2022

Limited English Proficiency Accessibility Plan

Washington State Department of Transportation

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Language assistance services

If you have difficulty understanding English, you may, free of charge, request language assistance services for this Department information by calling (360) 705-7090 , or email us at: TitleVI@WSDOT.WA.GOV.

servicios de traducción

Aviso a personas con dominio limitado del idioma inglés: Si usted tiene alguna dificultad en entender el idioma inglés, puede, sin costo alguno, solicitar asistencia lingüística con respecto a esta información llamando al (360) 705-7090, o envíe un mensaje de correo electrónico a: TitleVI@WSDOT.WA.GOV.

翻译服务

如果您难以理解英文，则请致电：(360) 705-7090，或给我们发送电子邮件：TitleVI@WSDOT.WA.GOV，请求获取免费语言援助服务。

các dịch vụ dịch thuật

Nếu quý vị không hiểu tiếng Anh, quý vị có thể yêu cầu dịch vụ trợ giúp ngôn ngữ, miễn phí, bằng cách gọi số (360) 705-7090 hoặc email cho chúng tôi tại: TitleVI@WSDOT.WA.GOV.

번역 서비스

영어로 소통하는 것이 불편하시다면, (360) 705-7090으로 전화하시거나 다음 이메일로 연락하셔서 무료 언어 지원 서비스를 요청하실 수 있습니다: TitleVI@WSDOT.WA.GOV.

Adeegyada Turjumaada

Haddii ay kugu adag tahay inaad fahamtid Ingiriisida, waxaad, bilaash, ku codsan kartaa adeegyada caawimada luuqada adoo wacaaya (360) 705-7090 ama iimayl noogu soo dir: TitleVI@WSDOT.WA.GOV.

Услуги перевода
Если вам трудно понимать английский язык, вы можете запросить бесплатные языковые услуги, позвонив по телефону (360) 705-7090 или написав нам на электронную почту: TitleVI@WSDOT.WA.GOV.

Arabic - اَلْعَرَبِيَّةُ
خدمات الترجمة

إذا كنت تجد صعوبة في فهم اللغة الإنجليزية، فيمكنك مجانًا طلب خدمات المساعدة اللغوية عن طريق الاتصال بالرقم
705-7090 (360)، أو مراسلتنا عبر البريد الإلكتروني:TitleVI@WSDOT.WA.GOV.

Title VI, ADA, and Further Information

Title VI Notice to Public

It is the policy of the Washington State Department of Transportation that no person shall, on the basis of race, color, or national origin, as provided by Title VI of the Civil Rights Act of 1964, be excluded from participation in, be denied the benefits of, or be otherwise discriminated against under any of its Federally funded programs and activities. Any person who believes his/her Title VI protections have been violated may file a complaint with WSDOT's Office of Equity and Civil Rights. For additional information regarding Title VI complaint procedures and/or information regarding our non- discrimination obligations, please contact OECR's Title VI Coordinator at (360) 705-7090.

Americans with Disabilities Act (ADA) Information

This material can be made available in an alternate format by emailing OECR at wsdotada@wsdot.wa.gov or by calling toll free, 855-362-4ADA(4232). Persons who are deaf or hard of hearing may make a request by calling the Washington State Relay at 711.

Notificación de Titulo VI al Público

La política del Departamento de Transporte del Estado de Washington (Washington State Department of Transportation, WSDOT) es garantizar que ninguna persona, por motivos de raza, color u origen nacional, según lo dispuesto en el Título VI de la Ley de Derechos Civiles de 1964, sea excluida de la participación, se le nieguen los beneficios o se le discrimine de otro modo en cualquiera de sus programas y actividades. Cualquier persona que considere que se ha violado su protección del Título VI puede presentar una queja ante la Oficina de Equidad y Derechos Civiles (Office of Equity and Civil Rights, OECR) del WSDOT. Para obtener más información sobre los procedimientos de queja del Título VI o información sobre nuestras obligaciones contra la discriminación, comuníquese con el coordinador del Título VI de la OECR al (360) 705-7090.

Información de la Ley para Estadounidenses con Discapacidades (Americans with Disabilities Act, o ADA por sus siglas en inglés)

Este material puede estar disponible en un formato alternativo al enviar un correo electrónico a la Oficina de Equidad y Derechos Civiles a wsdotada@wsdot.wa.gov o llamando a la línea sin cargo 855-362-4ADA(4232). Personas sordas o con discapacidad auditiva pueden solicitarlo llamando a Washington State Relay al 711.

한국어-Korean

제6조 관련 공지사항

워싱턴 주 교통부(WSDOT)는 1964년 민권법 타이틀 VI 규정에 따라, 누구도 인종, 피부색 또는 출신 국가를 근거로 본 부서의 모든 프로그램 및 활동에 대한 참여가 배제되거나 혜택이 거부되거나, 또는 달리 차별받지 않도록 하는 것을 정책으로 하고 있습니다. 타이틀 VI에 따른 그/그녀에 대한 보호 조항이 위반되었다고 생각된다면 누구든지 WSDOT의 평등 및 민권 사무국(OECR)에 민원을 제기할 수 있습니다. 타이틀 VI에 따른 민원 처리 절차에 관한 보다 자세한 정보 및/또는 본 부서의 차별금지 의무에 관한 정보를 원하신다면, (360) 705-7090으로 OECR의 타이틀 VI 담당자에게 연락해주십시오.

미국 장애인법(ADA) 정보

본 자료는 또한 평등 및 민권 사무국에 이메일 wsdotada@wsdot.wa.gov 을 보내시거나 무료 전화 855-362-4ADA(4232)로 연락하셔서 대체 형식으로 받아보실 수 있습니다. 청각장애인은 워싱턴주 중계 711로 전화하여 요청하실 수 있습니다.

русский-Russian

Раздел VI Общественное заявление

Политика Департамента транспорта штата Вашингтон (WSDOT) заключается в том, чтобы исключить любые случаи дискриминации по признаку расы, цвета кожи или национального происхождения, как это предусмотрено Разделом VI Закона о гражданских правах 1964 года, а также случаи недопущения участия, лишения льгот или другие формы дискриминации в рамках любой из своих программ и мероприятий. Любое лицо, которое считает, что его средства защиты в рамках раздела VI были нарушены, может подать жалобу в Ведомство по вопросам равенства и гражданских прав WSDOT (OECR). Для дополнительной информации о процедуре подачи жалобы на несоблюдение требований раздела VI, а также получения информации о наших обязательствах по борьбе с дискриминацией, пожалуйста, свяжитесь с координатором OECR по разделу VI по телефону (360) 705-7090.

Закон США о защите прав граждан с ограниченными возможностями (ADA)

Эту информацию можно получить в альтернативном формате, отправив электронное письмо в Ведомство по вопросам равенства и гражданских прав по адресу wsdotada@wsdot.wa.gov или позвонив по бесплатному телефону 855-362-4ADA(4232). Глухие и слабослышащие лица могут сделать запрос, позвонив в специальную диспетчерскую службу штата Вашингтон по номеру 711.

tiếng Việt-Vietnamese

Thông báo Khoản VI dành cho công chúng

Chính sách của Sở Giao Thông Vận Tải Tiểu Bang Washington (WSDOT) là bảo đảm không để cho ai bị loại khỏi sự tham gia, bị từ khước quyền lợi, hoặc bị kỳ thị trong bất cứ chương trình hay hoạt động nào vì lý do chủng tộc, màu da, hoặc nguồn gốc quốc gia, theo như quy định trong Mục VI của Đạo Luật Dân Quyền năm 1964. Bất cứ ai tin rằng quyền bảo vệ trong Mục VI của họ bị vi phạm, đều có thể nộp đơn khiếu nại cho Văn Phòng Bảo Vệ Dân Quyền và Bình Đẳng (OECR) của WSDOT. Muốn biết thêm chi tiết liên quan đến thủ tục

khiếu nại Mục VI và/hoặc chi tiết liên quan đến trách nhiệm không kỳ thị của chúng tôi, xin liên lạc với Phối Trí Viên Mục VI của OECR số (360) 705-7090.

Thông tin về Đạo luật Người Mỹ tàn tật (Americans with Disabilities Act, ADA)

Tài liệu này có thể thực hiện bằng một hình thức khác bằng cách email cho Văn Phòng Bảo Vệ Dân Quyền và Bình Đẳng wsdotada@wsdot.wa.gov hoặc gọi điện thoại miễn phí số, 855-362-4ADA(4232). Người điếc hoặc khiếm thính có thể yêu cầu bằng cách gọi cho Dịch vụ Tiếp âm Tiểu bang Washington theo số 711.

العَرَبِيّة - Arabic

العنوان 6 إشعار للجمهور

تتمثل سياسة وزارة النقل في ولاية واشنطن (WSDOT) في ضمان عدم استبعاد أي شخص، على أساس العرق أو اللون أو الأصل القومي من المشاركة في أي من برامجها وأنشطتها أو الحرمان من الفوائد المتاحة بموجبها أو التعرض للتمييز فيها بخلاف ذلك، كما هو منصوص عليه في الباب السادس من قانون الحقوق المدنية لعام 1964. ويمكن لأي شخص يعتقد أنه تم انتهاك حقوقه التي يكفلها الباب السادس تقديم شكوى إلى مكتب المساواة والحقوق المدنية (OECR) التابع لوزارة النقل في ولاية واشنطن. للحصول على معلومات إضافية بشأن إجراءات الشكاوى و/أو بشأن التزاماتنا بعدم التمييز بموجب الباب السادس، يرجى الاتصال بمنسق الباب السادس في مكتب المساواة والحقوق المدنية على الرقم 7090-705 (360).

معلومات قانون الأمريكيين ذوي الإعاقة (ADA)

يمكن توفير هذه المواد في تنسيق بديل عن طريق إرسال رسالة بريد إلكتروني إلى مكتب المساواة والحقوق المدنية على wsdotada@wsdot.wa.gov أو عن طريق الاتصال بالرقم المجاني: (4232) 855-362-4ADA. يمكن للأشخاص الصم أو ضعاف السمع تقديم طلب عن طريق الاتصال بخدمة Washington State Relay على الرقم 711.

中文 – Chinese

《权利法案》Title VI公告

<華盛頓州交通部(WSDOT)政策規定，按照《1964 年民權法案》第六篇規定，確保無人因種族、膚色或國籍而被排除在WSDOT任何計畫和活動之外，被剝奪相關權益或以其他方式遭到歧視。如任何人認為其第六篇保護權益遭到侵犯，則可向WSDOT的公平和民權辦公室(OECR)提交投訴。如需關於第六篇投訴程式的更多資訊和/或關於我們非歧視義務的資訊，請聯絡OECR的第六篇協調員，電話 (360) 705-7090。

《美国残疾人法案》(ADA)信息

可向公平和民權辦公室發送電子郵件wsdotada@wsdot.wa.gov或撥打免費電話 855-362-4ADA(4232)，以其他格式獲取此資料。听力丧失或听觉障碍人士可拨打711联系Washington州转接站。

Ciwaanka VI Ogeysiiska Dadweynaha

Waa siyaasada Waaxda Gaadiidka Gobolka Washington (WSDOT) in la xaqiijiyo in aan qofna, ayadoo la cuskanaayo sababo la xariira isir, midab, ama wadanku kasoo jeedo, sida ku qoran Title VI (Qodobka VI) ee Sharciga Xaquuqda Madaniga ah ah oo soo baxay 1964, laga saarin ka qaybgalka, loo diidin faa'iidooyinka, ama si kale loogu takoorin barnaamijyadeeda iyo shaqooyinkeeda. Qof kasta oo aaminsan in difaaciisa Title VI la jebiyay, ayaa cabasho u gudbin kara Xafiiska Sinaanta iyo Xaquuqda Madaniga ah (OECR) ee WSDOT. Si aad u hesho xog dheeraad ah oo ku saabsan hanaannada cabashada Title VI iyo/ama xogta la xariirta waajibaadkeena ka caagan takoorka, fadlan la xariir Iskuduwaha Title VI ee OECR oo aad ka wacayso (360) 705-7090.

Macluumaadka Xeerka Naafada Marykanka (ADA)

Agabkaan ayaad ku heli kartaa qaab kale adoo iimeel u diraaya Xafiiska Sinaanta iyo Xaquuqda Madaniga ah oo aad ka helayso wsdotada@wsdot.wa.gov ama adoo wacaaya laynka bilaashka ah, 855-362-4ADA(4232). Dadka naafada maqalka ama maqalku ku adag yahay waxay ku codsan karaan wicitaanka Adeega Gudbinta Gobolka Washington 711.

Purpose of the Language Access Plan

The purpose of this Language Access Plan is to provide guidance and tools to identify and address the language access needs of Limited English Proficient individuals by developing and implementing language services as required by the national origin nondiscrimination provisions in Title VI of the Civil Rights Act of 1964, Executive Order No. 13166, and Title VI implementing regulations. Additionally, under RCW 70A.02, Health Environment for All (HEAL) Act, and in alignment with executive order 12898, WSDOT is responsible for enforcing and improving our strategies for meaningful engagement with vulnerable populations and overburdened communities.

As a recipient of funding from the U. S. Department of Transportation, WSDOT must provide USDOT with assurances that Limited English Proficient individuals have meaningful access to WSDOT programs, services, and activities; and that the programs, services, and activities provided by local public agencies receiving Federal funding through WSDOT (WSDOT subrecipients) are also accessible to LEP individuals. USDOT administrations, including the Federal Highway Administration, the Federal Aviation Administration, and the Federal Transit Administration, require funding recipients to develop a Language Access Plan to provide meaningful access to LEP individuals in conformance with Title VI of the Civil Rights Act of 1964 and the act's implementing regulations, which prohibits discrimination against national origin.

OECR developed the Language Access Plan to help WSDOT and its subrecipients better serve LEP individuals and their respective communities. OECR has the responsibility to assess the LEP programs for WSDOT divisions and regions, along with WSDOT subrecipients, pursuant to the guidance provided by this Plan. WSDOT is committed to provide LEP individuals meaningful access to WSDOT programs, services, and activities and those of our subrecipients.

Key components of a Language Access Plan
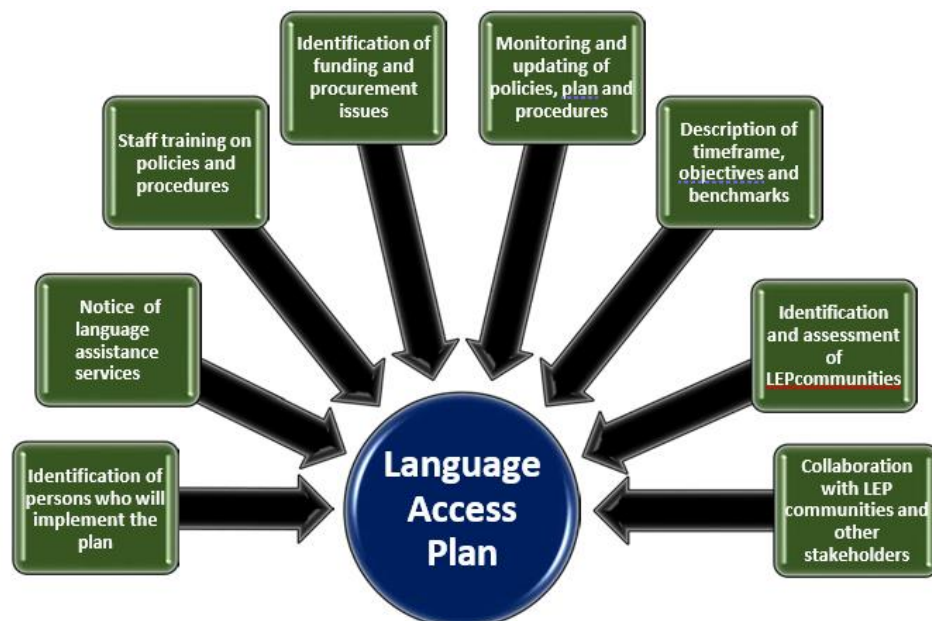
The United States Department of Justice, in its [Guidance to Federal Financial Assistance Recipients](#) [Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient](#) [Persons](#) (2002), outlines four factors Federally funded recipients should apply to assess language needs and determine what reasonable steps should be taken to ensure meaningful access for LEP individuals:

(1) The number or proportion of LEP persons served or encountered in the eligible service population;

(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; and

(4) The resources available to the recipient and costs.

In the first part of this document, OECR, which is responsible for monitoring WSDOT's Title VI compliance program, will use the four-factor analysis to identify the language access needs of LEP individuals in Washington State. In the second part, OECR will use USDOJ's [Language Assistance Self-Assessment and Planning Tool](#) to review the current language services WSDOT provides to LEP individuals and outline a plan to improve those services.

Introduction

As a recipient of Federal funding, WSDOT must provide assurances that LEP individuals have meaningful access to WSDOT programs, services, and activities, including those provided by local public agencies receiving Federal funding through WSDOT.

For LEP individuals, language can be a barrier to accessing important benefits and services, understanding important rights, complying with applicable responsibilities, or understanding vital information. WSDOT is committed to improving the accessibility of its programs, services, and activities to LEP individuals.

Authority

Executive Order No. 13166, *Improving Access to Services for Persons with Limited English Proficiency* (August 16, 2000), clarifies the existing protections against national origin discrimination afforded to LEP individuals by Title VI of the Civil Rights Act of 1964 and the Act's implementing regulations. Title VI protections require that LEP individuals have equal access to the programs, services and activities provided to individuals whose primary language is English.

The Four Factor Analysis for Determining LEP Accessibility Needs

USDOT requires reasonable steps be taken by Federally funded recipients to ensure meaningful access to the recipient's programs, services, and activities by LEP individuals. USDOT published its *Policy Guidance Concerning Recipient's Responsibilities to Limited English Proficient (LEP) Persons* in 2005. This policy guidance applies to all USDOT funded recipients, and covers a recipient's entire operations, even if only one of the recipient's programs, services or activities receives Federal assistance. This USDOT LEP guidance, closely following USDOJ LEP guidance, outlines how Federal fund recipients should assess language needs and determine the reasonable steps that need to be taken to ensure meaningful access for LEP individuals. This first step requires an individualized assessment of the LEP population in the service area that balances the following four factors:

1. **Demography** - the number or proportion of LEP persons eligible to be served or likely to be encountered or directly affected by a program, service, or activity, and who would potentially be excluded from access to or not receive the benefits from that program, service, or activity absent efforts to remove language barriers.

Table 1

Size of Language Group	Recommended Provision of Written Language Assista
1,000 or more in the eligible population in the market area or among current beneficiaries	Translated vital documents
More than 5% of the eligible population or beneficiaries *and* more than 50 in number	Translated vital documents
More than 5% of the eligible population or beneficiaries *and* 50 or less in number	Translated written notice of right to receive free oral interp documents.
5% or less of the eligible population or beneficiaries and less than 1,000 in number	No written translation is required.

2. **Frequency of Contact** - the frequency with which LEP individuals come into contact with

the program, service, or activity. The more frequent contact recipients have or should have with LEP individuals from different language groups, the more likely enhanced language services will be needed. Frequency of contact with specific languages should also be analyzed.

3. **Importance** - the nature and importance of the program, service, or activity to people's lives. The more important the information, program, service, or activity, the more likely accessible language services will be needed.

4. **Resources** - the resources available to the recipient and costs. While a recipient is required to take reasonable steps to remove language barriers, "reasonable steps" may cease to be reasonable if the resources available to the funding recipient are limited, and the costs of language barrier removal would substantially exceed the benefits.

An individualized assessment of these four (4) factors should provide Federally funded recipients with an understanding of the language accessibility needs of LEP individuals within their jurisdiction or
"service area," balanced against the resources available to the recipient and the costs required to meet those needs. Since OECR's analysis considers the entirety of Washington state as its "service area," OECR's conclusions are broad and high-level. Each WSDOT division, region and subrecipient should apply the four-factor analysis to its geographic service area to determine the specific needs of LEP speakers residing there. The "reasonableness" of a recipient's or subrecipient's efforts to remove language barriers must be weighed according to this four-factor analysis.

Factor 1: Number or Proportion of LEP Individuals

According to the 2020 U.S. Census Bureau Washington State has a total population of 7,705,281. WSDOT used the 2015-2019 American Community Survey 5-Year Estimates data for Washington State to identify areas with high concentrations of LEP individuals. Information related to LEP persons is not collected in the 10-year Census survey. According to the survey, the number of residents with LEP, or that speak English less than well, in Washington is 525,988 or 6.8 percent of the total population. Refer to WSDOT's Collecting Demographic Data document for information and guidance on gathering and analyzing demographic information.

- The following is the breakdown of the languages with the highest number of people with LEP living in Washington:

Language	LEP Population	% of total population
Spanish:	237,334	3.08%
Chinese	55,993	0.73%
Vietnamese:	36,448	0.47%
Korean:	24,907	0.32%
Russian:	23,441	0.30%
Tagalog/Filipino	21,905	0.28%
Somali	16,976	0.22%
Ukrainian	12,097	0.16%
Samoan,	9,560	0.12%

Japanese:	9,146	0.12%
Khmer:	7,939	0.10%
Punjabi:	6,789	0.09%
Thai:	6,568	0.09%
Arabic:	6,592	0.09%
Others.		

- The 2015 Washington Mapping LEP Populations Report from the LEP.gov website, subdivided by county, estimates the top five languages in Washington with LEP individuals to be the following:

  - Spanish
  - Chinese
  - Vietnamese
  - Korean
  - Russian

Concentrations of Specific Language Populations with LEP

The language spoken at home is most likely a household's native tongue with English as the secondary language).

Percentage of households where Spanish is the primary language

Population Age 5 and Above, 2020
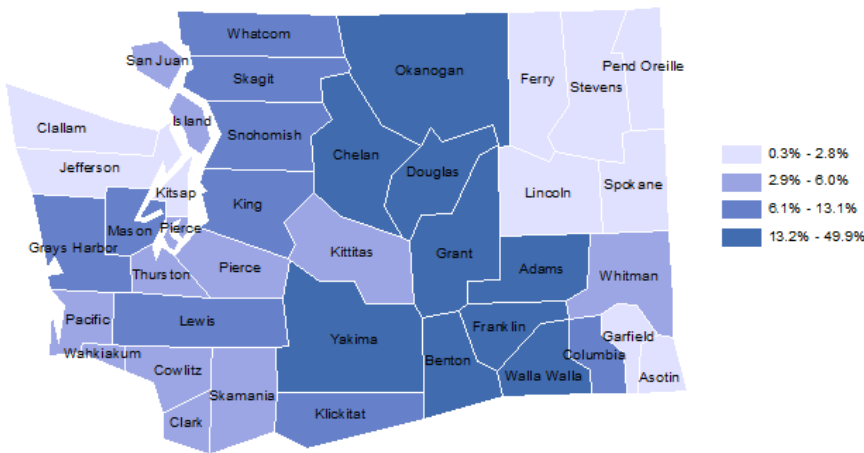
OFM demographics map from 2020

49.9% of households speak Spanish as their primary language in Adams County, which is the highest percentage of any county. Only 0.3% of households speak Spanish as their primary language in Garfield County, which is the lowest percentage of any county.

Percentage of households where an Asian or Pacific Island language is the primary language

Population Age 5 and Above, 2020
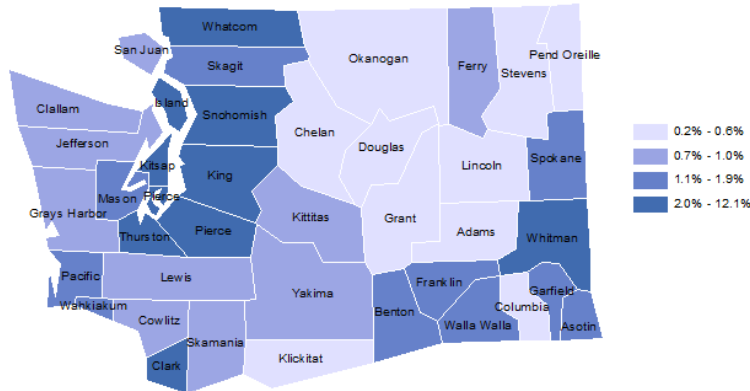
OFM demographics map from 2020

About 12.1% of people in King County live in households where an Asian or Pacific Island language is spoken as their primary language. Only 0.2% of people in Columbia and Pend Oreille counties were in this category.

Percentage of households where an Indo-European language other than English or Spanish is the primary language

Population Age 5 and Above, 2020
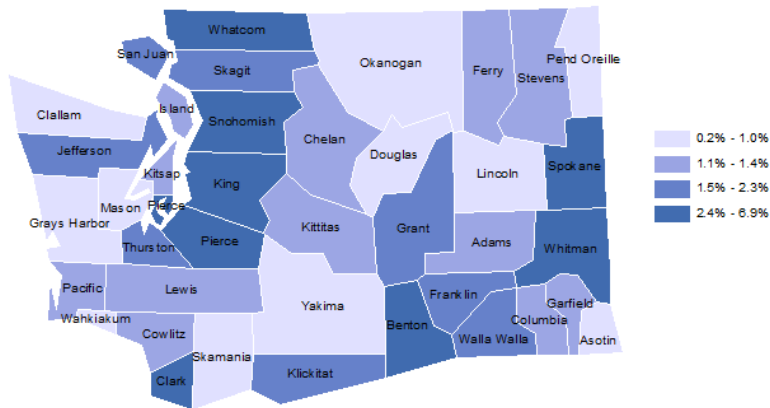
OFM demographics map from 2020

About 6.9% of people in King County live in households where an Indo-European language other than Spanish is spoken as their primary language. By contrast, only .2% of people in Wahkiakum County live in households where an Indo-European language other than Spanish is spoken as their primary language.

Spanish language speakers who speak English less than very well

Spanish speakers with LEP are more evenly distributed across the state than any other group of

LEP individuals. Seven counties have more than 10,000 LEP individuals who speak Spanish as their primary language.

The Washington State Office of Financial Management (OFM)[1], using data from both the census and OSPI, estimated the LEP population by county in 2016.

County	Language	No. of Students	Household Size used in estimation	Estimated Number of LEP Speakers by language
Adams		**2,676**	**4.25**	**11,373**
	Spanish	2,676	4.25	11,373
Benton		**5,622**	**3.73**	**20,970**
	Spanish	5,622	3.73	20,970
Chelan		**4,661**	**4.01**	**18,691**
	Spanish	4,661	4.01	18,691
Clark		**11,638**	**2.77**	**35,992**
	Spanish	6,830	3.50	23,905
	Russian	2,894	2.37	6,859
	Vietnamese	610	3.39	2,068
	Ukrainian	708	2.37	1,678
	Rumanian	317	2.37	751
	Chinese-Mandarin	279	2.62	731
Cowlitz		**1,268**	**3.62**	**4,590**
	Spanish	1,268	3.62	4,590
Douglas		**2,462**	**4.19**	**10,316**
	Spanish	2,462	4.19	10,316
Franklin		**9,774**	**4.20**	**41,051**
	Spanish	9,774	4.20	41,051
Grant		**7,732**	**4.14**	**32,010**
	Spanish	7,732	4.14	32,010
Grays Harbor		**1,250**	**3.18**	**4,371**
	Spanish	988	3.73	3,685
	Sinhalese	262	2.62	686
King		**63,642**	**2.88**	**190,502**
	Spanish	26,260	3.25	85,345
	Vietnamese	5,575	3.39	18,899
	Somali	3,786	2.57	9,730
	Chinese-Mandarin	3,551	2.62	9,304
	Russian	2,543	2.37	6,027
	Chinese-Cantonese	2,263	2.62	5,929
	Tagalog	1,700	3.08	5,236
	Korean	1,868	2.59	4,838

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[1] Estimate of population with limited English proficiency (LEP) for the state and counties, Office of Financial Management, accessed 8/30/22 at https://www.ofm.wa.gov/washington-data-research/population- demographics/population-estimates/special-subject-estimates

	Ukrainian	1,902	2.37	4,508
	Punjabi	1,507	2.92	4,400
	Arabic	1,416	2.57	3,639
	Hindi	1,040	2.92	3,037
	Amharic	1,130	2.57	2,904
	Cambodian	764	3.76	2,873
	Telugu	768	2.92	2,243
	Japanese	978	2.08	2,034
	Samoan	500	3.76	1,880
	Urdu	473	3.50	1,656
	Marshallese	434	3.76	1,632
	Tigrinya	604	2.57	1,552
	Tamil	528	2.92	1,542
	Farsi	390	3.50	1,365
	Lao	381	3.53	1,345
	Nepali	374	3.15	1,178
	French	496	2.37	1,176
	Oromo	449	2.57	1,154
	Rumanian	456	2.37	1,081
	Burmese	245	3.83	938
	Swahili	343	2.57	882
	Portuguese	319	2.37	756
	Turkish	306	2.37	725
	Hebrew, Modern	293	2.37	694
Kitsap		**946**	**3.05**	**2,865**
	Spanish	691	3.01	2,080
	Tagalog	255	3.08	785
Kittitas		**534**	**3.09**	**1,650**
	Spanish	534	3.09	1,650
Klickitat		**376**	**3.87**	**1,455**
	Spanish	376	3.87	1,455
Lewis		**1,130**	**3.73**	**4,215**
	Spanish	1,130	3.73	4,215
Mason		**810**	**4.03**	**3,264**
	Spanish	810	4.03	3,264
Okanogan		**1,562**	**3.79**	**5,920**
	Spanish	1,562	3.79	5,920
Pacific		**365**	**3.64**	**1,329**
	Spanish	365	3.64	1,329
Pierce		**13,254**	**3.09**	**43,464**
	Spanish	8,565	3.40	29,121
	Vietnamese	1,020	3.39	3,458
	Cambodian	692	3.76	2,602
	Russian	960	2.37	2,275
	Samoan	541	3.76	2,034
	Korean	602	2.59	1,559
	Tagalog	483	3.08	1,488

	Ukrainian	391	2.37	927
San Juan		**148**	**2.80**	**414**
	Spanish	148	2.80	414
Skagit		**3,820**	**4.11**	**15,700**
	Spanish	3,820	4.11	15,700
Skamania		**53**	**3.44**	**182**
	Spanish	53	3.44	182
Snohomish		**18,492**	**2.89**	**60,189**
	Spanish	10,817	3.60	38,941
	Vietnamese	1,586	3.39	5,377
	Russian	1,405	2.37	3,330
	Ukrainian	1,100	2.37	2,607
	Korean	962	2.59	2,492
	Arabic	792	2.57	2,035
	Tagalog	424	3.08	1,306
	Chinese-Mandarin	490	2.62	1,284
	Punjabi	364	2.92	1,063
	Cambodian	282	3.76	1,060
	Amharic	270	2.57	694
Spokane		**2,882**	**2.90**	**8,267**
	Russian	1,087	2.37	2,576
	Spanish	882	2.89	2,549
	Marshallese	668	3.76	2,512
	Arabic	245	2.57	630
Thurston		**1,744**	**3.25**	**5,520**
	Spanish	1,352	3.10	4,191
	Vietnamese	392	3.39	1,329
Wahkiakum		**27**	**2.37**	**64**
	Russian	27	2.37	64
Walla Walla		**2,107**	**3.75**	**7,901**
	Spanish	2,107	3.75	7,901
Whatcom		**2,731**	**2.89**	**8,671**
	Spanish	1,980	3.39	6,712
	Russian	426	2.37	1,010
	Punjabi	325	2.92	949
Yakima		**22,229**	**4.08**	**90,694**
	Spanish	22,229	4.08	90,694
Grand Total		**183,935**	**3.09**	**631,630**

OECR's estimates that 6,000 people or more speak one of the twelve languages listed in the table below.

Language	Estimated number of LEP speakers
Spanish	468,254
Vietnamese	31,131
Russian	22,141
Chinese (Mandarin or Cantonese)	11,319
Somali	9,730
Ukrainian	9,720
Korean	8,889
Tagalog	8,815
Cambodian	6,535
Punjabi	6,412
Arabic	6,304

Factor 2: Frequency of Contact with LEP Speakers

OECR's Factor 2 analysis seeks to measure the potential frequency of WSDOT's contact with LEP individuals based on their location and primary language. For WSDOT's purposes, frequency of contact should consider nearly everyone residing in Washington who accesses our transportation systems. The traveling public has a need for information about the roadways that they are traveling (mountain pass information, detours, roadways blocked due to collisions), the ferries they are riding, the services available at rest areas, park and ride lots, and projects that could change the way they live/travel. Frequency of contact is more than coming face-to-face with someone.

According to WSDOT's 2021 Title VI Annual Goals and Accomplishment Report, the languages with the highest number of translation requests for WSDOT services were:

- Spanish
- Russian
- Arabic
- Chinese (Mandarin)
- Korean
- Vietnamese
- Somali
- Japanese
- Oromo

WSDOT must analyze the localized demographic data from each geographic area where it has operations to meet the accessibility needs of identified LEP populations. Frequency of contact with LEP individuals may vary from expectations based solely on a Factor 1 analysis. Localized geographic areas may have a higher number of LEP individuals than expected, while other regions, communities, or neighborhoods may have no significant LEP populations, even if within the counties or geographic areas listed above.

The language spoken by the majority of LEP individuals in a specific geographic area must also be considered when determining what assistance is required. Language accessibility services for multiple languages may be required in high-density urban areas.

WSDOT has limited information on its own frequency of contact with LEP speakers. WSDOT will need to prioritize creating procedures that involve the collection of LEP contact frequency. In the interim, data from other agencies can be used as an approximation of LEP contact frequency.

Estimates of WSDOT Contact Frequency with LEP Individuals

ACS data[2] on commuter methods provides some insight into how LEP individuals access services provided by WSDOT and its subrecipients. OECR's estimates assume that the number of LEP individuals using these commuter options roughly equates to the proportion of LEP individuals in each county.

Counties where LEP commuters number more than 5,000 are indicated in the table below:

County	LEP Mass Transit Commuters	LEP Carpool Commuters	LEP Single Occupant Car Commuters
King	13790	20,869	71,572
Snohomish	1561	6,386	22,999
Pierce	744	5,076	16,473
Yakima	3	4,075	16,063
Clark	158	2,593	10,088
Franklin	84	2,630	6,689
Benton	0	1,260	4,311
Grant	293	1,661	5,178
Spokane	282	1,545	3,894

Using Health Care Authority Data to Estimate LEP Frequency

OECR collected information from the Washington State Healthcare Authority based on their records of requests for translation and interpreter services. The data shows the highest statewide accessibility service demand for the following three languages:

- Spanish – 50 percent
- Russian – 16 percent
- Vietnamese – 7 percent

The data also shows a medium accessibility service demand for the following four languages:

- Arabic – 5 percent
- Somali – 4 percent
- Cantonese (Chinese dialect) –3 percent
- Korean – 2 percent

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[2] 2016-2020 American Community Survey 5-Year Estimates, MEANS OF TRANSPORTATION TO WORK BY LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH, B08113

In recent years, Washington State's Department of Social and Health Services reported interpreter requests for medical and social service appointments in over 70 languages. The top eight languages with the highest demand for these services are:

- 1. Spanish
- 2. Vietnamese
- 3. Russian
- 4. Cambodian
- 5. Laotian
- 6. Mandarin/Cantonese (Chinese dialect)

The Washington State Health Care Authority collects data on interpreter requests for access to its services. From the HCA data, it is possible to estimate frequency of contact with LEP individuals. HCA collects information on the number of language interpreter requests it receives and organizes the data by location and language in the HCA Interpreter Services dashboard.

According to HCA data, the majority of interpreter requests came from King County, representing about 43% of the total interpreter requests the HCA received. Six additional counties had interpreter requests that each exceeded 15,000. The remaining 32 counties received less than 5,000 requests combined, while 17 counties received no requests at all.

County	Percentage of Interpreter services Requests
King	44%
Pierce	15%
Snohomish	11%
Clark	7%
Spokane	7%
Yakima	5%
Benton	6%
Franklin	2%
Thurston	1%
Skagit	1%
Whatcom	1%
Lewis	1%
Cowlitz	1%
Chelan	0%
Grant	0%
Kitsap	0%
Okanogan	0%
Walla Walla	0%
Grays Harbor	0%
Mason	0%
Kittitas	0%
Island	0%
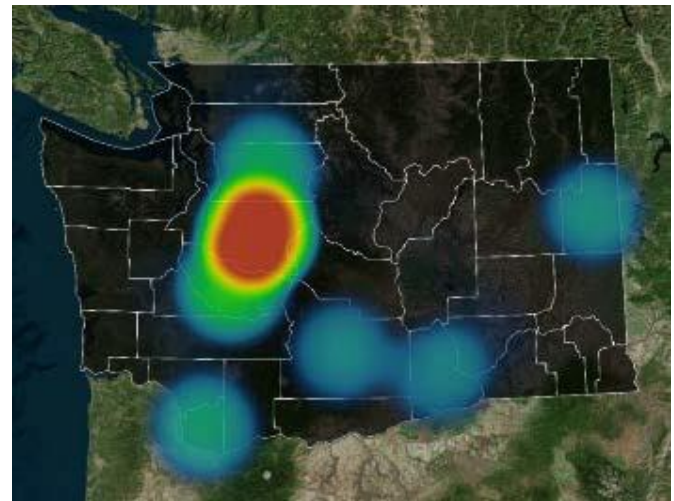
HCA also organizes interpreter request data by language as shown in the table and chart below.

Language	Percentage of Statewide Total Requests
Spanish	49%
Russian	15%
Vietnamese	6%
Arabic	6%
Cantonese	4%
Dari	3%
Somali	2%
Korean	2%
Farsi	2%
Ukrainian	2%
Mandarin	2%
Punjabi	1%
Cambodian	1%
Amharic	1%
Tigrinya	1%
Burmese	0%
Nepali	0%
French	0%
Oromo	0%
Khmer	0%
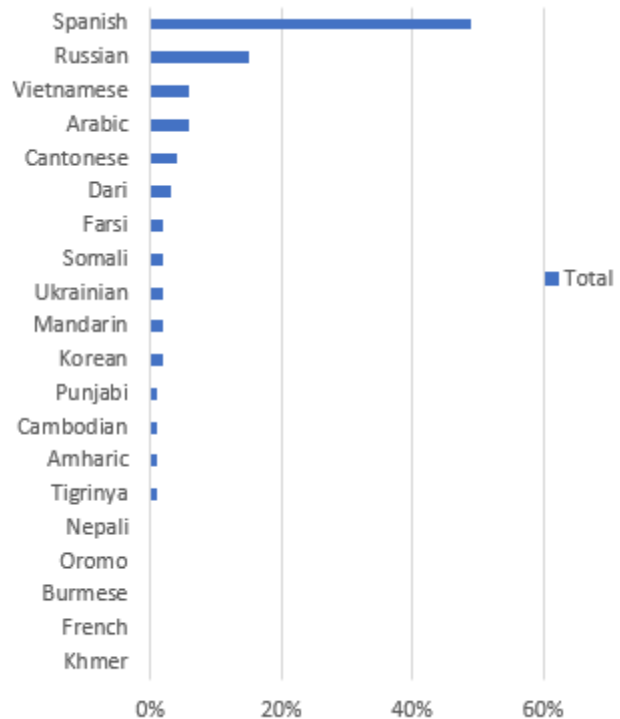
The percentage of interpreter requests by both location (county) and language is shown in the table below.

County	Language	Percentage of interpreter requests (HCA data)
Benton	Total County Requests:	25,258
	Spanish	73%
	Arabic	20%
	Russian	5%
	Ukrainian	1%
Chelan	Total County Requests:	259
	Spanish	90%
Clark	Total County Requests:	38,874
	Russian	53%
	Spanish	46%
	Vietnamese	4%
	Arabic	1%

	Mandarin	1%
Cowlitz	**Total County Requests:**	5,825
	Spanish	96%
Franklin	**Total County Requests:**	9,360
	Spanish	83%
	Arabic	8%
	Russian	6%
	Ukrainian	1%
Grant	**Total County Requests:**	573
	Spanish	95%
Grays Harbor	**Total County Requests:**	192
	Spanish	98%
Island	**Total County Requests:**	207
	Spanish	96%
King	**Total County Requests:**	212,804
	Spanish	36%
	Russian	12%
	Cantonese	8%
	Vietnamese	7%
	Arabic	5%
	Somali	4%
	Dari	4%
	Punjabi	2%
	Farsi	3%
	Mandarin	4%
	Korean	2%
	Ukrainian	2%
	Amharic	2%
	Tigrinya	1%
	Cambodian	1%
	Burmese	1%
	Oromo	1%
	French	1%
	Oromo	1%

County	Language	Percentage of interpreter requests (HCA data)
Kitsap	**Total County Requests:**	318
	Spanish	93%
Kittitas	**Total County Requests:**	53
	Spanish	100%
Lewis	**Total County Requests:**	3,993
	Spanish	99%
Okanogan	**Total County Requests:**	***
	Spanish	95%
Pierce	**Total County Requests:**	67,115
	Spanish	54%
	Russian	17%
	Vietnamese	9%
	Korean	6%
	Cambodian	2%
	Arabic	2%
	Ukrainian	1%
	Punjabi	1%
	Farsi	1%
	Mandarin	1%
	Dari	1%
Skagit	**Total County Requests:**	7,275
	Spanish	96%
	Mixteco Bajo	1%
	Russian	2%
Snohomish	**Total County Requests:**	53,215
	Spanish	51%
	Arabic	13%
	Russian	11%
	Vietnamese	5%
	Ukrainian	3%
	Korean	3%
	Mandarin	2%
	Farsi	2%
	Dari	2%
	Punjabi	1%
	Amharic	1%
	Cambodian	1%
	Tigrinya	1%
	Portuguese	1%
	Cantonese	1%
Spokane	**Total County Requests:**	32,552

	Russian	40%
	Spanish	21%
	Arabic	13%
	Dari	7%
	Vietnamese	4%
	Ukrainian	3%
	Marshallese	3%
	Farsi	1%
	Pashto	1%
	Mandarin	1%
	Swahili	1%
	Karen	1%
	Burmese	1%
	Nepali	1%
	Romanian	1%
Thurston	**Total County Requests:**	4,696
	Spanish	87%
	Vietnamese	4%
	Korean	2%
	Cambodian	1%
Walla Walla	**Total County Requests:**	***
	Spanish	58%
Whatcom	**Total County Requests:**	2,686
	Spanish	60%
	Russian	23%
	Punjabi	8%
	Mandarin	3%
Yakima	**Total County Requests:**	24980
	Spanish	100%
	Grand Total	490,344

Estimates of WSDOT LEP Contact Frequency with Washington Courts Interpreter Service Requests

Interpreter credentialing records maintained by the Administrative Office of the Courts, and court records reflecting interpreter requests, are another source of data for measuring contact frequency with LEP individuals. AOC has credentialed interpreters as either certified or registered in over 100 languages:

Languages (Certified Interpreter)	Languages (Registered Interpreter)	Languages (Registered Interpreter)
Arabic (Egyptian or Levantine)	Afrikaans	Kinyarwanda
Bosnian/Croatian/Serbian	Akan-Twi	Kirundi
Cantonese	Albanian	Krio
French	Algerian	Kurdish
Khmer (Cambodian)	Amharic	Latvian
Korean	Armenian	Lingala
Laotian	Azerbaijani	Lithuanian
Mandarin	Baluchi	Macedonian
Portuguese	Bambara	Malay
Russian	Bengali	Malayalam
Spanish	Bulgarian	Mandingo-Bambara
Tagalog	Burmese	Mongolian
Vietnamese	Cebuano	Navajo
	Chavacano	Nepali
	Chechen	Norwegian
	Czech	Oromo
	Danish	Pashto
	Dari	Persian Farsi
	Dutch	Polish
	Ewe	Portuguese
	Finnish	Punjabi
	Fulfulde (Fulani)	Romanian
	Ga	Samoan
	Georgian	Sindhi
	German	Sinhalese
	Greek	Slovak
	Gujarati	Somali
	Haitian Creole	Swahili
	Hausa	Swedish
	Hebrew	Tajik
	Hiligaynon	Tamil
	Hindi	Tausug
	Hmong	Telugu
	Hopi	Thai
	Hungarian	Tibetan
	Igbo	Tigrinya
	Ilocano	Turkish
	Indonesian	Turkmen
	Italian	Uighur
	Jamaican Patois	Ukrainian
	Japanese	Urdu
	Javanese	Uzbek
	Kashmiri	Wolof
	Kazakh	Wu
	Kikongo-Kongo	Yoruba

Language	Hours
Spanish	28,831
Russian	2,778
Vietnamese	2,098
Chuukese	1,348

In the last Interpreter Commission Annual Report, Washington Courts reported using interpreters for 96 different languages in Fiscal Year (FY) 2016. Different courts may have varying interpreter needs, ranging from one language (Spanish for some eastern Washington courts) to 56 languages (Seattle Municipal Court). Court interpreters are usually paid at an hourly rate for in-person interpreting. The languages courts request, for the top number of interpreter hours, are reflected in the table.

Factor 3: Nature and Importance of Programs, Services and Activities

WSDOT must also analyze the nature of its programs, services and activities, and their importance in LEP people's lives. This analysis must be balanced with the analysis of LEP population demographics
(Factor 1); the frequency of contact with LEP individuals (Factor 2); and the availability of resources (Factor 4, to be discussed below).

WSDOT programs, services and activities that affect a broad sector of the state's population will increase the need to provide language accessibility services to LEP individuals. Information such as road/bridge closures, detours, public communications via variable message signs, 511 traveler information line, WSDOT's right-of-way process, maintenance operations, rest area information, size & weight permits, and others, are all essential to Washington residents/travelers. The inability of a LEP individual to effectively use public transportation because of a language barrier may adversely affect their ability to obtain healthcare, education, or access to employment. Denial or delay of access to services or information could have serious implications or even life-threatening consequences.

WSDOT operations (and the operations of its subrecipients) range from roadway planning and improvement projects, to public transportation and public safety programs. Each operation must be assessed to determine how it affects LEP populations and how important it is to the lives of LEP individuals.

WSDOT needs to develop procedures to provide language assistance to LEP individuals as part of its standard business practices. To develop those procedures, WSDOT should reach out to community organizations that serve LEP individuals to determine the importance of each program, service, or activity to the lives of LEP individuals.

Factor 4: Available Resources and Cost

Pursuant to the USDOT's Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficient (LEP) Persons, and the USDOJ's Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons (2002), recipients of Federal assistance are required to take reasonable steps to ensure meaningful access to their programs, services, and activities by LEP persons. "Reasonable steps" might cease to be reasonable where available resources and the costs imposed substantially exceed the benefits. Small municipalities and rural counties

with limited budgets and staff are not expected to provide the same level of language services as state government agencies, like WSDOT, with larger budgets and staff.

WSDOT's resources, however, are not unlimited. WSDOT should, on a case-by-case basis, identify the most cost-effective means of delivering timely, accurate, and effective language services to LEP individuals. If language services to LEP individuals in any given instance are to be limited, WSDOT must be prepared to document the reason why WSDOT is not able to provide such services.

There are two main ways to provide language services to LEP individuals:

1. oral interpretation
2. written translation

The choice of oral interpretation or written translation should be based on the nature of the program, service, or activity and its importance to the LEP population, balanced with the resources available and costs imposed by providing the service.

Oral interpretation can range from in-person interpreters to telephonic interpretation services. Written translation can range from translation of an entire document to a short summary of the document written in the requested language. In some cases, WSDOT may need to provide language services on an expedited basis. On less urgent matters, WSDOT may wish to refer LEP individuals to another WSDOT office for language assistance.

WSDOT must use certified interpreters when the importance of the information is high and there is need for accuracy. This includes any communication or documentation deemed significantly important to a LEP individual's access to WSDOT programs, services, and activities, or that are required by law. Refer to WSDOT's [Internal Procedures for Translation Services](#) for information and guidance on providing translation services. Using a telephone language line is a less expensive alternative than hiring an in- person interpreter. WSDOT's [Language Access Card](#) provides guidance on how to receive and coordinate telephonic interpreting services.

Conclusion: Based on the Four-Factor Analysis

Based on the four-factor analysis, the languages with the highest frequency of contact and total populations with LEP living in the state of Washington are:

- Spanish
- Vietnamese
- Russian
- Arabic
- Korean
- Somali
- Chinese

USDOT requires reasonable steps be taken by Federally funded recipients to ensure meaningful access to the recipient's programs, services, and activities by LEP individuals. WSDOT, as part of Title VI and Executive Order 13166, must develop processes and procedures for providing language assistance to LEP individuals and ensure its inclusion as part of its standard business practices. In order to ensure accessibility by LEP individuals to WSDOT's programs, services, and resources, WSDOT's vital documents must be translated, and accessibility is provided to any non-vital information, into the top languages listed above.

Identifying Vital Documents

As a part of ensuring WSDOT is providing equal access to its programs, services, and activities, including project information, WSDOT must ensure vital documents are accessible, or translated, for LEP individuals. Vital documents are any communication or documentation, whether paper or electronic, deemed vital to a LEP person's access to WSDOT programs, services, and activities, or that are required by law. To determine if a document is vital, it must be reviewed in light of the importance of the program, service, activity or information involved, and the consequences to a LEP individual if the information is not provided accurately or in a timely manner.

The Federal government's LEP.gov website[3] defines vital documents as "A document will be considered vital if it contains information that is ***critical for obtaining Federal services and/or benefits, or is required by law."***

Non- vital information includes documents that are not critical to access such benefits and services. Advertisements of Federal agency tours and copies of testimony presented to Congress that are available for information purposes would be considered non-vital information.

From LEP.gov's definition we can conclude that vital documents may include, but are not limited to:

- Applications
- Letters or notices that require a response from the beneficiary or client
- Documents that must be provided by law
  - Such as right-of-way, size & weight permits, etc.
- Notices regarding the availability of free language access services for LEP individuals
- Outreach or informational material the lack of which may effectively deny a LEP individual meaningful access to a WSDOT program, service, or activity
- Traveler information such as rest area signs and the 511 traveler information line
- Notice of denial, loss, or decrease in benefits or services
- Forms, notices, or written material related to an individual's rights, requirements or responsibilities regarding WSDOT services
  - Such as filing a discrimination complaint against WSDOT or protesting an agency decision.

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[3] Commonly Asked Questions and Answers Regarding Executive Order 13166, LEP.gov, Accessed Aug. 31, 2022 at https://www.lep.gov/commonly-asked-questions#:.

LEP.gov provides additional guidance on distinguishing vital from non-vital documents

It may sometimes be difficult to draw a distinction between vital and non-vital documents, particularly when considering outreach or other documents designed to raise awareness of rights or services. Though meaningful access to a program requires an awareness of the program's existence, we recognize that it would be impossible, from a practical and cost-based perspective, to translate every piece of outreach material into every language. Title VI does not require this of recipients of Federal financial assistance, and EO 13166 does not require it of Federal agencies. Nevertheless, because in some circumstances, lack of awareness of the existence of a particular program may effectively deny LEP individuals meaningful access, it is important for Federal agencies to continually survey and assess the needs of eligible service populations in order to determine whether certain critical outreach materials should be translated into other languages.

The key take away is that determining vital from non-vital documents is about balancing the need for LEP accessibility with available resources. WSDOT must be able to substantiate its resource concerns if language services to LEP individuals are to be limited.
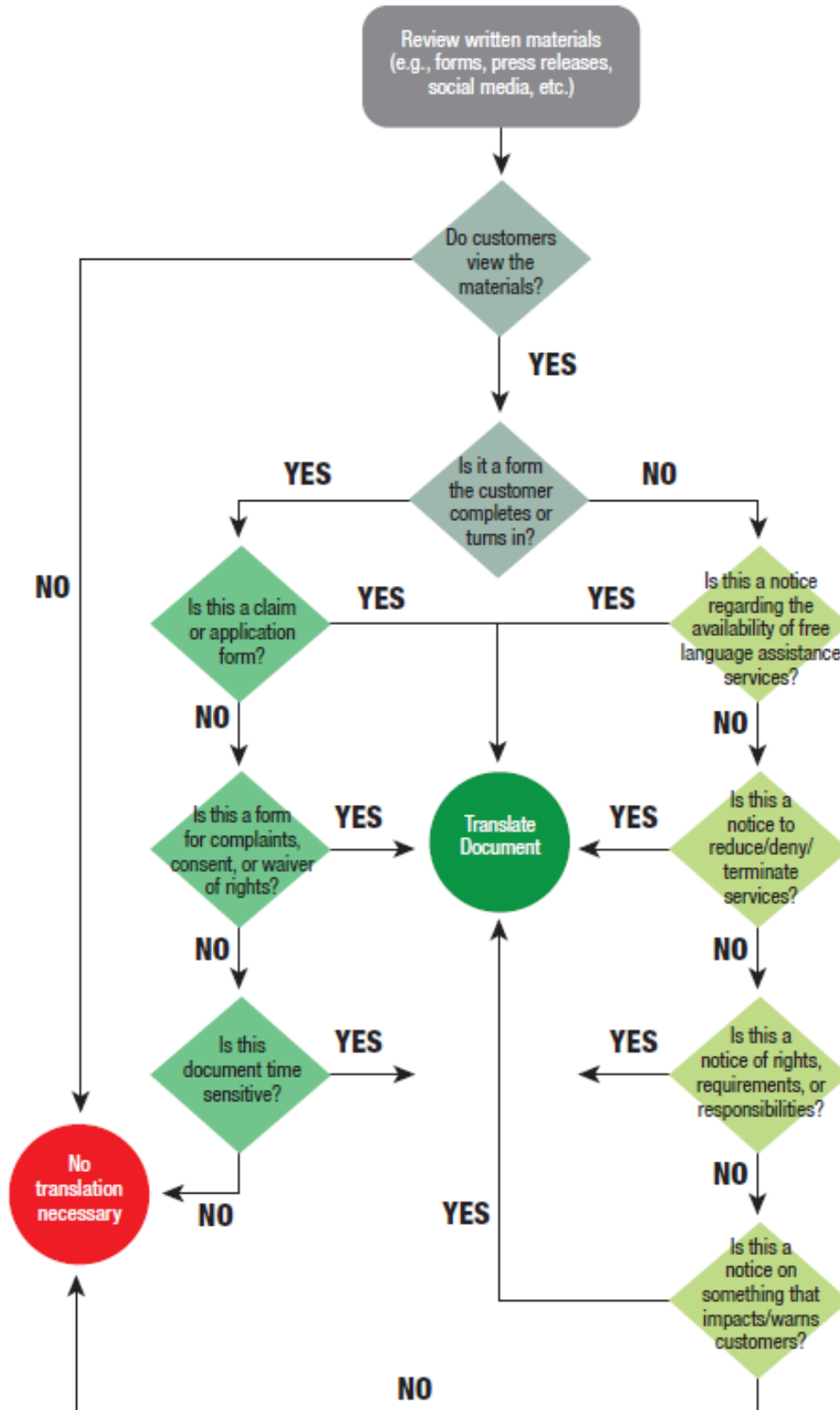
Under safe harbor provisions outlined in USDOJ's guidance document, for service areas with 1,000 or more non-English speakers, or where non-English speakers make up at least 5% of the total population, vital documents must be translated.

Vital documents should be translated at a fourth (4th) grade literacy level to ensure the targeted audience can understand the information. Community based organizations or focus groups can assist with testing translations for accuracy and literacy level appropriateness. For many larger documents, translation of vital information contained within the document will suffice and the documents need not be translated in their entirety.

Failure to provide timely, accurate and effective language services to LEP individuals may subject WSDOT to complaints, and possible regulatory scrutiny or legal jeopardy. It is sound business practice to make every reasonable attempt to provide timely, accurate, and effective language services to LEP individuals, to ensure that LEP individuals have meaningful access to WSDOT's programs, services, and activities. Refer to WSDOT's Internal Procedures for Translation Services document for additional information and guidance on identifying vital documents and requesting translation services.

The flowchart below shows the steps involved in identifying vital documents:

The flowchart below shows the steps involved
in identifying vital documents:

Review written materials (e.g., forms, press releases, social media, etc.)

Do customers view the materials?

→ **YES**

Is it a form the customer completes or turns in?

YES →

NO →

Is this a claim or application form?

Is this a notice regarding the availability of free language assistance services?

YES

YES

NO

NO

Is this a form for complaints, consent, or waiver of rights?

YES → Translate Document ← **YES**

Is this a notice to reduce/deny/terminate services?

NO

NO

Is this document time sensitive?

YES

YES

Is this a notice of rights, requirements, or responsibilities?

NO

NO

No translation necessary

NO ←

YES

Is this a notice on something that impacts/warns customers?

NO

Recommendations to Ensure LEP Accessibility

WSDOT conducted a self-assessment of current services offered to LEP individuals based on the [Language Access Assessment and Planning Tool](#) provided by USDOJ. Based on the self-assessment, WSDOT identified six areas that would benefit from further attention:

1. Develop a language access policy.
2. Develop procedures to provide language access services.
3. Develop an ongoing public outreach effort to assess the effectiveness of the language access plan and the language accessibility services provided to the community.
4. Use the Four Factor Analysis to identify and assess LEP communities and understand how LEP individuals interact with the agency; and update the analysis, as required.
5. Provide notice to the community that language access services are available for free.
6. Train staff to provide language accessibility services and assess the needs of the LEP community.

Based on the results of this self-assessment, WSDOT will seek to improve language accessibility for LEP individuals through the following actions:

Policy, Procedures, and Outreach	
Develop a language access policy	- Define goals and expectations of the agency - Enact policies outlined in the statewide LEP plan - Determine the legal basis or administrative authority for program - Create a statewide workgroup to obtain input from people who provide or need access to the information, including employees from all levels, individuals in the community that speak other languages, and community organizations - Establish standards for data collection and recording, provision of services to the public, and training - Define division and staff responsibilities - Outline performance measurements
Develop procedures to provide language access services, gather data, and deliver services to non-English speakers including guidelines for how staff:	- Respond to telephone calls from non-English speakers - Track and record preferred language information - Inform individuals about available language assistance services - Identify the language needs of individuals. - respond to correspondence not in English (letters and email) - Receive in-person interpreter services - Receive telephone or video interpreter services - Receive translations of documents - Are to process language access complaints and how language access complaints are filed

Public outreach on availability of language assistance services	• Multilingual signs or posters in offices and jobsites announcing the availability of language assistance services • Including non-English information that would be easily accessible to LEP individuals on the agency website • Social networking websites (e.g., Facebook, Twitter) • Emails to individuals and community groups • Translated program outreach materials • Notice to current applicants or recipients of WSDOT services about the availability of language assistance services • Ongoing effort to obtain feedback from LEP individuals and community groups on the effectiveness of WSDOT's language access program and the language assistance services provided by the Agency

Specific Actions	
How WSDOT staff can identify LEP individuals	• "I Speak" language identification cards or posters • Self-identification by the non-English speaker or LEP individual • Written material submitted to the agency (e.g., complaints) • Ask open-ended questions to determine language proficiency on the telephone or in person • Requests for language assistance services • Assume LEP if the ability to speak or write English seems impaired
Create internal data collection processes to determine:	• The number of LEP individuals in a service area • The number and prevalence of languages spoken by LEP individuals in a service area
Develop and update LEP demographics, frequency of contact data, and nature and importance of services by using Four Factor Analysis of WSDOT operations in relevant service areas	• Update as required; at minimum, every two years
For demographic analysis, use data from a variety of sources	• Census • Washington State Office of the Superintendent of Public Instruction • Washington State Office of Financial Management • Administration Office of the Courts • Washington State Healthcare Authority • Internal agency data

Track language assistance services provided to LEP individuals	• Log for each interaction with LEP individuals the type of language assistance services provided, including:
	   ➢ Primary language of persons encountered or served
	   ➢ Use of language assistance services (interpreters, translators), including cost
	   ➢ WSDOT funds and staff time spent providing language assistance services

Provide the following resources where applicable	• Bilingual staff • Contracted interpreters with required certifications • Contracted translators with required certifications • Telephone interpretation services • Language bank or dedicated pool of interpreters or translators • Volunteer interpreters or translators
Improve and Expand language access services	• Enact policies outlined in the statewide LEP plan • Translate signs or posters announcing the availability of language assistance services • For internal use, provide staff with a written list of available certified interpreters and translators, languages they speak, and contact information • Contract with interpreter and translator referral services
Identify and translate vital written documents into high demand languages, including:	• Documents that must be provided by law • Notices regarding the availability of free language access services for LEP individuals • Outreach or informational material the lack of which may effectively deny a LEP individual meaningful access to a WSDOT program, service, or activity • Notice of denial, loss or decrease in benefits or services • Forms, notices, or written material related to an individual's rights, requirements or responsibilities regarding WSDOT services, such as filing a discrimination complaint against WSDOT, or protesting an agency decision
Provide training on language assistance services to WSDOT staff	• Agency staff will receive mandatory initial and periodic training on how to access and provide language assistance services to LEP individuals • Include a section on language access services to LEP individuals in the HR Manual • Staff members who serve as interpreters will receive regular training on proper interpreting techniques, ethics, specialized terminology, and other topics
Update language access policies, procedures, and plans	• Update as required; at minimum, every two years

OECR's Language Access Coordinator works to implement the elements of WSDOT's Language Access Plan as outlined in the tables above. OECR's Language Access Coordinator is responsible for:

- Development of WSDOT's Language Access Plan and monitoring its implementation, including setting timelines and goals

- Assessment and analysis of current programs

- Providing support to WSDOT leadership on language access services

- Collection of LEP demographic data as required

- Development of reporting tools and systems to capture data

- Development and distribution of materials to inform WSDOT staff, local public agencies, and the general public of language access programs, policies and procedures

- Producing an annual report on WSDOT's progress implementing the Language Access Plan and WSDOT's compliance with Executive Order 13166

Guidance to WSDOT Divisions, Regions and Subrecipients

Federal Executive Order 13166 directs all organizations that receive Federal financial assistance to take reasonable steps to provide non-English speakers with meaningful access to their programs, services, and activities.

Each WSDOT division, region, or subrecipient that receives Federal funds must determine how to best provide meaningful access to LEP individuals in their service area. Each WSDOT division or local public agencies must perform a self-assessment similar to that done by OECR and based on that self-assessment:

1. Develop a language access policy.
2. Develop procedures to provide language access services.
3. Develop an ongoing public outreach effort to assess the effectiveness of the language access program and the language accessibility services provided to the community.
4. Use the Four Factor Analysis to identify and assess LEP communities and understand how LEP individuals interact with the agency; and update the analysis, as required.
5. Provide notice to the community that language access services are available for free.
6. Train staff to provide language accessibility services and assess the needs of the LEP community.

WSDOT divisions and local public agencies will find guidance for developing their own Language Access Plan in the sections above.

Compliance and Enforcement

WSDOT directors, program managers, region and area managers, and Title VI program Liaisons are responsible for ensuring that LEP individuals are provided meaningful access to programs, services, and activities in their respective service areas. Additionally, Title VI program liaisons will be required to provide annual reports to OECR's Title VI program staff on accomplishments and upcoming goals for language accessibility services within the Title VI program liaison's respective service area.

OECR's Title VI program staff will:
- assess whether WSDOT divisions and local public agencies have developed adequate procedures to allow LEP individuals meaningful access to programs, services, and activities
- review the use of methods outlined in this document by WSDOT divisions and local public agencies
- determine whether more needs to be done by the WSDOT division or local public agency to comply with LEP requirements based on their analysis and documentation

Technical Assistance

WSDOT's OECR's Title VI program will provide WSDOT divisions, regions, and subrecipients with training and technical assistance in developing their own Language Access Plan. Additional training and/or assistances may be requested by contacting TitleVI@wsdot.wa.gov.

Additional training materials and information can also be found on OECR's Title VI webpage and Title VI and EJ SharePoint site.

Resources

42_U.S.C._§2000d et seq. (Title VI)

Exec. Order No. 13166, *Improving Access To Services For Persons With Limited English Proficiency*, 65 Fed. Reg. 50121 (August 11, 2000)

U.S. Department of Justice, *Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons*, 67 Fed. Reg. 41455 (June 18, 2002)

U.S. Department of Justice, *Language Assistance Self-Assessment and Planning Tool for Recipients of Federal Financial Assistance*.

U.S. Department of Transportation, *Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficiency (LEP) Persons*, 70 Fed. Reg. 74087 (December 14, 2005)

Limited_English_Proficiency (LEP) - A_Federal_Interagency_Website (resources and information, including FAQs, samples of Language Access Plans, and Tutorials)