Collect Demographic Data

Effective: July 2015

Collect demographic data and name of the elementary school closest to the project using EJScreen. Use the data from the ACS Summary Report and the OSPI School Report to determine if a Limited English Proficient (LEP) population exists within the project area. Use the demographic data from these three reports to complete the EJ Decision Matrix and the EJ Letter to file.

From the Census Report you will use:
1. The ‘% Minority’ population line from the Summary section.
2. The first line of the Population by Race section – the line labeled ‘Total’.
3. The bottom half of the Population by Race section from the line labeled ‘Total Hispanic Population’ through ‘Two or More Races Alone’.

*Confirm these numbers with the OSPI School Report shown below. The total percentage of minority students should be roughly equivalent unless the school boundary area is very large or the school is located in an urban area several miles away from your project.

From the ACS Summary Report you will use:
1. From the second page of the report use the data on the line labeled Speak English “less than well” under the heading ‘Population Age 5+ Years by Ability to Speak English’.
2. In the ‘Households by Household Income’ section use the data from the ‘<$15,000’ and ‘$15,000 - $25,000’ lines.

The data in the ACS report is an estimate based on survey data averaged over 4 years. Check these value
by reviewing the Special Programs section of the OSPI School report.

Collect demographic for the elementary school nearest to the project site using the OSPI website. Note: The percentage of students listed as ‘Low Income’ reflects the poverty level in the school boundary area. WSDOT does not have a minimum threshold, so any number of people means that low-income EJ population is present. In most cases you will find that either minority or low-income populations are present.

**TIP:** To get the number of students for the EJ Letter to File, hover over data bar.

**From the OSPI report you need:**
1. School address and phone number.
2. Data from the ‘Enrollment by Student Demographics’ section, not including gender.
3. Data from the ‘Low Income’ and ‘English Learners’ in the ‘Student Program and Characteristics’ section.

**Comparing ACS and OSPI**
If they’re within 5%, it’s close enough. If the difference is more than 5% search for a reason. The percentages could be very different if the school is located more than 5 miles away from the project, in a substantially more developed area, or if the school boundary is very large (i.e. the only grade school in the district).

**LEP Determination**
If the ACS report shows a percentage of the population speak English less than well that is difference from the school data this may be because the school boundary area is much larger than the project area. However, if both tools report a percentage that exceeds the WSDOT’s LEP threshold (>5% of the population or 1000 persons) you would report an LEP population is present in the study area.

Use the 2010 Census Data to determine which languages will need translation and call school to understand what specific languages are spoken. Ask for the person in charge of the school’s transitional bilingual program. They will usually be able to provide the information immediately over the phone especially if you explain that you are collecting data to help WSDOT do community outreach for a transportation project. Document the conversation in the ECS form with a simple statement such as, “LEP languages listed above were confirmed by school district staff.”

Visit the LEP [webpage](#) for more information on accommodating non-English speakers.