Purpose Statement:

Glenn County Public Health will never turn anyone away due to their inability to speak English fluently. It is one of the practices of this agency to provide timely meaningful access for all consumers, including those with Limited English Proficiency (LEP) to all agency programs and services. Public Health shall provide free language assistance services to consumers with LEP whom seek services. Public Health will inform consumers that language assistance services are available free of charge to consumers with LEP seeking services and that the agency may provide these services to them.

### B. Purpose and Authority:

1. The purpose of this plan is to put in written form what Public Health has set in practice to provide meaningful and equitable access to agency information and services to clients we serve with LEP. Glenn County Public Health is committed to this plan as the appropriate response to meeting consumers/community members’ needs. All agencies that receive federal financial assistance from the U.S. Department of Health and Human Services (HHS) must take adequate steps to ensure that persons with LEP receive the language assistance necessary to allow them meaningful access to services, free of charge.<sup>ii</sup>
2. The purpose of this plan is to enhance/add to services already being provided by the agency, consistent with Title VI of the Civil Rights Act of 1964 and Executive Order 13166, for agency personnel to follow when providing

services to, or interacting with, individuals who have limited English proficiency (LEP). Following these guidelines is essential to the success of Glenn County Health and Human Services Agency's mission of "Building healthy futures, One agency accessible to all".

### C. Language Access Liaison

The appointed staff will lead Public Health's efforts to implement this LAP. Responsibilities of appointed staff will include:

- Train Public Health employees on how to use this plan properly
- Coordinate the Bilingual Subcommittee to continue to strategize improvements to the way Public Health provides linguistically and culturally appropriate services
- Conduct continuous monitoring, evaluation, and updating of this plan to ensure that it continues to work effectively for Public Health and the communities served

### D. Bilingual Subcommittee

On July 21<sup>st</sup>, 2022, Public Health's Bilingual Subcommittee was established. This team focuses on planning and implementing Public Health's language access procedures. This subcommittee is comprised of bilingual staff and management. The Bilingual Subcommittee has proactively implemented this comprehensive plan to increase access to Public Health programs and services for consumers with LEP.

The bilingual subcommittee will meet regularly to research and review Public Health's language access procedures. They will develop and lead Public Health language access initiatives and department-wide collaborations, including those designed to leverage resources and improve services for persons with LEP. The workgroup will report its findings and submit recommendations for improvements to Public Health management.

## Section 3: Definitions

**Language Access Plan (LAP):** A document that lists the protocols and resources an organization uses to effectively communicate with individuals who are non-English speaking or have limited English proficiency (Center for Medicare & Medicaid Services).

**Language Access:** The rights of individuals with Limited English Proficiency (LEP) to receive meaningful access to federally funded state and federal programs.

**Limited English Proficiency (LEP):** Refers to individuals who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English.

**Interpretation:** The process of rendering a spoken or signed communication from one language into another language accurately and completely (e.g., interpreting during an interview).

**Translation:** Involves conveying information in writing from one language to another (e.g. translating documents).

**Interpreter:** Individual with training and experience with interpretation, who is a neutral third party, is experienced in interpretation techniques, specialized content areas and technical terminology and adheres to a code of ethics and confidentiality.

**Vital documents** or information are those that are critical for accessing federally funded services or benefits or are

documents required by law. For the purposes of Glenn County Public Health's services to consumers seeking services the following are examples of vital documents:

- Any and all health-related brochures generated by Glenn County Public Health for use by the community
- Community education materials generated by Glenn County Public Health for distribution
- Crisis information or referral information to area resources
- Service forms or questionnaires for services
- Consent forms, including consent to treat, release of information, or consent to immunize
- Patient rights and responsibilities, including the availability of language access services <sup>iii</sup>

Each Glenn County Public Health program must identify its internally generated vital documents and in what languages those documents should be translated. Each Glenn County Public Health program must also examine the services they provide, identify any language access barriers to accessing those services, and develop and implement a system to provide meaningful and equitable access to those services for persons with LEP. This LAP is designed to assist programs in identifying the language services they need and evaluate the translation and interpretation resources available to help persons with LEP access program benefits, programs, services, information, or other operations.

## Section 4: Procedures

To identify an individual's primary language, [I Speak Cards](#)<sup>iv</sup> can be used by having an individual point to the language they speak. LanguageLine should be utilized when internal bilingual staff do not speak the language of a consumer. Please reference the worksheet below to see what procedure should be followed based on different service scenarios.

Type of Communication	Procedure(s)	Tools and Resources
Telephonic Communication	<ul style="list-style-type: none"> <li>• Connect with bilingual staff</li> <li>• Use LanguageLine if necessary</li> </ul>	<a href="#">Bilingual Org Chart</a> <a href="#">LanguageLine Reference Guide</a>
One-on-one Consumer Meetings (Intake, Case Planning, etc.)	<ul style="list-style-type: none"> <li>• Ensure an interpreter is available</li> <li>• Use Bilingual Org chart to determine who to contact for Spanish interpretation services</li> <li>• Use LanguageLine if necessary</li> </ul>	<a href="#">Bilingual Org Chart</a> In-Person Interpreting Agency Interpreter <a href="#">LanguageLine Reference Guide</a>
Shelter Services	<ul style="list-style-type: none"> <li>• Utilize bilingual staff, forms and signage.</li> <li>• If additional language services are needed (including ASL), consult with the shelter manager.</li> </ul>	Bilingual staff, forms and signage. The shelter manager
Community-Based Services	Communicate with other agencies and provide information about LAP and resources so that they may assist in informing LEP individuals of language assistance services available.	Flyers, <a href="#">I Speak Cards</a> , brochures Name & contact information of who will be providing bilingual services

Providing Referrals	<ul style="list-style-type: none"> <li>• Call the referral source and identify a point of contact with adequate language capacity.</li> <li>• Connect the participant with the point of contact.</li> <li>• Request and review the LEP Plan for the referral source (courts, medical offices, other medical services, etc.).</li> </ul>	<a href="#">In-Person Interpreting</a> <a href="#">Bilingual Org Chart</a> <a href="#">LanguageLine Reference Guide</a> <a href="#">I Speak Cards</a>
Community Events	<ul style="list-style-type: none"> <li>• Identify language spoken</li> <li>• Connect with bilingual staff</li> <li>• Use LanguageLine if necessary</li> </ul>	<a href="#">I Speak Cards</a> <a href="#">Bilingual Org Chart</a> <a href="#">LanguageLine Reference Guide</a>
In-Person Communication	<ul style="list-style-type: none"> <li>• Identify language spoken</li> <li>• Connect with bilingual staff</li> <li>• Use LanguageLine if necessary</li> </ul>	<a href="#">I Speak Cards</a> <a href="#">Bilingual Org Chart</a> <a href="#">LanguageLine Reference Guide</a>
Written materials	Vital documents are available in Spanish. Vital documents are to be reviewed with the support of an interpreter during the encounter.	<a href="#">Bilingual Org Chart</a>

## A. Staff Compliance

Staff will inform consumers that language assistance services are available free of charge to consumers with LEP seeking services.

Glenn County Public Health staff will inform and initiate an offer for language assistance to consumers who have difficulty communicating in English. <sup>v</sup>

## B. Identifying Primary Language

All Glenn County Public Health intake staff will have [“I Speak” cards](#) available in the languages most prevalent in our community. For in-person communication, before contacting an interpreter or a bilingual staff member, the appropriate staff should show the [“I Speak”](#) card to the person with LEP so that they can identify their primary language. If the identified language is one that an internal bilingual staff does not speak, please follow the directions on the [LanguageLine Guide](#)<sup>vi</sup> (Attachment D & E).

## C. Procedures for Meaningful Language Access Provision

Glenn County Public Health is committed to assuring clear, confidential, two-way communications with all individuals seeking services. As part of this commitment Glenn County Public Health will provide interpreters when oral communication is needed. This service will be provided at no charge to consumers/community members. Glenn

County Public Health's preferred means of achieving this goal will be to employ adequate staff and support staff who are fluent in the major languages spoken by the individuals in our community.

When Glenn County Public Health staff members who are working directly with consumers whom are not fluent in English, Glenn County Public Health will use interpreters from another division within the agency. To the extent possible, the interpretation will be conducted in person but, if necessary, it may be conducted by phone. If no interpreter service is available, Glenn County Public Health will use [LanguageLine](#), an over-the-phone interpreter service.<sup>vii</sup>

## D. Children as Interpreters Procedure

- Glenn County Public Health should not use minor children to provide interpretation services to ensure confidentiality of information and accurate communication.

## Section 5: Notification of Language Assistance Services

- Posters notifying community members with LEP of language access services will be developed and displayed in areas where services are conducted. These posters will contain a simple message such as "Free Interpreter services are available. Please ask for assistance" in both English and secondary languages (i.e., Spanish). Flyers will also be developed and made available throughout the sites where Public Health services are rendered. Staff will also have access to the Glenn County Public Health Language Access Plan and will have '[I-Speak Cards](#).' These are cards that say in both English and the principal languages 'I Speak (appropriate language).'
- Glenn County Public Health will post legible signs in areas where services are conducted as well as on the Public Health website to notify consumers/community members that free translation and interpretation services are available while seeking services.

## Section 6: Monitoring and Staff Responsible for Monitoring

### Plan to Monitor Effectiveness:

1. Glenn County Public Health will conduct an annual evaluation of its LAP to determine its overall effectiveness, review the progress of stated goals and identify new goals or strategies for serving community members with LEP. The appointed staff will lead the evaluation with the assistance of other staff. The evaluation will include the following:
  - Assessment of the number of persons with LEP in our services area by looking at updated census information
  - Assessment of the number and types of language requests during the past year: how many were met and by what method, challenges and barriers encountered
  - Assessment of whether staff members understand the LAP plan and procedures, how to carry them out, and whether language assistance resources and arrangements for those resources are up-to-date and accessible <sup>ix</sup>



2. Glenn County Public Health will monitor changing population levels and the language needs of individuals with LEP in the region. An annual review of this language access plan will coincide with the annual evaluation of the population. Evaluation results and recommended changes will be shared with Public Health's Bilingual Subcommittee. The appointed LAP staff will keep a record of any language access services provided and will make this information available during the annual review process. In connection with updates to this Language Access Plan, Glenn County Public Health may use some of the following tools to conduct further assessment:
  - Conduct surveys or focus groups
  - Develop an evaluation process to assess LEP service provision
  - Establish a tracking system to collect primary-language data for individuals that call our office seeking program services.<sup>x</sup>

## Section 7: Community Outreach and Collaboration

1. Glenn County Public Health will identify the primary sources through which consumers with LEP are referred to our services, and culturally-based organizations that serve individuals with LEP in our community. Glenn County Public Health will work to develop collaborative relationships with these organizations to ensure seamless access to services, accountability to our own language access procedures, and greater equitable access to services for consumers/community members with LEP.
2. Glenn County Public Health will share its LAP and the documents and knowledge it develops regarding LEP resources with the other service organizations in our area and any organization/individual that requests the information.<sup>xi</sup>

## Section 8: Training

### Staff Training

1. Glenn County Public Health will distribute the LAP to all staff and will have a current electronic copy available so all staff will be knowledgeable of LAP procedures. A designated staff member will be appointed to monitor the implementation of the plan and conduct staff training as needed.
  - All staff that encounters consumers in-person, via phone, or virtual meetings will receive annual LAP training, or training upon employment and once annually.
  - LAP training will include information on the following topics:
    - Legal obligation to provide language assistance
    - LAP and procedures
    - Responding to LEP individuals
    - Obtaining interpreters (i.e., in-person, virtually or over-the-phone)
    - Using and working with interpreters (i.e., in-person, virtually, or over-the-phone)
    - Translating procedures
    - Documenting language requests<sup>xii</sup>
2. Glenn County Public Health will circulate this plan to all staff within 10 days after its adoption. Glenn County Public Health will circulate the revised plan to all staff yearly after its adoption.

Within nine months of adopting this plan, Glenn County Public Health will provide training regarding this plan and the appropriate use of interpreters and translators, to all staff who have regular interaction with consumers. After their initial training, all staff members will receive a yearly refresher training in cultural responsiveness and language access.<sup>xiii</sup>

3. In order to establish meaningful and equitable access to information and services for the community we serve with LEP, all Public Health staff will be trained on Public Health's LAP procedures. Training will ensure that staff members are effectively able to work in person and/or by telephone with individuals with LEP. Management staff will be included in this training, to ensure awareness of LAP procedures and to enforce its implementation.<sup>xiv</sup>

## Appendix

### A. Implementation Calendar

Language Access Measure	Goal	Timeline	Person Responsible
Train all staff and volunteers on connecting to Language Line services.	95% of staff will be able to successfully implement language access plan	by February 28	Management Team, Individual Supervisors, and Appointed Staff
Programs Identify Vital Documents	Have each Public Health program identify vital documents and if they need to be translated	By March 31	Program Leads

### B. Identified Needs and Resources

This section will be updated as programs have LAP needs or resources.

Immediate funding needs include: Printing costs for "I Speak" cards and the costs associated with the use of LanguageLine.

Long-term funding needs include: paying trainers, presenters and costs associated with the use of LanguageLine.

### C. Additional Language Access Practices

#### Bilingual Staff

- Glenn County Public Health prides itself in that it has hired bilingual/bicultural staff members to work directly with individuals with limited English proficiency. Bilingual staff qualify for a salary differential based on language proficiency.

## D. Tools and Resources

I Speak Statement Card ([see Attachment A](#))

Bilingual Organization Chart ([see Attachment B](#) and [C below](#))

LanguageLine Reference Guide ([see Attachment D & E below](#))

## Attachment A



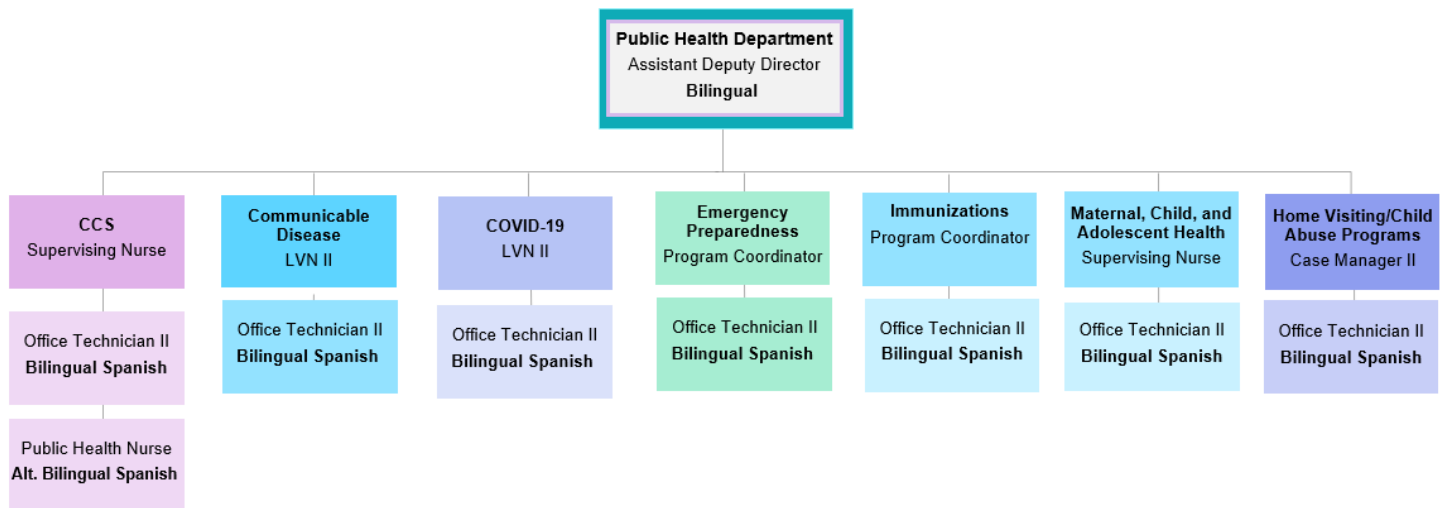
# I Speak Statement Card

- |  |  |
|--|--|
| <input type="checkbox"/> Unë flas <b>shqip</b> (Albanian)                    | <input type="checkbox"/> N' a po <b>Klào</b> Win. (Kru)                            |
| <input type="checkbox"/> አማርኛ እናገራለሁ (Amharic)                               | <input type="checkbox"/> ຂ້າພະເຈົ້າເວົ້າ ພາສາລາວ. (Lao)                            |
| <input type="checkbox"/> انا اتكلم اللغة العربية. (Arabic)                   | <input type="checkbox"/> Yie gorngv <b>Mienh</b> waac. (Mien)                      |
| <input type="checkbox"/> Ես խոսում եմ <b>հայերեն</b> (Armenian)              | <input type="checkbox"/> म <b>नेपाली</b> बोल्छु (Nepali)                           |
| <input type="checkbox"/> আমি বাংলা ভাষী। (Bengali)                           | <input type="checkbox"/> Mówię <b>po polsku</b> . (Polish)                         |
| <input type="checkbox"/> Ja govorim <b>bosanski jezik</b> (Bosnian)          | <input type="checkbox"/> Eu falo <b>Português</b> . (Portuguese)                   |
| <input type="checkbox"/> ကျွန်ုပ်တို့ပြောသောစကားမှာ (Burmese)                | <input type="checkbox"/> ਇ ਸ੍ਰਮਾਕ ਪੰਜਾਬੀ (Punjabi)                                 |
| <input type="checkbox"/> 我说中文 (Chinese Simplified)                           | <input type="checkbox"/> Cunosc limba <b>Română</b> . (Romanian)                   |
| <input type="checkbox"/> 我說中文 (Chinese Traditional)                          | <input type="checkbox"/> Я говорю <b>по-русски</b> . (Russian)                     |
| <input type="checkbox"/> Ja govorim <b>hrvatski</b> . (Croatian)             | <input type="checkbox"/> Ou te tautala <b>faaSamoa</b> . (Samoan)                  |
| <input type="checkbox"/> اینجانب به زبان فارسی صحبت می کنم (Farsi)           | <input type="checkbox"/> Govorim <b>srpski</b> . (Serbian)                         |
| <input type="checkbox"/> Je parle <b>français</b> . (French)                 | <input type="checkbox"/> Waxaan ku hadlaa <b>Somali</b> . (Somali)                 |
| <input type="checkbox"/> Je parle le <b>Français haïtien</b> (French Creole) | <input type="checkbox"/> Yo hablo <b>español</b> . (Spanish)                       |
| <input type="checkbox"/> Μιλάω <b>ελληνικά</b> . (Greek)                     | <input type="checkbox"/> أتحدث <b>السودانية</b> (لغوي سوداني) (Sudanese)           |
| <input type="checkbox"/> ຄູ່ ງຸજરાતી બોલુ છું (Gujarati)                     | <input type="checkbox"/> Marunong po akong magsalita ng <b>Tagalog</b> . (Tagalog) |
| <input type="checkbox"/> Mwen pale <b>Kreyòl</b> . (Haitian Creole)          | <input type="checkbox"/> ข้าพเจ้าพูด ภาษาไทย (Thai)                                |
| <input type="checkbox"/> म <b>हिंदी</b> बोलता हूँ (Hindi)                    | <input type="checkbox"/> አነ ትግርኛ ይዘረብ እየ. (Tigrinya)                               |
| <input type="checkbox"/> Kuv hais <b>lus hmoob</b> . (Hmong)                 | <input type="checkbox"/> Я розмовляю <b>українською</b> . (Ukrainian)              |
| <input type="checkbox"/> Ana m a sụ <b>Igbo</b> (Igbo)                       | <input type="checkbox"/> میں اردو بولتا/ بولتی ہوں۔ (Urdu)                         |
| <input type="checkbox"/> Parlo <b>Italiano</b> (Italian)                     | <input type="checkbox"/> Tôi nói tiếng <b>Việt</b> . (Vietnamese)                  |
| <input type="checkbox"/> 私は <b>日本語</b> を話します (Japanese)                      | <input type="checkbox"/> יידיש רעד איך (Yiddish)                                   |
| <input type="checkbox"/> Mi chat <b>Jamiekan langwjj</b> (Jamaican Creole)   | <input type="checkbox"/> Mo gbọ <b>Yoruba</b> (Yoruba)                             |
| <input type="checkbox"/> ယကတိကညီကိုင် (Karen)                                | <input type="checkbox"/> American Sign Language (ASL)                              |
| <input type="checkbox"/> ខ្ញុំនិយាយភាសាខ្មែរ (Khmer)                         |  |
| <input type="checkbox"/> 본인의 모국어는 <b>한국어</b> 입니다 (Korean)                    |  |
| <input type="checkbox"/> ئە ز زمانی کوردی ده ناخفم. (Kurdish)                |  |



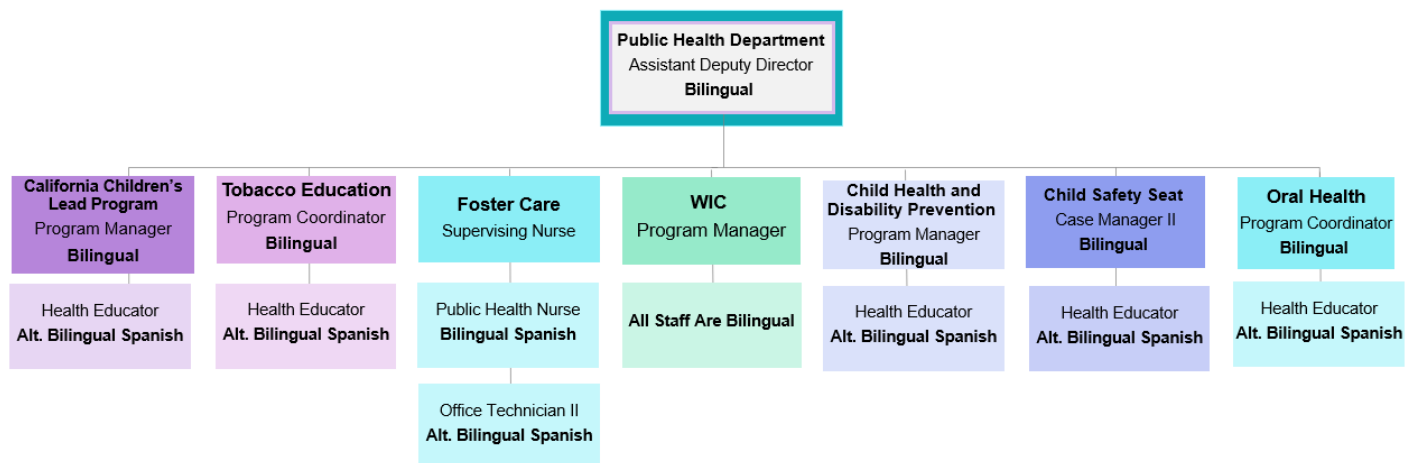
## Attachment B

### Willows: Bilingual Services Organization Chart



## Attachment C

### Orland: Bilingual Services Organization Chart



## Attachment D



# Glenn County Public Health's Reference Guide: How to Use LanguageLine Solutions for Telephonic Interpretation

### **To assist LEP/NEP customers over the phone**

1. Place the caller on hold with conference hold.
2. Dial 1-866-874-3972. For assistance, press 0 at any time or stay on the line.
3. Enter your 6-digit Client ID and select a language.
  - Press 1 for Spanish or
  - Press 2 for other languages. When prompted, say and confirm the language you need.
4. Enter your Access Code (if applicable).
5. **Record the interpreter's name and ID number.**
6. **Brief the interpreter.** Provide your agency name and objectives for the call.
7. **Add the caller to the line.**
8. Tell the interpreter to **end the call** when you are done.

Client ID: _____	Access Code*: _____
------------------	---------------------

### **To assist LEP/NEP customers in person:**

1. Dial 1-866-874-3972. For assistance, press 0 at any time or stay on the line.
2. Enter your 6-digit Client ID and select a language.
  - Press 1 for Spanish or
  - Press 2 for other languages. When prompted, say and confirm the language you need.
3. Enter your Access Code (if applicable).
4. **Record the interpreter's name and ID number.**
5. **Brief the interpreter.** Provide your agency name and objectives for the call.
6. Tell the interpreter to **end the call** when you are done.

Language Access Program (2016, March 4). *Language Access Information Portal: Requirements and Resources for Covered Entities*. Retrieved 2022, from District of Columbia Office of Human Rights: <https://ohr.dc.gov/page/LAportal/coveredentity##interpretation>.

## **Attachment E**

### **Frequently Asked Questions**

#### **What should I do if I get disconnected?**

If you get disconnected, redial the interpreter hotline and press 0 to speak with a representative. Explain the situation and provide the name and ID number of the interpreter you were working with so that the representative can reconnect you with that person.

#### **What if I can't identify the customer's language?**

If you do not recognize a customer's language and the customer does not self-identify, then call the interpreter hotline and dial 0 to speak with a representative. The representative can assist you in identifying the language. During in-person interactions with LEP/NEP customers, remember to use the Language ID Card or Language ID Desktop Poster before contacting a LanguageLine representative.

#### **How do I reach Customer Service?**

The Customer Service number for LanguageLine Solutions is **1-800-752-6096**.

#### **Why is the call taking so long?**

Interpreters communicate meaning-for-meaning rather than word-for-word. As a result, interpreted speech may be longer than the original statement. Familiar phrases in English often require explanation or elaboration in other languages and cultures.

## **References**

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- 2) Esperanza United. (2021, September 22). *Language access plan template*. Esperanza United. <https://esperanzaunited.org/wp-content/uploads/2021/10/Toolkit-PDFs-Language-Access-Plan-Template-1.pdf>
- 3) Kansas Coalition Against Sexual and Domestic Violence. (2012). *Meaningful Access Policy*. Kansas Coalition against sexual & domestic violence. <http://www.kcsdv.org/wp-content/uploads/2018/03/model-LEP-plan.pdf>
- 4) Legal Assistance of Western Missouri. (2005). *DRAFT POLICY ON SERVING CLIENTS WITH LIMITED ENGLISH PROFICIENCY*. Legal Aid of Western Missouri. [http://onlineresources.wnylc.net/pb/orcdocs/LARC\\_Resources/LEPResources/ModelLEP/LegalServiceofWesternMissouriLEPPlan.pdf](http://onlineresources.wnylc.net/pb/orcdocs/LARC_Resources/LEPResources/ModelLEP/LegalServiceofWesternMissouriLEPPlan.pdf)
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- 8) Language Access Program (2016, March 4). *Language Access Information Portal: Requirements and Resources for Covered Entities*. Retrieved 2022, from District of Columbia Office of Human Rights: <https://ohr.dc.gov/page/LAportal/coveredentity##interpretation>.



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## **Footnotes**

<sup>i</sup> Esperanza United, Language Access Plan Template, <https://esperanzaunited.org/wp-content/uploads/2021/10/Toolkit-PDFs-Language-Access-Plan-Template-1.pdf>

<sup>ii</sup> Adapted from the Kansas Coalition Against Sexual and Domestic Violence, Model Limited English Proficiency Plan. Available at <https://www.kcsdv.org/wp-content/uploads/2018/03/model-LEP-plan.pdf>

<sup>iii</sup> Adapted with permission from the Kansas Coalition Against Sexual and Domestic Violence, Model Limited English Proficiency (LEP) Plan, <https://www.kcsdv.org/wp-content/uploads/2018/03/model-LEP-plan.pdf>

<sup>iv</sup> Adapted from the Food and Nutrition Service U.S. Department of Agriculture, I Speak Statements Card, <https://www.fns.usda.gov/civil-rights/ispeak>.

<sup>v</sup> Adapted with permission from the Kansas Coalition Against Sexual and Domestic Violence, Model Limited English Proficiency (LEP) Plan, <https://www.kcsdv.org/wp-content/uploads/2018/03/model-LEP-plan.pdf>

<sup>vi</sup> Adapted from the District of Columbia Office of Human Rights, Reference Guide: How to Use LanguageLine Solutions for Telephonic Interpretation, <https://ohr.dc.gov/page/LAportal/coveredentity###interpretation>.

<sup>vii</sup> Please note that this is one bullet point of a list of 8 points for oral interpretation. There are an additional 5 points in their plan for written translation. See the full text within the Legal Assistance of Western Missouri plan available at [http://onlineresources.wnyc.net/pb/orcdocs/LARC\\_Resources/LEPResources/ModelLEP/LegalServicesofWesternMissouriLEPPlan.pdf](http://onlineresources.wnyc.net/pb/orcdocs/LARC_Resources/LEPResources/ModelLEP/LegalServicesofWesternMissouriLEPPlan.pdf)

<sup>viii</sup> Adapted with permission from the Kansas Coalition Against Sexual and Domestic Violence, Model Limited English Proficiency (LEP) Plan, <https://www.kcsdv.org/wp-content/uploads/2018/03/model-LEP-plan.pdf>

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<sup>x</sup> Adapted from the MARC plan available at <https://www.marc.org/transportation/plans-and-studies/limited-english-proficiency-plan>

<sup>xi</sup> Adapted from the Legal Assistance of Western Missouri plan available at A. [http://onlineresources.wnyc.net/pb/orcdocs/LARC\\_Resources/LEPResources/ModelLEP/LegalServiceofWesternMissouriLEPPlan.pdf](http://onlineresources.wnyc.net/pb/orcdocs/LARC_Resources/LEPResources/ModelLEP/LegalServiceofWesternMissouriLEPPlan.pdf)

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<sup>xiii</sup> Adapted from the Legal Assistance of Western Missouri plan available at A. [http://onlineresources.wnyc.net/pb/orcdocs/LARC\\_Resources/LEPResources/ModelLEP/LegalServiceofWesternMissouriLEPPlan.pdf](http://onlineresources.wnyc.net/pb/orcdocs/LARC_Resources/LEPResources/ModelLEP/LegalServiceofWesternMissouriLEPPlan.pdf)

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<sup>xiv</sup> Adapted from the MARC plan available at <https://www.marc.org/transportation/plans-and-studies/limited-english-proficiency-plan>