



CALIFORNIA DEPARTMENT OF TRANSPORTATION

English	فارسی	kwv tij hmoob
Español	ગુજરાતી	Tiếng Việt
Français	हिन्दी	ខ្មែរ
Ayisyen	اردو	ไทย
Italiano	ਪੰਜਾਬੀ	ລາວ
Português	বাংলা	Pilipino
Deutsche	नेपाली	Faasamoa
Ελληνικά	తెలుగు	Ōlelo Hawai'i
русский	தமிழ்	عربی
Polskie	മലയാളം	תענית
Српски	ಕನ್ನಡ	አማርኛ
Hrvatski	中文	Yoruba
Український	日本人	Igbo
հայերեն	한국어	Kiswahili

2020 Language Access Plan

I. GENERAL LANGUAGE ACCESS POLICY

A. NON-DISCRIMINATION POLICY STATEMENT

The California Department of Transportation, under Title VI of the Civil Rights Act of 1964 and related statutes¹, ensures that no person shall, on the grounds of race, color, national origin, sex, disability, and age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity it administers. In addition, it is the responsibility of Caltrans and its staff to take reasonable steps to provide Limited English Proficiency individuals with meaningful access to all Department activities, programs, services, benefits, and information.

II. LEP POLICY STATEMENT

It is the California Department of Transportation's policy to provide meaningful access to its programs, services, and activities for all persons, including those who are non-English speaking and those who are limited English proficient in compliance with state and federal nondiscrimination requirements. Where applicable, Caltrans translates materials and uses interpreters free of charge to ensure LEP individuals can access Caltrans programs, services, activities.

C. PURPOSE

This California State Department of Transportation ("Department" or "Caltrans") Language Access Plan ("LAP" or "Plan") is designed to inform the Federal Highway Administration and the Federal Transit Administration of our efforts to comply with the aforementioned laws and regulations, specifically regarding Limited English Proficiency ("LEP"), to inform the general public of California of the benefits and services available to them regarding LEP through Caltrans, and to provide guidance to Headquarters, Districts and their respective Program Areas, and all other Sub-Divisions (collectively, "Sub-Divisions") of Caltrans with regard to translation, interpretation, outreach, and other services as they pertain to individuals who are considered LEP who are seeking access to Caltrans's activities, programs, services, benefits, and information (collectively, "activities"). The guidance within this Plan aims to improve access to Caltrans's activities for LEP individuals, especially those activities that are critically important to LEP individuals and activities that LEP individuals frequently contact. In addition to this Department-wide Plan, each Sub-Division of Caltrans should develop a plan or otherwise create policies and procedures to uphold the requirements under Title VI of Civil Rights Act of 1964 ("Title VI"), Executive

¹ [42 U.S.C. §2000d](#); [49 C.F.R. §21](#); [23 C.F.R. §200](#); [23 U.S.C. § 324](#); [45 C.F.R. §91](#); [29 U.S.C. §794](#)

Order 13166, and related statutes to improve access to its activities for LEP individuals.

D. FEDERAL AUTHORITIES

Title VI of the Civil Rights Act of 1964² provides that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

The Civil Rights Restoration Act of 1987³ expands the scope of Title VI of the Civil Rights Act of 1964 by clarifying the meaning of “program” or “activity” to include all operations of a recipient of federal financial assistance whether or not every operation receives federal financial assistance.

Executive Order 13166⁴, “**Improving Access to Services for Persons With Limited English Proficiency**,” was adopted 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...”

E. STAFF AND SUB-RECIPIENT COMPLIANCE

Pursuant to 42 U.S.C. §2000d-4a, the provisions of Title VI of the Civil Rights Act of 1964 apply to all programs and activities of federal agencies, including all operations of all programs and activities that receive federal financial assistance. Federal financial assistance includes grants, cooperative agreements, training, and use of equipment, donations of surplus property, and other assistance⁵.

F. DEFINITIONS⁶

1. **Effective Communication** – Communication sufficient to provide the LEP individual with substantially the same level of access to services, programs, and benefits received by individuals who are not LEP. For example, staff must take reasonable steps to ensure that communication with an LEP individual is as effective as

² [Title VI of the Civil Rights Act of 1964, also known as 42 U.S.C. §2000d](#)

³ [The Civil Rights Restoration Act of 1987](#)

⁴ [Executive Order No. 13166, also known as Federal Register Volume 65, Number 159, Page 50121](#)

⁵ [Federal Register Volume 70, Number 239, Page 74087](#)

⁶ [U.S. Department of Transportation Language Access Plan](#)

communication with others when providing similar programs, benefits, and services.

2. **Interpretation** – The act of listening to a communication in one language (source language) and orally converting it into another language (target language) while retaining the same meaning.
3. **Language Assistance Services** – Oral and written language services needed to assist LEP individuals to communicate effectively with staff, and to provide LEP individuals with meaningful access to, and an equal opportunity to participate fully in, the services, benefits, activities, and other programs administered by Caltrans.
4. **Meaningful Access** – Language assistance that results in accurate, timely, and effective communication at no cost to the LEP individual. For LEP individuals, meaningful access denotes access that is not significantly restricted, delayed, or inferior as compared to programs or activities provided to English proficient individuals.
5. **Primary Language** – The language in which an individual most effectively communicates.
6. **Qualified Interpreter**⁷ – An interpreter who is able to interpret effectively, accurately, and impartially, either for individuals with disabilities or for individuals with limited English skills. The interpreter should be able to interpret both receptively and expressively, using any necessary specialized vocabulary.
7. **Substantial number of Non- or Limited English-speaking people**⁸ – Members of a group who either do not speak English, or who are unable to effectively communicate in English because it is not their primary language, and who comprise the lesser of 5% or 1,000 individuals serviced or affected by any local office or facility of a State agency.
8. **Sufficient number of qualified bilingual employees**⁹ – The number of qualified bilingual persons required to provide the same level of services to LEP individuals as is available to English-speaking individuals seeking the same services.

⁷ [Federal Register Volume 66, Number 14, Page 6733](#)

⁸ [Caltrans Deputy Directive 91 \(DD-91-R1\)](#)

⁹ [Caltrans Deputy Directive 91 \(DD-91-R1\)](#)

9. **Translation** – The replacement of a word, phrase, or text in one language (source language) with an equivalent-meaning word, phrase, or text in another language (target language).
10. **Vital Documents**¹⁰ – Paper or electronic written material that contains information that critically affects the ability of the customer (an individual, not a group) to make decisions about their participation in the relevant program.
11. **Disparate Treatment**¹¹ – Also known as intentional discrimination, disparate treatment happens under Title VI when similarly situated persons are treated differently because of their race, color, or national origin by a recipient of federal funds.
12. **Disparate Impact**¹² – Also known as adverse impact, a disparate impact happens under Title VI when a recipient of federal funds adopts a procedure or engages in a practice that has a disproportionate, adverse impact on individuals who are distinguishable based on their race, color, or national origin, even if the recipient did not intend to discriminate.

II. **WHAT IS LIMITED ENGLISH PROFICIENCY (LEP)?**

A. DEFINITION

Limited English Proficient (LEP) Individuals¹³ – Individuals with a primary or home language other than English and who have a limited ability to read, write, speak, and/or understand English. LEP individuals may be competent in English for certain types of communication (e.g., speaking or understanding), but still be LEP for other purposes (e.g., reading or writing).

B. AUTHORITY

The authority is based on Title VI of the Civil Rights Act of 1964, particularly as it pertains to discrimination “...on the ground of...national origin...”

¹⁰ [Caltrans Deputy Directive 91 \(DD-91-R1\)](#)

¹¹ [FHWA's “What Types of discrimination are prohibited by Title VI?”](#)

¹² [FHWA's “What Types of discrimination are prohibited by Title VI?”](#)

¹³ [U.S. Department of Transportation Language Access Plan](#)

C. WHAT IT MEANS

An individual's English proficiency can be related to their national origin, making limited English proficient (LEP) individuals a protected class under Title VI. Denying any group or individual access to, participation in, or the receipt of benefits of a federally-assisted or federally-funded activity based on their ability to read, write, speak, and/or understand English is a violation of Title VI.

D. HOW DOES TITLE VI AND LEP APPLY TO ME?

1. PUBLIC CONTACT

If any staff member of any level throughout a Division, Unit, Branch, or any other type of Sub-Division (collectively, "service branch" or "branch") makes contact with a member of the public, Title VI policies and procedures, including LEP policies and procedures, should be implemented and disseminated within the branch to prevent Title VI violations.

2. PUBLIC IMPACT

If any part of any staff member's job throughout a service branch creates an impact on the public, Title VI policies and procedures, including LEP policies and procedures, should be implemented and disseminated within the branch to prevent Title VI violations.

III. IMPLEMENTING THE LANGUAGE ACCESS PLAN

This section identifies the ways in which Caltrans implements its Language Access Plan (LAP). It also contains guidance for Districts and HQ Divisions to implement more localized procedures and policies for providing language assistance services to LEP customers. The core methods used to implement the LAP include:

- Identifying LEP Individuals
- Language Assistance Services
- Staff Training
- Data and Tracking

A. IDENTIFYING LEP INDIVIDUALS

In order to provide meaningful LEP services, Caltrans identifies target LEP populations. Usually, this takes place during the National Environmental Policy Act (NEPA) process for a given project but is sometimes done additionally for public meetings and public hearings. The Office of Civil Rights (OCR) performed the Four-Factor Analysis for all of Caltrans below.

1. FOUR-FACTOR ANALYSIS

Four-Factor Analysis¹⁴ – An analysis that considers four factors of the eligible service population and the service branch to determine the language assistance services and resources (“language assistance”) necessary to properly serve that service population. The four factors include:

1. The number or proportion of LEP individuals of a particular language group eligible to be served or likely to be encountered in the eligible service population;
2. The frequency with which LEP individuals of different language groups come in contact with the service branch;
3. The nature and importance of the activities provided by the service branch; and
4. The resources available to the service branch to provide language assistance.

2. FOUR-FACTOR ANALYSIS OF CALIFORNIA

a. Demographics¹⁵

The demographics data table shows language groups that are either in the LEP category (5%) or the Safe Harbor category (at least 1,000). The table is ordered from the most prominent language group to the least prominent language group, from top to bottom, then left to right by district.

LEP and Safe Harbor Languages for the State of California:

District	LEP Language Groups		
1	Spanish/Spanish Creole		
2	Spanish/Spanish Creole		
3	Spanish/Spanish Creole	Other Asian Languages	Laotian
	Chinese	Hindi	Armenian
	Russian	Korean	African Languages
	Vietnamese	Persian	Portuguese/Portuguese
	Other Indic Languages	Other Pacific Island Languages	Creole
	Hmong	Other Indo-European Language:	German
	Tagalog	Arabic	Mon-Khmer/Cambodian
Other Slavic Languages	Japanese	Urdu	

¹⁴ [Federal Register Volume 67, Number 117, Page 41455](#)

¹⁵ [2011-2015 American Community Survey 5-Year Estimates, Table B16001 Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over](#)

4	Spanish/Spanish Creole Chinese Vietnamese Tagalog Korean Other Asian Languages Other Indic Languages Russian Japanese Persian Hindi	Other Pacific Island Languages Arabic Portuguese/Portuguese Creole African Languages French (incl. Patois, Cajun) Mon-Khmer/Cambodian Thai Italian Gujarati Laotian Urdu	German Other Indo-European Languages Other and Unspecified Other Slavic Languages Serbo-Croatian Greek Armenian Hebrew Polish
5	Spanish/Spanish Creole Tagalog Chinese Vietnamese	Korean Japanese Other and Unspecified Arabic	Other Pacific Island Languages Portuguese/Portuguese Creole
6	Spanish/Spanish Creole Hmong Other Indic Languages Tagalog Chinese	Laotian Vietnamese Arabic Other Pacific Island Languages Mon-Khmer/Cambodian	Other Asian Languages Portuguese/Portuguese Creole Korean Armenian
7	Spanish/Spanish Creole Chinese Korean Armenian Tagalog Vietnamese Persian Japanese Russian Arabic Mon-Khmer/Cambodian	Thai Other Indic Languages Other Asian Languages Other Pacific Island Languages French (incl. Patois, Cajun) African Languages Hindi Hebrew Other Indo-European Languages Portuguese/Portuguese Creole Urdu	Italian Other and Unspecified German Gujarati Other Slavic Languages Laotian Serbo-Croatian Polish Hungarian Greek
8	Spanish/Spanish Creole Chinese Tagalog Vietnamese Korean Arabic Other Pacific Island Languages Other Indic Languages	Thai Mon-Khmer/Cambodian Persian Japanese Gujarati Other Indo-European Languages Hindi	Urdu French (incl. Patois, Cajun) African Languages Other Asian Languages German
9		Spanish/Spanish Creole	
10	Spanish/Spanish Creole Other Indic Languages Tagalog Chinese Mon-Khmer/Cambodian Hmong	Vietnamese Portuguese/Portuguese Creole Other and Unspecified Other Pacific Island Languages Arabic Hindi	Laotian Persian Urdu Korean

11	Spanish/Spanish Creole	Russian	Other Indo-European Languages
	Tagalog	African Languages	Italian
	Vietnamese	Other Pacific Island Languages	German
	Chinese	Other Asian Languages	Portuguese/Portuguese Creole
	Arabic	Laotian	Other Slavic Languages
	Korean	Hindi	Thai
	Other and Unspecified	Mon-Khmer/Cambodian	
	Persian	French (incl. Patois, Cajun)	
	Japanese	Other Indic Languages	
	Spanish/Spanish Creole	Mon-Khmer/Cambodian	Other Indo-European Languages
	Vietnamese	Other Indic Languages	French (incl. Patois, Cajun)
12	Korean	Other Pacific Island Languages	African Languages
	Chinese	Gujarati	Armenian
	Tagalog	Russian	Urdu
	Persian	Other Asian Languages	
	Arabic	Thai	
	Japanese	Hindi	

b. Frequency of Contact¹⁶

The 2018/2019 Language Survey data shows all language groups that contacted certain sampled Departmental Divisions within a District during a two-week sampling period. The language groups are represented alphabetically by district.

Survey of Language Contact Frequency by District:

District	Language	% of Contact	% of Non-English Contact
1	None		
2	English	99.77%	
	Somali	0.23%	100.00%
	Arabic	0.04%	1.30%
3	English	96.58%	
	Punjabi/Panjabi	0.27%	7.79%
	Spanish	2.97%	87.01%
	Tagalog	0.04%	1.30%
	Turkish	0.04%	1.30%
	Vietnamese	0.04%	1.30%
4	English	99.38%	
	Spanish	0.62%	100.00%
5	English	99.64%	
	Spanish	0.36%	100.00%
6	English	95.89%	
	Hindi	0.16%	3.77%
	Portuguese	0.16%	3.77%
	Punjabi/Panjabi	0.93%	22.64%
	Spanish	2.87%	69.81%
7	English	95.20%	

¹⁶ Data obtained from the Caltrans Equal Employment Opportunity Program 2018/2019 Language Survey

	Spanish	4.80%	100.00%
8	English	100.00%	
9	English	99.07%	
	Spanish	0.93%	100.00%
	American Sign Language	0.29%	20.00%
10	English	98.53%	
	Hmong	0.15%	10.00%
	Laotian	0.15%	10.00%
	Spanish	0.88%	60.00%
11	English	98.08%	
	Spanish	1.92%	100.00%
12	English	98.00%	
	Hindi	0.15%	7.69%
	Korean	1.08%	53.85%
	Spanish	0.77%	38.46%
	American Sign Language	0.27%	1.92%
	Amharic	0.14%	0.96%
	Arabic	0.55%	3.85%
	Cantonese/Yue	1.85%	12.98%
	English	85.71%	
	Farsi	0.34%	2.40%
	French	0.14%	0.96%
	German	0.14%	0.96%
	Hindi	1.10%	7.69%
HQ	Hmong	0.21%	1.44%
	Japanese	0.14%	0.96%
	Mandarin	2.40%	16.83%
	Punjabi/Panjabi	0.41%	2.88%
	Russian	0.14%	0.96%
	Spanish	5.15%	36.06%
	Tagalog	0.21%	1.44%
	Tigrigna	0.14%	0.96%
	Turkish	0.14%	0.96%
	Vietnamese	0.82%	5.77%

c. Nature and Importance of Contact

Caltrans offers many activities, programs, services, benefits, and other information available for the benefit of the public at various offices throughout the state, including headquarters. The primary points of contact for Caltrans are regarding complaints and service requests, contracting, permits, and public engagement. The HQ Divisions which oversee these various areas are the Office of Civil Rights, the HQ Division of Maintenance, the HQ Division of Traffic Operations, the HQ Division of Procurement and Contracts, the HQ Division of Engineering Services, and the HQ Division of Transportation Planning. Each of these HQ Divisions maintains resources and procedures for providing assistive language services to LEP customers as detailed later in this plan.

As Divisions and Districts review and refine their policies and procedures, they should keep in mind what activities and services are vital for their customers. Typically, activities and information about activities that have a critical impact on customers, participants, or the general public are considered to be important enough that they should be translated into the District's and/or Division's relevant language groups, rather than simply relying on interpretation. A few key factors to consider when determining the criticality of an item are:

- Does it pertain to an individual's legal rights? (e.g., the right to obtain free language assistance, the right to file a Title VI complaint, etc.).
- Does it pertain to an individual's safety? (e.g., signage or notices of unsafe road conditions or road closures).
- Does it pertain to an individual's eligibility to participate in an activity that does not require English proficiency? (e.g., DBE program advertisements, public meeting notices, etc.).

Some examples of vital documents and information provided throughout Caltrans include:

- The Disadvantaged Business Enterprise Program;
- Protections and Remedies under Title VI of the Civil Rights Act of 1964 and related statutes;
- Protections and Remedies under the Americans with Disabilities Act of 1980 and related statutes; and
- Rights under the Public Records Act.

The goal of language assistance is to allow non- or limited-English proficient individuals to access Caltrans's activities without significant delay or disruption.

d. Resources

Limited resources (such as financial resources) may have an impact on the nature of the steps taken to provide meaningful access for LEP individuals. Careful consideration should be placed on utilizing the most cost-effective resources for providing competent language assistance. Department-wide resources should reduce most cost issues, leading to limited or no reduction of language assistance services to LEP individuals on the basis of resources.

Caltrans maintains a list of all certified and volunteer bilingual employees, the assistive services language, and the tele-interpretation service LanguageLine Solutions as well as several, limited-scope translation contracts in place in various Divisions. These resources, especially when

combined, provide a cost-effective basis to providing assistive language services.

As Districts and Divisions review and refine their policies and procedures, they should consider contacting other service branches as well as other Federal, State, and Local agencies who might have similar materials that have already been translated. This level of cooperation would benefit the entire Department by equipping each service branch with important resources for assisting LEP individuals while limiting overall cost to Caltrans. Another consideration is to contact local community groups throughout the state for assistance with translation and interpreting various planning and project-related materials.

B. LANGUAGE ASSISTANCE SERVICES

Caltrans maintains many resources to provide necessary language assistance services, as listed in the Resources section above. The resources are intended to broadly cover the resource needs of Caltrans. More specifically, the assistive services language is a notice of availability of translation and interpretation services to the public, translated into 11 languages, and is intended to be copied into all public facing Departmental documents and flyers; the volunteer bilingual list is a list of volunteers throughout the department who are available to provide interpretation and translation services at the request of any staff member; LanguageLine Solutions is available to all staff members throughout Caltrans to provide certified interpretation services on the spot; and several Districts and Divisions have a translation contract in place, including the Office of Civil Rights, to translate materials as needed. The Office of Civil Rights uses its translation contract for translating Title VI Brochures, the Non-Discrimination Policy Statement, the Title VI Complaint Form, the assistive services language, and other documents as the need arises.

1. NOTIFICATION OF LANGUAGE ASSISTANCE SERVICES

Caltrans informs LEP individuals that language assistance is available to them free of charge via the assistive services language as well the LanguageLine Solutions language identification guide. While LEP customers maintain the right to provide their own interpreter and/or translator, Caltrans never requires LEP customers to do so nor does it pass the cost of department-provided interpretation and translation services on to the customer in any situation.

The LanguageLine Solutions language identification guide comes in a cardboard, desktop form as well as an 11 by 17 laminated form. This guide has a statement translated into 24 languages for the cardboard version and over 100 languages for the laminated version which customers can

point to to receive interpretation services from either a Caltrans employee or a contracted security guard. These guides are provided at security desks at Caltrans buildings as well as at public hearings and meetings.

2. TRANSLATION

Caltrans translates vital documents and information into the relevant LEP languages based on a Four-Factor Analysis. Larger documents and non-vital documents are translated as needed, usually by request of a customer. Documents and information are translated by volunteers from the volunteer bilingual list or a contractor or consultant. Additionally, much of Caltrans' website information has been transferred from a PDF format to a webpage to make use of the google translate feature embedded into the website. This feature translates the webpage's contents into the language selected by the user.

3. INTERPRETATION

Caltrans provides qualified interpreters at public events, at public counters, in the field, and over the phone. Interpretation services are almost always provided at the request of customer, with the exception being proactively providing interpreters at public hearings or meetings. These interpreters are usually selected from the volunteer bilingual list, the LanguageLine Solutions tele-interpretation service, or a contractor or consultant. For vital information, such as Right of Way acquisition, certified interpreters are used from a contractor or consultant. On occasion, interpretation services are used where translating a large document would not be feasible.

4. OTHER LANGUAGE ASSISTANCE MEASURES AND QUALITY CONTROL

Caltrans provides quality language assistance services to its LEP customers. While a proportion of those services are provided by volunteer staff, all staff who initiate translation services are trained to double check the work of the translator by requesting a second translator "back translate." Additionally, most of the volunteers on the volunteer bilingual list provide their skills as native speakers of their language. This allows for high quality translation and interpretation services, with "back translating" controlling for the potential of different dialects of a language. The Office of Civil Rights is regularly providing information and resources to staff to provide language assistance services to Caltrans' LEP customers.

5. AVAILABLE RESOURCES

Volunteer Bilingual Staff – Volunteer Bilingual Staff are available when interpretation or translation services are needed. Check with the volunteer about their individual certification status and availability.

<https://ocr.onramp.dot.ca.gov/downloads/ocr/files/Title%20VI/BilingualEmployees.xlsx>

Language Identification Flashcards or “I speak” Cards – When assisting LEP individuals, the *Language Identification Flashcards* (or “I speak” cards) can be utilized to identify the individual’s primary language. Additionally, LanguageLine Solutions also has a *Language Identification Guide*. These flashcards are made available at all public service counters and available to all individuals in public contact positions.

<https://www.lep.gov/resources/ISpeakCards2004.pdf>; and <https://ocr.onramp.dot.ca.gov/downloads/ocr/files/compliance/LLS%20Language%20ID%20Guide.pdf>

Telephone Interpretation – Caltrans has established an Over-The-Phone Interpretation service with LanguageLine Solutions.

<https://ocr.onramp.dot.ca.gov/downloads/ocr/files/Title%20VI/Language%20Line%20Solutions%20Quick%20Reference%20Guide.pdf>

External Interpreter and Translation Services – For a full list of the California Multiple Award Schedule (CMAS) translation and interpretation contracts, search by product and/or service description or contractor name at

<https://www.dgsapps.dgs.ca.gov/PD/CMASSearch/>

Federal LEP Interagency Website – The LEP website provides information, tools, and technical assistance regarding LEP and language services for federal agencies, recipients of federal funds, users of federal programs and federally assisted programs, and other stakeholders. <http://www.lep.gov/>

OCR Intranet Website – The OCR internal website contains information and resources for Title VI and LEP guidance. <https://ocr.onramp.dot.ca.gov/>

Community Volunteers – Community volunteers may be another form of assistance. Institutions of higher education, hospitals, local community groups, and law enforcement are excellent sources for identifying interpreters and translators in your area.

Assistive Services Language – The assistive services language is placed in all public facing documents to notify the public of the availability of language assistance services. This statement is provided in 12 languages (including English).

6. INTRA-AGENCY & INTERAGENCY COOPERATION

Caltrans engages in some level of intra-agency cooperation with regard to language assistance services. Specifically, the Office of Civil Rights maintains several resources for providing language assistance services as well as resources for providing notice of language assistance services for the use of the entire department. Some other Divisions also engage in intra-

agency cooperation, with the HQ Division translating certain forms into other languages for use by the District Divisions. Overall, however, there is room for growth with regard to intra-agency cooperation with more HQ Divisions translating important and vital documents for the benefit of the District Divisions. Similarly, District Divisions which have already translated certain materials should be sharing said materials with other Districts as well as the HQ Division.

There is little to no interagency cooperation regarding language assistance services at this time. This is another area for growth for Caltrans which could benefit the Department greatly by reducing the cost of providing LEP resources as well as standardizing language across various agencies throughout the state and country.

C. STAFF TRAINING

The Office of Civil Rights provides training on how to use LEP services and resources to the District Title VI Liaisons and the HQ Division Program Area Advisors at regular Title VI Quarterly Meetings. Training topics include how to use the LanguageLine Solutions tele-interpretation services, the volunteer bilingual list, and the assistive services language. The Office of Civil Rights places the responsibility of training staff on providing LEP services on the District Title VI Liaisons and HQ Program Area Advisors. The Office of Civil Rights monitors this education during the annual Title VI compliance reviews of Districts and Divisions. During these reviews, the Office of Civil Rights provides feedback on the LEP policies and procedures as well as the success of Districts' and Divisions' education on LEP services.

The Office of Civil Rights also provides training to all staff throughout the state on how to conduct an LEP Four-Factor Analysis as well as how to use US Census Bureau data to inform this analysis.

D. DATA AND TRACKING

District Title VI Liaisons and HQ Program Area Advisors (PAAs), as well as their respective teams, track all Department activities relating to LEP in their monthly reports for the Title VI Annual Element Report (also known as the Title VI Goals & Accomplishments Report). These activities are also tracked using the LEP Data Reporting Form (Appendix A) or the Online LEP Data Reporting Form, and the Public Participation Survey in English and Spanish (Appendix B and Appendix C). Caltrans uses federal and state demographic data in combination with these forms to ensure it is engaging with the appropriate communities on each project.

IV. MONITORING AND UPDATING THE LAP

The Office of Civil Rights monitors the effectiveness of the LAP by reviewing Districts and HQ Divisions annually for compliance with these procedures set forth in this document. The Office of Civil Rights updates this LAP as needed, typically when reviews and data suggest that policies and procedures should be updated to yield more effective LEP services to LEP customers.

V. CONCLUSION

It is the responsibility of Caltrans and its staff to take reasonable steps to provide LEP individuals with meaningful access to all Departmental activities. Caltrans identifies LEP populations through the use of a Four-Factor Analysis as well as during the National Environmental Policy Act (NEPA) process. Caltrans maintains several department-wide resources that are available to notify LEP customers of their rights to receive language assistance services as well as resources to provide those language assistance services. Staff are trained on using these resources at regular quarterly meetings held by the Title VI Branch within the Office of Civil Rights. Districts and Divisions record the use of LEP services to analyze the effectiveness of their outreach activities and provide the results of their tracking in their monthly Title VI Goals & Accomplishments reports to Office of Civil Rights. The Office of Civil Rights continuously analyzes the effectiveness of this LAP and updates it as needed, usually when reviews and data suggest that new policies and procedures will be more effective. All Districts and Divisions shall develop localized LEP procedures that will be effective for area in providing LEP service. Providing meaningful access to LEP individuals will enable Caltrans to achieve its mission of improving mobility across California.

APPENDIX A

Title VI Limited English Proficiency (LEP) Data Reporting Form

The purpose of this form is to collect translation (written) and interpretation (oral) data regarding LEP (Limited English Proficiency) services provided by Caltrans.

These services can be provided at the request of a customer or provided proactively for the benefit of the customer.

Multiple services can be reported on a single form given those services were all provided/initiated on the same day.

To use the online version of this form, please visit:
<https://www.surveymonkey.com/r/LEPDataForm>

1. What type of service was provided? (select all that apply)

- Translation (written)
- Interpretation (oral)

2. If a document was translated (written), what is the name of the document translated?

3. Language translated/interpreted (select all that apply)

- Spanish
 - Chinese (incl. Mandarin, Cantonese)
 - Vietnamese
 - Tagalog (incl. Filipino)
 - Korean
 - Armenian
 - Persian (incl. Farsi, Dari)
 - Russian
 - Arabic
 - Japanese
 - Punjabi
 - Thai, Lao, or other Tai-Kadai languages
 - Other (please specify which language or languages):
-

REV 06/25/2020



4. What was the nature of the interpretation/translation? (select one)

- Public Outreach Event
 - Public Counter Interaction
 - Phone call from customer
 - Email from customer
 - Mail from customer
 - Other (please explain)
-

5. How was the service provided? (select all that apply)

- Caltrans Employee
 - LanguageLine Solutions (Telephone Interpreting Service)
 - Other Vendor
 - Other (please specify):
-

6. Date the translation/interpretation was completed (estimate if unknown)

7. How did the customer learn about the service? (If applicable)

8. District or HQ providing the service:

- District: _____
- HQ

9. Division providing the service:

10. Employee Name:

Email this completed form to Title.VI@dot.ca.gov.

REV 06/25/2020



APPENDIX B

Caltrans Public Participation Survey

The following information is being collected by the California Department of Transportation (Caltrans) in order to comply with Title VI of the Civil Rights Act of 1964, *Nondiscrimination in Federally Assisted Programs*. Please take a few moments to complete the following questions. The data that you provide will enable Caltrans to identify impacted residents and communities affected by the Federal-Aid Highway Program. Please check the appropriate boxes with an "X" which best describe you and return the survey to the event coordinator. **Submittal of this information is voluntary.**

Gender

- Male Female Other

Ethnicity

- Hispanic or Latino Not Hispanic or Latino

Race

- American Indian/Alaskan Native Asian
 Black or African American White
 Native Hawaiian or Other Pacific Islander Other: _____

Disability

- Yes No

Age

- Under 40 Over 40

Household Income

- \$24,858 or less Over \$24,858

Language

What language is primarily spoken in your household? _____

Categories and Definitions

The minimum categories for data on race and ethnicity for federal statistics, program administrative reporting, and civil rights compliance reporting are defined as follows:

- a. **American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- b. **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- c. **Black or African American** - A person having origins in any of the black racial groups of Africa.
- d. **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- e. **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- f. **White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

APPENDIX C

**Departamento de Transporte de California (Caltrans)
Encuesta de Participación Pública**

La siguiente información está siendo recopilada por el Departamento de Transporte de California (Caltrans) con el fin de cumplir con el Título VI de la Ley de Derechos Civiles de 1964, que prohíbe la discriminación por parte de entidades que reciban asistencia financiera federal. Por favor tome un momento para completar las siguientes preguntas. Los datos que usted proporcione le permitirán a Caltrans identificar a los residentes impactados y las comunidades afectadas por el Programa de Ayuda Federal de Carreteras. Por favor marque con una "X" las casillas que mejor lo describan y devuelva la encuesta al coordinador del evento. **La presentación de esta información es voluntaria.**

Sexo (Gender) Género

- Masculino Femenino Otro

Origen Étnico

- Hispano o Latino Ni Hispano ni Latino

Raza

- Indígena Americano o Nativo de Alaska Asiático
- Negro o Afroamericano Blanco o Caucásico
- Nativo de Hawái u Otra Isla del Pacífico Otro: _____

Incapacidad

- Sí No

Edad

- Menor de 40 años Mayor de 40 años

Ingresos

- Menos de US\$24,858 al año Más de US\$24,858 al año

Idioma

¿Qué idioma se habla principalmente en su hogar? _____

Categorías y Definiciones

Las categorías mínimas de datos sobre raza y origen étnico para las estadísticas federales, los informes administrativos del programa y los informes de cumplimiento de los derechos civiles se definen de la siguiente manera:

- a. Indígena Americano o Nativo de Alaska - Una persona que tiene origen en cualquiera de los pueblos indígenas de América del Norte y del Sur (incluida América Central) y que mantiene afiliación tribal o apego a la comunidad.
- b. Asiático - Una persona que tiene origen en cualquiera de los pueblos originarios del Lejano Oriente, Sudeste Asiático o el subcontinente indio, incluyendo, por ejemplo, Camboya, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia y Vietnam.
- c. Negro o Afroamericano: Una persona que tiene origen en cualquiera de los grupos raciales negros de África.
- d. Hispano o Latino – Una persona de origen cubano, mexicano, puertorriqueño, centro o suramericano u otra cultura u origen español, independientemente de su raza.
- e. Nativo de Hawái u Otra Isla del Pacífico - Una persona que tiene orígenes en cualquiera de los pueblos originarios de Hawái, Guam, Samoa u otras islas del Pacífico.
- f. Blanco o Caucásico - Una persona que tiene orígenes en cualquiera de los pueblos originarios de Europa, Medio Oriente o el norte de África.