

LANE COUNTY

PUBLIC WORKS

Limited English Proficiency Plan

Improving Access to Services for People



October 2018

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Chapter 1: Introduction

Policy

It is the policy of Lane County Public Works to provide timely, meaningful access for limited English proficient (LEP) persons to all programs and activities. All personnel shall provide free language assistance services to LEP individuals whom they encounter or whenever a LEP person requests language assistance services. All personnel will inform members of the public that Lane County will provide language assistance services free of charge to LEP persons.

(See Appendix A for full policy statement by the Public Works Director.)

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

Purpose

The purpose of this policy and plan is to establish effective guidelines, consistent with Title VI of the Civil Rights Act of 1964 and Executive Order 13166¹, for Public Works staff to follow when providing services to, or interacting with, individuals who have limited English proficiency (LEP). As defined by Executive LEP persons are those who do not speak English as their primary language and have limited ability to read, speak, write, or understand English. Language for LEP individuals can be a barrier to accessing important benefits or services, understanding and exercising important rights, complying with applicable responsibilities, or understanding other vital information. These individuals may be entitled to language assistance for programs and services that receive assistance from the federal government. Executive Order 13166 requires agencies to develop creative solutions to address the needs of this ever-growing population of individuals whose primary language is not English.

Population

Limited English Proficiency (LEP) populations are a small fraction (0.7%) of the total population of Lane County. The language with the greatest percentage LEP potential is Chinese with more than half (51.2%) of the Chinese-speaking population (approximately 2,262 people) identified as speaking English less than very well. The Chinese-speaking population predominately resides in the Eugene-Springfield area. Spanish is the most common language other than English spoken in Lane County, although it is spoken by only 4.8% of the total population of Lane County; further, most (61.7%) Spanish speakers also speak English very well. The highest concentrations of Spanish-speaking populations are also in the Eugene-Springfield area (5.42%), followed by the Cottage Grove / South Lane area (4.53%). See Chapter 3 and Appendix C for more information.

¹ Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency, President Clinton, August 11, 2000. (See Appendix B)

Plan

This plan was developed in accordance with federal guidelines². Recipients of federal financial assistance, such as Lane County, have an obligation to reduce language barriers that can preclude meaningful access by LEP person to important benefits, rights, programs, information, and services (see **Chapter 2 Regulatory Framework**). Recipients of federal funding are required to conduct a Four-Factor Analysis to determine the extent of the recipient's obligation to provide LEP services. The four factors are: 1) the number or proportion of LEP persons eligible to be served or likely to be served by the program; 2) the frequency with which LEP individuals come in 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 and cost (see **Chapter 3 Four Factor Analysis**). Consistent with federal guidelines for an effective LEP policy, this plan includes the following elements: (a) identification of LEP persons who need language assistance (see Chapter 3); (b) identification of ways in which language assistance will be provided (see **Chapter 4 Language Assistance**); (c) staff training (see **Chapter 5 Staff Training**); (d) providing notice to LEP persons (**Chapter 6 Outreach and Notification Techniques**); and (e) monitoring and updating LEP policy (**Chapter 7 Monitoring and Updated LEP Plan**).

² US DOT FHWA "Limited English Proficiency Program and the Federal-Aid Highway Program" (December 14, 2005)

Chapter 2: Regulatory Framework

Federal Funding Obligations

Lane County Public Works is a recipient of Federal financial assistance. All recipients are required to comply with various nondiscrimination laws and regulations, including Title VI of the Civil Rights Act of 1964.

Civil Rights

Title VI of Civil Rights Act of 1964 forbids discrimination against anyone in the United States because of race, color, or national origin by any agency receiving Federal funds. Subsequently, related authorities have expanded Title VI protections to include gender, age, and disability.

Limited English Proficiency Program -- Authorities

- Title VI of the Civil Rights Act of 1964
- US DOT Title VI Regulation (49 CFR 21)
- FHWA Title VI Regulation (23 CFR 200)
- Executive Order 13166
- US DOJ LEP Policy Guidance (June 18, 2005)
- US DOT LEP Guidance (Dec 14, 2005)

Lane County Public Works approved a Title VI Plan in 2016 which includes the following policy statement:

Lane County, acting through its Public Works Department, assures that no person shall, on the grounds of race, color, national origin, sex, age, disability or income as provided by the Title VI of the Civil Rights Act of 1964 and related authorities, be excluded from participation in, be denied benefits of, or otherwise subjected to discrimination under any County sponsored program or activity. The County further assures that every effort will be made to ensure non-discrimination in all of its programs and activities, whether those programs and activities are federally funded or not.

This LEP Plan builds upon the work of Lane County's 2016 Title VI Plan and in accordance with Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency."

Limited English Proficiency

Executive Order 13166 (see Appendix B) requires Federal agencies to assess and address the needs of otherwise eligible persons seeking access to federally conducted programs and activities who, due to limited English proficiency, cannot fully and equally participate in or benefit from those programs and activities. These federal obligations extend to agencies that provide federal programs and services (i.e. that receive federal funds). Federal guidelines provide the following prompts to agencies to determine applicability:

Does the agency (i.e. Lane County) receive Federal financial assistance by means of grants, cooperative agreements, training, use of equipment, donations of surplus property, or other assistance?

The focus of this LEP Plan is to address the federal funding (e.g. Federal Lands Access Program, FLAP; and federal funds administered by the Central Lane Metropolitan Planning Organization, MPO, such as Congestion Mitigation Air Quality, CMAQ, and Surface Transportation Block Grant, STBG) that Lane County Public Works receives for capital projects (e.g. roads and bridges).

Executive Order 13166 directs each agency to prepare a plan to improve access to federally conducted programs and activities by eligible LEP persons consistent with the standards set forth in the LEP Guidance. Building upon the related policy guidance developed by the U.S. Department of Justice (DOJ LEP Guidance), the U.S. Department of Transportation issued the "Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficient (LEP) Persons," dated December 14, 2005. As a recipient of federal funds, Lane County's LEP Plan was developed following these guidelines.

The DOJ LEP Guidance advises each Federal department or agency to "take reasonable steps to ensure 'meaningful' access [to LEP individuals] to the information and services they provide." The DOJ LEP Guidance goes on to provide the following:

[W]hat constitutes reasonable steps to ensure meaningful access will be contingent on a number of factors. Among the factors to be considered are the number or proportion of LEP persons in the eligible service population, the frequency with which LEP individuals come in contact with the program, the importance of the service provided by the program, and the resources available to the [agency].

This national policy guidance for complying with Executive Order 13166 is referred to as the Four Factor Analysis. The DOJ LEP Guidance explains that the identification of "reasonable steps" to provide oral and written services in languages other than English is to be determined on a case-by-case basis through a balancing of all four factors. After completing the four-factor analysis and deciding what language assistance services are appropriate, US DOT LEP Guidance establishes that a recipient should develop an implementation plan to address the identified need of the LEP population it services with, at a minimum, the following elements:

- Identification of LEP individuals who need language assistance
- Language assistance measures
- Training staff
- Providing notices to LEP persons
- Monitoring and updating the LEP plan

FHWA recipients are required to submit their LEP Plan as part of their standard Title VI assurances, Title IV Plan and implementing Title VI regulations. In certain circumstances, such as in complaint investigations or compliance reviews, recipients may be required to provide Federal agencies with a copy of any plan created by the recipient.

Chapter 3: Four Factor Analysis

The following factors are required to be considered to determine the reasonable steps to take to provide LEP individuals with meaningful access to programs, activities, and services:

- 1) number or proportion of people
- 2) frequency of contact
- 3) nature and importance of the program
- 4) available resources and costs.

An assessment of these four factors relative to Lane County Public Works is provided below. The following federal guidance was also taken into consideration:

Safe Harbor: The following action will be considered strong evidence of compliance with the recipient's written-translation obligations: The DOJ recipient provides written translations of vital documents for each eligible LEP language group that constitutes five percent or 1,000, whichever is less, of the population of persons eligible to be served or likely to be affected or encountered. (US DOJ *Guidance to Federal Financial Assistance Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons*)

Factor 1: Number or Proportion of People

The purpose of this factor is to determine the number or proportion of people served or likely to be encountered who would potentially be excluded from the program or activity absent efforts to remove language barriers. LEP populations exist within Lane County and Public Works staff has encountered LEP individuals in the course of their work. Demographic data was collected from on-line sources (the *Statistical Atlas*³ and the *American Community Survey*⁴ from the United States Census Bureau). According to census data (see Appendix C), LEP populations are a small fraction (0.7%) of the total population of Lane County, which is significantly less than the 5% threshold of the federal Safe

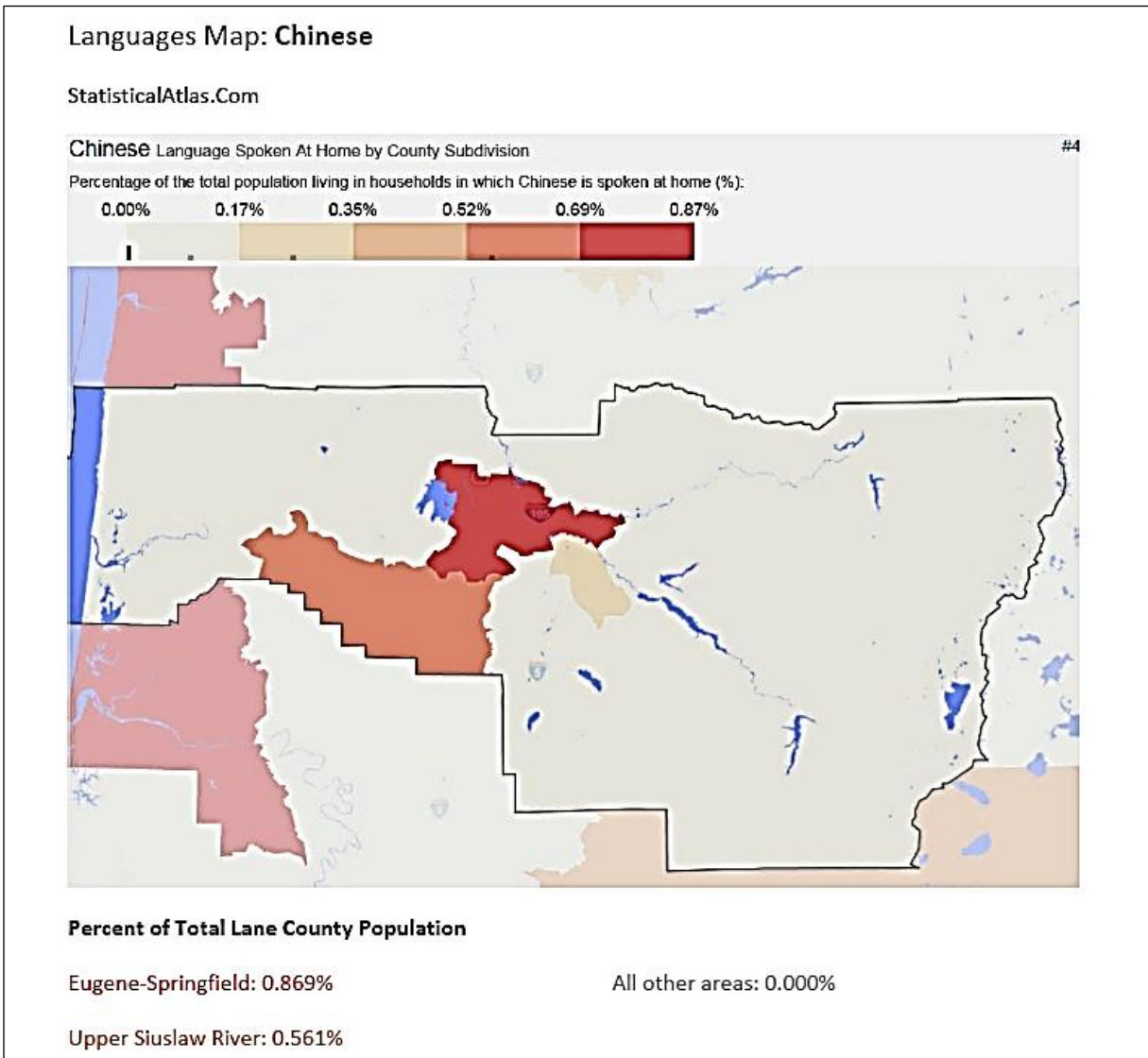
Language	Number of People	% of Total Population	% LEP Potential	LEP Potential Population
Spanish	16150	4.8	38.3	6185
Chinese	2262	0.7	51.2	1158
German	1980	0.6	10.8	214
Japanese	1412	0.4	25.6	361
Arabic	1184	0.4	48	568
French	1038	0.3	9.8	102
Korean	947	0.3	42.3	401
Russian	525	0.2	21.5	113
Vietnamese	519	0.2	48.7	253
Tagalog	383	0.1	24.3	93
Scandinavian	353	0.1	3.1	11

³ <https://statisticalatlas.com/United-States>

⁴ <https://www.census.gov/programs-surveys>

Harbor provision; however, that provision also establishes a secondary threshold of 1,000 people. In terms of populations in which there could be 1,000 or more people with limited English proficiency, the languages of concern are Spanish (6,185 people estimated to have LEP) and Chinese (1,158 people estimated to have LEP).

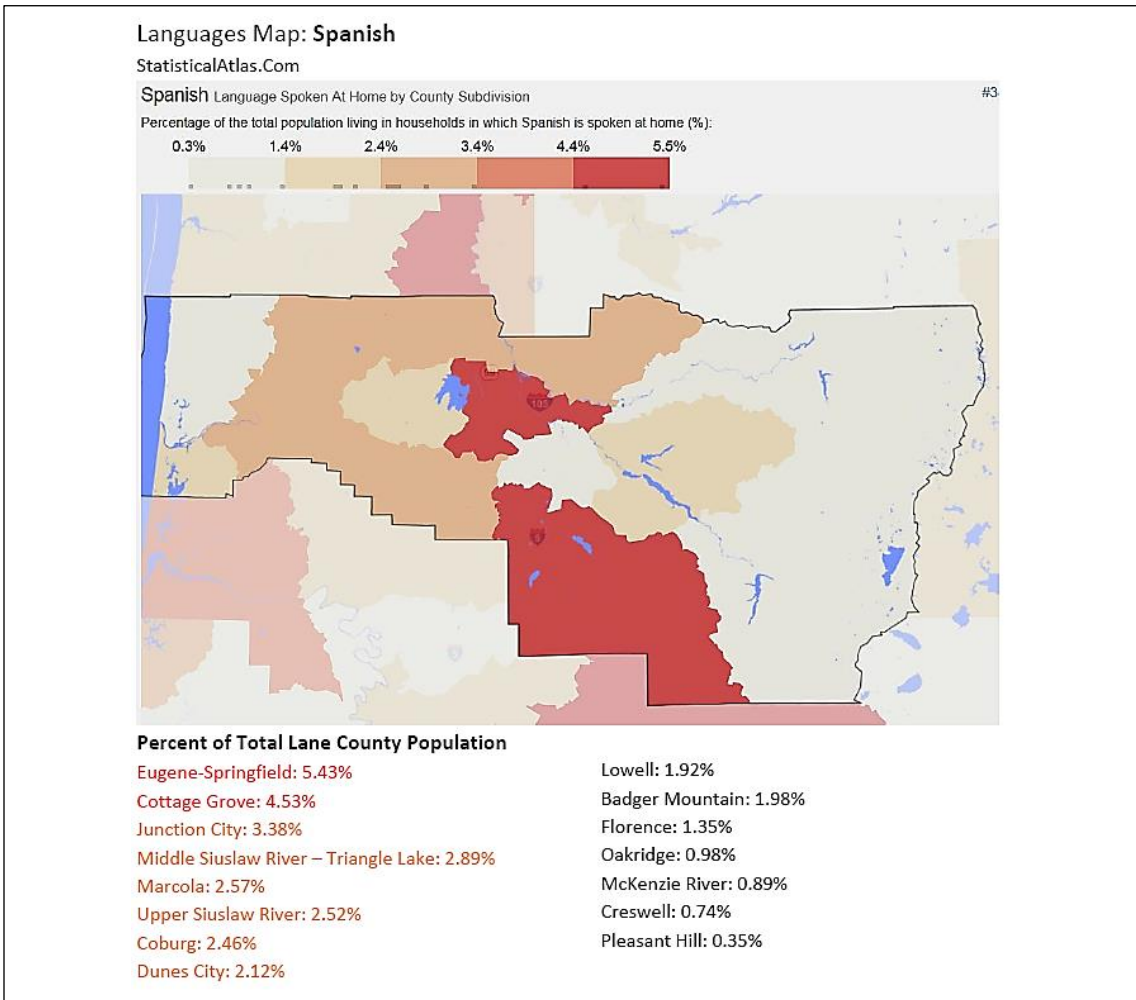
The majority of people who speak other languages also speak English very well. The exception is Chinese, in which more than half (51.2%) speak English less than very well. Chinese is spoken by only 0.7% of the total population of Lane County. The Chinese-speaking population predominately resides in the Eugene-Springfield area.



The Eugene-Springfield area has its own Title VI and Limited English Proficiency Plan as part of the Central Lane Metropolitan Planning Organization (MPO)⁵. The MPO plan includes a Four

⁵ Central Lane MPO “Title VI and Environmental Justice Plan” (July 2018, Lane Council of Governments.)

Factor Analysis and concludes that "...Central Lane MO need for translation of a broad number of products is limited. Targeted translation is necessary for key public involvement products..." Spanish is the most common language other than English spoken in Lane County, although it is spoken by only 4.8% of the total population of Lane County; further, most (61.7%) Spanish speakers also speak English very well. The highest concentrations of Spanish-speaking populations are also in the Eugene-Springfield area (5.42%), followed by the Cottage Grove / South Lane area (4.53%).



Factor 2: Frequency of Contact

Title VI obligations will differ for programs with little contact with LEP individuals compared to ones that serve a large LEP population and where its core business is to provide projects, products, and services to the general public. Frequency of contact may also vary based on specific geographic areas. As a whole, the LEP population is a small fraction (0.7%) of the total population of Lane County; as such, contact with LEP individuals is expected to be infrequent. Lane County Public

Works’ core business, however, is to provide services to the general public; and any interaction with the public has the potential to interact with LEP individuals. As shown in the demographic maps above, frequency of contact with LEP populations will be greater in specific geographic locations, namely in areas surrounding Eugene-Springfield and South Lane.

To further gauge frequency of contact, Lane County Public Works staff was surveyed regarding encounters with LEP communities. Of the 41 survey respondents, 99% interact directly with the public as part of their work and 51% encountered language barriers with the public based on limited English proficiency. Respondents were asked to identify the non-English languages encountered by their respective program or service area and the frequency of those encounters. The results are provided in the following table. See Appendix D for more information.

Staff Survey Results	
Language Encountered	Frequency of Encounter
Spanish	Three contacts per week
Chinese	One contact per month
Russian	Three contacts per year
German	Two contacts per year
Arabic	One contact per year
Hindi	One contact every two years

The staff survey results are consistent with the census data findings with regard to Spanish being the most commonly-encountered language. The frequency of contact with the LEP language of concern – Chinese was identified as being about once a month, which is greater than expected. Additionally, the frequency of interaction with Russian-speakers three times a year was also greater than anticipated by the census data. Based on this information, there may be a need to proactively translate materials into these three languages, depending on the nature of the program. At a minimum, interpretation or translation services need to be available for these languages.

To further assess language access needs, customer surveys were provided in both English and Spanish at the Lane County Public Works Customer Service Center and as fillable forms on the County’s webpage. The language access surveys were advertised with links to the project webpage through the Lane County Transportation Advisory Committee, Lane County Equity and Access Advisory Board, and on construction project notices mailed to area residents throughout the LEP planning process. Only five public surveys were submitted and all respondents reported speaking English very well.

Within the context of federally-funded programs, which are predominantly roadway projects, encounters with LEP individuals will most commonly be the result of Public Works staff reaching out to communities and working in locations where LEP individuals live and work. Unlike other

federally-funded programs, such as Public Health, it will be less common for LEP individuals to seek services. This dynamic gives Public Works staff the ability to plan for encounters.

Factor 3: Nature and Importance of Program

The purpose of this factor is to assess the nature and importance of the program, activity or service provided by the agency. The more important the activity, information, service or program, or the greater the possible consequences of the contact to the LEP individuals, the more likely language services will be needed. Federal guidelines prompt agencies to consider whether denial or delay of access to services or information could have serious or even life-threatening implications for LEP individuals.

Public Works is the agency receiving federal funding and the activity is predominantly capital roadway and bridge projects. The project development and delivery process includes planning, design, right-of-way and construction phases. Each of these phases involve public engagement opportunities, especially at the planning stage which enables the public to get involved early in the life of a project and enables staff to customize communication tools (particularly language access) for subsequent steps of project development and delivery. LEP implications along the project development and delivery process include: comprehending the scope of the project and how it may affect individual properties; effectively participating in the public dialogue to influence the design; consent to right-of-way acquisition; and understanding construction activities and potential detour routes or other temporary restrictions.

Factor 4: Available Resources and Costs

Vital documents must be translated when a significant number or percentage of the population eligible to be served, or likely to be directly affected by the program/activity, needs services or information in a language other than English to communicate effectively. A document is considered vital if it contains information that is critical for obtaining federal services and/or benefits, or is required by law. Vital documents include, for example: applications, consent and complaint forms; notices of rights and disciplinary action; notices advising LEP persons of the availability of free language assistance; and letters or notices that require a response from the beneficiary or client.

The “significant number or percentage” is explained in the federal Safe Harbor as 1,000 people or 5% of the population; accordingly, Lane County Public Works’ vital documents would be translated into Spanish and Chinese. Vital documents involved in the project development and delivery process are predominantly notices mailed to abutting properties that include information about the project, opportunities for involvement, public meetings and public hearings, construction schedules and detour routes. The other set of vital documents is a complex packet of real-property negotiation materials such as appraisals and deeds.

Public Works' practice is to mail postcards to abutting properties at the earliest stage of a project, prior to sending survey crews into the field to gather right-of-way data. This notice includes information about rights-of-entry onto private property. Rather than mail notices with three sets of languages (English, Spanish, and Chinese), a more cost-effective and efficient approach would be to include a statement in Spanish and Chinese on all notices about the right to free translation services with instructions about how to access those services.

Public Works is already in the practice of including this notice of translation services on all postcards; however, the notice is provided in English. Translating this statement into Spanish and Chinese would need to be done by a certified translator. Federal guidelines establish an abundance of caution regarding the use of bilingual staff or automated translation. Additional services would be necessary to accommodate people responding to the notice, such as a webpage or telephone language line. Lane County Health and Human Services has contractual services with translators with costs ranging from \$0.12 to \$.30 per word for written translation and \$0.65 to \$1.59 per minute for phone interpretation.

The real property documents, however, would be too complex and case-specific to translate in advance. Instead, the advance public notice should discover LEP needs in which case staff could make special arrangements to translate customized documents and/or arrange for oral translation of the documents with a certified interpreter. Meetings with real property staff would likely necessitate on-site interpretation to accommodate LEP individuals. On-site interpretation costs range from \$32 to \$50 per hour with additional expenses for travel.

The Safe Harbor provision applies to translating written documents in advance – of vital documents into the languages determined to be the most significant. It does not affect the requirement to provide meaningful access to LEP individuals through competent oral interpreters where oral language services are needed. There could also be instances in which interpreters would be needed at public meetings, particularly public hearings.

Chapter 4: Language Assistance

Executive Order 13166 directs recipients of federal financial assistance to take reasonable steps to provide LEP individuals with meaningful access to their programs, activities and services. The key to providing meaningful access is to ensure effective communication exists. “Reasonable steps” may cease to be reasonable where available resources and the costs imposed substantially exceed the benefits.

There are two main ways to provide language services: 1) oral interpretation either in person or via telephone interpretation services; 2) written translation services. Oral interpretation can range from on-site interpreters for critical services provided to a high volume of LEP persons, to access through commercially available telephonic interpretation services. Written translation can range from translation of an entire document to translation of a short description of the document.

Regardless of the type of language services provided, quality and accuracy of those services is critical to avoid potential consequences to both LEP individuals and Public Works. The correct mix of interpretation and translation services should be based on what is both necessary and reasonable in light of the four factor analysis. Given the four factor analysis, reasonable steps to provide meaningful access to LEP individuals are as provided below.

Public Works LEP Policy

Public Works has committed to providing language assistance to all customers, regardless of whether the service is related to a federally-funded program (see policy statement in Appendix A). Public Works’ LEP policy also prohibits certain practices, such as relying on a child to interpret. This policy provides clear direction to staff to support meaningful access to LEP individuals and to ensure compliance with federal regulations.

Notice to LEP Individuals

Public Works will post notices in prominent physical locations, such as the Customer Service Center lobby, about translation services being available upon request at no charge. The notice will include an “I Speak” list of languages to enable the LEP individual to identify their preferred language (see Appendix E). Front-line staff will be instructed on how to assist customers with language access services (see Appendix F). Several of Lane County’s webpages have been translated into Spanish (Appendix G) and Public Works has developed a webpage specific to LEP which will include information about language access services. Public notices will also include taglines in Spanish and Chinese, the most likely encountered LEP languages, about language access.

Staff Resources & Instructions

Front-line staff (e.g. reception desks, road maintenance supervisors, survey crew, and right-of-way officers) will be provided with resources and instructions on how to respond to LEP individuals, such as the following:

- Public Works' LEP Policy Statement
- "I-Speak" language list to enable the LEP individual to self-identify their language needs
- List of bilingual staff to solicit assistance
- List of approved vendors to secure translation services

As stated in the Public Works LEP Policy, bilingual staff would not be used as translators unless they were qualified. The list of bilingual staff maintained by Lane County includes self-identified proficiency and availability to assist, but employees are neither certified nor obligated to provide translation or interpretation services. Soliciting assistance from bilingual staff would be a helpful interim measure while certified translation services are in the process of being secured.

Certified Translation Services

Federal guidelines note that the quality of interpretation should be a focus of concern for all recipients. Interpreting is a complex task that combines several abilities beyond language competence in order to enable delivery of an effective professional interpretation in a given setting. From the standpoint of the user, a successful interpretation is one that faithfully and accurately conveys the meaning of the source language orally, reflecting the style, register, and cultural context of the source message, without omissions, additions or embellishments on the part of the interpreter. Public Works has committed to providing certified translation services for all program areas. Staff will be instructed on the use of contract services to provide written translation and oral interpretation. See Chapter 5 Staff Training.

On-Demand and Planned Translation Services

The Safe Harbor provision would require translating vital documents into Spanish and Chinese. This provision provides greater certainty for agencies with regard to written translation. Actions consistent with this provision are considered strong evidence of compliance. However, this provision is not a mandate and a different translation strategy does not equate to noncompliance. This provision also provides no safeguards regarding oral interpretation obligations.

Considering the infrequent encounters with LEP individuals, the variety of languages spoken in Lane County, the expense of translating documents, the likelihood of frequent changes in documents, and the wide variety of documents that may not be considered "vital" per federal

regulations, at this time it would be an unnecessary burden to have any documents translated. Public Works will expend a reasonable portion of the budget to meet its customers' language assistance needs and will continue to monitor translation requests to determine the appropriateness of upfront translation of documents. See Chapter 7 Monitoring and Updating LEP Plan.

The notice provisions will enable LEP individuals to request translation to meet their specific needs. Further, due to limited bilingual staff, Public Works may not be prepared to have meaningful communications with LEP individuals regardless of whether materials are translated or not. Interpretation services would likely be necessary to provide further instruction to the LEP individual about the translated document. Outreach materials, however, can be planned to determine the best method of providing language assistance services. See Chapter 6 Outreach and Notification Techniques.

Chapter 5: Staff Training

Staff training is an important step to provide meaningful access to LEP individuals. Training will be mandatory for staff with the potential to interact or communicate with LEP individuals, staff whose job it is to arrange for language assistance services, and managers. Even if management staff may not interact regularly with LEP persons, they should be fully aware of, and understand the plan so they can reinforce its importance and ensure its implementation by staff. All staff will periodically receive refresher courses on policies, processes and resources – particularly as language access methods evolve. Public Works' LEP policy and the availability of translation and interpretation services at no cost to the customer will be promoted throughout Public Works through on-going notice practices.

Trainings will focus on the importance of providing language assistance services. Trainings will include procedures to help staff identify the language needs of a LEP individual, access and provide the necessary language assistance services, work with interpreters, request document translations, and track the use of language assistance services. Training will occur annually as part of Public Works' Title VI Annual Accomplishments reporting to ODOT every November.

Chapter 6: Outreach and Notification Techniques

Within the context of federally-funded programs, which are predominantly roadway projects, encounters with LEP individuals will most commonly be the result of Public Works staff reaching out to communities and working in locations where LEP individuals live and work. The project development and delivery process includes planning, design, right-of-way and construction phases. Each of these phases involve public engagement opportunities, especially at the planning stage which enables the public to get involved early in the life of a project and enables staff to customize communication tools (particularly language access) for subsequent steps of project development and delivery.

The public involvement planning effort has been reinvented and incorporates tools for identifying and meeting the needs of Title VI populations (see Appendix H). The early-involvement approach to public outreach provides an opportunity to identify LEP needs in advance of complex stages of a project. Public Works' practice is to mail postcards to abutting properties at the earliest stage of a project, prior to sending survey crews into the field to gather right-of-way data. This notice will include information about available translation services with statements in both Spanish and Chinese which are the most likely LEP populations in Lane County.

The advance public notice should discover LEP needs in which case staff could make special arrangements to translate customized documents and/or arrange for oral translation of the documents with a certified interpreter. Meetings with real property staff would likely necessitate on-site interpretation to accommodate LEP individuals. There could also be instances in which interpreters would be needed in public meetings, particularly public hearings.

Outreach materials and techniques will continue to be an emphasis area for annual performance monitoring. Public Works is interested in working more closely with community-based organizations and agencies that serve LEP populations, particularly to determine culturally-appropriate contact materials and methods. See Chapter 7 Monitoring and Updating LEP Plan.

Chapter 7 Monitoring and Updating LEP Plan

Federal guidelines prompt agencies to have an ongoing process to monitor its language assistance policies and procedures at least annually, to evaluate its effectiveness at serving LEP individuals and to modify accordingly. Public Works' LEP Plan will be reviewed annually as part of the Title VI Annual Accomplishments Report due to ODOT every November. Annual review will include the following:

- Changes in demographics, updated census data and population maps
- Staff and customer surveys with targeted solicitation from stakeholders about the effectiveness and efficiency of language access policy and procedures
- Additional documents, programs, services, and activities that need to be made accessible to LEP individuals
- Consideration of new resources including funding, collaborations with other agencies, emerging technology, and other mechanisms for ensuring improved access for LEP individuals

Public Works will monitor the primary language of LEP individuals that seek and receive programs and services. This data will help Public Works to accurately identify and efficiently address the changing needs of LEP communities. Outreach methods are recommended for continuous improvement. Public Works will solicit feedback from community-based organizations and other stakeholders (e.g. Centro Latino Americano) about the LEP Plan's performance.

The integration of LEP Plan monitoring with the Title VI Annual Accomplishments will also enable a review of whether complaints have been received concerning the failure to meet the needs of LEP individuals.

Appendices

- A. PW LEP Policy
- B. Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency
- C. Demographic Data
- D. Assessment Surveys
- E. I-Speak Notice
- F. Language Assistance Staff Instructions
- G. Spanish Translation Webpage
- H. Public Outreach Tools



Lane County Public Works *Director Hurley's Office*

Public Works Limited English Proficiency Policy

It is the policy of Lane County Public Works to provide timely, meaningful access for limited English proficient (LEP) persons to all programs and activities. All personnel shall provide free language assistance services to LEP individuals whom they encounter or whenever a LEP person requests language assistance services. All personnel will inform members of the public that Lane County will provide language assistance services free of charge to LEP persons.

Language assistance services may be provided via an approved vendor or a qualified bilingual staff. Bilingual staff will not be used as interpreters unless they have been credentialed as either qualified or certified interpreters. Additionally, as required by law, further quality standards will be adhered to in the delivery of language assistance services. Per regulation, the following practices will be prohibited:

- Requiring an individual to provide his/her own interpreter
- Relying on a minor child to interpret
- Relying on interpreters that the individual prefers when there are professional competency, confidentiality, or contractual concerns
- Relying on unqualified bilingual or multilingual staff
- Using inexperienced interpreting services

Public Works will post language assistance notices in prominent physical locations, on websites, and in significant publications and communications as required under federal civil rights laws. Taglines in alternate languages will also be made available in significant publications, communications, and websites. These postings and taglines will serve to notify individuals to the details contained in this policy.

Approved: _____

Dan Hurley, Public Works Director

Date: _____

10/22/18



Federal Register

**Wednesday,
August 16, 2000**

Part V

The President

**Executive Order 13166—Improving Access
to Services for Persons With Limited
English Proficiency**

Department of Justice

**Enforcement of Title VI of the Civil
Rights Act of 1964—National Origin
Discrimination Against Persons With
Limited English Proficiency; Notice**

Presidential Documents

Title 3—

Executive Order 13166 of August 11, 2000

The President

Improving Access to Services for Persons With Limited English Proficiency

By the authority vested in me as President by the Constitution and the laws of the United States of America, and to improve access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency (LEP), it is hereby ordered as follows:

Section 1. Goals.

The Federal Government provides and funds an array of services that can be made accessible to otherwise eligible persons who are not proficient in the English language. The Federal Government is committed to improving the accessibility of these services to eligible LEP persons, a goal that reinforces its equally important commitment to promoting programs and activities designed to help individuals learn English. To this end, each Federal agency shall examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services consistent with, and without unduly burdening, the fundamental mission of the agency. Each Federal agency shall also work to ensure that recipients of Federal financial assistance (recipients) provide meaningful access to their LEP applicants and beneficiaries. To assist the agencies with this endeavor, the Department of Justice has today issued a general guidance document (LEP Guidance), which sets forth the compliance standards that recipients must follow to ensure that the programs and activities they normally provide in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of title VI of the Civil Rights Act of 1964, as amended, and its implementing regulations. As described in the LEP Guidance, recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons.

Sec. 2. Federally Conducted Programs and Activities.

Each Federal agency shall prepare a plan to improve access to its federally conducted programs and activities by eligible LEP persons. Each plan shall be consistent with the standards set forth in the LEP Guidance, and shall include the steps the agency will take to ensure that eligible LEP persons can meaningfully access the agency's programs and activities. Agencies shall develop and begin to implement these plans within 120 days of the date of this order, and shall send copies of their plans to the Department of Justice, which shall serve as the central repository of the agencies' plans.

Sec. 3. Federally Assisted Programs and Activities.

Each agency providing Federal financial assistance shall draft title VI guidance specifically tailored to its recipients that is consistent with the LEP Guidance issued by the Department of Justice. This agency-specific guidance shall detail how the general standards established in the LEP Guidance will be applied to the agency's recipients. The agency-specific guidance shall take into account the types of services provided by the recipients, the individuals served by the recipients, and other factors set out in the LEP Guidance. Agencies that already have developed title VI guidance that the Department of Justice determines is consistent with the LEP Guidance shall examine their existing guidance, as well as their programs and activities, to determine if additional guidance is necessary to comply with this order. The Department of Justice shall consult with the agencies in creating their guidance and, within 120 days of the date of this order,

each agency shall submit its specific guidance to the Department of Justice for review and approval. Following approval by the Department of Justice, each agency shall publish its guidance document in the **Federal Register** for public comment.

Sec. 4. Consultations.

In carrying out this order, agencies shall ensure that stakeholders, such as LEP persons and their representative organizations, recipients, and other appropriate individuals or entities, have an adequate opportunity to provide input. Agencies will evaluate the particular needs of the LEP persons they and their recipients serve and the burdens of compliance on the agency and its recipients. This input from stakeholders will assist the agencies in developing an approach to ensuring meaningful access by LEP persons that is practical and effective, fiscally responsible, responsive to the particular circumstances of each agency, and can be readily implemented.

Sec. 5. Judicial Review.

This order is intended only to improve the internal management of the executive branch and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies, its officers or employees, or any person.



THE WHITE HOUSE,
August 11, 2000.



Lane County Public Works

Limited English Proficiency Plan



April 19, 2018

TO: Becky Taylor, Project Manager
FM: Daniel Vasquez-Ventura, Engineering Intern
RE: **Limited English Proficiency (LEP) Plan – Data**

The below demographic information was collected for the Lane County Public Works Limited English Proficiency Plan.

American Community Survey

The United States Census Bureau collects data on a household's language use and English-speaking ability through what is known as the American Community Survey (ACS). Table 1 summarizes the households in Lane County, by language spoken at home; who may be considered Limited English Proficiency (LEP) households—estimates from 2016. ACS refers to these kinds of households as “limited English speaking households”. A household is considered a “limited English speaking household” when no member 14 years and over either: (1) speaks only English, or (2) speaks a non-English language and speaks English “very well”. Thus, English only speaking households cannot be considered within this group.

The most current data, coming out of a five year survey (2012-2016), suggests that within Lane County approximately 8.5% (29012) of residents speak a non-English language. Furthermore, of those 29012 residents, 32.6% (9471) of residents reported to ACS that they speak English “less than very well”. The most prominent languages spoken in Lane, behind English, are Spanish and Asian and Pacific Island languages with 16,841 and 6,138 speakers respectively. Of the Spanish speakers, 5696 reported to speak English “less than very well”; 2868 of the Asian and Pacific Island language speakers reported to speak English “less than very well”. Table 2 below summarizes the data mentioned previously.



Lane County Public Works

Limited English Proficiency Plan



Table 1: Summary of LEP households (2016 estimates) from the American Community Survey

Language	Total # of Households	LEP Households	% LEP
Spanish	8385	1460	17
Chinese	1002	321	32
German	1011	35	3
Arabic	56	0	0
French	729	0	0
Korean	674	171	25
Russian	446	0	0
Vietnamese	328	0	0
Tagalog	285	0	0
Other Indo-European	957	97	10
Other Asian and Pacific Island	1031	105	10
Other and Unspecified	400	0	0



Lane County Public Works

Limited English Proficiency Plan



Table 2: 2016 LEP ACS Data Table- Residents who have indicated to speak English "less than very well" (5 years and older).

Subject	Lane County, Oregon											
	Total		Percent		Percent of specified language speakers							
	Estimate	Margin of Error	Estimate	Margin of Error	Speak English only or speak English "very well"		Percent speak English only or speak English "very well"		Speak English less than "very well"		Percent speak English less than "very well"	
					Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
Population 5 years and over	342,186	*****	(X)	(X)	332,715	+/-831	97.2%	+/-0.2	9,471	+/-830	2.8%	+/-0.2
Speak only English	313,174	+/-1,399	91.5%	+/-0.4	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
Speak a language other than English	29,012	+/-1,398	8.5%	+/-0.4	19,541	+/-1,131	67.4%	+/-2.3	9,471	+/-830	32.6%	+/-2.3
SPEAK A LANGUAGE OTHER THAN ENGLISH												
Spanish	16,841	+/-1,023	4.9%	+/-0.3	11,145	+/-814	66.2%	+/-3.1	5,696	+/-647	33.8%	+/-3.1
5 to 17 years old	4,063	+/-522	1.2%	+/-0.2	3,429	+/-505	84.4%	+/-4.8	634	+/-201	15.6%	+/-4.8
18 to 64 years old	11,752	+/-662	3.4%	+/-0.2	7,087	+/-641	60.3%	+/-4.3	4,665	+/-580	39.7%	+/-4.3
65 years old and over	1,026	+/-171	0.3%	+/-0.1	629	+/-171	61.3%	+/-10.9	397	+/-114	38.7%	+/-10.9
Other Indo-European languages	4,715	+/-527	1.4%	+/-0.2	4,106	+/-503	87.1%	+/-3.1	609	+/-154	12.9%	+/-3.1
5 to 17 years old	586	+/-165	0.2%	+/-0.1	567	+/-155	96.8%	+/-5.5	19	+/-34	3.2%	+/-5.5
18 to 64 years old	3,067	+/-389	0.9%	+/-0.1	2,654	+/-366	86.5%	+/-3.7	413	+/-120	13.5%	+/-3.7
65 years old and over	1,062	+/-191	0.3%	+/-0.1	885	+/-180	83.3%	+/-6.5	177	+/-74	16.7%	+/-6.5
Asian and Pacific Island languages	6,138	+/-562	1.8%	+/-0.2	3,270	+/-435	53.3%	+/-5.0	2,868	+/-394	46.7%	+/-5.0
5 to 17 years old	575	+/-159	0.2%	+/-0.1	396	+/-141	68.9%	+/-12.7	179	+/-79	31.1%	+/-12.7
18 to 64 years old	5,226	+/-491	1.5%	+/-0.1	2,735	+/-373	52.3%	+/-5.0	2,491	+/-344	47.7%	+/-5.0
65 years old and over	337	+/-86	0.1%	+/-0.1	139	+/-47	41.2%	+/-13.1	198	+/-76	58.8%	+/-13.1
Other languages	1,318	+/-389	0.4%	+/-0.1	1,020	+/-311	77.4%	+/-10.1	298	+/-168	22.6%	+/-10.1
5 to 17 years old	37	+/-42	0.0%	+/-0.1	37	+/-42	100.0%	+/-48.8	0	+/-28	0.0%	+/-48.8
18 to 64 years old	1,071	+/-339	0.3%	+/-0.1	836	+/-268	78.1%	+/-11.5	235	+/-153	21.9%	+/-11.5
65 years old and over	210	+/-88	0.1%	+/-0.1	147	+/-73	70.0%	+/-20.9	63	+/-51	30.0%	+/-20.9

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates



Lane County Public Works

Limited English Proficiency Plan



Statistical Atlas

The online resource *Statistical Atlas* provides a more concise set of data regarding specific languages spoken throughout Lane County (as shown in figure 1). According to *Statistical Atlas*, this data was extracted from a five year survey conducted by the American Community Survey (ACS) from 2009-2013. From this data, about 26,753 residents are reported to speak a language other than English at home.

When comparing Lane County to other similar size counties like Clackamas and Marion County, Lane County has the lowest percent LEP population (0.7% of total population). Figures 2 and 3 provide more detail. This can likely be attributed to the population of Spanish speakers, who consistently contribute high numbers of LEP individuals. Lane County has the lowest population of Spanish speakers (16,150) compared to Clackamas County (20,075) and Marion County (59,868). Table 3 below summarizes these findings.

Table 3: Summary of County Comparisons of Spanish speakers

County	Total Pop. Speaking Spanish	Total Pop. LEP	Percent LEP
Lane	16150	6185	38
Marion	59868	27779	46
Clackamas	20075	8773	44



Lane County Public Works

Limited English Proficiency Plan

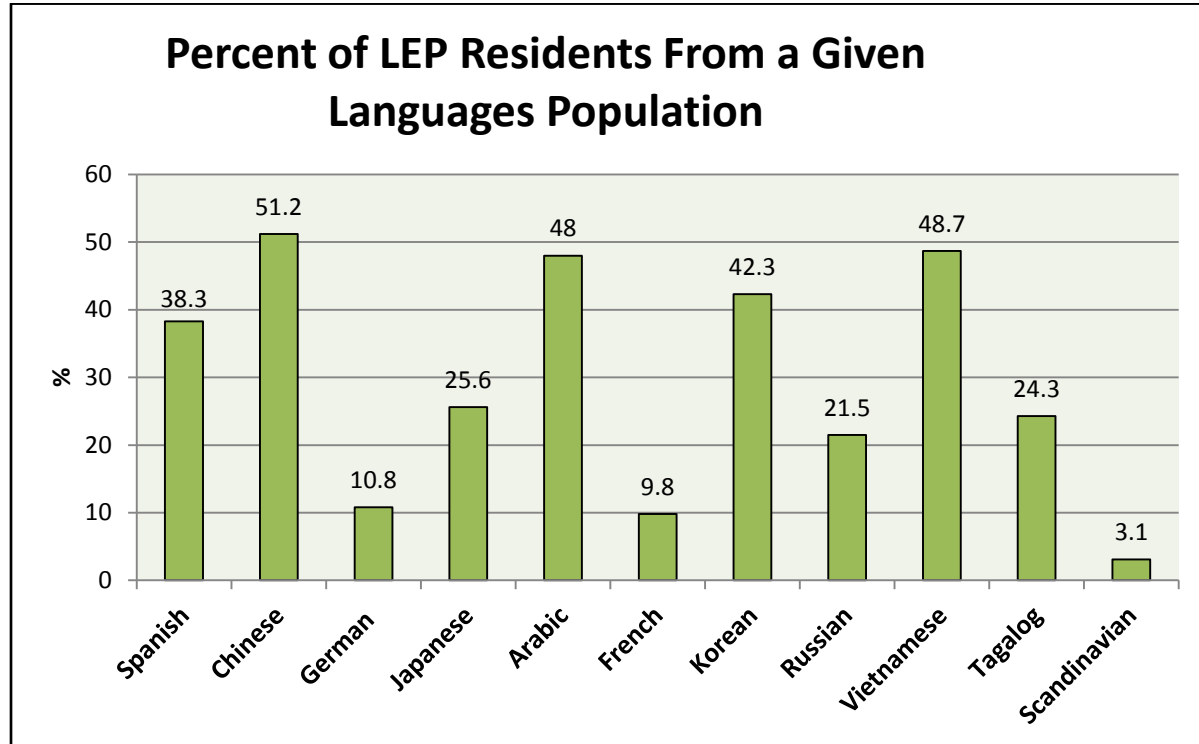


Figure 1: Percent of a given languages’ population who may be considered LEP individuals.

Table 4: Demographic data table extracted from *Statistical Atlas* to accompany Figure 1.

Language	Number of People	% of Total Population	% LEP Potential	LEP Potential
Spanish	16150	4.8	38.3	6185
Chinese	2262	0.7	51.2	1158
German	1980	0.6	10.8	214
Japanese	1412	0.4	25.6	361
Arabic	1184	0.4	48	568
French	1038	0.3	9.8	102
Korean	947	0.3	42.3	401
Russian	525	0.2	21.5	113
Vietnamese	519	0.2	48.7	253
Tagalog	383	0.1	24.3	93
Scandinavian	353	0.1	3.1	11



Lane County Public Works

Limited English Proficiency Plan

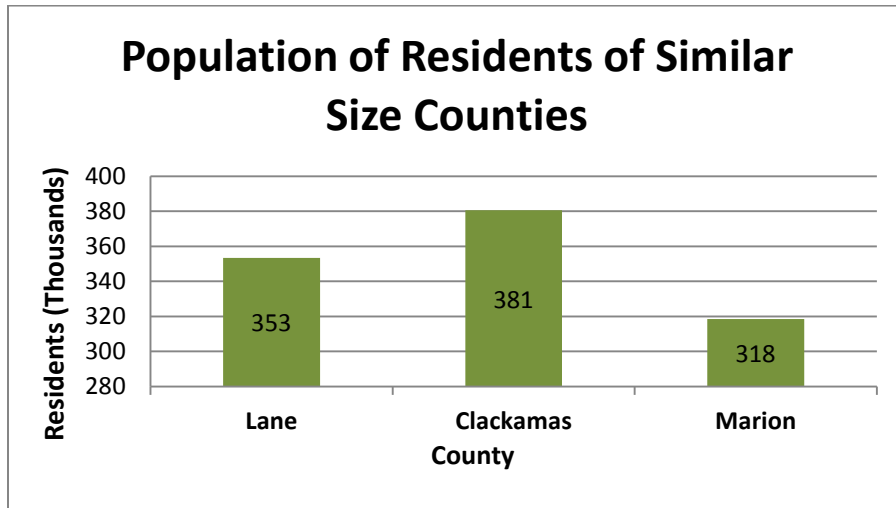


Figure 2 Total population of counties with similar resident counts.

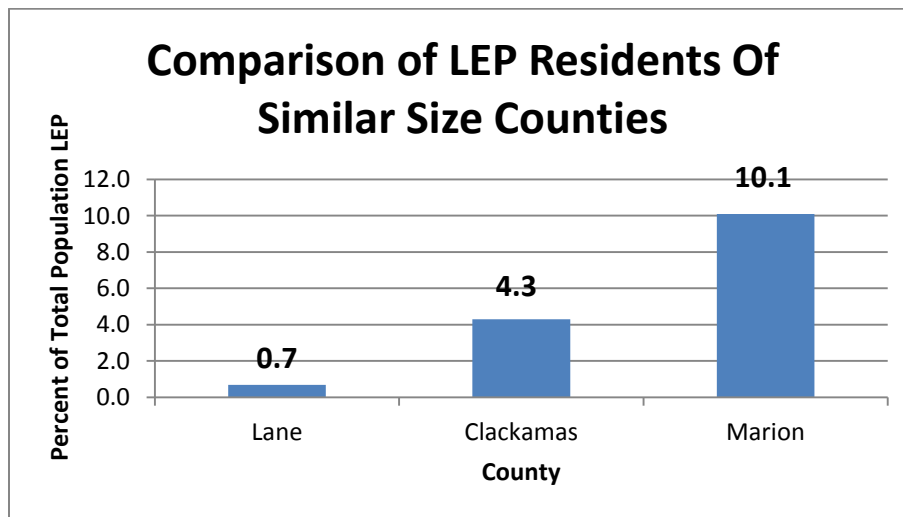


Figure 3 Percent of LEP residents from total population of each county.



Lane County Public Works

Limited English Proficiency Plan



The *Statistical Atlas* also contained the following demographic data on the University of Oregon (U of O) Neighborhood in Eugene, Oregon:

- Speakers of a Language other than English: 312
- Limited English Proficiency Residents: 33

Additionally, the population in the U of O Neighborhood is approximately 2965 residents. Hence, 1% of the population can be considered LEP individuals. Furthermore, the top three non-English languages spoken are Spanish, Korean and Chinese. Again, this data was extracted by the *Statistical Atlas* from survey results by ACS back in 2009-2013.

Attached to this memo are concentration maps of percentages of the total population living in households in which a specific language is spoken. These maps also come from *Statistical Atlas* and are divided by county subdivisions—as determined by the U.S. Census. These subdivisions are namely the following from West to East:

1. Florence
2. Dunes City
3. Middle Siuslaw River-Triangle Lake
4. Junction City
5. Badger Mountain
6. Upper Siuslaw River
7. Coburg
8. Eugene-Springfield
9. Pleasant Hill
10. Creswell
11. Cottage Grove
12. Marcola
13. McKenzie River
14. Lowell
15. Oakridge



Lane County Public Works

Limited English Proficiency Plan



Limitations of Data and Conclusion:

All the data found in this memo contains data up until the year 2016. In effect, this data then is considered outdated—as populations continue to grow or move around. The attached maps for example display concentrations of individuals as of 2016. However, these maps are still insightful as they share where Lane County has been in the past. In addition, they serve to help create certain expectations of where specific languages are likely to be prominent as well as where to expect more LEP individuals.

With regard to the Spanish speaking community's LEP contribution, collaboration with other large size counties can assist in finding strategies to reduce the number of LEP persons. In addition, Lane County could conduct their own demographic survey similar to that of the American Community Survey in order to obtain more up to date data.



Lane County Public Works

Limited English Proficiency Plan



Attachments:

Maps

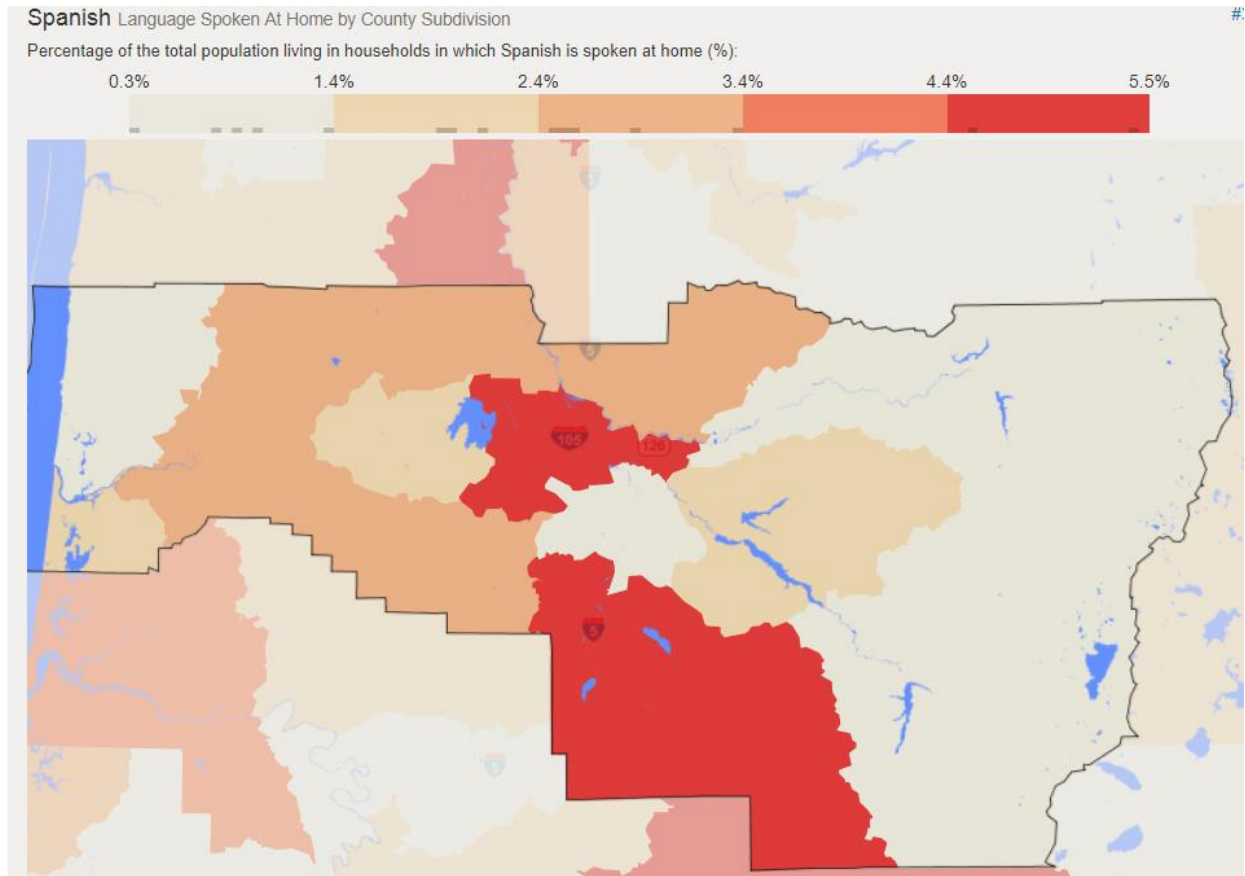


Figure 4: Map of Language (Spanish) spoken at Home by County Subdivision in Lane County (<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>)



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Limited English Proficiency Plan

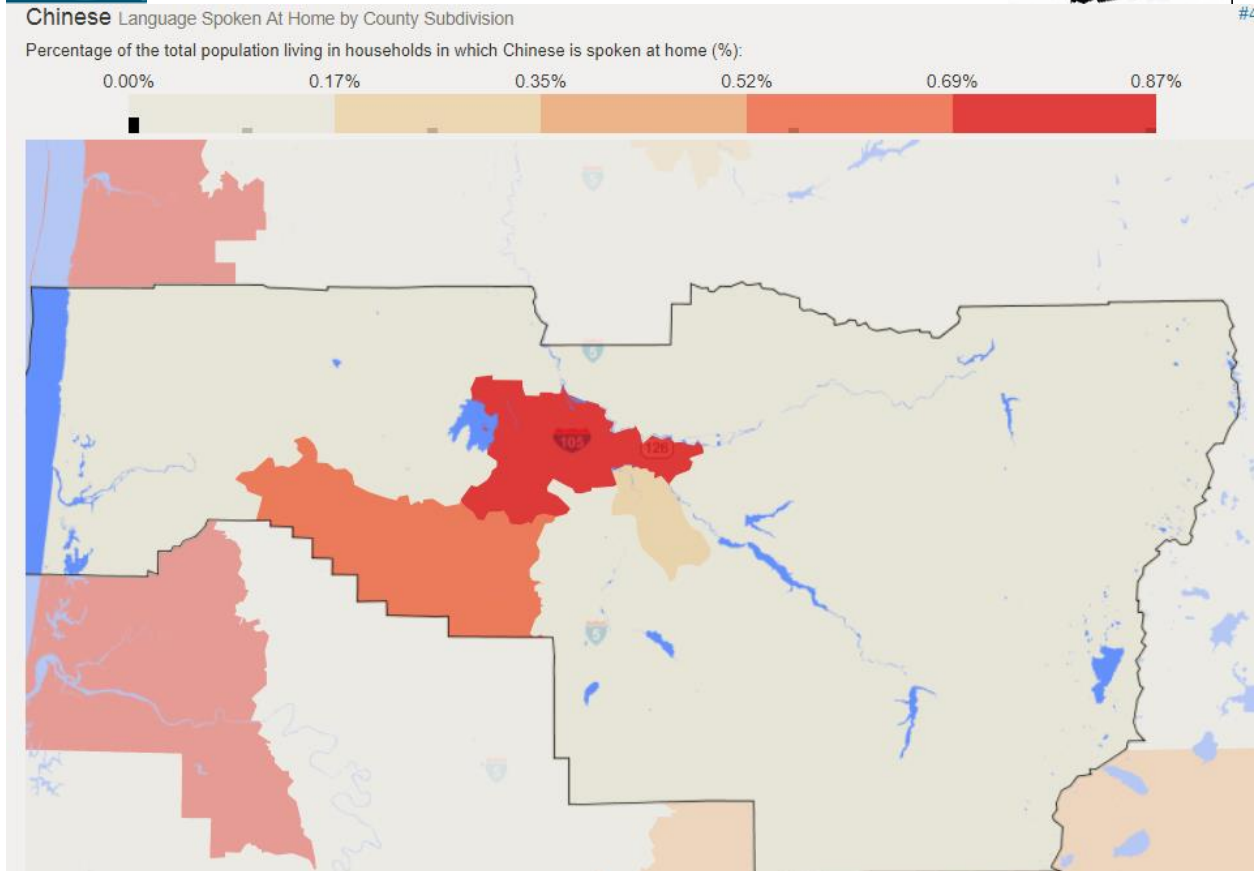


Figure 5: Map of Language (Chinese) spoken at Home by County Subdivision in Lane County
<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>



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Limited English Proficiency Plan

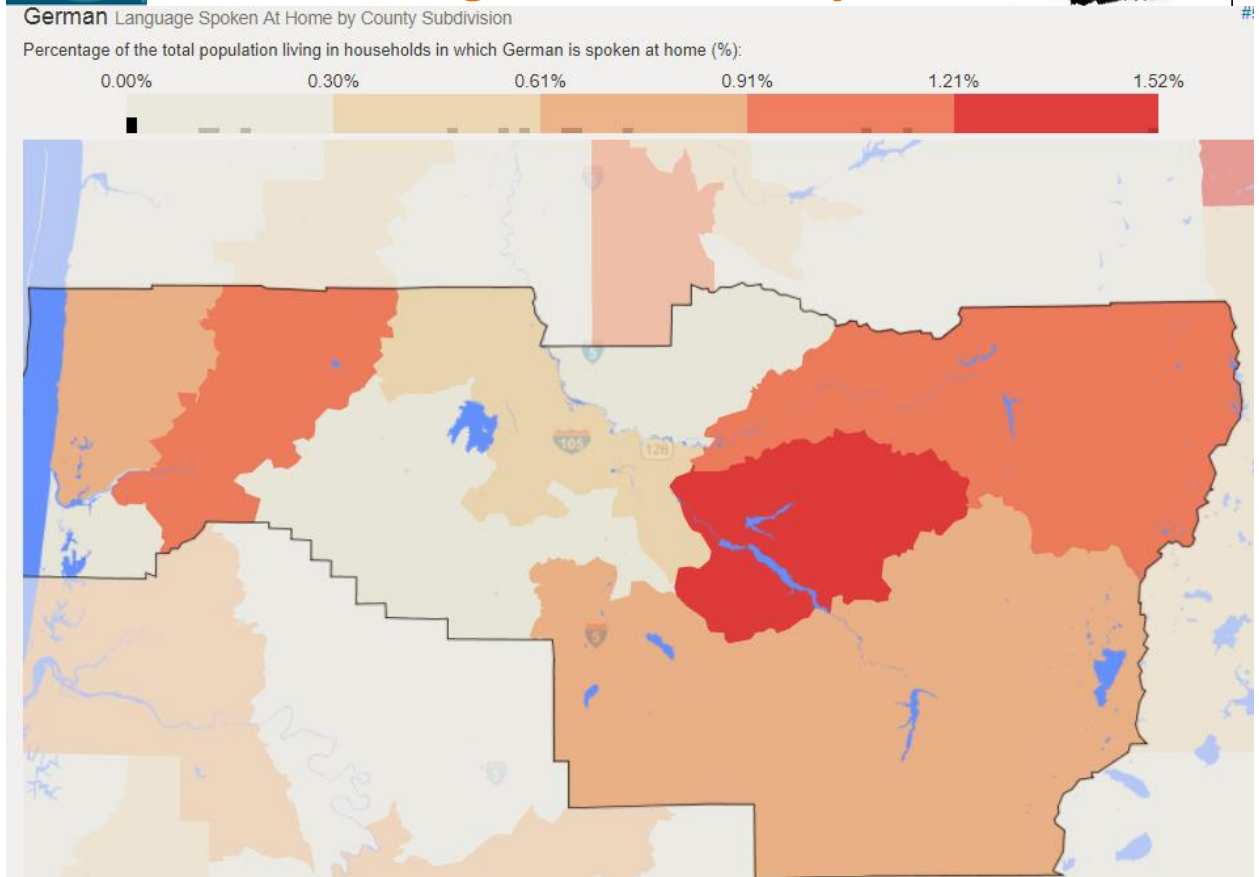


Figure 6: Map of Language (German) spoken at Home by County Subdivision in Lane County
<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>



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Limited English Proficiency Plan

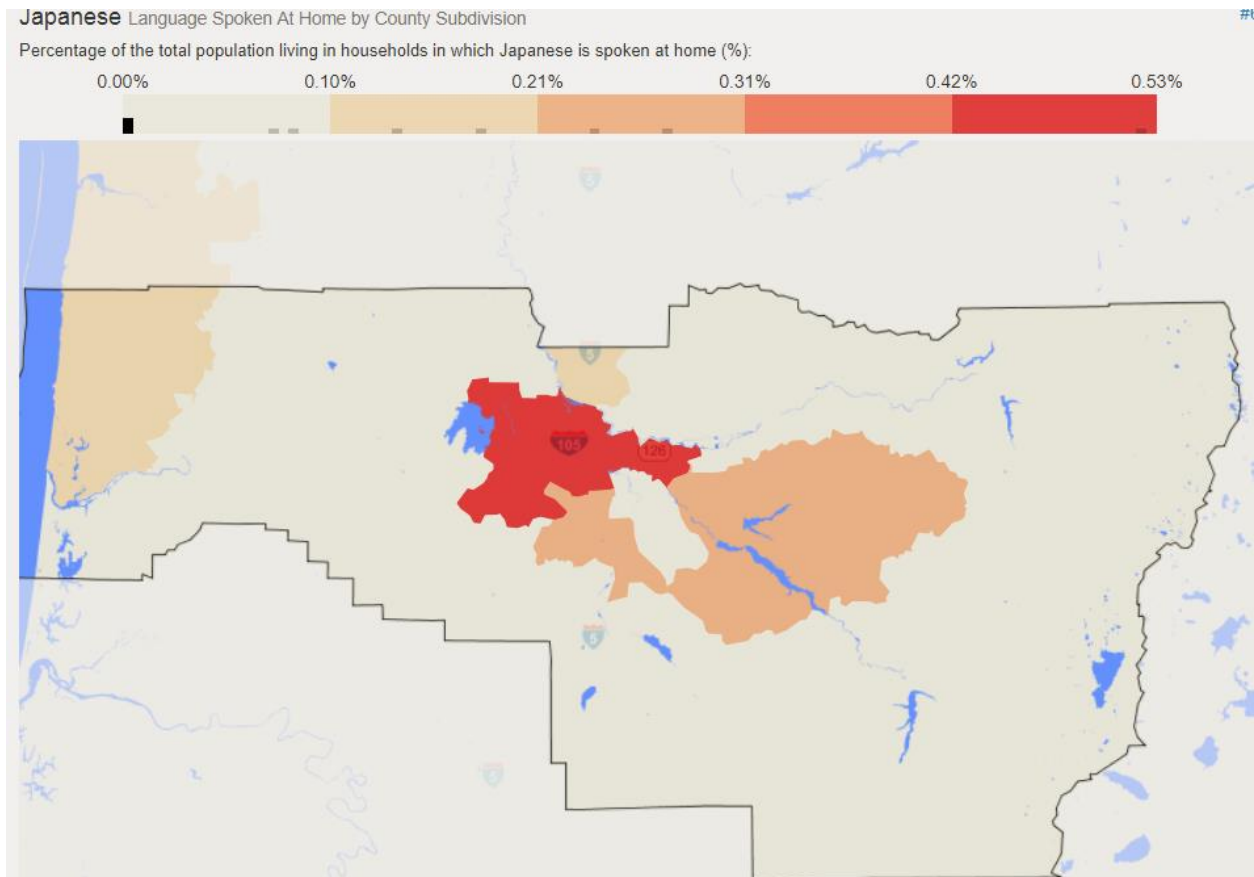


Figure 7: Map of Language (Japanese) spoken at Home by County Subdivision in Lane County
(<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>)



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Limited English Proficiency Plan

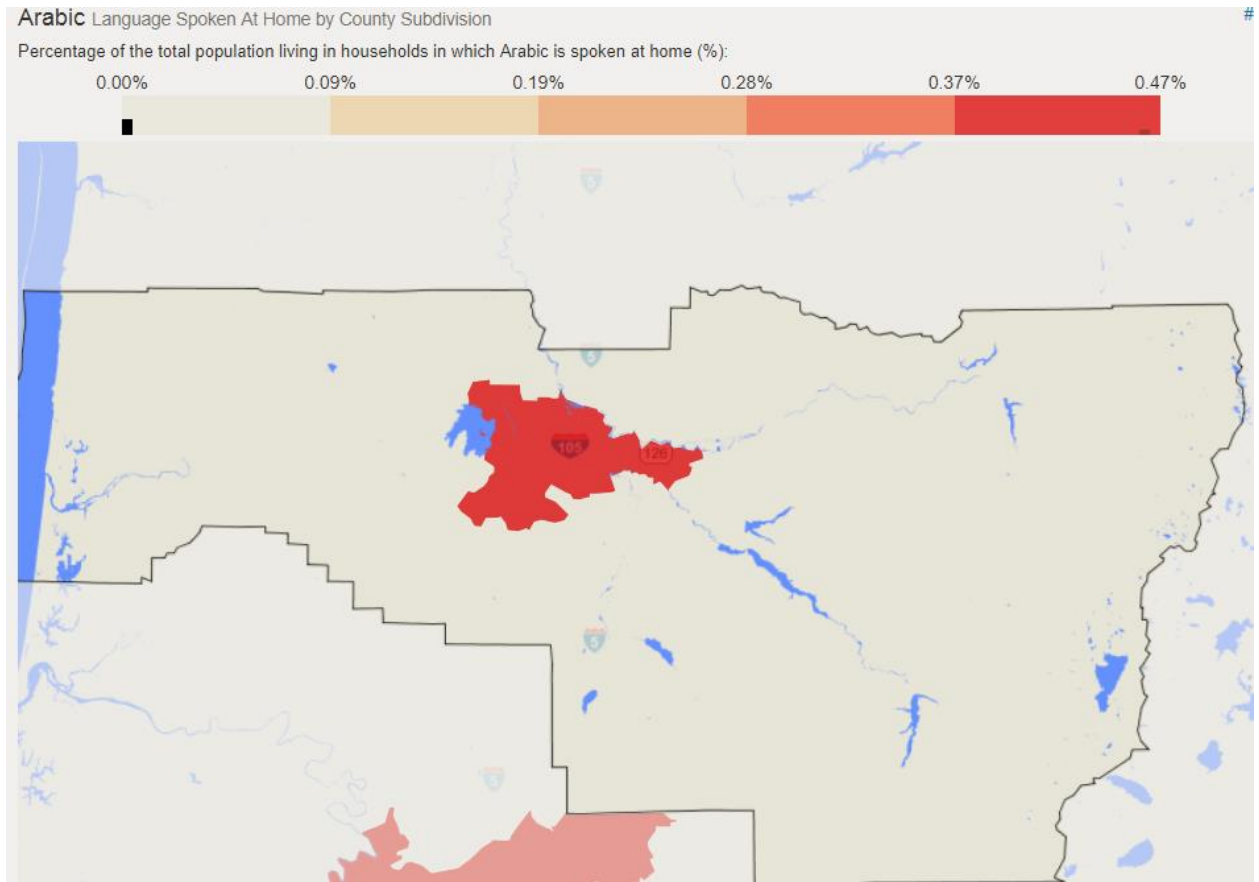


Figure 8: Map of Language (Arabic) spoken at Home by County Subdivision in Lane County
<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>



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Limited English Proficiency Plan

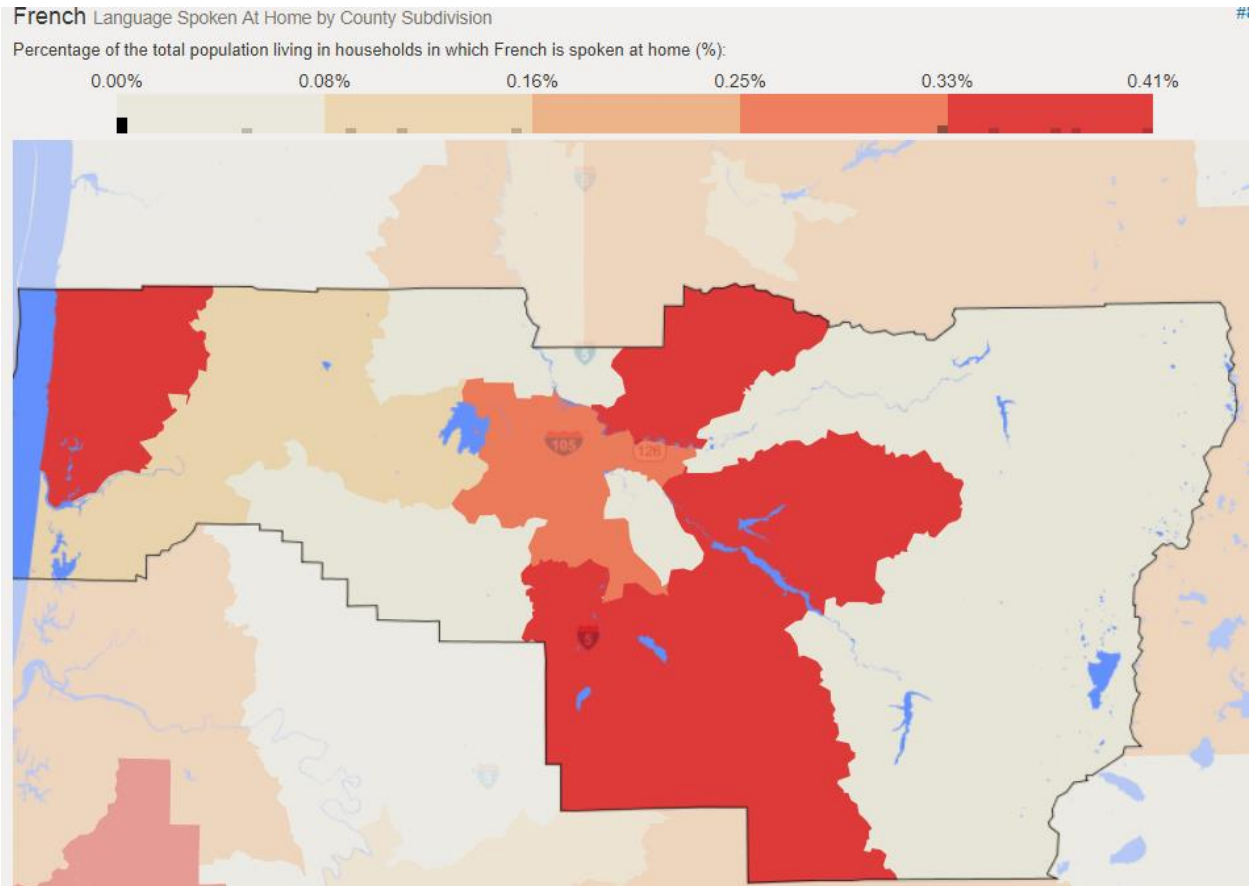


Figure 9: Map of Language (French) spoken at Home by County Subdivision in Lane County (<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>)



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Limited English Proficiency Plan

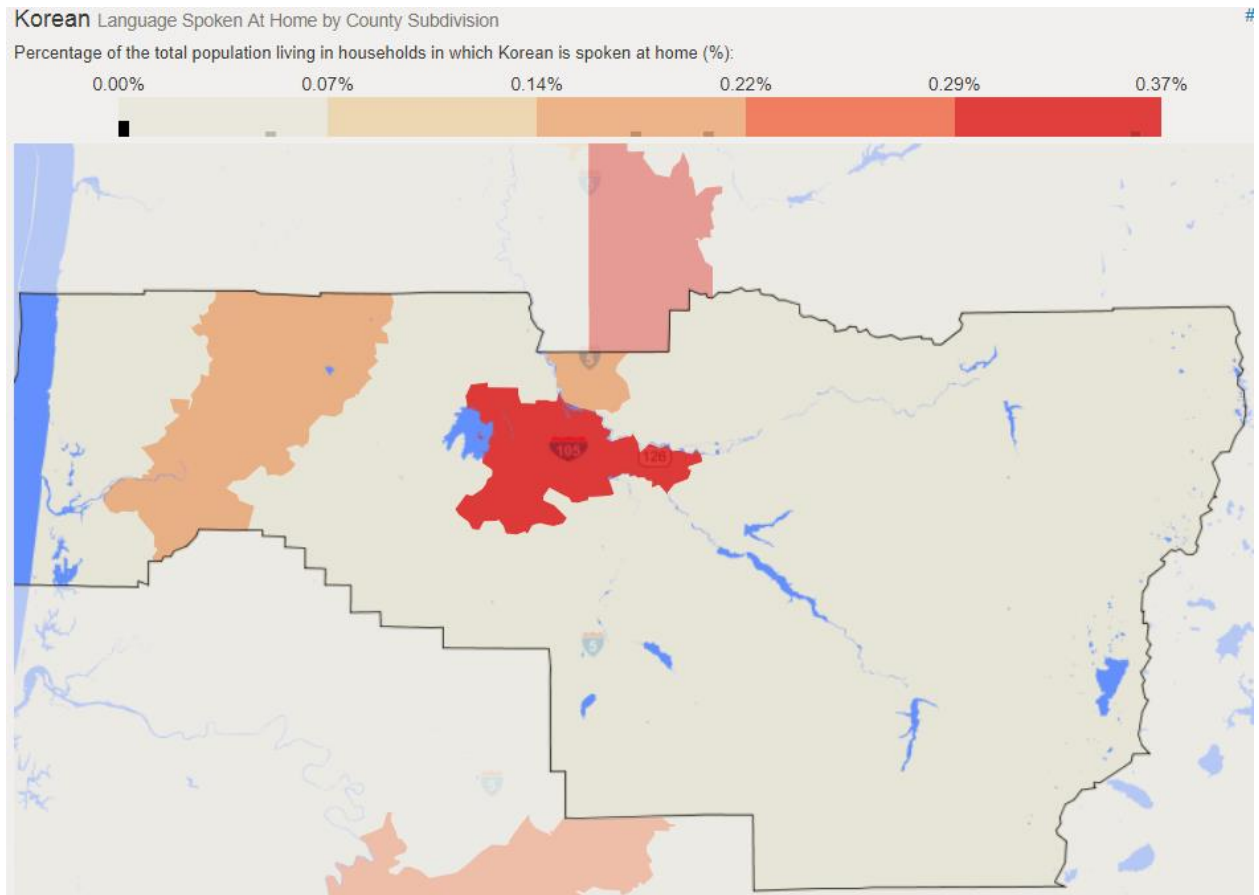


Figure 10: Map of Language (Korean) spoken at Home by County Subdivision in Lane County
(<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>)



Lane County Public Works

Limited English Proficiency Plan



Russian Language Spoken At Home by County Subdivision

#1

Percentage of the total population living in households in which Russian is spoken at home (%):

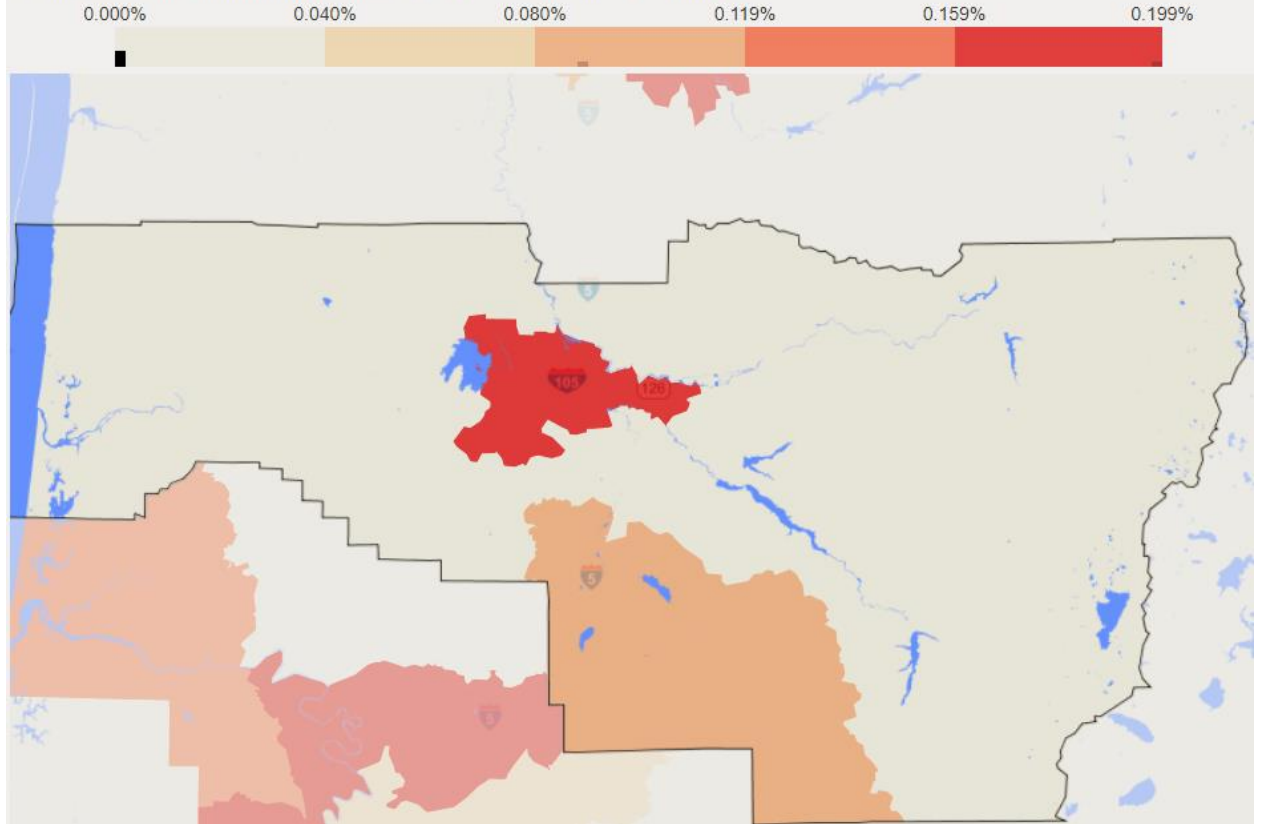


Figure 11: Map of Language (Russian) spoken at Home by County Subdivision in Lane County (<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>)



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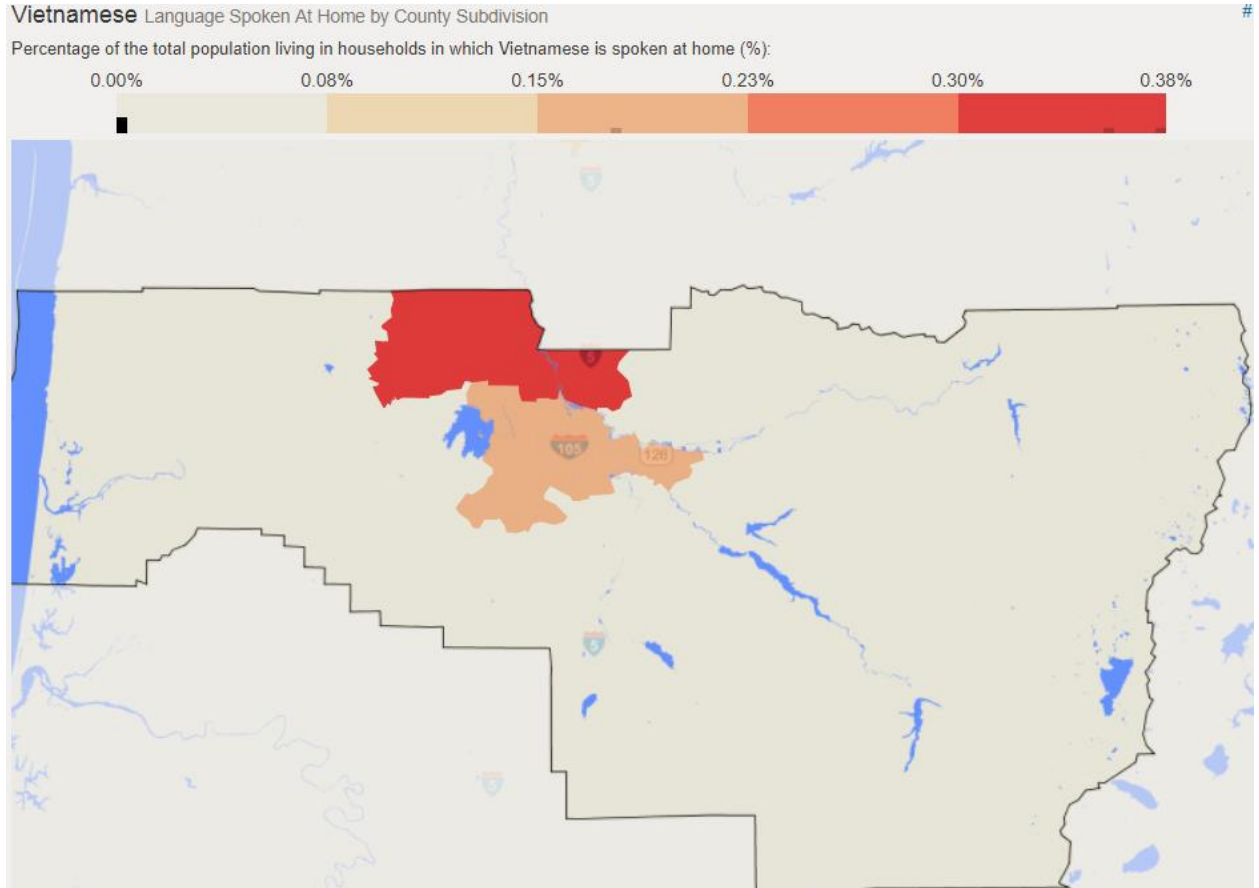


Figure 12: Map of Language (Vietnamese) spoken at Home by County Subdivision in Lane County (<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>)



Lane County Public Works

Limited English Proficiency Plan

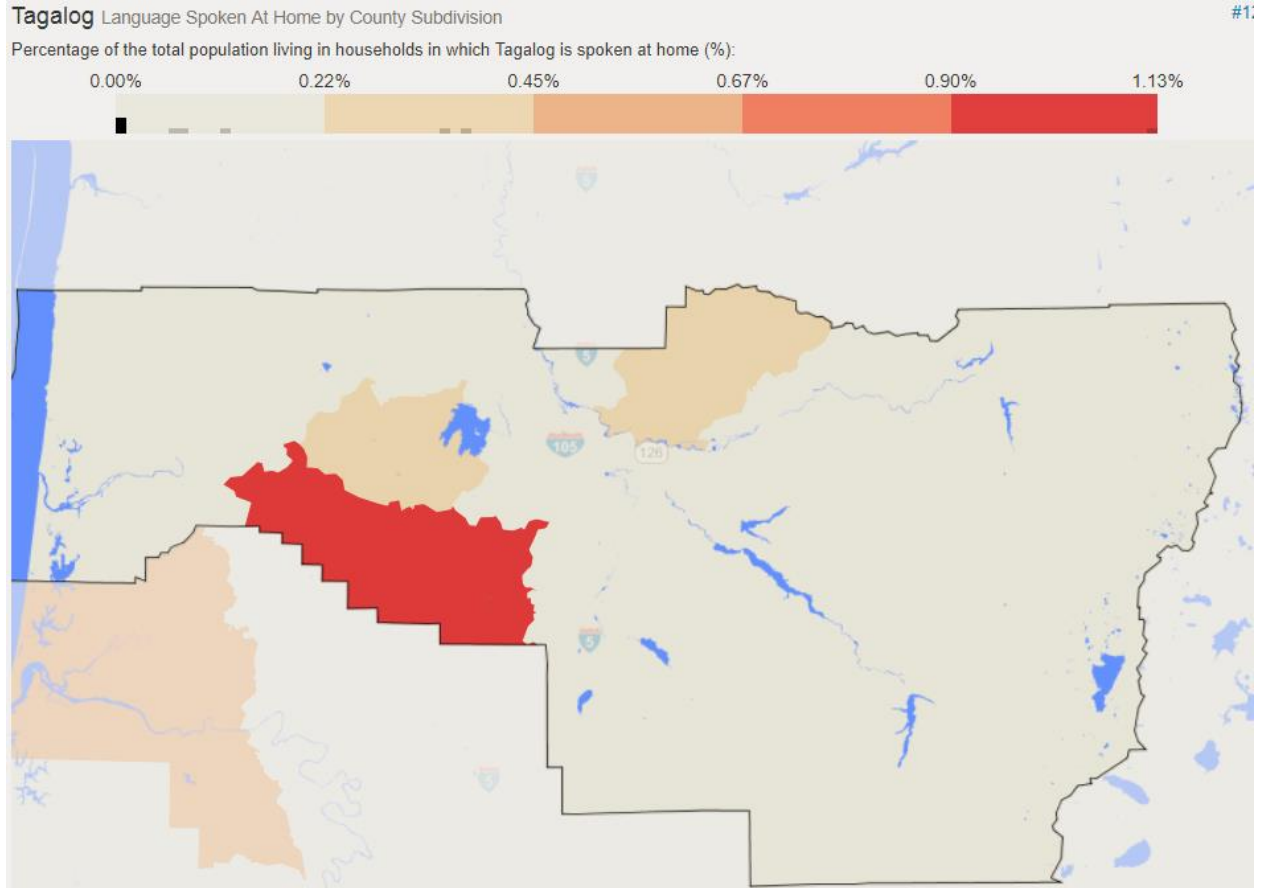


Figure 13: Map of Language (Tagalog) spoken at Home by County Subdivision in Lane County
<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>



Lane County Public Works

Limited English Proficiency Plan

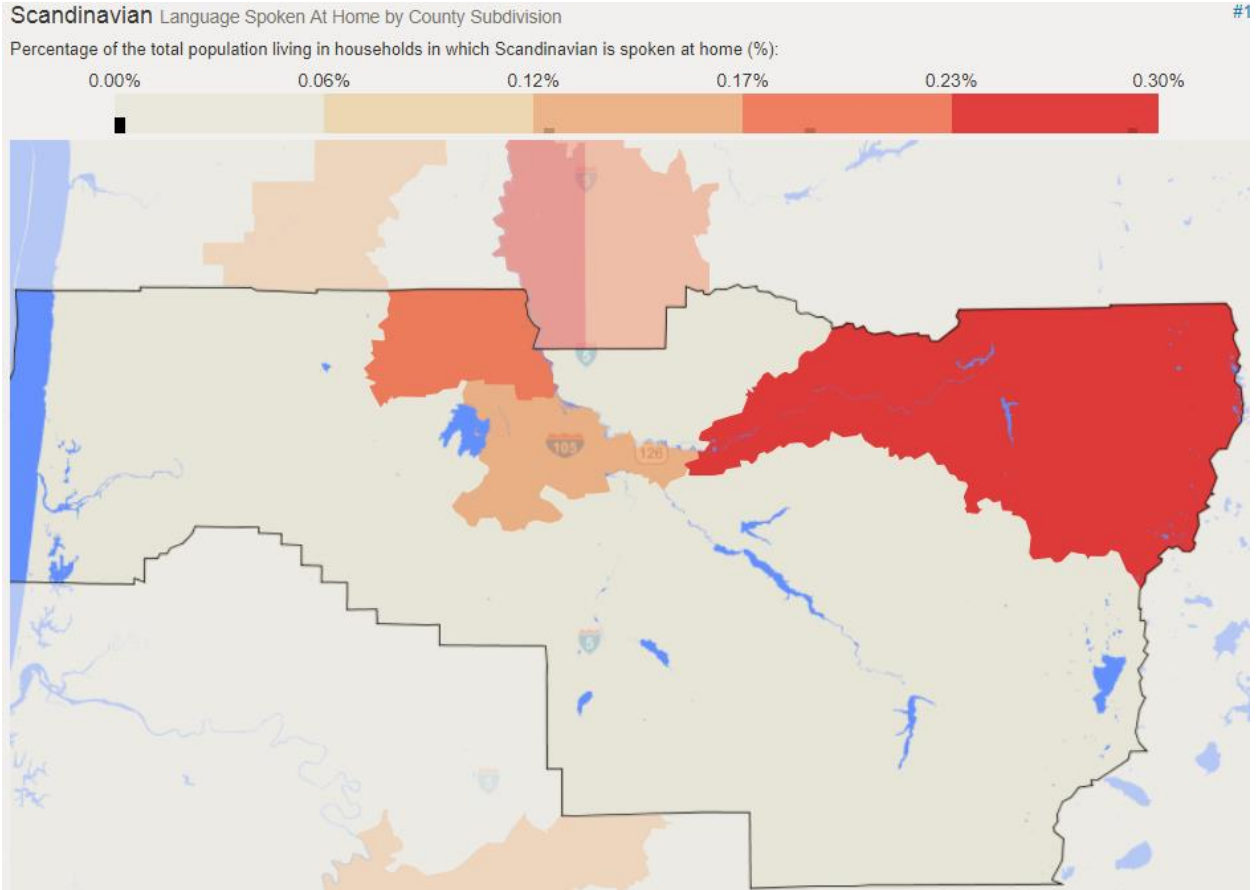


Figure 14: Map of Language (Scandinavian) spoken at Home by County Subdivision in Lane County (<https://statisticalatlas.com/county/Oregon/Lane-County/Languages>)

Customer Survey



Encuesta de servicio al cliente

Limited English Proficiency Plan

Lane County Public Works is taking necessary steps to ensure meaningful access to services and other important programs and activities for individuals who are Limited English Proficient (LEP). We are asking for your assistance conducting this survey. Please answer as many questions as you can and return as soon as you're able.

Plan de conocimiento limitado del inglés

Lane County Public Works está tomando las medidas necesarias para garantizar un acceso significativo a los servicios y otros programas y actividades importantes para las personas con conocimiento limitado de inglés (LEP). Estamos solicitando su ayuda para realizar esta encuesta. Responda todas las preguntas que pueda y haga el favor de devolverla lo antes posible.





Plan de conocimiento limitado del inglés
Obras Públicas del Condado de Lane
 Lane County Public Works
Encuesta de servicio al cliente



El propósito de esta encuesta es ayudar a Obras Públicas del Condado de Lane a mejorar el servicio al cliente, especialmente el servicio a las personas con Conocimiento Limitado del Inglés¹ (LEP, por sus siglas en inglés). Los destinatarios de asistencia financiera federal, como el condado de Lane, tienen la obligación de reducir las barreras idiomáticas que pueden impedir el acceso significativo a beneficios, derechos, programas, información y servicios importantes. **Sus comentarios nos ayudarán a mejorar nuestra comunicación con nuestros clientes y la comunidad.**

¡Muchas gracias!

1. Favor de verificar su idioma principal:

<input type="checkbox"/> Inglés	<input type="checkbox"/> Español	<input type="checkbox"/> Chino
<input type="checkbox"/> Francés	<input type="checkbox"/> Portuguese	<input type="checkbox"/> Japonés
<input type="checkbox"/> Italiano	<input type="checkbox"/> Árabe	<input type="checkbox"/> Coreano
<input type="checkbox"/> Ruso	<input type="checkbox"/> Alemán	<input type="checkbox"/> Vietnamita
<input type="text"/> Otro:		

2. ¿Qué tan bien habla inglés?

Muy bien Bien No muy bien

3. ¿Hay algún miembro en su hogar que no hable inglés?

No Sí ¿Qué idioma?

4. ¿Con qué frecuencia busca información del personal de Obras Públicas?

<input type="checkbox"/> 5 veces por semana	<input type="checkbox"/> 2 a 4 veces a la semana	<input type="checkbox"/> Una vez a la semana
<input type="checkbox"/> 4 veces al mes	<input type="checkbox"/> 2 veces al mes	<input type="checkbox"/> Una vez al mes
<input type="checkbox"/> 3 veces al día	<input type="checkbox"/> 2 veces al día	<input type="checkbox"/> Una vez al día
<input type="text"/> Otro:		

5. Cuando tiene preguntas, ¿cómo se comunica con Obras Públicas?

<input type="checkbox"/> En persona	<input type="checkbox"/> Teléfono	<input type="checkbox"/> Fax
<input type="checkbox"/> Correo electrónico	<input type="checkbox"/> Correo terrestre	<input type="checkbox"/> Sitio web
<input type="text"/> Otro:		

6. ¿Qué tipo de información busca?

Obras viales Permisos de construcción Uso de suelo

Otro:

Lane County Public Works está tomando las medidas necesarias para garantizar un acceso significativo a los servicios y otros programas y actividades importantes para las personas con conocimiento limitado de inglés (LEP).

Estamos solicitando su ayuda para realizar esta encuesta. Responda todas las preguntas que pueda y haga el favor de devolverla lo antes posible .

Por correo:

Becky Taylor
 Lane County
 3040 N. Delta Hwy
 Eugene, OR 97408

Por correo electrónico:

Becky.Taylor@co.lane.or.us

Preguntas al:

541-682-6932

**¡Se lo
 agradeceremos!**

¹ El conocimiento limitado del inglés (LEP, por sus siglas en inglés) como se define y regula por la Orden Ejecutiva 13166, 65 Regulación Federal 50,121 (11 de agosto del 2000) es: una persona cuya lengua principal no es el inglés y tiene una capacidad limitada para leer, escribir, hablar o entender inglés.



Lane County Public Works Limited English Proficiency Plan

Customer Service Survey



The purpose of this survey is to help Lane County Public Works improve customer service, especially to people with Limited English Proficiency¹ (LEP). Recipients of federal financial assistance, such as Lane County, have an obligation to reduce language barriers that can preclude meaningful access to important benefits, rights, programs, information, and services. **Your comments will help us improve our communications with our customers and community.** Thank you!

1. Please check your primary language spoken:

<input type="checkbox"/>	English	<input type="checkbox"/>	Spanish	<input type="checkbox"/>	Chinese
<input type="checkbox"/>	French	<input type="checkbox"/>	Portuguese	<input type="checkbox"/>	Japanese
<input type="checkbox"/>	Italian	<input type="checkbox"/>	Arabic	<input type="checkbox"/>	Korean
<input type="checkbox"/>	Russian	<input type="checkbox"/>	German	<input type="checkbox"/>	Vietnamese
<input type="checkbox"/> Other: _____					

2. How well do you speak English?

Very Well Well Not Very Well

3. Are there any members of your household that don't speak English?

No Yes What language? _____

4. How often do you seek information from Public Works staff?

<input type="checkbox"/>	5 times a week	<input type="checkbox"/>	2 to 4 times a week	<input type="checkbox"/>	Once a week
<input type="checkbox"/>	4 times a month	<input type="checkbox"/>	2 times a month	<input type="checkbox"/>	Once a month
<input type="checkbox"/>	3 times a day	<input type="checkbox"/>	2 times a day	<input type="checkbox"/>	Once a day
<input type="checkbox"/> Other: _____					

5. When you have questions how do you contact Public Works?

<input type="checkbox"/>	In person	<input type="checkbox"/>	Telephone	<input type="checkbox"/>	Fax
<input type="checkbox"/>	Email	<input type="checkbox"/>	Regular Mail	<input type="checkbox"/>	Website
<input type="checkbox"/> Other: _____					

6. What information are you seeking?

<input type="checkbox"/>	Road Work	<input type="checkbox"/>	Building Permits	<input type="checkbox"/>	Land Use
<input type="checkbox"/> Other: _____					

Lane County Public Works is taking necessary steps to ensure meaningful access to services and other important programs and activities for individuals who are Limited English Proficient (LEP).

We are asking for your assistance conducting this survey. **Please answer as many questions as you can and return as soon as you're able.**

By Mail:

Becky Taylor
Lane County
3040 N. Delta Hwy
Eugene, OR 97408

By Email:

Becky.Taylor@co.lane.or.us

For questions, please call: 541-682-6932

Thank you!

¹ Limited English Proficiency (LEP) as defined and regulated by Executive Order 13166, 65 Fed Reg. 50,121 (August, 11, 2000): A person for whom English is not their primary language and who have a limited ability to read, write, speak, or understand English. This is a nondiscrimination regulation following Title VI of the Civil Rights Act of 1964.



Lane County Public Works

Limited English Proficiency Plan



Staff Self-Assessment Survey

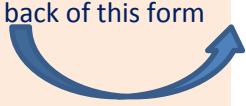
The purpose of this assessment is to help Lane County Public Works determine if it communicates effectively with Limited English Proficiency¹ (LEP) individuals to inform the development of language access program planning (i.e. a Lane County Public Works LEP Plan). The purpose of the LEP Plan is to ensure that Lane County provides individuals with Limited English Proficiency (LEP) meaningful access to Public Works programs and activities.

Please complete and submit the following survey to Becky Taylor by June 15, 2018. Thank you!

Please complete and return by **June 8, 2018** to:
Becky.Taylor@co.lane.or.us
You may also submit in the survey collection boxes provided at the reception desks of the Customer Service and McKenzie Buildings

Understanding How LEP Individuals Interact with Lane County Public Works

Any interaction with the public has the potential to involve LEP individuals. These interactions could include, but are not limited to, program applicants and participants; information line calls; outreach programs; public meetings and hearings; public access to agency websites; written materials or complaints sent to an agency; and agency brochures intended for public distribution. **Please note:** you are not being graded on this assessment; the LEP program is being graded. Your answers will help us identify our program deficiencies so that we can develop better tools to help you serve our customers.

A few more questions on the back of this form 

1. **Name (optional):** _____

2. **Work Group:** _____

3. **Do you work on projects or deliver services or programs that receive federal funding?** (Please indicate yes/no/unsure and provide an explanation if possible.)

4. **Do you interact or communicate with the public?** (Please indicate yes/no and provide an explanation if possible.)

¹ Limited English Proficiency (LEP) as defined and regulated by Executive Order 13166, 65 Fed Reg. 50,121 (August, 11, 2000). Recipients of federal financial assistance, such as Lane County, have an obligation to reduce language barriers that can preclude meaningful access to important benefits, rights, programs, information, and services.

5. Have you encountered language barriers when communicating with the public based on their limited English proficiency (LEP)? (Please indicate yes/no/unsure and provide an explanation if possible.)

6. How do you identify LEP individuals? (Please circle all that apply.)

- a. Assume LEP if communication seems impaired
- b. Respond to individual requests for language assistance services
- c. Self-identification by the non-English speaker or LEP individual
- d. Ask open-ended questions to determine language proficiency
- e. Use of "I Speak" language identification cards or posters
- f. Other? _____

7. Specify the top five most frequently encountered non-English languages by your program or service area and how often these encounters occur (e.g., 2-3 times a year, once a month, once a week, daily, constantly).

Language	Frequency of Encounters

8. What services does Public Works offer to accommodate LEP individuals? (e.g., bilingual staff, contract interpreters, translation of written materials)

Other comments:

Staff Self-Assessment Survey: Limited English Proficiency Plan

Work Group	Completed Surveys
Administrative Services	7
Animal Services	3
ECS	14
Facilities	2
LMD	5
Parks	1
Road Maintenance	4
Waste Management	5
Total	41

3. Do you work on projects or deliver services or programs that receive federal funding?

Yes	18
No	15
Some	2
Unsure	5
Blank	1

4. Do you interact or communicate with the public?

Yes	40
No	1

5. Have you encountered language barriers when communicating with the public based on their limited English proficiency (LEP)?

Yes	21
No	17
Some	3
Unsure	0
Blank	0

6. How do you identify LEP individuals?

Assume LEP if communication seems impaired?	21
Respond to individual requests for language assistance services?	14

Self-identification by the non-English speaker or LEP individual?	27
Ask open-ended questions to determine language proficiency?	13
Use of "I Speak" language identification cards or posters?	0
Other?	6
Blank	3

7. Specify the top five most frequently encountered non-English languages by your program or service area and how often these encounters occur.

Language	Frequency	Total
Spanish	1-2 /week	3
	1-3 /month	5
	2-6 /month	1
	1-2 /year	11
	2-3 /year	5
	3-5 /year	3
	25 /year	1
	1 /2 years	2
Asian		
Chinese/ Japanese	1-2 /year	3
Other	monthly	1
	5 /year	1
Russian	1 /year	3
German	1 /year	2
Arabic	1 /year	1
Hindi	1-2 /year	1
None	None	4
Blank	Blank	5

8. What services does Public Works offer to accommodate LEP individuals?

Bilingual Staff	20
-----------------	----

Contract interpreters	3
Translation of written material	9
Other	6
Not Sure	10
Blank	4

I Speak...

Language Identification Guide



Public Works provides free interpretation services upon request to ensure meaningful access to our programs.



English	Please select your spoken language. We will contact an interpreter for you.	
Amharic	እባክዎ የእርስዎን የሚናገሩትን ቋንቋ ይምረጡ። እስተርጓሚ ለእርስዎ እናገኛለን።	Nepali
Arabic	الرجاء تحديد اللغة المنطوقة. سوف نتصل لك بمترجم.	Kinyarwanda
Burmese	ကျေးဇူးပြု၍ သင့်ပြောသည့် ဘာသာစကားကိုရွေးချယ်ပါ။ သင့်အတွက် စကားပြန်တစ်ဦးကို ကွန်ပရိုဆက်သွယ်ပေးသွားပါမည်။	Russian
Chinese	Cantonese (Chinese Traditional) 請選擇您的口語。我們將為您聯繫口譯員。 Mandarin (Chinese Simplified) 请选择项您的语言。我们会为您联系一名口译员。	Somali
Chuukese	Kose mochen kopwe Intlnl kapasen fenuom pun slpwe tongeni aora ngonuk noum chon aweve.	Spanish
Farsi	لطفاً زبان خود را انتخاب کنید. ما برای شما با یک مترجم همزمان تماس می گیریم.	Vietnamese
French	Veillez sélectionner la langue parlée. Nous contacterons un Interprète pour vous.	Romanian
Hindi	कृपया अपने वार्तालाप की भाषा चुनें। हम आपके लिए किसी दुभाषिया से संपर्क करेंगे।	Swahili
Japanese	お話しになる言語をお選びいただければ、通訳を手配させていただきます。	Tigrinya
Korean	귀하의 언어를 선택해 주시면, 귀하를 위해 통역 서비스를 제공할 것입니다.	Zomi

Requesting Translation & Interpretation Services: **Public Works Staff**

Director Hurley has directed all of Public Works programs, activities and services to provide certified language assistance to our customers. (See Public Works Limited English Proficiency Plan policy statement.) During the 2018-2019 pilot year of this new program we will be using a single vendor, Linguava, and tracking service demand, experiences and costs to enable the program to evolve. Therefore, the LEP Plan project manager, Becky Taylor, will be monitoring service requests, but each division is responsible for requesting the services directly from the vendor in accordance with the following instructions, and for paying associated costs. (Becky will receive invoices from the vendor and then forward them to you for payment.)

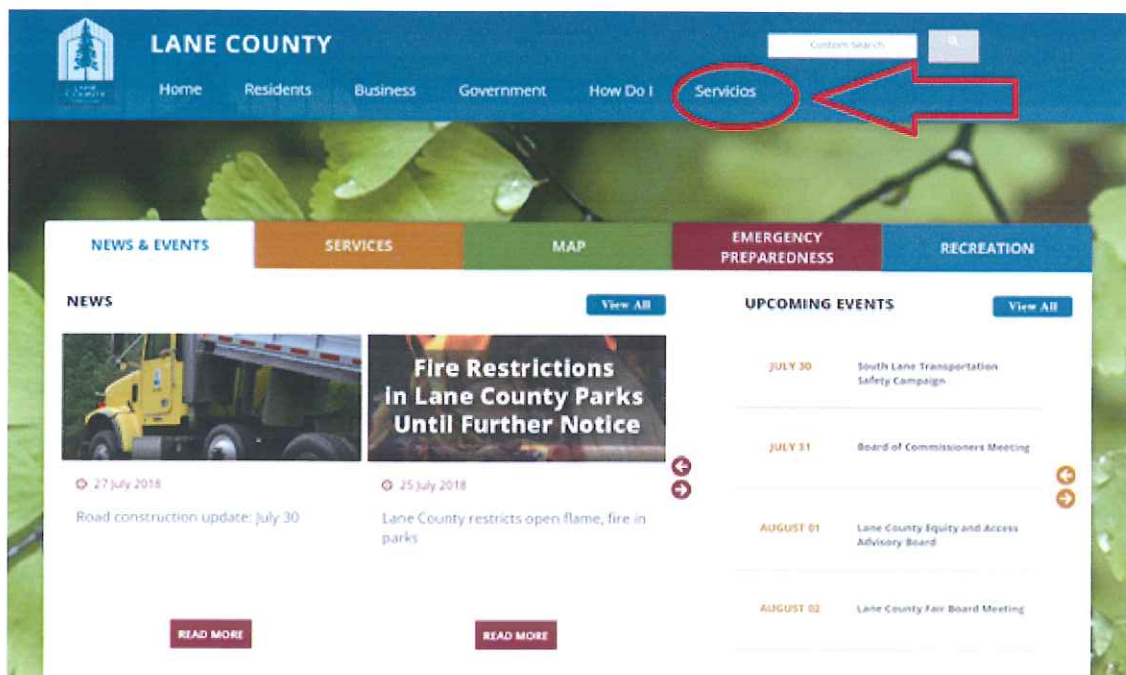
Written Translations	Oral Interpreters
<p>Email document to be translated to Linguava staff (translations@linguava.com and our customer contract manager Brittany Shoemaker at brittany@linguava.com) and copy Becky Taylor (becky.taylor@co.lane.or.us)</p> <p>Costs: \$0.18/word, minimum of \$79</p>	<p>Dial (503) 265-8515</p> <ul style="list-style-type: none"> • For onsite interpretation, select option 1 + 1 • For telephonic interpretation, select option 1 + 2 <p>Costs:</p> <ul style="list-style-type: none"> • On-Site Interpretation: \$80/hour in 30-minute increments during business hours (8-5, M-F); \$90/hour non-business hours and weekends; \$90/hour short notice • Telephone Interpretation: \$1.59/minute (27/7/365)
<p>For all requests, the vendor will ask for our Customer Code: 19339</p>	
<p>And then for your account which is based on your division:</p> <ul style="list-style-type: none"> • ECS – Engineering and Construction Services • RM – Road Maintenance • LMD – Land Management • AS – Administrative Services • LEC – Lane Events Center • WM – Waste Management • PRK - Parks 	
<p>The <i>I-Speak</i> list of languages (provided on the back) is for your customer to identify their language need. Our vendor provides translation and interpretation services for all of these languages.</p>	

Spanish translation on the Lane County website

In July, we activated a new section on our Lane County website called "Servicios." The new section includes key service information that has been translated into Spanish rather than relying on Google Translate.

This is part of our ongoing commitment to provide high-quality services to our community and to increase equity and access across our organization.

The pages were chosen for their high volume of traffic and the vital service-oriented information they contained. Additional pages may be added as needs are identified and resources are available.



Public Outreach Screening Checklist

WHO?

Are there Title VI/Environmental Justice Populations for minority outreach? *(See attached summary and demographic maps)*

Vulnerable Population	Yes	No
Elderly		
Minority		
Disabilities		
Poverty		
Limited English		

Outreach methods

Go to them (churches, granges, community center, schools)
 Materials in larger print, clearer language, translated
 Transportation/access/translation/amplification needs for events
 Variety of venues (mail, online, in person)

Would this attract media attention?

No	
Maybe	
Yes	

Consider:

What is our key media message?
 Review conflict resolution sections below

What level of engagement do we need from our elected officials?

	Inform	Seek Input/Approval
Board of County Commissioners	<i>Always notify affected commissioner</i>	<i>See attached excerpt of Lane Manual 15.580</i>
Other Elected Officials?		

WHAT?

What is the anticipated level of conflict, concern, or controversy?

	Property Impacts			
Low				
Medium	Noise / Traffic		Loss of Parking / Trees	
High	Assessments		Additional Right-of-Way	

What is the probable level of difficulty in solving problems and advancing the project?

Low	
Medium	
High	

Higher scores in any of these categories warrants a higher level of participation tools

HOW?

Level of Participation	Tools	
Inform	Direct mailing	
	Webpage	
	press release	
	school / neighborhood newsletters	
	door-to-door with fliers	
Solicit Input	Survey / Comment Forms	
	Attend neighborhood/school meeting	
	Hold an open house	
Involve	Workshops	
	Design Charrettes	
	Citizen Advisory Committee	

WHEN?

Project Milestones **Opportunities for Public Input**

Project Identification

Problem Public comments/concerns
 Solution Public requests/involvement (see design phase)

Funding

Grant Applications Letters of support
 Dates of Decisions Provide testimony
 Grants Awarded Announce
 Federally Funded Document Title VI Compliance

Project Announcement Scope, schedule, opportunities for involvement

Survey Notice of crews in area / rights-of-entry

Right-Of-Way Acquisition negotiations

Preliminary Design

Alternatives pros/cons/preference
 Criteria benefits/burdens
 Impacts minimize/mitigate
 TrAC Recommendation public hearing
 BCC 30% Design Concept Approval public appeal process

Final Design & Construction

Scope/timeline inform
 Traffic Control/detours inform

Project Completion

Celebration Ribbon cutting

Environmental Justice and Title VI

Environmental justice and Title VI concepts focus on understanding and properly addressing the unique needs of different socioeconomic groups as vital components to effective transportation decision making.

What?

- Title VI of the Civil Rights Act of 1964
- Federal Highway Act 23 USC 324 (1973) – prohibits discrimination based on sex/gender
- Section 504 Rehabilitation Act (1973) – prohibits discrimination based on disability
- Age Discrimination Act 42 USC 6101(1975)
- Civil Rights Restoration Act of 1987
- Executive Order 12250
- Executive Order 12898 Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations (1994)
- Executive Order 13166 – limited English proficiency (LEP)
- FHWA 23 CFR 200 – state DOT implementation
- FTA 49 CFR 21 – state DOT implementation
- US DOT Order 5610.2 Environmental Justice (1997)
- FHWA Order 6640.23 Environmental Justice (1998)
- FHWA & FTA Memo (1999) – metro and statewide planning requirements
- FTA 4702.1A (2007) – MPO requirements
- ORS 659A
- ODOT Title VI Plan
- Central Lane MPO Title VI Plan
- Lane County Title VI Plan (2016)
- Lane County (Lane Code 6.800) – addressing nondiscrimination in public accommodations

Why?

- Prohibit programs that receive Federal funds from discriminating against participants on the basis of race, color, national origin, disability, age, gender, or income status
- Avoid, minimize, or mitigate disproportionately high and adverse human health or environmental impacts, including social and economic effects, on minority populations and low-income populations
- Insure all persons are allowed to participate in federally funded programs
- Ensure the full and fair participation of all potentially affected communities in the transportation decision-making process
- To prevent the denial of, reduction in, or significant delay in the receipt of benefits by minority populations and low-income populations

How?

- Development of a written non-discrimination agreement expresses the agency's commitment and is a requirement for receiving federal financial assistance

- Federal agencies shall make achieving environmental justice part of its mission by identifying and addressing disproportionately high and adverse human health or environmental effects of its programs, policies, and activities on minority populations and low-income populations
- Improve the public involvement process to eliminate participation barriers and engage minority and low-income populations in transportation decision making
- Evaluate the impact on proposed transportation investments on population groups that may be traditionally underserved or underrepresented
- Make transportation decisions that strive to meet the needs of all people
- Provide the community with opportunities to learn about and improve the quality and usefulness of transportation in their lives
- Improve data collection, monitoring, and analysis tools that assess the needs of, and analyze the potential impacts of transportation plans and programs on Title VI protected populations
- Avoid disproportionately high and adverse impacts on Title VI protected populations

Where?

- Identify residential, employment, and transportation patterns of low-income and minority populations so that their needs can be identified and addressed, and the benefits and burdens of transportation investments can be fairly distributed.
- See MPO Plan for maps of Title VI populations within the MPO boundary
- See LC TSP for maps of Title VI populations in rural Lane County

When?

- Environmental justice must be considered in all phases of planning and focuses on enhanced public involvement and an analysis of the distribution of benefits and impacts
- Environmental justice issues arise most frequently when:
 - Some communities get the benefits of improved accessibility, faster trips, and congestion relief, while others experience fewer benefits
 - Some communities suffer disproportionately from transportation programs negative impacts, like air pollution
 - Some communities have to pay higher transportation taxes or higher fares than others in relation to the services that they receive
 - Some communities are less represented than others when policymaking bodies debate and decide what should be done with transportation resources

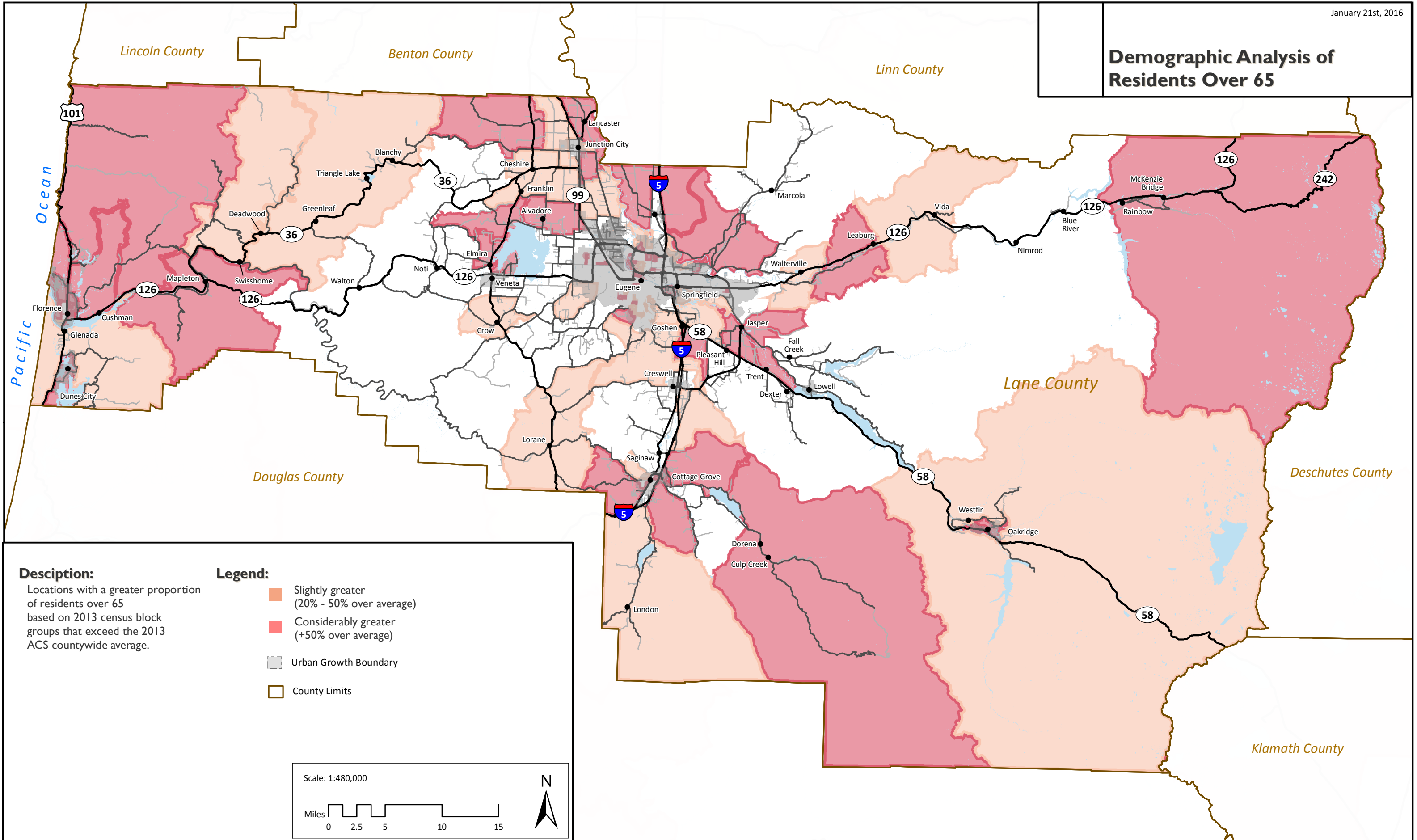
Who?

Traditionally underserved communities:

- People with disabilities
- Children and youth
- Senior
- Low-income
- Racial and ethnic minorities

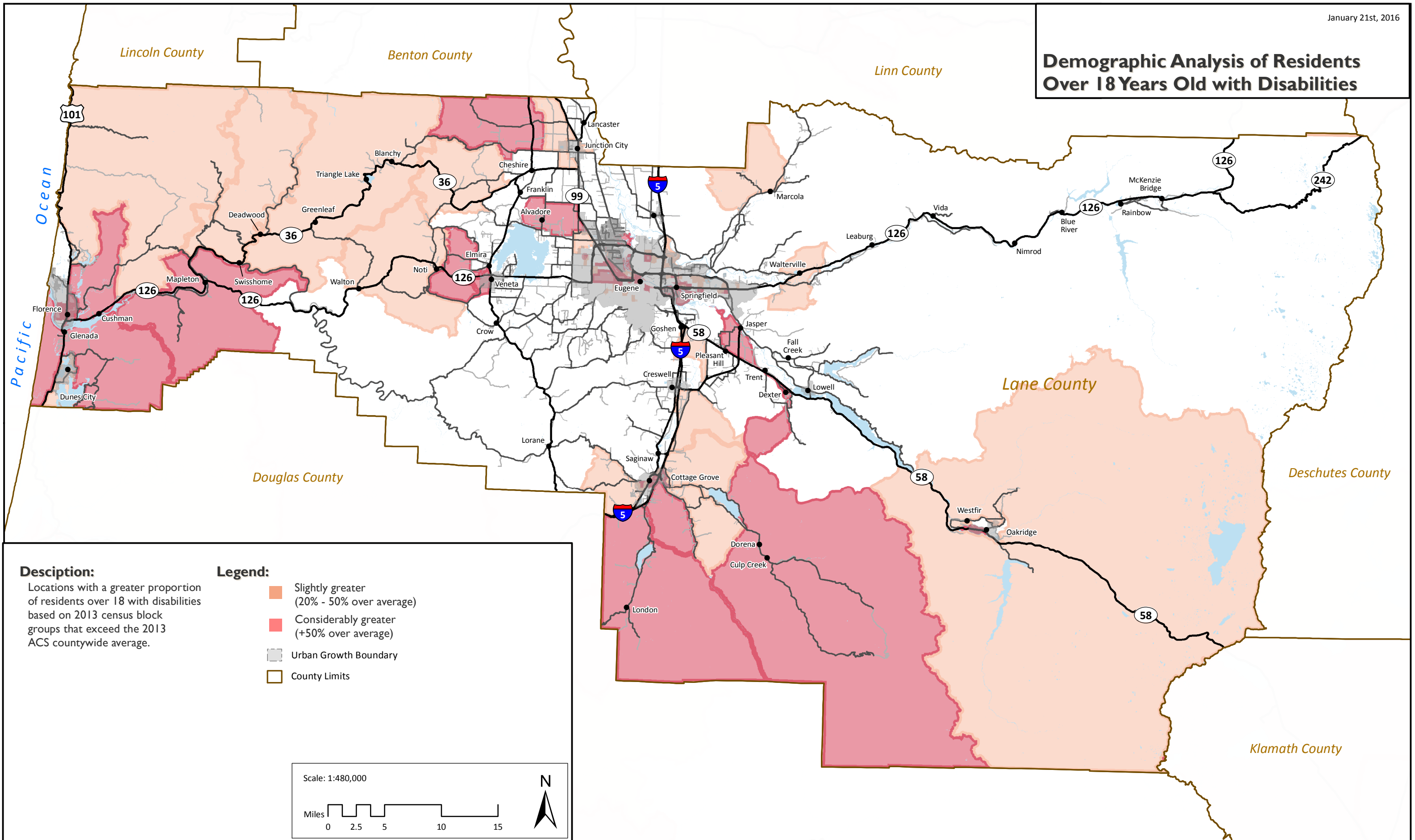
January 21st, 2016

Demographic Analysis of Residents Over 65



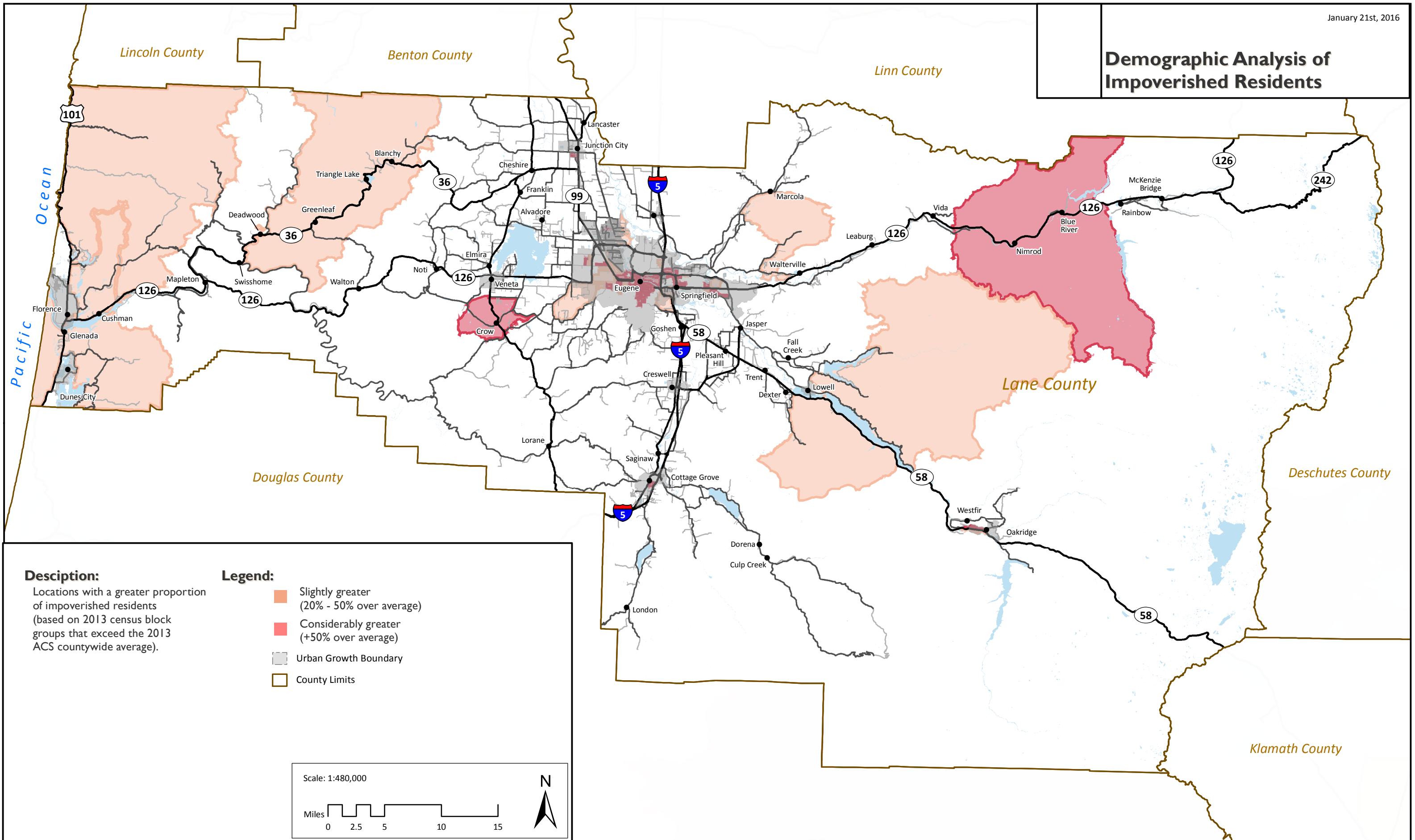
January 21st, 2016

Demographic Analysis of Residents Over 18 Years Old with Disabilities



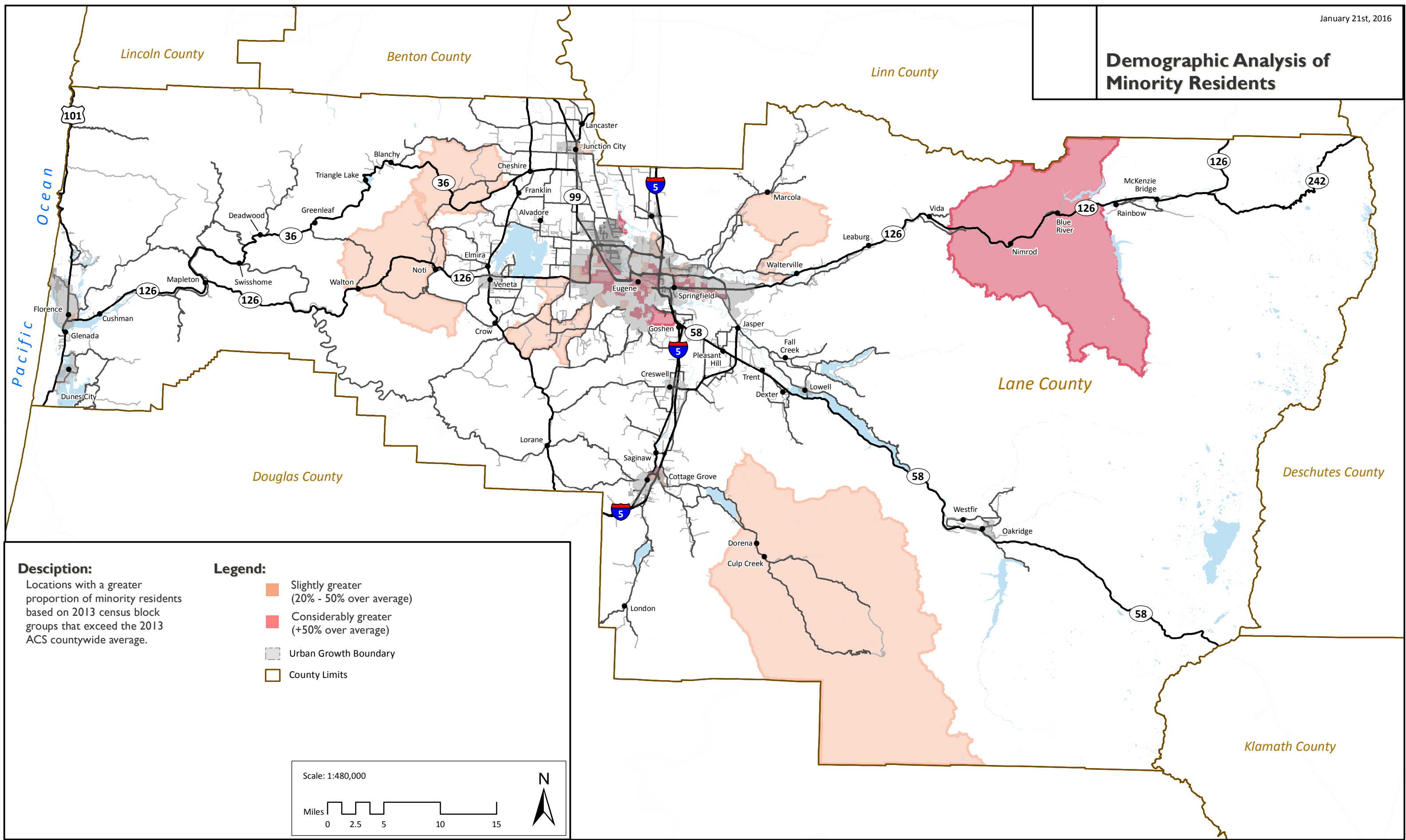
January 21st, 2016

Demographic Analysis of Impoverished Residents



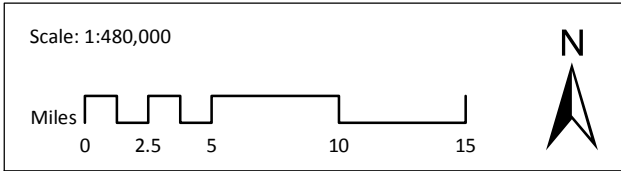
January 21st, 2016

Demographic Analysis of Minority Residents



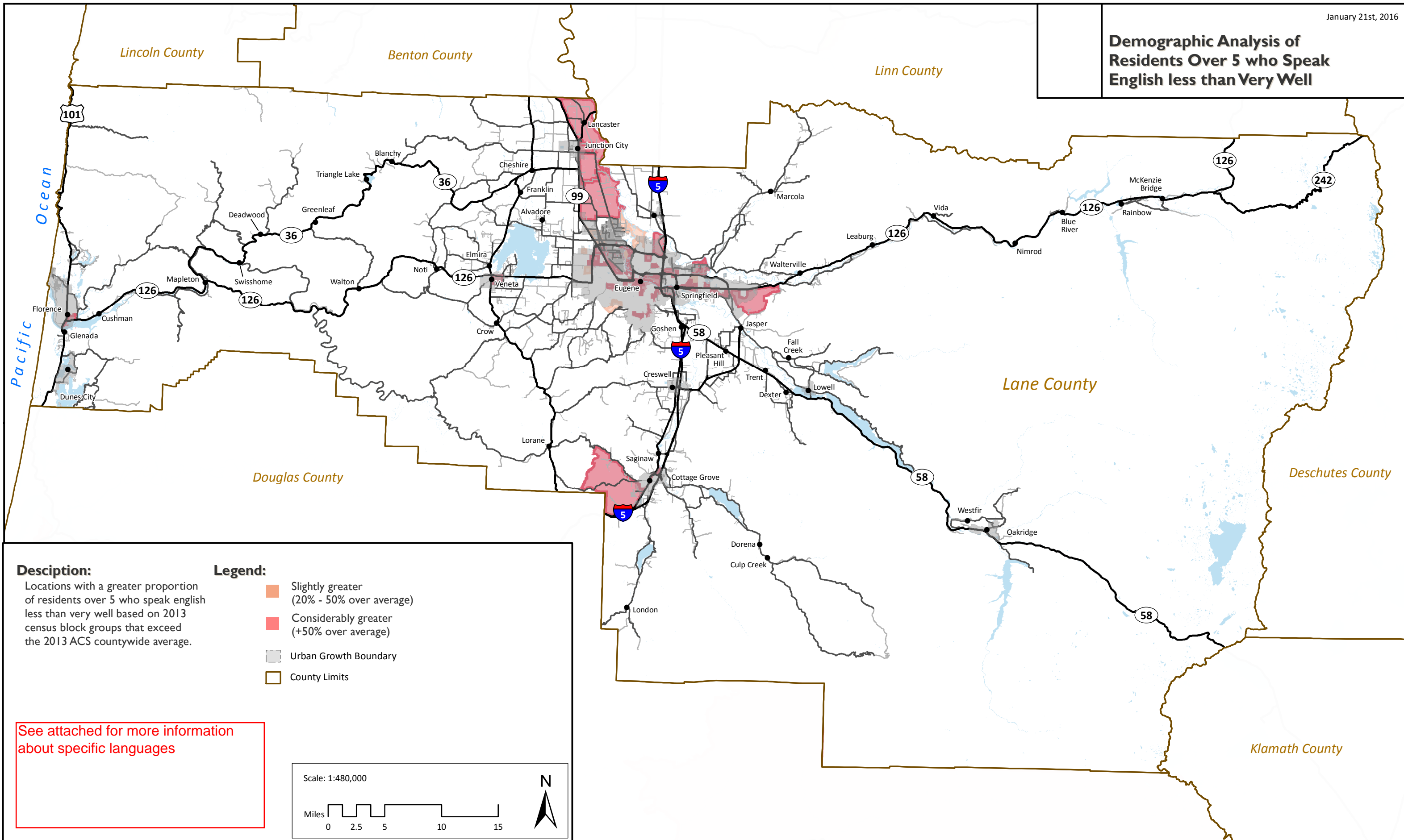
Description:
 Locations with a greater proportion of minority residents based on 2013 census block groups that exceed the 2013 ACS countywide average.

- Legend:**
- Slightly greater (20% - 50% over average)
 - Considerably greater (+50% over average)
 - Urban Growth Boundary
 - County Limits



January 21st, 2016

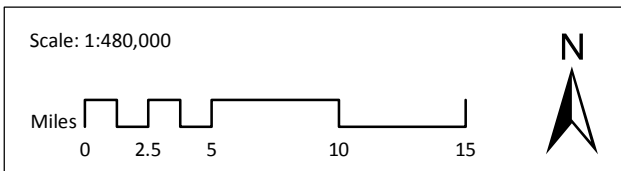
Demographic Analysis of Residents Over 5 who Speak English less than Very Well



Description:
 Locations with a greater proportion of residents over 5 who speak english less than very well based on 2013 census block groups that exceed the 2013 ACS countywide average.

- Legend:**
- Slightly greater (20% - 50% over average)
 - Considerably greater (+50% over average)
 - Urban Growth Boundary
 - County Limits

See attached for more information about specific languages



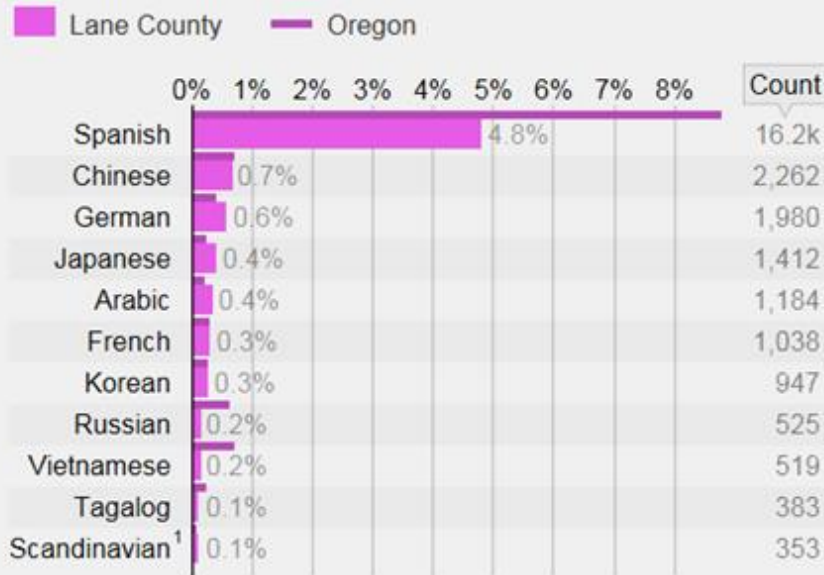
Lane County Limited English Proficiency

Languages in Lane County, Oregon (County)

Language Spoken At Home #1

Percentage of the total population living in households in which a given language is spoken at home.

Scope: population of Oregon and Lane County



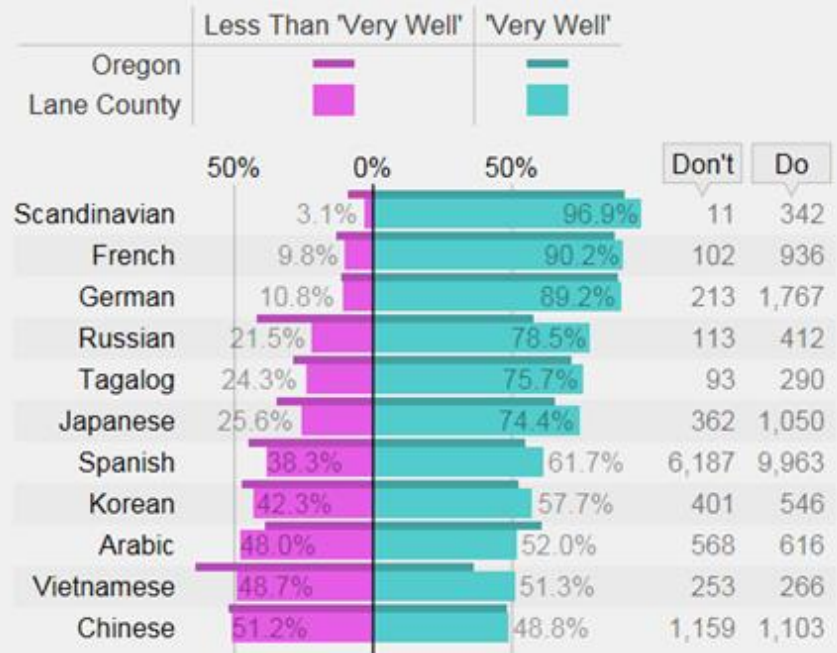
Count number of people speaking given language at home

¹Danish, Norwegian, Swedish ²Dutch, Pennsylvania Dutch, Afrikaans

Speaking English 'Very Well' #2

Percentage of people living in households in which a given language is spoken at home.

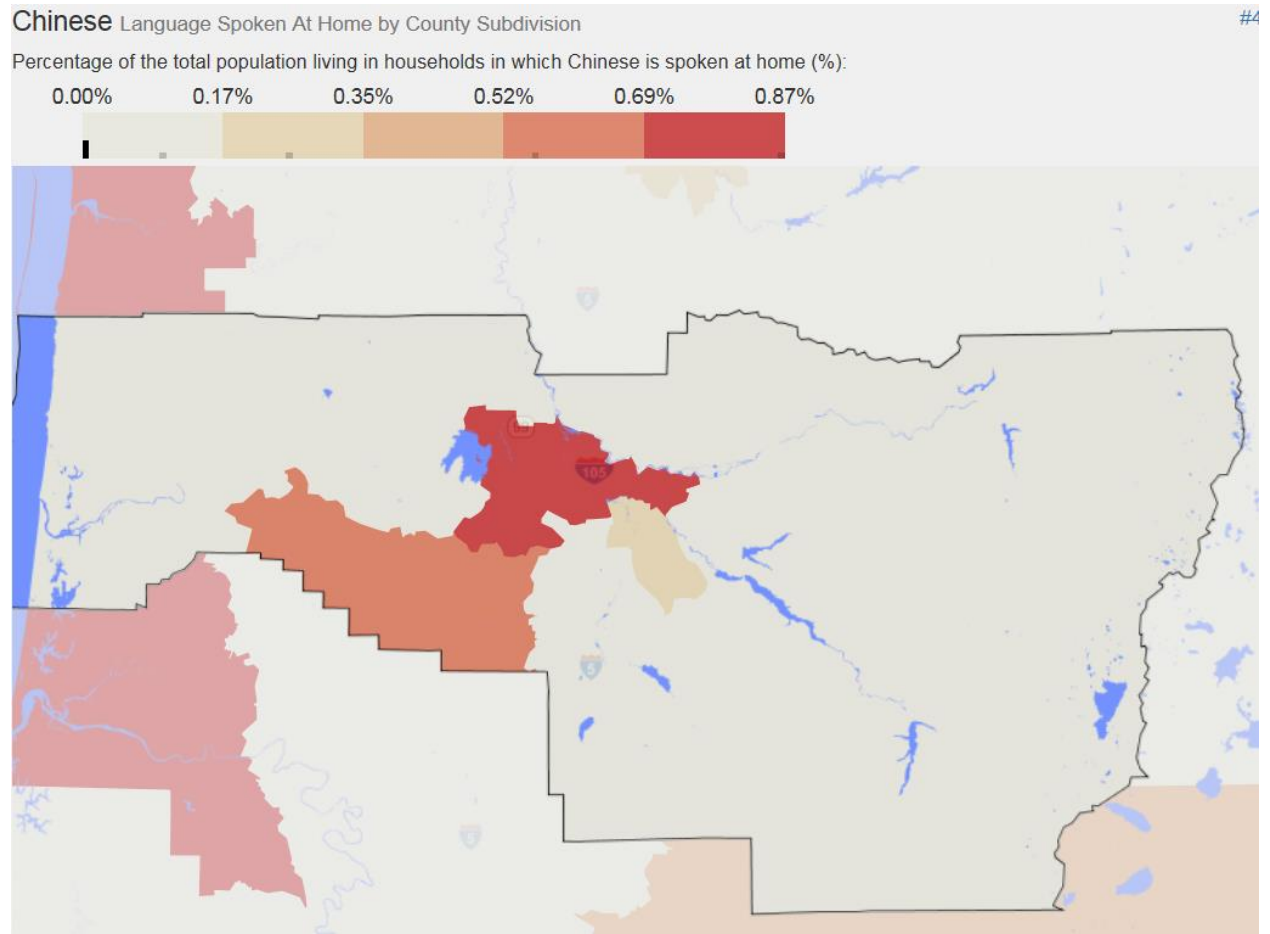
Scope: population of Oregon and Lane County



Spanish is the most common language other than English spoken in Lane County, although it is spoken by only 4.8% of the total population of Lane County; of that population, most (61.7%) speak English very well. Chinese is language of LEP concern with more than half (51.2%) of those speaking English less than very well; however, this is a small fraction (0.7%) of the total population. Therefore, the number and frequency of contact with LEP individuals is limited. Chinese and Spanish translation of important documents should occur in the areas where those populations are concentrated (see attached maps).

Languages Map: Chinese

StatisticalAtlas.Com



Percent of Total Lane County Population

Eugene-Springfield: 0.869%

All other areas: 0.000%

Upper Siuslaw River: 0.561%

Pleasant Hill: 0.258%

Languages Map: Spanish

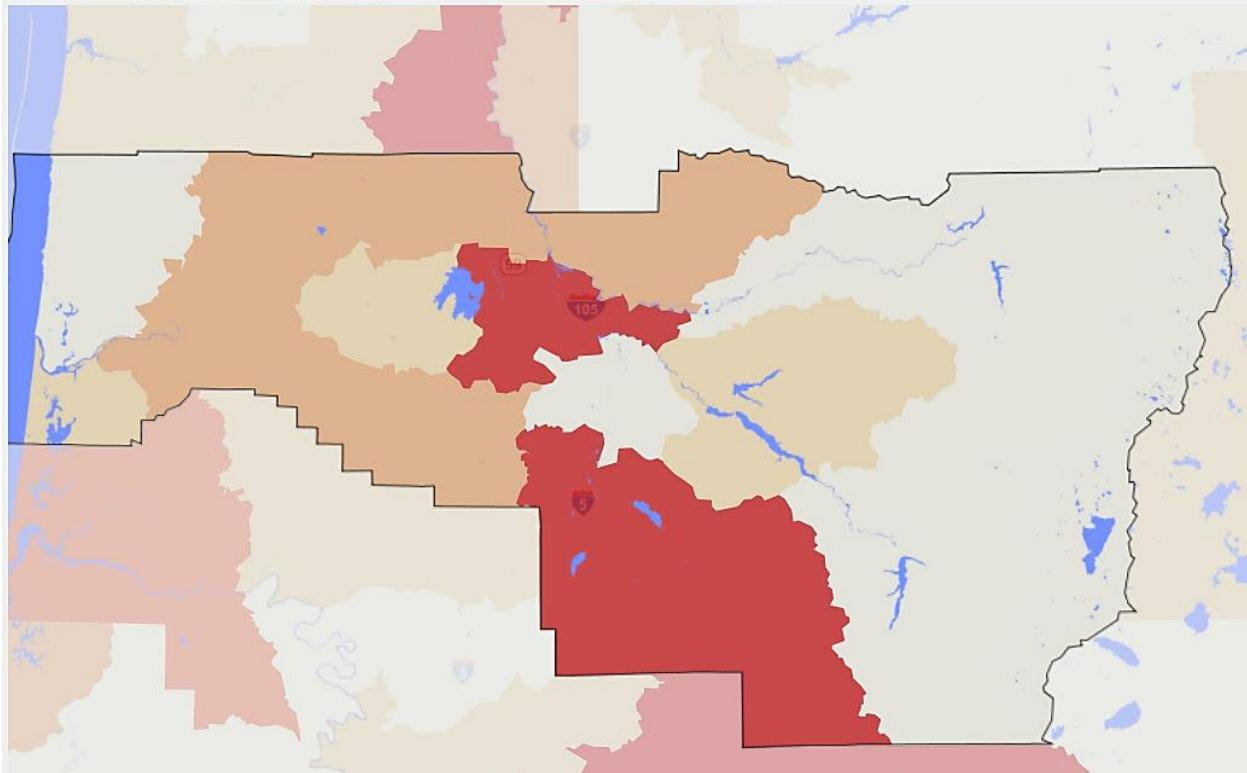
StatisticalAtlas.Com

Spanish Language Spoken At Home by County Subdivision

#3

Percentage of the total population living in households in which Spanish is spoken at home (%):

0.3% 1.4% 2.4% 3.4% 4.4% 5.5%



Percent of Total Lane County Population

Eugene-Springfield: 5.43%

Cottage Grove: 4.53%

Junction City: 3.38%

Middle Siuslaw River – Triangle Lake: 2.89%

Marcola: 2.57%

Upper Siuslaw River: 2.52%

Coburg: 2.46%

Dunes City: 2.12%

Lowell: 1.92%

Badger Mountain: 1.98%

Florence: 1.35%

Oakridge: 0.98%

McKenzie River: 0.89%

Creswell: 0.74%

Pleasant Hill: 0.35%

Public Outreach Plan Template

The following outline is to help the project team develop and organize public participation activities, to be effective and meaningful in accomplishing project goals, and in compliance with applicable regulations such as Title VI and Environmental Justice.

1. What: Situation Statement / Project Description

- a. Define the Project for which we seek to build community awareness and support (e.g. install rumble strips)
- b. What Problems and Opportunities exist?
 - There is a need: describe problem trying to solve (e.g. high fatality rate involving roadway departure)
 - There is an opportunity: explain benefits of the solution (e.g. cost / effectiveness, including in scheduled pavement work)
- c. What's the background/history of the project? (e.g. prior/recent roadway work, countywide efforts, funding, prior planning work)
- d. What public involvement has already been done (e.g. postcards mailed last summer, planning project last year)

2. Why: Public Involvement Objectives

Determine what we hope to achieve by engaging the community and craft a clear message. Identify some goals for outreach and develop key messages (What do we need to communicate? What do we want to say? What does audience need to remember?)

- We have the right team and it is our responsibility to address the need
 - Develop early communication & rapport with properties & community
- Our approach in addressing the need is reasonable, sensible, and responsible
 - Consequence of Doing Nothing
 - Pros/Cons of Design Alternatives
 - Benefit of Preferred Design
- We do listen and we do care
 - Solicit information, provide timely information
 - Be clear about what ideas can or cannot be explored

3. Who: Stakeholders (and their interests) -- Do we have natural supporters and skeptics? What are expectations? Who do we need to communicate to – target audience?

- **Abutting property owners:** property impacts, loss of parking, potential additional right-of-way, assessments or other associated costs

- **Affected community (school, city, neighborhood group):** safety, mobility, design impacts (natural resources, community character)
- **Elected Officials:** Are there political considerations to keep in mind? Board of County Commissioners (How does this align with strategic plan? What is the cost/benefit to the County?), Commissioner of Affected District (What kinds of calls will I receive from my constituents?), City Official/Mayor (Who are the influential people in the area to inform and potentially partner with on outreach activities?)
- **Media:** Would this project attract media attention and/or what are the media venues in the area?
- **Title VI/Environmental Justice** populations for minority outreach? (Limited English Proficiency, Disabled, Elderly, Impoverished) -- *See Title VI Screening Tools & Demographic Maps*

4. How: Public Involvement Strategy

- **Considerations:** Low/Medium/High assessment of the following questions will help determine the appropriate Level of Participation & Tools listed below – *See Public Outreach Checklist*
 - What is the anticipated level of conflict, concern, or controversy?
 - What is the probable level of difficulty in solving problems and advancing the project?
- **Level of Participation & Tools**
 - **(Low) Inform:** Direct mailing, webpage, press release, school and neighborhood newsletters, door-to-door with flyers
 - **(Medium) Solicit Input:** Public meeting (attend regularly-scheduled neighborhood meeting and/or school meeting; hold open house at school), inquiry, survey
 - **(High) Involve:** Workshop, design charrettes, citizen advisory committee (Springfield BPAC, Lane County TrAC)
- **Project Team Strategies** – *See Project Team Protocol*

5. Implementation

Develop a schedule

- What activities/tasks do we need to perform?
 - Detail the tools being used (press release, mailing, meeting)
 - What materials need to be developed (flier, postcards, posters)
 - Who needs to be contacted (media, abutting properties, community contacts)
- When is the timing for each activity?
 - What are the major project milestones?
 - How will the public engage with these deliverables?
- Who will be responsible for executing each activity?

6. Tracking Results

- Number of activities/actions/events and participants/respondents

- Comments received / comment themes / key concerns
- Responses delivered / How concerns were addressed / Communicating results to stakeholders