



City of El Paso

Limited English Proficiency Plan

12-16-2014



Limited English Proficiency (LEP) Plan

Introduction

A majority of people living in the United States are able to read, write, speak, and understand the English language; however, for some, English is not their primary language. If those persons have a limited ability to read, write, speak or understand English, they are defined as limited English proficient (LEP). Language barriers can inhibit (or prohibit) LEP persons from participating in and/or benefiting from the City of El Paso's (City) programs and services. The City recognizes the potential barrier language can create and has developed a Limited English Proficiency (LEP) Plan to outline the resources available to provide LEP persons with language assistance services.

Title VI states that no person shall be excluded from participation in, denied the benefit of, or subjected to discrimination under any program or activity receiving federal financial assistance on the basis of race, color, national origin, age, sex, disability, or religion. Title VI prohibits discrimination: whether intentional or where the unintended effect is unduly burdensome.

Executive Order 13166 - In 2000, President William J. Clinton signed Executive Order 13166 "Improving Access to Services for Persons with Limited English Proficiency." The order provided clarification of Title VI in the Civil Rights Act of 1964, stating that recipients of federal funds must "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."

The Federal Highway Administration, Federal Transit Administration, Federal Aviation Administration, and the Texas Department of Transportation stress the importance of analyzing the City's programs and demographic information in the development of its LEP.

The City is committed to making its services, programs, and activities available to everyone regardless of language barriers. The City has various City departments with the potential to interact or communicate with an LEP individual. The City's LEP Plan addresses how services will be provided through general guidelines and specific procedures in accordance with the Executive Order.

LEP Four-Factor Analysis

The US Department of Transportation recommends four factors that should be analyzed to determine the level and extent of language assistance required to provide meaningful access to program, activities, and services within the El Paso area. The factors include:

1. The number or proportion of LEP persons served or likely to be encountered by the program;
2. The frequency of which LEP individuals come in contact with the program;
3. The nature and importance of programs and services to LEP persons; and

4. The resources available and overall costs of providing language services.

The City has developed a Self-Assessment using the four-factor concepts to analyze and be in a better position to implement a cost effective mix of proactive language assistance measures, target resources appropriately, and to respond to requests for LEP assistance. The assessment is included as [Attachment 1](#). Departments will be asked to complete the survey every three years.

Factor 1: The number or proportion of LEP persons eligible to be served or likely to be encountered by a program, activity, or service of the recipient grantee.

Utilizing available census data, the City was able to determine that of 760,102 persons within the El Paso County area, 547,273 speak a language other than English at home.

Limited English Proficiency, or LEP, was identified as census category “Speak English less than well”. **Table 1**, below shows the total number of people in the El Paso County area (760,102) compared to the individuals who speak English less than well. The percentage of the total population that has a limited ability to speak English is 31.13%

Language Spoken	Population 5 years and over	Speak English Well	Speak English Less than Well	% of total population that speaks English Less than Well
Speak only English	212,828.56	----	-----	-----
Speak a language other than English	547,273.44	310,624.80	236,648.64	31.13%
Spanish or Spanish Creole	532,071.40	300,620.34	231,451.06	30.45%
Other Indo-European languages	5,320.71	3,862.84	1,457.88	0.19%
Asian and Pacific Island languages	6,840.92	4,186.64	2,654.28	0.35%
Other languages	3,040.41	1,954.98	1,085.43	0.14%

Source: U.S. Census Bureau, 2013 American Community Survey 1-Year Estimates for El Paso County, Texas. U.S. Census Bureau, American Fact Finder. Language spoken at home by ability to speak English for the population 5 years and over (Information Retrieved October 2014)

Table 1: Language Spoken and English Proficiency

The City has various City departments with the potential to interact or communicate with an LEP individual. Each department will be preparing a self-assessment to identify language service needs specific to their programs.

Factor 2: The frequency with which LEP individuals come in contact with the City’s programs and activities.

Understanding the frequency of interactions with LEP will assist each department to develop a plan to address the LEP needs. The City of El Paso’s LEP Self-Assessment will provide a tool to identify the frequency for planning purposes.

Factor 3: The nature and importance of the program, activity or service provided by the City of El Paso to Limited English Proficiency.

The City provides a full range of services to the general public. These services include police and fire protection; emergency medical and health services; sanitation services; public transportation; construction and maintenance of streets and infrastructure; recreational activities; and cultural events. Each of the City programs and activities will determine where LEP services will be needed.

Factor 4: The resources available to the program recipient and costs

The fourth factor assesses the needs of LEP persons within the region against the resources and costs available to the City in addressing such needs. In order to meet the City’s goal to provide a cooperative project planning process, it is essential that information be disseminated in multiple formats to encourage a high level of participation.

The City employs the following media strategies to disseminate information: media kits, briefings, brochures, media interviews, public service announcements, social media (Facebook, YouTube and Twitter), City’s website, and advertisements. The City’s website contains timely information with upcoming meetings and posted agendas, schedules, comment boxes, maps, and surveys. The City will translate the various websites in Spanish as needed. Meetings are open to the public and staff is always available to address diverse groups and various organizations and to field inquiries from citizens. Continued public involvement is encouraged throughout the process.

The City must consider reasonable steps to provide language services. The City will translate vital documents, or portions thereof, and those that provide access to essential services such as the “Title VI Complaint Form” and any document required by law. The City will translate project status reports and community meeting announcements. These documents will be translated into Spanish, the primary language identified for LEP persons in the region. To reduce resource and cost issues, City will use the latest technological advances in translation such as Google Translate for its web pages. With the appropriate amount of time, the City is committed to providing oral interpretation at public meetings.

The resources list above may change as the LEP policies and procedures are evaluated and as changes occur in the LEP community.

Language Assistance Services

There are two primary types of language assistance services: oral and written. Oral language assistance service may come in the form of "in-language" communication (a demonstrably qualified bilingual staff member communicating directly in an LEP person's language) or interpreting. Interpreter competency requires more than self-identification as bilingual. Departments should avoid using family members, children, friends, and untrained volunteers as interpreters because it is difficult to ensure that they interpret accurately and lack ethical conflicts. The City will ensure that an interpreter is competent and has knowledge in both languages of the relevant terms or concepts particular to the program or activity and the dialect and terminology used by the LEP individual.

Translation is the replacement of written text from one language into another. A translator must be qualified and trained. Departments and recipients will identify and translate vital documents to ensure LEP individuals have meaningful access to important written information. Vital written documents that contain information critical for an LEP individual for obtaining services and/or benefits or is required by law.

Employee Training

Staff will not be able to provide meaningful access to LEP individuals if they do not receive training on language access policies and procedures, including how to access language assistance services. Each department will train staff who have the potential to interact or communicate with LEP individuals, staff whose job it is to arrange for language assistance services, and managers. The training will explain how staff can identify the language needs of an LEP individual, access and provide the necessary language assistance services, work with interpreters, request document translations, and track the use of language assistance services. The City will maintain a list of bilingual staff members who communicate "in-language" to LEP individuals, or who serve as interpreters or translators. They will be assessed and receive regular training on proper interpreting and translation techniques, ethics, specialized terminology, and other topics as needed.

Outreach

Department must inform LEP individuals of their eligibility for benefits, programs, and services in a language they understand. They will assess difference ways in which Departments have contact with the public and LEP individuals when determining the best method of providing notice of language assistance services. They will not only translate its outreach materials, but also notify LEP individuals of the available language assistance services.

Monitoring and Updates

The City's LEP plan will be updated annually or as needed in response to complaints or changes in the LEP community.

Where to Find the Plan

The Plan is posted on the City website at <http://home.elpasotexas.gov/city-manager/>. Copies of the Plan have been provided to the Texas Department of Transportation, the Federal Highway Administration, the Federal Aviation Administration, and the Federal Transit Administration.

Any questions or comments regarding this plan should be directed to:

Title VI Coordinator
City Manager
The City of El Paso
300. Campbell
El Paso, TX 79901
915-212-0023

City of El Paso Limited English Proficiency Self-Assessment

1. Understanding How LEP Individuals Interact with Your Department

The following series of questions helps agencies understand how an LEP individual may come into contact with your department:

1. Does your department interact or communicate with the public or LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Describe the manner in which your department interacts with the public or LEP individuals:	<input type="checkbox"/> In-Person <input type="checkbox"/> Telephonically <input type="checkbox"/> Electronically (e.g. email or website)	<input type="checkbox"/> Via Correspondence <input type="checkbox"/> Other: (please specify)
3. Does your department provide federal financial assistance to any non-federal entities? (Federal financial assistance includes grants, training, use of equipment, donations of surplus property, and other assistance. Recipients of federal funds can range from state and local agencies, to nonprofits and other	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. If your department does provide federal financial assistance to non-federal entities: a. Do you have an active program in place to require your recipients of federal financial assistance to comply with Title VI and language access standards? b. Does your department inform recipients of federal financial assistance that they should budget for language assistance services? c. Does your department inform recipients of federal financial assistance about which grants can be used, in whole or in part, to improve language access?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> Yes c. <input type="checkbox"/> Yes	a. <input type="checkbox"/> No b. <input type="checkbox"/> No c. <input type="checkbox"/> No

2. Identification and Assessment of LEP Communities

The following series of questions aims to identify the LEP population you serve:

<p>1. How does your department identify LEP individuals? (Select all that apply)</p>	<input type="checkbox"/> Assume limited English proficiency communication impaired <input type="checkbox"/> Respond to individual requests for language assistance services <input type="checkbox"/> Self-identification by the non-English speaker or LEP individual <input type="checkbox"/> Ask open-ended questions to determine language proficiency on the telephone or in person <input type="checkbox"/> Use of "I Speak" language identification cards or posters	<input type="checkbox"/> Based on written material submitted if to the department (i.e. complaints) <input type="checkbox"/> We have not identified non-English speakers or LEP individuals <input type="checkbox"/> Other (Please specify): _____
<p>2. Does your program have a process to collect data on:</p> <p>a. The number of LEP individuals that you serve?</p> <p>b. The number of LEP individuals in your service area?</p> <p>c. The number and prevalence of languages spoken by LEP individuals in your service area?</p>	<p>a. <input type="checkbox"/> Yes</p> <p>b. <input type="checkbox"/> Yes</p> <p>c. <input type="checkbox"/> Yes</p>	<p>a. <input type="checkbox"/> No</p> <p>b. <input type="checkbox"/> No</p> <p>c. <input type="checkbox"/> No</p>
<p>3. How often does your department assess the language data for your service area?</p>	<input type="checkbox"/> Annually <input type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other: __
<p>4. What data does your department use to determine the LEP communities in your service area? (Select all that apply)</p>	<input type="checkbox"/> Census <input type="checkbox"/> US Dept. of Education <input type="checkbox"/> US Dept. of Labor <input type="checkbox"/> State Agencies	<input type="checkbox"/> Community Organizations <input type="checkbox"/> Intake information <input type="checkbox"/> Other:

5. Do you collect and record primary language data from individuals when they first contact your programs and activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. If you collect and record primary language data, where is the information stored?		
7. What is the total number of LEP individuals who use or receive services from your program each year?		
8. How many LEP individuals attempt to access your programs or services each month?		
9. How many LEP individuals use your programs or services each month?		
10. Specify the top six most frequently encountered non-English languages by your program and how often these encounters occur (e.g., 2-3 times a year, once a month, once a week, daily, constantly).	Language 1. 2. 3. 4. 5. 6.	Frequency of Encounters 1. 2. 3. 4. 5. 6.

3. Providing Language Assistance Services

The following set of questions will help you assess how well your department is providing language assistance services to LEP individuals:

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

3. Does your department have a system to track the cost of language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. What types of language assistance services does your department provide? (Select all that apply)	<input type="checkbox"/> Bilingual staff <input type="checkbox"/> Language bank or dedicated pool of interpreters or translators <input type="checkbox"/> In-house interpreters (oral) <input type="checkbox"/> In-house translators (documents) <input type="checkbox"/> Volunteer interpreters or translators <input type="checkbox"/> Contracted Interpreters <input type="checkbox"/> Interpreters or translators borrowed from another dept. <input type="checkbox"/> Contracted translators <input type="checkbox"/> Other: <input type="checkbox"/> Telephone Interpretation Services <input type="checkbox"/> Video interpretation Services	
5. Does your department a. have a certification or assessment process that staff must complete before serving as interpreters or translators for LEP individuals? b. Does the process include use of standardized language proficiency exams?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> Yes	a. <input type="checkbox"/> No b. <input type="checkbox"/> No
6. Does your department ask or allow LEP individuals to provide their own interpreters or have family members or friends interpret?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Does your department have contracts with Language assistance service providers (in-person interpreters, telephone interpreters, video interpreters, or translators)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Does your department provide staff with a list of available interpreters and the non-English languages they speak, or information on how to access qualified interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Does your department identify and translate vital documents into the non-English languages of	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<p>10. Which vital written documents has your department translated into non-English languages?</p>	<table border="0"> <tr> <td data-bbox="824 197 1105 386"> <input type="checkbox"/> Consent forms <input type="checkbox"/> Complaint forms <input type="checkbox"/> Intake forms <input type="checkbox"/> Notices of rights <input type="checkbox"/> Notice of denial, </td> <td data-bbox="1167 197 1455 428"> <input type="checkbox"/> Applications to participate in programs or activities or to receive benefits or services <input type="checkbox"/> Other (please specify): </td> </tr> <tr> <td data-bbox="824 401 1105 554"> loss or decrease in benefits or services <input type="checkbox"/> Notice of disciplinary action </td> <td></td> </tr> </table>		<input type="checkbox"/> Consent forms <input type="checkbox"/> Complaint forms <input type="checkbox"/> Intake forms <input type="checkbox"/> Notices of rights <input type="checkbox"/> Notice of denial,	<input type="checkbox"/> Applications to participate in programs or activities or to receive benefits or services <input type="checkbox"/> Other (please specify):	loss or decrease in benefits or services <input type="checkbox"/> Notice of disciplinary action	
<input type="checkbox"/> Consent forms <input type="checkbox"/> Complaint forms <input type="checkbox"/> Intake forms <input type="checkbox"/> Notices of rights <input type="checkbox"/> Notice of denial,	<input type="checkbox"/> Applications to participate in programs or activities or to receive benefits or services <input type="checkbox"/> Other (please specify):					
loss or decrease in benefits or services <input type="checkbox"/> Notice of disciplinary action						
<p>11. Does your department translate signs or posters announcing the availability of language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
<p>12. When your department updates information on its website, does it also add that content in non-English languages?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No				

4. Training of Staff on Policies and Procedures

The following series of questions will help you identify whether staff receive appropriate training on your language access policies and procedures:

1. Does all department staff receive initial and periodic training on how to access and provide language assistance services to LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Who receives staff training on working with LEP individuals? (Select all that apply)	<input type="checkbox"/> Management or senior staff <input type="checkbox"/> Employees who interact with or are responsible for interactions with non-English speakers or LEP individuals	<input type="checkbox"/> Bilingual Staff <input type="checkbox"/> New employees <input type="checkbox"/> All employees <input type="checkbox"/> Volunteers <input type="checkbox"/> Others (Please specify): <input type="checkbox"/> None of the above
3. Are language access policies and LEP issues included in the mandatory training curriculum for staff?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Does your department staff procedural manual or handbook include specific instructions related to providing language assistance services to LEP individuals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Does staff receive periodic training on how to obtain and work with interpreters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Does staff receive periodic training on how to request the translation of written documents into other languages?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Do staff members who serve as interpreters receive regular training on proper interpreting techniques, ethics, specialized terminology, and other topics?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Do staff members who serve as interpreters receive interpreter training from competent interpreters or other trainers familiar with the ethical and professional requirements of an interpreter?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

5. Providing Notice of Language Assistance Services

The following series of questions will help you assess how you provide notice of language assistance services to the LEP population in your service area:

<p>1. How do you inform members of the public about the availability of language assistance services? (Select all that apply)</p>	<input type="checkbox"/> Frontline and outreach <input type="checkbox"/> Multilingual staff <input type="checkbox"/> Posters in public Areas <input type="checkbox"/> "I Speak" language identification cards distributed to frontline staff <input type="checkbox"/> Website	<input type="checkbox"/> Social networking website i.e. Facebook, Twitter <input type="checkbox"/> E-mail to individuals or a list <input type="checkbox"/> Other (Please specify): _____ <input type="checkbox"/> None of the above
<p>2. Do your translated program outreach materials inform LEP individuals about the availability of free language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>3. Does your department regularly advertise on non- English media (television, radio, newspaper, and websites)?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>4. Does your department inform community groups about the availability of free language assistance services for LEP individuals?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>5. Does your department inform current applicants or recipients about the availability of language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>6. Does the main page of your department website include non-English information that would be easily accessible to LEP individuals?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>7. Does your department have multilingual signs or posters in its offices announcing the availability of language assistance services?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

6. Monitoring and Updating a Language Access Procedures, Policy, and Plan

The following set of questions will help you assess whether you have an effective process for monitoring and updating your language access policies, plan and procedures:

1. Does your department have a written language access policy?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. If so, is a description of this policy available to the public?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. How often is your department's language access policy reviewed and updated?	<input type="checkbox"/> Annually <input type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other:
4. When was the last time your department's language access policy was updated?	Month _____	Year _____
5. How often does your department update its data on the LEP communities in your service area?	<input type="checkbox"/> Annually <input type="checkbox"/> Biennially	<input type="checkbox"/> Not Sure <input type="checkbox"/> Other:
6. Does your department have a language access coordinator?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Does your department have a formal language access complaint process?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Has your department received any complaints because it did not provide language assistance services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Do you monitor the system for collecting data on beneficiary satisfaction and/or grievance/complaint filing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Do you obtain feedback from the LEP community on the effectiveness of your language access program and the language assistance services you provide?	<input type="checkbox"/> Yes	<input type="checkbox"/> No