

**Washington State Novel Coronavirus
(COVID-19) Response**

**Language Access
Plan**

Joint Information Center

Updated April 28, 2020

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1 | Implementation checklist

Cabinet Agency Responsibilities	Timeline
<input type="checkbox"/> Identify single agency representative. Identify a single point of contact to coordinate with the COVID-19 Response Language Access Lead and submit their name to JIC3@mil.wa.gov .	By May 1, 2020
<input type="checkbox"/> Attend Language Access Plan Implementation Webinar (optional). The Joint Information Center’s Community Engagement Task Force will host a webinar for all interested agencies to learn about how to implement this Language Access Plan. Send list of participant names to COVID-19 Response Language Access Lead at JIC3@mil.wa.gov . Agencies can send up to 10 staff members.	Live options: May 4, 2020 2:30-3:30 PM May 5, 2020 2:30-3:30 PM May 6, 2020 12:00-1:00 PM *Slide deck will be available for those unable to attend.
<input type="checkbox"/> Identify staff for Dual- and Multi-lingual Employee Pool. See Section 5 of the Language Access Plan for more information. State HR will reach out to directly to agencies, supervisors, and staff to share the process for building this pool. Contact: shrcovid@ofm.wa.gov .	By May 8, 2020
<input type="checkbox"/> Implement telephonic interpretation services and ensure this service is set-up for all COVID-19 related hotlines and main phone lines. Send list of any hotlines to COVID-19 Response Language Access Lead at JIC3@mil.wa.gov .	By May 8, 2020
<input type="checkbox"/> Identify all agency vital information related to COVID-19. Submit a list of topics and documents that will be translated to COVID-19 Response Language Access Lead at JIC3@mil.wa.gov .	By May 15, 2020
<input type="checkbox"/> Prep vital information for translation and upload to the Translation Web Portal. The Department of Enterprise Services will coordinate the services of a Master Contract vendor to provide translations for all cabinet agencies seeking assistance.	By May 22, 2020
<input type="checkbox"/> Share, post, and distribute translated materials. Upload translated materials to your agency website and distribute to partners. Share links to translated materials with the Joint Information Center at JIC3@mil.wa.gov so that links are added to the coronavirus.wa.gov web portal.	As materials are returned from translation vendors

2 | Background

The COVID-19 pandemic has disrupted nearly every aspect of our lives and has reached into nearly every community in our state. Our ability to keep one another safe and healthy depends on every Washingtonian having access to credible, trusted information about how to prevent the spread of COVID-19, the types of supports and services available, and how to comply with federal, state and local orders. We know certain communities are disproportionately impacted by this pandemic and one way we can shift that injustice is by meeting our obligation to communicate in ways that are accessible and culturally- and linguistically relevant.

This plan will help state agencies meet the language needs of Washingtonians experiencing significant barriers to accessing state services related to COVID-19 due to the lack of materials and information translated.

All organizations and agencies who receive any federal support are **required** to ensure their customers with disabilities and those with limited English proficiency have access to vital information per Title II of the Americans with Disabilities Act, Title VI of the Civil Rights Act of 1964, Federal Executive Order 13166, Section 1557 of the Affordable Care Act and its implementing regulations (42 C.F.R. §92), RCW 49.60., and RCW 38.52.

Compliance obligations under Title VI of the Civil Rights Act, directs agencies to ensure meaningful access to information and provide language assistance services. During the COVID-19 pandemic, all of us have a responsibility to ensure that the information and services provided by the state to the public are accessible to all communities, regardless of language, disability status, or other factors. Accordingly, my office, in consultation with the Joint Information Center, has developed a plan to help state agencies meet the language needs of Washingtonians experiencing significant barriers to accessing state services due to the lack of materials and information translated.

The minimum requirements outlined in the plan are based off of the [Department of Justice's safe harbor provision](#), which recommends that at a minimum, entities translate vital information for each language group with limited English proficiency that constitutes 5% of the population or 1,000 people (whichever is less).

Individual state agencies and local governmental organizations must have their own systems in place to ensure language access. In general, this may include:

- Interpretation services
 - In-person interpretation: spoken and sign language (as appropriate and needed)
 - Remote interpretation: phone and video (preferred for COVID-19 if possible)
- Dual-language staff
- Written translation services
- Notices about the availability of language services
- Partnership with community organizations proficient in the language of LEP persons
- Accessible and alternative formats

3 | Language access standards (minimum)

According to Title VI of the Civil Rights Act, agencies are responsible for ensuring meaningful language assistance services. During a pandemic such as this, it is all of our responsibilities to ensure that the information and services we are providing to the public are accessible to all communities, regardless of language, disability status, or other factors. The minimum requirements in the plan are based off of the Department of Justice’s safe harbor provision, which requires that at a minimum, entities translate vital information into any language spoken by at least 5% of the population or 1,000 people (whichever is less). Please note that in addition to these minimum standards, agencies are expected to provide language assistance services, including translated materials, in any language at the request of an individual.

3.1 TRANSLATION

Vital public documents, materials, and essential website information related to COVID-19

Vital documents are important documents that would cause harm to the individual if the information or service was not provided accurately or in a timely manner (e.g., information on how to protect yourself from COVID-19 or forms to access unemployment, food, or other benefits).

The Washington state Governor’s Office secured funding to translate every cabinet agency’s vital information related to COVID-19 into the top 37 languages spoken by individuals with limited English proficiency in Washington state—these are languages spoken by at least 5% of the state population or 1,000 people. According to 2016 data from OFM, these languages are:

- | | | | |
|---------------|---------------------------|--------------|-----------------------|
| 1. Spanish | 11. Chinese (simplified) | 21. Romanian | 31. German |
| 2. Vietnamese | 12. Chinese (traditional) | 22. Tigrinya | 32. Pilipino/Filipino |
| 3. Russian | 13. Marshallese | 23. Farsi | 33. Burmese |
| 4. Ukrainian | 14. Samoan | 24. Tamil | 34. Thai |
| 5. Tagalog | 15. Hindi | 25. French | 35. Oromo |
| 6. Somali | 16. Amharic | 26. Nepali | 36. Karen |
| 7. Korean | 17. Japanese | 27. Hmong | 37. Portuguese |
| 8. Arabic | 18. Telugu | 28. Chuukese | |
| 9. Punjabi | 19. Urdu | 29. Mixteco | |
| 10. Cambodian | 20. Lao | 30. Swahili | |

Agencies should designate a person at their agency who can work with the Joint Information Center’s Community Engagement Task Force to identify their agency’s vital information related to COVID-19. The Department of Enterprise Services will facilitate the translation process with a Master Contract vendor. We need agency participation and collaboration in deciding what English content should be translated.

3.2 INTERPRETATION & TRANSCRIPTION

Telephonic interpretation

Telephonic interpretation is a service that allows for real-time, oral communication (over the phone) between two people. It is used throughout governmental organizations to increase access to services for people with limited English proficiency.

- **Finding a vendor:** Your agency may already have a vendor, but if you need to set up a new contract, utilize the DES contract for [over-the-phone interpretation resources](#).
- **Training staff:** Train staff who answer external phone lines on how to use the service. Example instruction sheets are available on the [Department of Health's Communication Access Tool's page](#). There is also a 15-minute training in the Learning Management System: **Telephonic Interpretation Services Training: Using Telephone Based Interpretation Services**.
- **Advertise the availability of telephonic interpretation services:** At all points of contact where you advertise your call line, include in-language translated information about the availability of interpretation services. Pre-translated taglines are available for use from the [U.S. Department of Health and Human Services](#).

In-person Interpretation (sign language)

ASL interpretation is a critical service for ensuring access to meetings and events for individuals who are deaf or hard-of-hearing. There is a [DES Master Contract](#) for Sign Language by independent contractor Interpreters. Programs may utilize the following resources to locate a vendor:

- [DSHS - List of Interpretation Vendors](#)
- [Washington State Coalition for Language Access - Interpreter and Translator Directory](#)

Our customers with disabilities have a right to ASL interpretation services if requested.

Communication Access Real-time Transcription (CART)

CART is the instant translation of the spoken word into English text using a stenotype machine, notebook computer, and real-time software. Please see the [DES Master Contract](#) for more information and authorized vendors. CART services can be used for virtual meetings with some virtual meeting platforms. Ask community partners and customers for their preferences. Our customers with disabilities have a right to CART services if requested.

3.3 Alternative communication methods

Agencies are required to ensure access to information for individuals with disabilities and individuals with disabilities have the right to request documents in alternative formats. Agencies should ensure all vital documents meet accessibility guidelines, and should provide an option for requesting information in alternative formats. This includes providing access for individuals with hearing, vision, sensory, developmental, and/or cognitive disabilities. Alternative formats include, but are not limited to, plain text documents, audio recordings, video, Braille, large print, and illustrations of written materials.

An example ADA statement agencies can include on documents and publications: To request this document in another format, call 1-800-XXX-XXXX. Deaf or hard of hearing customers, please call 711 (Washington Relay) or email XXXXX@XXX.wa.gov.

Pre-translated ADA statements are available from Response Language Access Lead JIC3@mil.wa.gov.

4 | Additional recommendations (optional)

Once we have met minimum requirements of translating vital information into safe harbor languages, attention should be given to the following recommendations that further the provision of meaningful access. The following recommendations are based on current and best practices. These are optional, additional language access recommendations that agencies are encouraged to adopt as feasible.

Depending on the success of building the dual- and multi-lingual employee pool, agencies may be able to receive support from this pool of state employees to assist with urgent translations, cultural appropriateness review, and development of audio and video materials related to COVID-19.

4.1 TRANSLATION

Press conferences

All press conferences should include American Sign Language Interpretation. Agencies are encouraged to use [FEMA's Accessibility Best Practices for livestreaming Emergency Briefings](#).

Media news releases

All written news releases should be provided in both English and Spanish. Agencies should translate into additional languages at request or interest of in-language media outlets.

Social media

All urgent updates and vital information that is communicated via social media should be shared in at least Spanish. Agencies are encouraged to consider how to ensure social media content that relates to programs or services used frequently by various language groups is also available in those languages.

4.2 CULTURALLY APPROPRIATE FORMATS

Audio messages and video recordings

Some communities and language groups across Washington have indicated a preference for receiving information in **audio or video** format. This is not an exhaustive list and agencies should consult with community partners, leaders, and members for identifying preferred methods of communication. To start, agencies are recommended to consider audio and video communication strategies to reach the following linguistic groups:

- Khmer
- Amharic
- Marshallese
- Tigrinya
- Somali
- Samoan
- Fijian
- Chuukese
- Tongan
- Palauan
- Chamorro
- Mixteco Bajo
- Triqui
- Mam
- Aguateco
- Chinateco
- P'urhpecha
- Kiswahili (Swahili)
- American Sign Language

Cultural appropriateness

In order for communication to be effective, it must be both culturally and linguistically appropriate. Agencies are encouraged to continuously evaluate and improve the cultural appropriateness of their materials and information.

Common issues with translations related to cultural appropriateness include:

- Translation is completed without cultural adaptation.
- Translator lacks knowledge of the intended readers' culture and language patterns.
- Some terms and concepts are very hard to translate in a meaningful way.
- The translated text is too difficult for the intended audience to read.
- The translation is too formal or casual.

Three ways that agencies can improve the cultural appropriateness of their information are:

1. Partner closely with communities, community leaders, or community-based organizations to co-create messages and materials.
2. Do your own research to better understand the community or intended audience—their cultural beliefs, values, and practices related to the topic.
3. Proactively remove culturally nuanced information in your communications (e.g. idioms) that may cause for inaccurate, culturally insensitive, or confusing translations.

More information about culturally appropriate translation is available from the U.S. Department of Health and Human Services, Centers for Medicaid and Medicare Services, [Toolkit for Making Written Material Clear and Effective](#). The Joint Information Center's Community Engagement Task Force is also available to provide consultation on cultural appropriateness at CETTeamLead@mil.wa.gov.

4.3 AVOID USE OF AUTOMATED TRANSLATION

Federal guidance **requires** agencies to use competent translation services. While automated and machine translation technology (e.g., Google translate) is improving for more common languages, it does not guarantee quality and accurate translations. Mistranslation of critical information puts agencies at serious risk and can potentially lead to negative consequences for the health and safety of Washington families.

It is a common misperception that the only acceptable way to provide translation is to translate the entire website. If you have questions about how to provide translated material on your website, the Joint Information Center's Community Engagement Task Force is available to provide consultation via CETTeamLead@mil.wa.gov. The CETF can assist your agency in developing a simple three-step plan for identifying the vital information to be translated, plain talking the content, and establishing a landing page where all the content in that language can be placed.

There are four situations in which automated translation technology can be used as a tool for language access efforts. These include:

- 1) Use by a certified translator to expedite the translation process for common languages. This is appropriate only when the translator reviews and edits the final product to ensure quality and accuracy.
- 2) Use by a graphic designer or communications consultant to verify large translation jobs are not missing any key sections or messages. This is an informal "back translation."
- 3) Use by agency staff who receive written correspondence in another language and need to quickly identify the language and topic to get it to the right office or agency for response. Example scenarios include: receiving a comment in on a social media post or a public records disclosure form in another language.
- 4) Use by agency staff to relay a simple message urging the customer to call for more information, if there truly is no other option.
 - Example: We are working with a translator to understand your message. We will respond as soon as possible. For urgent issues, please call us at 1-800-XXX-XXXX. We have telephonic interpretation services available. When we answer the phone, tell us your language. We will get an interpreter on the phone. Thank you.

Aside from those four situations, automated translation technology is NOT recommended. For more information, read [Digital.gov – article on use of automated translation](#).

5 | Dual- and Multi-lingual Employee Pool

The Joint Information Center (JIC) Community Engagement Task Force and State HR are creating a Dual- and Multi-lingual Employee Pool to leverage language access resources and capacity across state government for the COVID-19 response.

This is an assignment-based role. Workload will vary and will depend on how many employees are in the pool. Assignments may range between 1-10 hours, depending on the need. Once an employee opts into the pool, they may receive assignments from the JIC Community Engagement Task Force.

State HR within the Office of Financial Management will be creating a roster of eligible staff and will reach out directly to state governmental employees in dual-language roles and their supervisors to verify staff members capacity, interest, and skills. State HR, in collaboration with the JIC, will be sending out a survey to previously identified state employees currently performing dual language work or who are credentialed or recognized as having proficiency in a language other than English, to gather the following information:

- Name
- Agency
- Contact information
- Languages with advanced+ proficiency
- Eligibility
- Skills and abilities

Eligibility definitions

Certified translator: Someone who has completed a recognized translation certification program and/or passed a recognized and credible translation examination.

Certified interpreter: Someone who has completed a recognized interpretation certification program and/or passed a recognized and credible interpretation examination.

Current dual-language employee: An employee serving in a designated bilingual position who is responsible for providing direct services in a language other than English, or for translating documents or providing interpretation services in a language other than English, which may be indicated in their position description.

Foreign high school or college graduate: Someone who has completed high school or higher education in a language other than English. For example, a person who graduated from a high school in Mexico which taught in Spanish would be eligible to participate in the pool for Spanish. However, a person who majored in Spanish at a university with English as the primary language of instruction would not be eligible.

Dual- and Multi-lingual Employee Responsibilities

Example Responsibilities	Eligibility
Translation: Most likely for small translation requests including FAQ updates, small web content updates, social media messages, and urgent communications/news.	<ul style="list-style-type: none"> • Certified translator • Certified interpreter • Current dual-language employee providing translation services
Translation and cultural review: Review translations that come back from the vendor for accuracy and cultural appropriateness. This is internal and informal “audience testing.”	<ul style="list-style-type: none"> • Certified translator • Certified interpreter • Current dual-language employee • Foreign high school or college graduate
Radio interviews: Conduct in-language interviews about COVID-19 topics, with preparation and support from the Joint Information Center.	<ul style="list-style-type: none"> • Certified translator • Certified interpreter • Current dual-language employee providing oral communication services • Foreign high school or college graduate
Audio messages: Record COVID-19 related information in audio format.	<ul style="list-style-type: none"> • Certified translator • Certified interpreter • Current dual-language employee providing oral communication services • Foreign high school or college graduate
Video messages: Record COVID-19 related information in video format.	<ul style="list-style-type: none"> • Certified translator • Certified interpreter • Current dual-language employee providing oral communication services • Foreign high school or college graduate
Virtual outreach - interpretation: Partner with the Joint Information Center to conduct virtual community Q&A sessions or Facebook Live events and offer interpretation between attendees and subject matter experts.	<ul style="list-style-type: none"> • Certified interpreter • Current dual-language employee providing interpretation services
Virtual outreach – in-language facilitation: Partner with the Joint Information Center to conduct virtual community Q&A sessions or Facebook Live events. Community Educator will be formally prepped as an in-language facilitator or trainer for the session.	<ul style="list-style-type: none"> • Certified interpreter • Current dual-language employee providing oral communication services • Foreign high school or college graduate

6 | Resources

All state agencies have access to translation and interpretation services vendors via the Department of Enterprise Services (DES) Master Contracts. In addition, other organizations and agencies within Washington state can utilize the Master Contract by completing a [Master Contract Usage Agreement](#).

Services available under the DES Master Contract

Service	DES Master Contract Links
Translation – Written Word	Translation Services Contract #04218
CART – Communication Access Real-time Transcription	CART Services Contract #03116
Interpretation - Spoken	Interpreter Services Contract #03514
Remote Interpretation – Phone and video	Interpreter Phone/Remote Contract #02819
Sign Language Interpreters (resource provided, not official contract)	Independent Contractor Interpreters Contract #03919

*Services not available under the DES Master Contract**

Service	Independent Contractor Suggestions
Sign Language Interpretation	<ol style="list-style-type: none"> 1. Ask your customers and partners for their recommendation 2. DSHS Office of Deaf and Hard of Hearing 3. WASCLA Interpreter and Translator Directory
Emergency Translation Services*	<ol style="list-style-type: none"> 1. Ask your customers and partners for community-trusted recommendations 2. WASCLA Interpreter and Translator Directory 3. American Translators Association Directory
Braille Transcription	Washington State School for the Blind, Ogden Resource Center provides transcription services. As the WSSB is another state agency, contracts are not needed to procure transcription services.

*State agencies must use the master contract unless current vendors are unable to meet the justifiable needs of the agency (e.g. turn-around time, rare languages, etc.).

Additional resources

- **I-speak cards and posters.** These are a resource for individuals to print out and carry with them that identifies the language they speak. They can present the card at point of service, which allows the service provider to assist the individual with telephonic interpreter services or other language assistance methods. I-speak cards can be accessed at the [Washington State Coalition for Language Access \(WASCLA\) website](#) and from [LEP.gov](#).
- **Communication Access Tools.** [Communication Access Tools](#) (scroll down to Communication Access Tools subheading) can aid in communication between a staff member and a person with limited English proficiency or a deaf/hard-of-hearing person. There is also a fact sheet on creating accessible videos.
- Department of Justice, [Tips and Tools for Reaching Limited English Proficient Communities in Emergency Preparedness, Response, and Recovery](#).
- U.S. Department of Health and Human Services, [Understanding and using the “Toolkit Guidelines for Culturally Appropriate Translation”](#).
- GSA Technology Transformation Services, Office of Solutions, [Digital.gov – article on use of automated translation](#).
- U.S. Department of Health and Human Services, [Written Translation guidance on vital documents and safe harbor provisions](#).
- Digital.gov – [Top 10 Best Practices for Multilingual Websites](#).
- U.S. Department of Health and Human Services [pre-translated notices of non-discrimination and language access taglines](#).
- [Washington State OCIO Policy 188 – Accessibility](#).
- [OFM 50.50 Americans with Disabilities Act](#).

Key contacts

COVID-19 Response Language Access Lead, JIC3@mil.wa.gov

Joint Information Center Community Engagement Task Force, CETTeamLead@mil.wa.gov

7 | Definitions

Alternative communication methods: Methods to communicate a message that either supplement or replace traditional methods of oral and written communication. The purpose of these methods is to better reach those with limited oral language, limited written language or various impairments.

Example alternatives include: Graphics/illustrations, videos, audio recordings, and sign language. The appropriate alternative communication method will depend on the needs of the audience.

Culture: Cultural factors include many types of differences: age, country of origin, education level, employment status, family type, household type, gender, generation, geographic location, immigration status, income, language, literacy level, military experience, parental status, physical abilities, cognitive abilities, political beliefs, race, ethnicity, religion and sexual orientation.

Customer's preferred language: The language that a customer wishes to communicate verbally and/or in writing. A customer may have different preferred languages for verbal and written communications.

Dual-language employee: An employee serving in a designated bilingual position who is responsible for providing direct services in a language other than English, or for translating documents or providing interpretation services in a language other than English, which may be indicated in their position description.

Effective communication: Communication sufficient to provide the LEP individual with substantially the same level of access to services received by individuals who are not LEP.

Federal Financial Assistance: The term federal financial assistance includes, but is not limited to, grants and loans of federal funds; grants or donations of federal property; training; details of federal personnel; or any agreement, arrangement, or other contract which has as one of its purposes the provision of assistance.

General public: Any member of the public regardless of geographical location within Washington state or citizenship status. General public implies the entire population of Washington state.

Interpretation: Immediate verbal (or signed) communication of meaning from one language (the source language) into another (the target language). Messages are conveyed orally. Interpretation services that occur over-the-phone are referred to as telephonic interpretation services.

Limited English proficiency (LEP): This term refers to customers who do not speak English as their primary language, speak English less than "very well," and who have a limited ability to read, speak, write or understand English.

Meaningful access: Language assistance that results in accurate, timely, and effective communication at no cost to the individual with LEP. For LEP individuals, meaningful access denotes access that is not significantly restricted, delayed, or inferior as compared to programs or activities provided to English proficient individuals.

Preferred language: The language in which an individual prefers to communicate orally or in writing. An individual may have different preferred languages for oral and written communications.

Primary language: An individual's primary language is the language in which an individual most effectively communicates.

Priority audience: The audience for which a service, material or communication is intended for. For example, the target audience for breast cancer screenings are women over age 40.

Safe harbor rule: A "safe harbor," in this context means that the organization or agency has undertaken the efforts needed to comply with translation requirements of vital written materials. General guidance for determining language thresholds for translation indicate that an organization or agency should translate a vital material if a language group within the intended audience makes up at least 5% of the population, or 1000 people, whichever is less.

Taglines: Short statements written in non-English languages that indicate the availability of language assistance services free of charge.

Translation: The conversion of written communication from one language (source language) to another (target language) in a written form. An accurate translation is one that conveys the intent and essential meaning of the original text.

Vital documents: Paper or electronic written material that contain information that is critical for accessing a program or information, or is required by law to be publicly disseminated by DOH. This could include documents, forms, announcements, and other materials. Whether or not a document (or the information it solicits) is "vital" depends upon the importance of the program, information, encounter, or service involved, and the consequence to the LEP person if the information in question is not provided accurately or in a timely manner.

Appendix 1 – Prep for Translation Checklist

Must have an original, editable file. Preferably Word

1. **Identify the intended audience for the material** and audience’s linguistic needs:
 - Audience & languages:
2. Plain talk to ensure content meets **readability standards**¹:
 - Reading level:
 - Reading ease:
 - Passive sentences:
Goal = less than 6th grade reading level, more than 45 reading ease, less than 10% passive sentences
3. Run accessibility check to ensure content meets **accessibility standards**².
 - Yes/No:
 - Ensure ADA statement is provided
 - Ensure information about Washington Relay Services 711 is provided alongside all phone numbers
4. Review content for **cultural appropriateness and relevancy**:
 - Recommended changes:
5. **Identify dissemination plan** and connect with key staff ahead of time:
 - Communication and dissemination channels:
6. **Collaborate with graphic designers** – content expands often with translation.
 - Design impacts yes/no:
7. **Update resources** to ensure all external hyperlinks connect reader to content in the same language.
 - Resource impacts yes/no:

¹ To check readability, click on File—Options—Proofing—Select Show Readability Statistics

² To check accessibility, click on File—Check For Issues—Check Accessibility

Appendix 2 – LEP Population Estimates, OFM 2016

	Primary Language	# of Students	% Students	R/E of Applied Household Size	Household size (est)	Total (est)
1	Spanish	126,326	12.73%	Hispanic	3.59	453,510
2	Vietnamese	9,917	1.00%	Vietnamese	3.39	33,619
3	Russian	10,252	1.03%	White (not Hispanic)	2.37	24,297
4	Ukrainian	4,709	0.47%	White (not Hispanic)	2.37	11,160
5	Tagalog	3,411	0.34%	Filipino	3.08	10,506
6	Somali	4,067	0.41%	Black/AA	2.57	10,452
7	Korean	3,951	0.40%	Korean	2.59	10,233
8	Arabic	3,255	0.33%	Black/AA	2.57	8,365
9	Punjabi	2,610	0.26%	Asian Indian	2.92	7,621
10	Cambodian	1,975	0.20%	Cambodian	3.76	7,426
11	Chinese-Mandarin	2,505	0.25%	Chinese	2.62	6,563
12	Chinese-Cantonese	2,447	0.25%	Chinese	2.62	6,411
13	Chinese-Unspecified	2,444	0.25%	Chinese	2.62	6,403
14	Marshallese	1,543	0.16%	NHOPI	3.76	5,802
15	Samoan	1,198	0.12%	NHOPI	3.76	4,504
16	Hindi	1,491	0.15%	Asian Indian	2.92	4,354
17	Amharic	1,562	0.16%	Black/AA	2.57	4,014
18	Japanese	1,618	0.16%	Japanese	2.08	3,365
19	Telugu	987	0.10%	Asian Indian	2.92	2,882
20	Urdu	792	0.08%	Pakistani	3.50	2,772
21	Lao	741	0.07%	Laotian	3.53	2,616
22	Rumanian	952	0.10%	White (not Hispanic)	2.37	2,256
23	Tigrinya	800	0.08%	Black/AA	2.57	2,056
24	Farsi	585	0.06%	Pakistani	3.50	2,048
25	Tamil	687	0.07%	Asian Indian	2.92	2,006
26	French	762	0.08%	White (not Hispanic)	2.37	1,806
27	Nepali	560	0.06%	Nepalese	3.15	1,764
28	Hmong	377	0.04%	Hmong	4.58	1,727
29	Chuuk	430	0.04%	NHOPI	3.76	1,617
30	Mixteco	396	0.04%	Mexican American tribal grp	4.02	1,592
31	Swahili	607	0.06%	Black/AA	2.57	1,560
32	German	608	0.06%	White (not Hispanic)	2.37	1,441
33	Pilipino/Filipin	413	0.04%	Filipino	3.08	1,272
34	Burmese	328	0.03%	Burmese	3.83	1,256
35	Thai	491	0.05%	Thai	2.55	1,252
36	Oromo	479	0.05%	Black/AA	2.57	1,231
37	Karen	314	0.03%	Burmese	3.83	1,203
38	Portuguese	507	0.05%	White (not Hispanic)	2.37	1,202
39	Bosnian	380	0.04%	White (not Hispanic)	2.37	901
40	Ilokano	290	0.03%	Filipino	3.08	893
41	Turkish	364	0.04%	White (not Hispanic)	2.37	863
42	Marathi	270	0.03%	Asian Indian	2.92	788
43	Sinhalese	298	0.03%	Sri Lankan	2.62	781
44	Hebrew, Modern	323	0.03%	White (not Hispanic)	2.37	766
45	Toishanese	259	0.03%	Chinese	2.62	679